**Question: In your practice, you are likely to encounter students who have internalized low expectations. How will you recognize these kinds of students in your own class, and what will you do to help them?**

In order to identify students in my class with learned helplessness I would look for certain displays of behaviour that might indicate this. Students with internalized low expectations may be disengaged. Behaviour that would reflect this may include: a lack of focus during instructions, complaints about assignments, or general misbehaviour. Student disengagement is likely due to students giving up before they even start because of their low self-expectations. These are students who generally don’t want to try because they believe they will fail.

In order to help these students, I will make some adaptations to my lessons and/or my teaching. One way to build my students self-expectations and engage them in their own learning would be to give those students more responsibility. In order for students to hold higher expectations for themselves, it is important for adults to hold higher expectations for them first. Additionally, I would push to give students ownership over their own learning. I would do this by giving them choices to their learning or providing alternative options for them, such as Elizabeth did by allowing her students to create a play. Lastly, I would do what Elizabeth had done and give my students the chance to hand in their work more than once to improve their learning and their confidence. Overall, these adaptations to address students with learned helplessness are great examples for UDL and DI in the classroom.

**Question: What strategies did Jim use to support Darlene in the classroom? How effective were the strategies?**

Jim used several strategies to help ensure Darlene’s success in the classroom, however, they were not always effective. The first strategy I noticed was Jim and Paula asking Darlene to walk the halls only with an Educational Assistant and when the halls were relatively empty. However, this seemed to be unsuccessful because Darlene would often sneak to her locker while the rest of the students were in the halls and then experience a sensory overload. An alternative solution to this could be Darlene wearing headphones and listening to something that calms her. From my experience with my cousin who often struggles with sensory overload, noise cancelling headphones seem to be a calming and effective tool. Additionally, it seems as though Jim has taught Darlene to close her eyes and tell herself everything is okay when she is feeling overwhelmed. This also doesn’t appear to be effective because she had already thrown her books and used harsh language with her classmates before realizing she needed to calm herself down. Lastly, after Darlene lashed out on the students in the hall who wouldn’t speak to her, Jim pulled her aside and attempted to explain to her why the other students were upset. This also does not appear to be an effective strategy because Darlene had already lashed out. In order to minimize Darlene’s outbursts and allow her to feel supported, strategies needed to be implemented to help her manage her emotions before lashing out. A CEA designated to Darlene would also be extremely beneficial.

**Question: How can teachers act responsibly and still be open-minded to the use of social media in the classroom?**

In order for teachers to act responsibly and allow the use of social media in the classroom they need to be knowledgeable about social media themselves. In order for teachers to protect their students and themselves when it comes to social media, teachers need to understand how it works and what the potential risks are. From my experience with social media as a high school student myself, I can recall my peers facing acts of bullying and unsafe contact with strangers through social media. The key for teachers is to be knowledgeable and be able to communicate to students how to safely use social media. This may require teachers to do their own research or have the school provide training for teachers on how to use social media safe and responsibly. This could involve bringing an expert in to educate teachers.

 Social media can be a great tool for communication and collaboration. If used appropriately and effectively, it can motivate students, while also bringing them together. As we have all seen with the pandemic, social media can be a great tool to stay connected. Therefore, there are many benefits to social media use in the classroom. However, this is only if teachers are educated on the use and risks associated with it.