

# DIFFERENTIATION IS

AN IDEA AS **OLD**  
AS EFFECTIVE TEACHING

**VALUING**  
— and —  
**PLANNING**  
— for —  
**DIVERSITY**  
— in —  
**HETEROGENEOUS**  
**SETTINGS**

Lessons  
designed around  
**PATTERNS OF**  
**STUDENT NEED**

Necessary  
for success with  
standards for a  
*broad range*  
*of learners*

USE OF  
**WHOLE-GROUP,**  
**SMALL-GROUP &**  
**INDIVIDUAL TASKS**  
**BASED ON**  
**CONTENT**  
**AND**  
**STUDENT**  
**NEEDS**

PURPOSEFUL USE OF  
**FLEXIBLE**  
**GROUPING**

A **STUDENT-FOCUSED**  
WAY OF THINKING ABOUT TEACHING AND LEARNING

TEACHING  
**UP**

**AT THE**  
**CORE**  
OF QUALITY  
TEACHING



Designed to  
**ADDRESS LEARNING & AFFECTIVE NEEDS**  
that *all* students have

→ → → Learn more about the book at [www.ascd.org/differentiatedclassroom](http://www.ascd.org/differentiatedclassroom).

Source: Used with permission from Carol Ann Tomlinson, author of *The Differentiated Classroom, 2nd Edition*.

# DIFFERENTIATION *IS NOT*

<b>TRACKING OR GROUPING STUDENTS INTO CLASSES BY "ABILITY"</b>	<b>INCOMPATIBLE</b> <i>with</i> <b>STANDARDS</b>	
<b>BLUEBIRDS, BUZZARDS &amp; WOMBATS</b> (ability grouping within a classroom)	<b>DUMBBING DOWN</b> teaching for some students	Something <i>extra</i> on top of good teaching
Mostly for students identified as <i>GIFTED</i>	<b>A SET OF INSTRUCTIONAL STRATEGIES</b>	<b>MOSTLY FOR STUDENTS WITH IDENTIFIED LEARNING CHALLENGES</b>
<b>INDIVIDUALIZED INSTRUCTION</b>	<b>IEPs FOR ALL</b>	
<b>ASCD</b> LEARN. TEACH. LEAD.	<b>&gt;&gt;&gt;&gt;&gt; A SYNONYM FOR &lt;&lt;&lt;&lt;&lt;&lt;</b> <i>GROUP WORK</i>	





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# Content-specific Modifications

<i>In this subject</i>	<i>Consider these modifications, adaptations, and accommodations</i>
<p><b>Reading/ language arts</b></p> 	<p>Listen to digital books. Read with a peer. Follow along with a word window. Read from a computer with headphones. Work with a peer and have him or her summarize. Read enlarged print. Use CCTV (closed circuit TV)—a video magnifier that enlarges the font. Rewrite stories in more simple language. Use books with repetitive texts.</p>
<p><b>Mathematics</b></p> 	<p>Calculators Touch math (each number has the correct number of dots on the actual number) Hundreds charts Number lines Flash cards Count stickers Manipulatives (e.g., Unifix cubes, counting chips) Worksheet modified with easier-to-read numbers Pictures or visuals Larger cubes Chart paper to keep track of columns Talking calculator Numbered dice instead of dotted dice Real-world problems—problems with students' names in them</p>
<p><b>Phys ed</b></p> 	<p>Different-sized sporting equipment Silent activities (for those who are sensitive to noise) Choice stations Change the size of the court</p>
<p><b>Art</b></p> 	<p>Choice of materials Bigger/smaller materials Slant board Precut materials Stencils Smocks and aprons with pockets Gloves for kids who do not like to get messy Wiki sticks Posted steps about the process Modified scissors</p>

*continued*

# Content-specific Modifications

In this subject

Consider these modifications, adaptations, and accommodations

## Science



Hands-on experiences  
Teacher demonstration  
A role play  
Guest speaker  
Posted steps indicating the process

## Social studies







Highlighters or highlighting tape  
A way to connect the content to self  
DVDs  
Visuals  
Maps  
A written task card (a card with a step-by-step process on it)

## Music







Songs in the student's native language  
Instruments  
Signs while singing  
Rhythms to clap out  
Tapes/CDs of music to practice at home  
Music videos to watch

# Common Activities & Supports

When the students are asked to	Consider providing students
<p><b>Sit and listen</b></p> 	<p>Visuals to look at            Movement breaks            An FM system (that amplifies the teacher's voice)            A rug or mat to help determine where to be            An object to signify who is speaking (e.g., a talking stick)            A ball to sit on            Choice about where to sit            A focus object for students to hold or manipulate            A signal to start listening            The book that is being read            A topic bag—filled with objects that relate to the content            A job to do (help another student, write ideas on the board)</p>
<p><b>Present orally</b></p> 	<p>Choice about the supports necessary            Note cards            Visuals            A handout            A voice recorder            A videotape/DVD            A microphone            PowerPoint            Preprogrammed communication device</p>
<p><b>Take a test</b></p> 	<p>A review of test strategies            A review of the information            A practice test            A double-spaced test            Easy questions first            A reader for the test            A reduced number of choices by eliminating one or two choices            In matching, a long column divided into smaller sections            A computer            As much time as needed            An oral exam            A performance-based test            The option of drawing or labeling            Simplified language</p>
<p><b>Complete worksheets</b></p> 	<p>A word bank            Clear directions            File folder labels for students to stick answers onto            Highlighted directions            Fewer problems or questions            Choice about type of writing instrument</p>

*continued*

# Common Activities & Supports

When the students are asked to	Consider providing students
<p><b>Discuss</b></p> 	<ul style="list-style-type: none"> <li>A talking object</li> <li>Note cards with students' ideas written on them</li> <li>Peer support</li> <li>A preprogrammed communication device with a question on it</li> <li>A piece of paper to draw ideas or concepts</li> <li>Choice about how to participate in the discussion</li> <li>The text the students are discussing</li> <li>A highlighted section of the text—have the student read and others discuss</li> </ul>
<p><b>Take notes</b></p> 	<ul style="list-style-type: none"> <li>A lecture outline to complete during the lecture</li> <li>A chart</li> <li>A graphic organizer</li> <li>The teacher's notes from the day before</li> <li>An AlphaSmart</li> <li>Choice about how to take notes</li> <li>A copy of the teacher's notes with key words eliminated</li> <li>Lecture notes with pictures</li> <li>Photocopies or carbon copies from another student</li> <li>A laptop computer</li> </ul>
<p><b>Use a computer</b></p> 	<ul style="list-style-type: none"> <li>A task card for how to start up the program</li> <li>Modified keyboard</li> <li>Enlarged font</li> <li>IntelliKeys</li> <li>An adjusted delay on the mouse</li> <li>An alphabetical keyboard</li> <li>Large keyboard</li> <li>Choice about what to work on</li> </ul>
<p><b>Read a text</b></p> 	<ul style="list-style-type: none"> <li>Book on tape</li> <li>Larger print font</li> <li>Highlighter</li> <li>Choral reading</li> <li>Background information about the text</li> <li>Bullets of the main ideas</li> <li>Sticky notes to write questions on</li> <li>"Just-right books"</li> <li>Puppets</li> <li>Reading light</li> <li>Choice about what to read</li> </ul>

*continued*

# Common Activities & Supports

When the students are asked to

Consider providing students

**Be organized**



Color-coded folders  
A planner  
An agenda written on the board  
Assignments written on the board in the same place  
Assignments that are already three-hole punched  
A picture schedule  
A sticky note on desk of things to do  
A homework folder  
A desk check  
Clock or timer on desk  
A verbal rehearsal of the schedule  
A consistent routine

**Write**



Option to tell a friend his or her story before writing it  
A whole-group discussion  
Graphic organizers  
Use of bullet writing  
Pencil grips  
Option for student to dictate the story to an adult or a peer  
Words on a piece of paper that the student rewrites  
Stickers to fill in blanks  
Option to draw instead of write  
Raised-line paper—so students can feel lines



# *The Inclusive Classroom*

## *Drama Class for Students with Special Needs - Tip Sheet*

“Special needs” is a broad term that describes individuals who require assistance for disabilities that may be medical, mental, or psychological. Every student with special needs is different, and their needs are entirely unique.

### **1. Identify the unique needs of each student.**

- Make it a priority to meet with your students (or their families, if necessary) to discuss their goals and what they'd like to achieve by taking drama classes or participating in a production.
- The more information you have ahead of time, the better prepared you are to help your students succeed.

### **2. Use proper language.**

- Use people-first language vs. identity-first language.
- Avoid negative and ableist terms when referring to students with special needs.
- Students with special needs are not victims and you can't assume they are suffering. Nor are they worse off or inferior because they have special needs or a disability.
- A disability descriptor is simply a medical diagnosis.

### **3. See what you can do to help students succeed in drama.**

- Focus on what your students can do, rather than what they can't do.
- What accommodations can be made, depending on the individual needs of each student? (eg: ramps, large print, audio, video feeds, quiet areas, assistants)
- Offer a relaxed performance of your next school show for audience members who could benefit from it.
- Don't rule out a student with special needs from performing in a production. If they are the best actor for the part – cast them!
- Look for and study shows that feature characters with special needs. For example, the character Archie in *13: The Musical* uses crutches because he has muscular dystrophy. The lead character Christopher in *The Curious Incident of the Dog in the Night-Time* has autism.

Treat all of your students equally. A student with special needs may need some specific accommodations at times, but mostly they want to be part of what everyone is doing.



## Teaching Tools, Classroom Management Strategies & Lesson Planning Tips

Below you will find some teaching tools, classroom management strategies, and lesson planning tips that are meant to help you in your classrooms. These ideas are only suggestions. The classroom is YOUR space and as a team, you will choose what is appropriate to implement and enforce. Many of these help to naturally create the Least Restrictive Environment (LRE) for all students.

### TEACHING TOOLS:

#### GIVE RESPECT TO GET RESPECT:

1. **Positive affirmations!** When negative behavior is happening, call out students who are doing the right thing. Don't give attention to the student who is disrupting or not following directions. (\*\*Also it's important to not single out students when they are doing the wrong thing. Instead tap them on the shoulder, walk into their line of sight and make eye contact, etc.) Giving positive feedback throughout rehearsals and at the end of rehearsals is going to help with them become invested in the show and trust you all. Giving them a personal shout out in front of the group or just one to one personally (just go up to them and say it quietly!) can really be amazing. If you would like to make it a ritual, have every member of the artistic team call someone out before you break/end of the day in front of the group. In addition, you can have cast members call out each other as well to help build ensemble.
2. **Positive language!** You have to lead by example. Be sure to speak positively to each other and to the kids. Think "Please Stand Up!" rather than "Don't Sit Down!"
3. **Be equals!** You all need to be seen as equals and you all deserve the same respect! Make sure you are all on the same page.
4. **Clap for everyone!** We want to encourage ensemble and give praise/rewards for participating and being supportive! If you have a lot to do then one clap all at once is a great way to get through it all.

5. **Flashlight!** This is one of my favorite tricks on how to get students to turn out and get them to UNDERSTAND how to turn out. I will show you!
6. **Write down student responses!** Use the board to show you are listening and acknowledging what is being said. This helps students feel proud and take ownership when they see their contributions up on the board. Have one TA facilitate while other TA scribes if possible!

### TEACHING NEW THINGS & REVIEWING:

1. **Call and response!** When learning new material (ex. music or dialogue) have the group repeat and say in back to you in call and response a few times before doing it at speed or with accompaniment. This is a minor adjustment that easily levels the playing field for everyone in case one or two have lost their place.
2. **Asking questions:** Whenever asking the group a question- ask it then count to 5. Seriously! Let the question breathe so that others who aren't as enthusiastic as some or process at different speeds will be able to process the question and have a chance to respond.
3. **Make it active!** Having younger groups sit for more than 10 minutes watching a film or listening to something is sometimes too long! They need to be involved and moving in order to stay focused. If you need to show and discuss visuals, then stop every now and then and encourage "turn and talk" to a partner, etc. Making it interactive elevates the fun and investment. You can also add active tasks while watching such as one of the TA's taking down notes or questions that come up.
4. **Minimize distractions.** Make sure tables, chairs, bags, water bottles, etc. are out of the way so they do not become a distraction.
5. **Art as stimulation.** Get creative! Bring in some art supplies! Get messy! Do character work that includes art and various ways of expression and interpretation. Younger groups need a lot of input/outside stimulation, so by bringing in new props or introducing new methods will be very helpful to everyone.

7. **Confirm understanding.** Don't rush. Always check that they understand what you have saying and what you are asking/directing them to do. Have them respond with a hand gesture (IE: put your hand on your head if you understand me). Always make sure to read faces and body language for clues of confusion.
8. **Add physical gestures to help understanding.** When doing any sort of movement/blocking, have them tap the foot/hand that they are leading with or point in the direction they are moving. When doing music/scene work, have them point to where they are supposed to be looking!
9. **Clearly organized room.** Mark SR, DS and CS, UP and SL on the walls to help students learn where the audience is.
10. **Minimize steps in directions:** Give directions in 1-2 steps for younger groups. Don't overload them! Always have someone repeat back the instructions and/or ask for confirmation of understanding with gesture or verbal response.
11. **Mark out the stage on the floor!** Use the spike tape provided. Use the tape as much as you need. There are lots of different colors in the staff room! Taping the floors is SO SO SO helpful for everyone. Have backstage prop shelves and stairs also marked out with spike tape to keep organized.
12. **Write down student responses!** Use the board to show you are listening and acknowledging what is being said. This helps students feel proud and take ownership when they see their contributions up on the board. Have one TA facilitate while other TA scribes if possible!
13. **Model!** Don't tell your students what to exactly do in terms of acting choices. Have them generate the ideas instead of just mimicking the way you do it. Model how this is done!

## **GETTING FOCUS:**

1. **Big group.** When asking for attention (hands on your shoulders, hands on your hips, hands on your head... etc.) make sure you do at least **FIVE** directions before asking them to focus on you/cover their mouths. I know it sounds super specific, but I swear it works!



2. **Shake it out.** Doing a shake out or quick group game will break up rehearsals and help maintain focus. stay focused and on point. This could be as little as just getting up and leading a stretch, doing three deep breaths while standing, or having them find a new seat in a different row, etc..
3. **Getting focus:** Use "actor neutral" or "ready to go!" to get focus. Set up exactly what this looks like at the beginning of the rehearsal process or workshop. Call and responses are also great and can be individualized based on the group.
4. **Throwing focus.** Use throwing focus to get kids to change who/what they need to be looking at. Help guide focus physically with gestures and voice.

### CLASSROOM MANAGEMENT STRATEGIES:

1. **Promote ownership!** When students have ownership over the material, they tend to stay more focused and engaged. Check in to see if you're directing AT your students. If you are, try directing WITH your students. "You are the ones that are going to be on stage." "How do you want to come across?" "Who do you want to impress?" "Make yourself proud by being the best you can be today and in the show so that your Grandmother from N. Dakota is so happy she made the trip to see you play a monkey!"
2. **STOP AND RESET:** If everyone is just not having it just STOP and RESET. Everyone stops and takes 3 deep breaths from the tip of your toes to the top of your fingers (arms are held high above!). Maybe turn off the lights and everyone be quiet for a minute. REMAIN positive and say, "I'm noticing that you all are getting a little squirmy, let's..." There is NO NEED to push through something just to get it done when it will burn you out and you will most likely need to reteach it again because everyone's attention was so scattered.
3. **Sit everywhere.** All TAs should sit THROUGHOUT the room. Don't all sit in the back/front/side. You are supporting the cast AND each other by peppering yourselves around the room or having another team member sit by Director/Music

Director/Choreo/SM as they teach so that one can teach and one can provide behavior management and give out positive reinforcements and affirmations.

4. **Silence is powerful.** Instead of asking for "Actor Neutral" or "put your hands..." simply become silent. Say, "I'm going to wait" and just be silent and wait. Don't call anyone out. Just wait. Eventually it will make it around the group that you are waiting for them to be quiet to give them directions. Then once you have everyone's attention wait in silence a little longer. When this happens and you have their attention, speak in a low, positive, calm voice.
5. **Correct. Notice. Affirm.** If you correct someone privately or publicly (sometimes it happens!) make sure you circle back around to them to give them praise on how they changed/did the right thing. ex) Rose said she didn't want to work with Evelyn. I popped right up to Rose's ear and said, "Now how do you think that makes Evelyn feel? What do you need to do differently?" I stepped back for 10-15 minutes and watched Rose do a great job interacting with Evelyn. Afterwards, I went back to Rose privately and told her what a great job she did. (Rose and Evelyn are my daughters' names FYI!)
6. **Behavior management teamwork.** One thing that can greatly help is to divide and conquer teaching and behavior management. The TA(s) who are leading the rehearsal should NOT be in charge of behavior management. That should be the other team members who are peppered around the room ready to pounce and **privately** correct behaviors as necessary so that the whole group isn't disturbed. These small corrections under the radar will also help build trust among the team and students because then it will come across that you are working together to make it better.
7. **Keep everyone engaged:** When starting a scene or new activity, have everyone say "1,2,3 Action!" when starting a scene, etc. to help engage those that are not in the scene.
8. **"Buddy Up":** Have any identified students with a "typical" peer each week to increase social and emotional growth. This also builds ensemble, tolerance and acceptance among peers. Peers make the greatest teachers.

9. **Follow their lead:** Don't push camper if they don't want to participate. Give camper a few minutes to process or take a break and then ask them via buddy or point person to join in again. Have a "chill in" space designated for them.
10. **AGENDA!:** Create an AGENDA for EACH DAY that has date, time, location clearly stated. Review agenda at the top of the day. Agenda should have boxes next to items and be checked off when completed. Agenda is prepped in advance. Do not include times.
11. **What time is it??** Be sure to have a clock that can be seen (not a phone) by everyone in the room.
12. **Prep for transitions!** The agenda does this for you naturally. Additionally, give a 5 minute warning (or more if needed to individuals) before switching activities. Preparation for transitions are extremely effective for EVERYONE!
13. **Give directions ONE AT A TIME** and in AS FEW steps as possible. Ask student(s) to repeat them to check comprehension.
14. **Give alternatives-** If camper is having trouble focusing on a task, then engage camper as assistant to facilitate activity.
15. **Scatter-** Divide neurodivergent students evenly among PEERS as much as possible so they do not feed off of one another. This helps them learn to be socially appropriate, etc.
16. **Wait--** After you ask a question- wait, wait and then wait a little longer.

## LESSON PLANNING TIPS:

1. **Give time/ways for physical input!**
  - a. Stress balls – have some at the ready! Pull camper aside and say "hey, I think you need this!"
  - b. Need something moved? Ask them for help. Anything that will help expend energy is a good thing!
  - c. Give them opportunities to let it out! Shake outs! Games!

- i. IT WILL BENEFIT EVERYONE TO JUST STOP SOMETIMES AND SHAKE IT OUT TO RESET! DON'T BE AFRAID TO DO THIS AND PUT IT IN YOUR LESSON PLAN!
2. **Control**- Give students resources, options, and the ability to be in control.
3. **Least Restrictive Environment**- Start with the least restrictive environment possible. This means that you teach to the LOWEST level in the room so that everyone is on the same playing field.
4. **Keep in Mind**- Think of how you will teach the lesson plan spatially. Make sure you know your intended audience. Do not try to achieve more than one or two objectives.
5. **YOU MATTER TOO!** Think about what YOU need!
6. **Designated section in lesson plan**- Make sure you have a section labeled:  
MODIFICATIONS
  - a. In this section you will brainstorm and anticipate students' needs, triggers, and difficulties within the lesson plan so that ALL students can achieve stated objectives.





May 19, 2021 / Pediatrics

# How to Help Kids Socialize as COVID-19 Restrictions Ease

## A pediatric psychologist shares tips for nervous parents

The kids are all right — or they will be anyway.

Throughout the pandemic, parents have worried about what all this lack of socialization could be doing to kids' development. As vaccine rollouts continue, it's time to think about reacclimating kids to the wide world of in-person togetherness. But how?

Pediatric psychologist Kate Eshleman, PsyD, shares tips for parents to bear in mind both before and during the transition from Zoom breakout rooms to playground hangs.

## Temper your expectations

First and foremost, don't expect everything to go perfectly. "It's important to have realistic expectations and recognize upfront that this is going to be hard — and that's OK," Dr. Eshleman says.

As kids start socializing beyond their families, some unsureness is to be expected. After all, it's been a while since kids, like the rest of us, had to interact with other people, and some of their people skills may be rusty.

"Kids haven't had to share with others, and they haven't had to talk to unfamiliar adults," Dr. Eshleman says, "so you may see some shyness or kids responding to other people in ways that aren't typical of how they act around their families."

While not all children will experience difficulty transitioning back to in-person gatherings, some may. And those experiences may vary greatly from child to child.

## Watch for signs of stress and distress

Keep an eye out for any changes in your kids' behavior and mood, including mood swings and sleeplessness — but perhaps just as importantly, try not to jump to conclusions about what they mean.

"As parents watch for changes in behaviors, we also have to be careful how we interpret them," Dr. Eshleman says.

If your child returns to school, for example, and comes home with a full lunchbox every day, you might be inclined to jump to the conclusion that she's too stressed to eat — when in reality, she's having so much fun catching up with friends at the lunch table that food hasn't been her top priority. Similarly, a child who's having trouble sleeping could just as easily be kept awake by back-to-school excitement as he is by nerves and fright.

“It's a good rule of thumb for anybody: Never assume we know what's going on,” Dr. Eshleman says.

To try to get to the bottom of how your kids are feeling, open the lines of communication — and start now, before they head back to the classroom or return to socializing on a regular basis.

## Ask probing questions

Dr. Eshleman recommends getting in the habit of asking your kids questions that will help them better express what's going on in their lives and how they're feeling — even if they don't realize that's what you're asking.

Even before kids begin in-person socializing again, ask questions about their day, such as, “How did your book end?” and “What did you build in Minecraft today?” to get them to open up to you in unexpected ways.

“I can't emphasize enough the importance of creating opportunities for conversations and making a point of asking a child how their day was,” Dr. Eshleman says. “We want to ask hidden pointed questions, like, ‘Did anything funny happen today?’ and ‘What made you happy today? What made you angry?’”

## Other ways to prepare kids' people skills

Dr. Eshleman suggests other ways to prepare children for changes to come and increase their comfort with socializing in person.

- **Start small:** “Identify opportunities for limited exposure,” she says. Whether it's heading to the park or going out for ice cream as a family, ease kids into social situations in which they'll be around new people and in new settings.
- **Brainstorm conversation starters:** Along with your child, come up with a handful of topics they can ask their friends about in person. Arming them with age-appropriate questions (i.e. “Did you go on vacation this summer?” and “What's your favorite thing for lunch?”) will help kids feel better prepared to converse face to face.”
- **Talk about what to expect:** Explaining how new activities and schedules will work can help kids feel more prepared and less afraid. Consider, for example, “We'll leave our house at 8 a.m., then we're going to go through the drop-off line and walk through the front door of the big brick building.”
- **Show and tell:** If possible, schedule an off-hours tour of your child's school or daycare facility for a walk-through to help familiarize them with the space. If that's not an option, try looking up photos online or even just walking past the building.

## Tips for very young children

If you have a toddler or infant who has never known a truly social life outside the pandemic, prepare them for upcoming changes by acclimating them to being separated from you — starting in small increments.

“Ideally we want kids to develop secure attachments,” Dr. Eshleman says. “Kids need to know that even when they’re not with their parents, they’re loved and cared for.”

Hire a babysitter or enlist the help of an extended family member to watch your child while you run errands or even just work in the yard, which will give them practice in being apart from you.

## Tend to your own stress

Children are inherently attuned to the feelings of the adults with whom they spend the most time. So while it’s certainly understandable for adults to have pandemic-related worries of their own, be cognizant of how you handle your own anxiety and discomfort — especially in front of the kids.

“Kids pick up on the way their parents behave, so parents should be aware of the things they say to their spouse and others,” Dr. Eshleman. “The more uncomfortable the parents feel, the more uncomfortable the children will feel.”

## Try not to worry — really

It’s easier said than done, of course, but try to have faith in your kids’ ability to bounce back from tough times and adapt to the world around them.

“Kids are resilient, Dr. Eshleman says. “From a parent perspective, it does not do any good for us to dwell on what might’ve been were it not for the pandemic. Instead, we can acknowledge the challenges we faced and move forward.”



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