

# 2021 UNDERGRADUATE SCHOLARLY SHOWCASE

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# PURPOSE: EQUALITY

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- Equality in the classroom is my purpose for this research study. As teachers, it is important that we are giving all children equal chances in the classroom to thrive. My project highlights children of disabilities social life in the classroom with COVID-19 changes.
- My big question is are children of disabilities given equal time in the classroom to be become part of that classroom's community virtually. Do children of disabilities feel like they have friends in the classroom or rather do they feel separated from their classmates. These are important questions we should be asking ourselves during virtual learning because if we don't this may have an impact on a child's social skills and mental wellbeing.



# EXISTING RESEARCH

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- Social interactions amongst classmates play huge roles in young children's lives. These social skills that children learn will be carried throughout one's life. Social interactions are also proven to help benefit children in many ways. One example is in a child's education. In education these interactions amongst peers of different cultures, races, and disabilities are so important.
- According to theorist Vygotsky social interactions play a major role in children's cognitive growth without these interactions children will struggle in the future. Children of disabilities should be integrated into the classroom during these virtual courses to ensure they are having these social interactions and not being left behind. There are many ways we can involve children into everyday activities we just need to get creative when it comes to virtual learning. Social interactions are proven have a positive relationship with one's mental health. Many children who struggle with mental illness or disabilities are often left behind during this shift to virtual classes. It has also been shown that many virtual platforms are not compatible for students of disabilities.
- Goldschmidt K. (2020). The COVID-19 Pandemic: Technology use to Support the Wellbeing of Children. Journal of pediatric nursing, 53, 88–90. <https://doi.org/10.1016/j.pedn.2020.04.013>

# EXISTING RESEARCH CONTINUED...

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- I have found that the tools and media's we present children with is important to promoting social interactions. As teachers, it is important that we research these tools before implementing them to children. We should ensure that these platforms include all learners and not just certain students.
- I found various platforms that students can use to interact and learn from each other. I found it interesting to implement platforms that allow children to provide feedback to each other such as Flipgrid or Padlet.
- Guernsey, L., Ishmael, K., & Prescott, S. (2020, March 16). Online learning in the wake of COVID-19: Tips and resources for preK-12 with equity in mind. New America.  
Retrieved from <https://www.newamerica.org/education-policy/edcentral/online-learning-wake-covid-19/>

# PROCESS

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- To answer my question if children of disabilities are getting enough social interactions, I will be looking existing research and articles. Using this information, I can see what teachers have used in their classrooms to promote social interactions amongst all students' I can also look and research various platforms and media's that promote social interactions between all learners especially children of disabilities.

# FINDINGS

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- From reading literature about the impact of Covid-19 and social interactions of children of disabilities and children without I have found that it has been difficult for most children and teachers during this time to integrate social interactions. Many teachers felt unexperienced about virtual learning which impacts students learning. I did find although there are many changes to children education the effort of helping children with disabilities has not changes. Teachers are still making efforts and accommodations to meet with IEP teams to best benefit the child.

# OUTCOME

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- This is going to be a learning process for all teachers and students during these crazy times. During these unpredictable times, there has been many changes to everyone's social lives. Especially young children in education where play is essential. I've learning that when it comes to creating social interactions for children of disabilities as teachers, we must be ready to jump the many obstacles. This is a very hard and confusing time for many children and as teachers we should try to be as creative as possible with online learning. A way to do this is to find tools that promote social interactions between students.

# RESOURCES

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- Goldschmidt K. (2020). The COVID-19 Pandemic: Technology use to Support the Wellbeing of Children. *Journal of pediatric nursing*, 53, 88–90.  
<https://doi.org/10.1016/j.pedn.2020.04.013>
- Guernsey, L., Ishmael, K., & Prescott, S. (2020, March 16). Online learning in the wake of COVID-19: Tips and resources for preK-12 with equity in mind. *New America*. Retrieved from <https://www.newamerica.org/education-policy/edcentral/online-learning-wake-covid-19/>