

A black and white photograph of three young children playing in a sandbox. They are surrounded by sand, buckets, and toys. The text is overlaid on this image.

Natural Environment Readiness Self-Assessment Course: Module 2

**For Provider Program Administrators
Interested in Becoming a Part C Provider
as Part of Limited Open Enrollment**

NOTE: This module will not play as a media file. Participants move through the slides at their own pace and complete the reflection activities and questions.

A black and white photograph of three children playing in a sandbox. One child is in the foreground, another is in the middle ground, and a third is in the background. They are all focused on their play with sand and some toys.

Module 2, Section I: What Do Natural Environment Practices *Look Like*?

- Video Sample Part 1: Traditional vs Routines
- Video Sample Part 2: What Intervention Can- and Should- Look Like
- Video Sample Part 3: Changing The Mindset
- Self-Assessment of Your Program

NOTE: This module will not play as a media file. Participants move through the slides at their own pace and complete the reflection activities and questions.

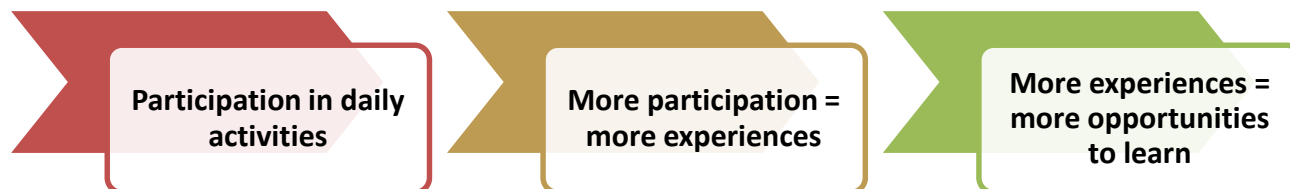
A Closer Look at Natural Environment Practices

Remember: ***Natural environment*** is more than just a “service setting” or a location.

Natural environment refers to the things a child does to participate in his/her typical child and family life.



Early intervention in a Part C program operates under the belief that the more young children actively participate in child/family life, the more they learn:



A Closer Look at Natural Environment Practices

The purpose of this “closer look” with video samples is for Provider Program Administration to self-assess their program’s readiness to provide early intervention services to parents/caregivers of eligible children in a manner that increases caregiver capacity to help their child learn and develop.



Early Intervention: A Routines-based Approach

**In this section, you'll watch three brief videos.
After each video segment, there will be reflection
and questions for self-assessment of your program.**

You'll be asked to think about key points from the video and write down your self-assessment answers on the handout, *Natural Environment Readiness Self-Assessment Checklist*. The handout is linked on the First Connections' Web page along with this course Modules 1 and 2.

The completed handout will be submitted as part of your end of course post-assessment.



NOTE: Because the videos are stored on a web site, rather than in this module/presentation, you must be connected to the internet in order for the video to play successfully.

VIDEO 1

Early Intervention: A Routines-based Approach - Part 1: Traditional vs Routines



NOTE: Because the videos are stored on a web site, rather than in this module/presentation, you must be connected to the internet in order for the video to play successfully.

[Click this link to view video 1, “Part 1: Traditional vs. Routines”](https://binged.it/2IBZzLP)

<https://binged.it/2IBZzLP>

Early Intervention: A Routines-based Approach, Video Part 1: Traditional vs Routines

The video that you just watched, *Part 1: Traditional vs Routines*, described the difference between what they call the “historical” or “traditional approach” and a “Routines-based Approach.”

Use Section 1 of the handout “Natural Environment Readiness Self-Assessment Checklist” linked with this course to answer the questions on Section 1 of your “Natural Environment Readiness Self-Assessment Checklist.”



Materials needed: Print off the handout linked with the course entitled
“Natural Environment Readiness Self-Assessment Checklist”

Early Intervention: A Routines-based Approach, Part 1: Traditional vs Routines

Traditional Approach or a Routines-based Approach?



The video described the “Traditional Approach” as:

Clinical focus on fixing skills a child had not yet mastered. Parent was more of a passive observer who relied on the therapist to influence the child’s development. Rehabilitative or medical model where families brought child to the clinic for direct child therapy multiple times a week.

Early Intervention: A Routines-based Approach, Part 1: Traditional vs Routines

Traditional Approach or a Routines-based Approach?



The video described the “Routines-based Approach” as:

Therapy activities are family-directed and embedded in what the child/family is doing, using the child’s and family’s materials. Therapists teach the parent and other caregivers what they need to know to help the child learn. Parent as expert on child and family is actively involved with support through provider coaching at visits with the family at places the family frequents.

Part 1: Traditional vs Routines



Traditional Approach or a Routines-based Approach?

Answer the following question in SECTION 1 of the handout linked with this course entitled “Natural Environment Readiness Self-Assessment Checklist.” **This handout will be submitted as part of your online end of course post-assessment.**

Section 1: Question #1



Based on the information shared in the video about the Traditional Approach (clinical/medical model of direct child therapy) and the Routines-based Approach, which approach do the early intervention direct service providers on your team (therapists) currently use in their work with families of eligible infants and toddlers birth to three?

Part 1: Traditional vs Routines

In the video, Robin Hoofnagle (SLP) shares how her career as an early intervention professional has evolved or changed over the decades:



1980's

Rehabilitative or medical model where families brought child to the clinic for direct child therapy multiple times a week. Therapist-directed activities.

1990's

Sessions in natural setting or home, but therapist brought in toy bag and activities. Family was involved, but therapist lead -- directing what they'd be doing and the order they'd do it in.

2000's

Therapist as "interventionist" who coaches the child's caregivers instead of directing services. Therapy activities are embedded in what the child/family is doing, using the child's and family's materials to teach the parent what he/she needs to know to help their child learn.

Part 1: Traditional vs Routines

Answer the following question in SECTION 1 of the handout linked with this course entitled “Natural Environment Readiness Self-Assessment Checklist.”

Section 1: Question #2



Based on SLP Robin Hoofnagle’s description of the how the field of early intervention has evolved and her description of her own “paradigm shift,” where do you feel your team’s service delivery is currently “at” on this spectrum?

1980's

Rehabilitative or medical model where families brought child to the clinic for direct child therapy multiple times a week. Therapist-directed activities.

1990's

Sessions in natural setting or home, but therapist brought in toy bag and activities. Family was involved, but therapist lead -- directing what they'd be doing and the order they'd do it in.

2000's

Therapist as “interventionist” who coaches the child’s caregivers instead of directing services. Therapy activities are embedded in what the child/family is doing, using the child’s and family’s materials to teach the parent what he/she needs to know to help their child learn.

Embedded Intervention in Early Intervention under IDEA, Part C



Wait a minute! That term
“embedded intervention” – I
am not familiar with that.
What does that *look like*?

Embedded Intervention in Early Intervention under IDEA, Part C

Traditional Approaches (Clinical Model)

Bring “toy bag” of special materials into the home for the intervention visit, and then leave with those materials

Change the way the routine activity usually occurs, including the participants (e.g., ask the parent or siblings to leave the room or to stand by and observe) and arrangement (e.g., move the activity to another room)

Rely solely on assessment information gathered from testing and/or general developmental tasks that are known not to generalize well to a child's functioning in everyday life

Use generic intervention approaches common for all children or children with a specific disability label or developmental characteristic

Schedule home therapy sessions based on professional's availability or schedule

Embedded Intervention in a Routines-based Approach (Part C Early Education Model)

Use materials the family already has available, or bring materials the family can use and keep

Work within the routine activities as they usually occur, including participants and location (e.g., therapist observes the parent or siblings interacting with the child and provides feedback and strategies/ideas)

Understand each family's routines and activities, and how the child currently functions during those times, to individualize intervention approaches to the child and his/her family

Identify intervention approaches that fit the individual child's learning characteristics (e.g., interests, temperament, strengths, needs) and each family's culture and values

Schedule intervention visits at the time when the routine activities (identified by the family) usually occur, or when the family would like support.

Part 1: Traditional vs Routines

At the end of the Part 1 video, the narrator states: *“shifting to a routines-based approach can be challenging for many providers, but it is well worth the effort.”*



Answer the following question in SECTION 1 of the handout linked with this course entitled “Natural Environment Readiness Self-Assessment Checklist.”

Section 1: Question #3



As a program administrator, have you embraced the “paradigm shift” SLP Robin Hoofnagle described (a shift from outpatient clinic services in the 80’s, to home visits with the therapist bringing in toys and activities and directing the session in the 90’s, to therapist as coach supporting the child’s caregivers in learning what they need to know to help their child learn in the 2000’s)?

Do you believe that using a routines-based approach is “well worth the effort?”

Part 1: Traditional vs Routines

Answer the following questions in SECTION 1 of the handout linked with this course entitled “Natural Environment Readiness Self-Assessment Checklist.” **This handout will be submitted as part of your online end of course post-assessment.**

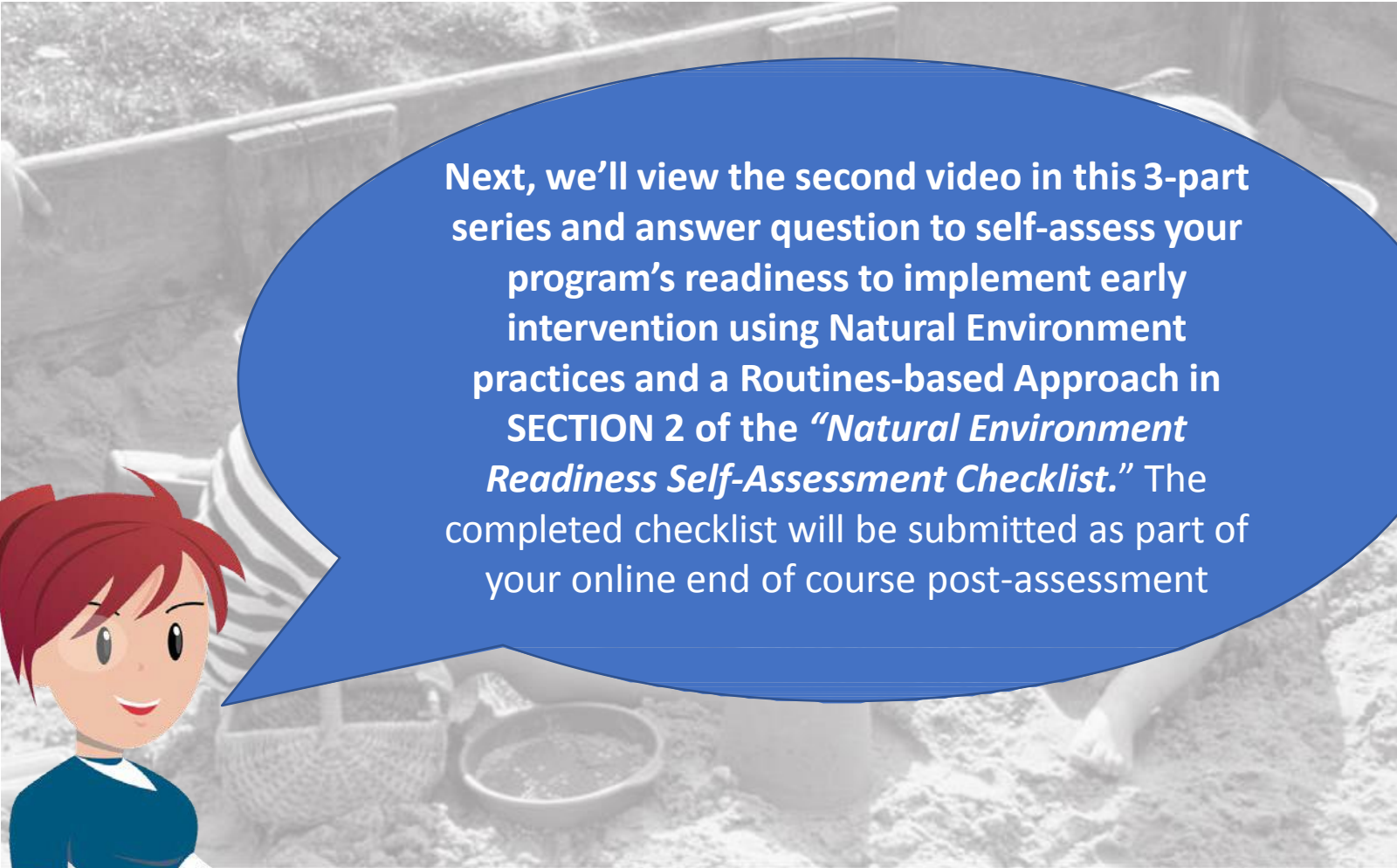
Section 1: Questions #4/#5



#4: What issues and/or challenges do you think direct service providers (therapists) on your team may have in changing their practice to shift from a traditional (clinic/medical) model to a routines-based approach?

#5 What support do you think the professionals on your team would need to be able to use a routines-based approach with parents and other caregivers?



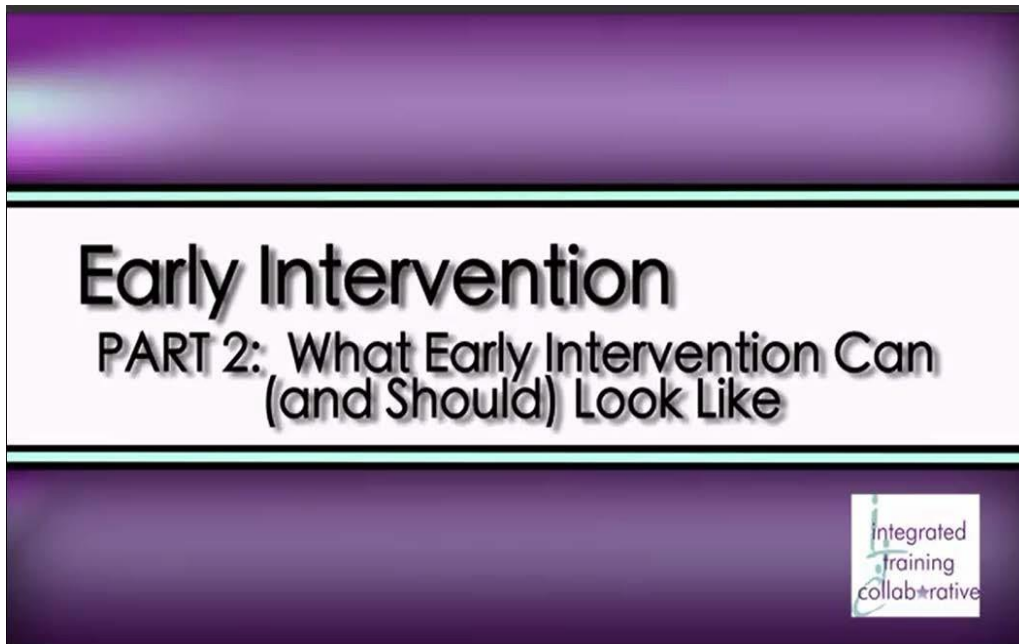


Next, we'll view the second video in this 3-part series and answer question to self-assess your program's readiness to implement early intervention using Natural Environment practices and a Routines-based Approach in **SECTION 2** of the *"Natural Environment Readiness Self-Assessment Checklist."* The completed checklist will be submitted as part of your online end of course post-assessment



VIDEO 2

Early Intervention: A Routines-based Approach - Part 2: *What Intervention Can - and Should - Look Like*



NOTE: Because the videos are stored on a web site, rather than in this module/presentation, you must be connected to the internet in order for the video to play successfully.

[Click this link to view video 2, “Part 2: What Intervention Can - and Should - Look Like”](https://youtu.be/sL_WOCu3Ptg)

https://youtu.be/sL_WOCu3Ptg

Part 2: What Intervention Can - and Should - Look Like

This video that you just watched, *Part 2: What Intervention Can – and Should – Look Like* featured three therapists sharing how they engage families in their home visits. Each therapist explained how she coaches families and embeds intervention strategies within typical child and family activities.

Use Section 2 of the handout “Natural Environment Readiness Self-Assessment Checklist” linked with this course to answer the questions on Section 2 of your “Natural Environment Readiness Self-Assessment Checklist.”



Materials needed: Handout linked with the course entitled “***Natural Environment Readiness Self-Assessment Checklist***” and used in the previous segment to answer questions 1-5 in Section 1.

Part 2: What Intervention Can - and Should - Look Like

In the video you just watched, therapists using a Routines-based Approach allow the parent to direct the home visit (service session). Parent or other caregiver suggests what's working and what's not working, suggests activities, locations, and materials. The therapist models strategies (for example, turn taking). Parents can repeat the strategies learned from the therapist. Parents and other caregivers can generalize the strategies to other, similar activities and in other settings.



Part 2: What Intervention Can - and Should - Look Like

Coaching = supporting families where they are. When a therapist coaches a family, he/she comes into the home, gets to know the family and their routines, and brainstorms with the family how to support the child in being a more active participant in a typical activity.



Answer the following question in SECTION 2 of the handout linked with this course entitled “Natural Environment Readiness Self-Assessment Checklist.” **This handout will be submitted as part of your online end of course post-assessment.**

Section 2: Question #1

Are the direct service providers (therapists) on your team comfortable using the activities and materials at that location and allowing the parent/caregiver to lead/direct the session?

Why or why not?

Part 2: What Intervention Can - and Should - Look Like



In the video you just watched, Occupational Therapist Jane Rutt, shared: ***“When we use those natural opportunities that are happening in the day to day moments – or real time, and we support the child and the parent in that moment during the week when service providers are not within the home that parent can reflect on that moment and say, ‘you know what, I can do this’”*** and facilitate development with their child because it was a real-life situation.

Part 2: What Intervention Can - and Should - Look Like



Jane Rutt (OT), also shared: And the parent can generalize those strategies to other areas of the child's life. ***"It empowers them and makes them feel confident in their ability to create change."*** When parents have the tools, information, support, and next steps from their early intervention provider, parents repeat the strategies using the tools they learned from the therapist. ***"He's getting much more intervention throughout the week than if we just bring in another person for one hour."***

Answer this question in SECTION 2 of the "Natural Environment Readiness Self-Assessment Checklist."

Section 2: Question #2

Do you agree with OT Jane Rutt when she says the child ends up getting more intervention throughout the week if she trains parents/caregivers to work with the child between therapy sessions than if another therapist works with the child and family for an extra hour a week?

Do the direct service providers (therapists) on your team agree with this?

Part 2: What Intervention Can - and Should - Look Like

In the video you just watched, Speech-Language Pathologist Robin Hoofnagle shared: ***“I want to give them the tools and education – the knowledge of what are the next steps that they’re going to need in order to help their little one to do that activity the next day and the next.”***



And Molly Wallace (speech language pathologist) described her work with parents: ***“I’m on the sidelines helping you know what are the next steps to take. We’re going to look at that together and identify the situation and what we can do next based on the child’s interests and strengths.”***

Part 2: What Intervention Can - and Should - Look Like



Section 2: Question #3



Based how speech-language pathologists Molly and Robin describe their work with families, do you feel that the direct service providers (therapists) on your team are ready and able to provide parents with the tools, education, and knowledge that the family needs to work with their child between home visits to help their child develop and learn?

Answer this question in SECTION 2 of the “Natural Environment Readiness Self-Assessment Checklist.”

Part 2: What Intervention Can - and Should - Look Like



The narrator in the video you just watched stated that ***“Parents sometimes enter into the EI system with preconceived notions about what these services will look like. They’re under the assumption that a provider will come in and work with their child focusing on specific and isolated skills that the child may be missing. The caregiver may have been referred by a physician or other agency staff member who does not understand the shift from a clinical to a more routines-based approach, so how do you explain this to families?”***

Part 2: What Intervention Can - and Should - Look Like

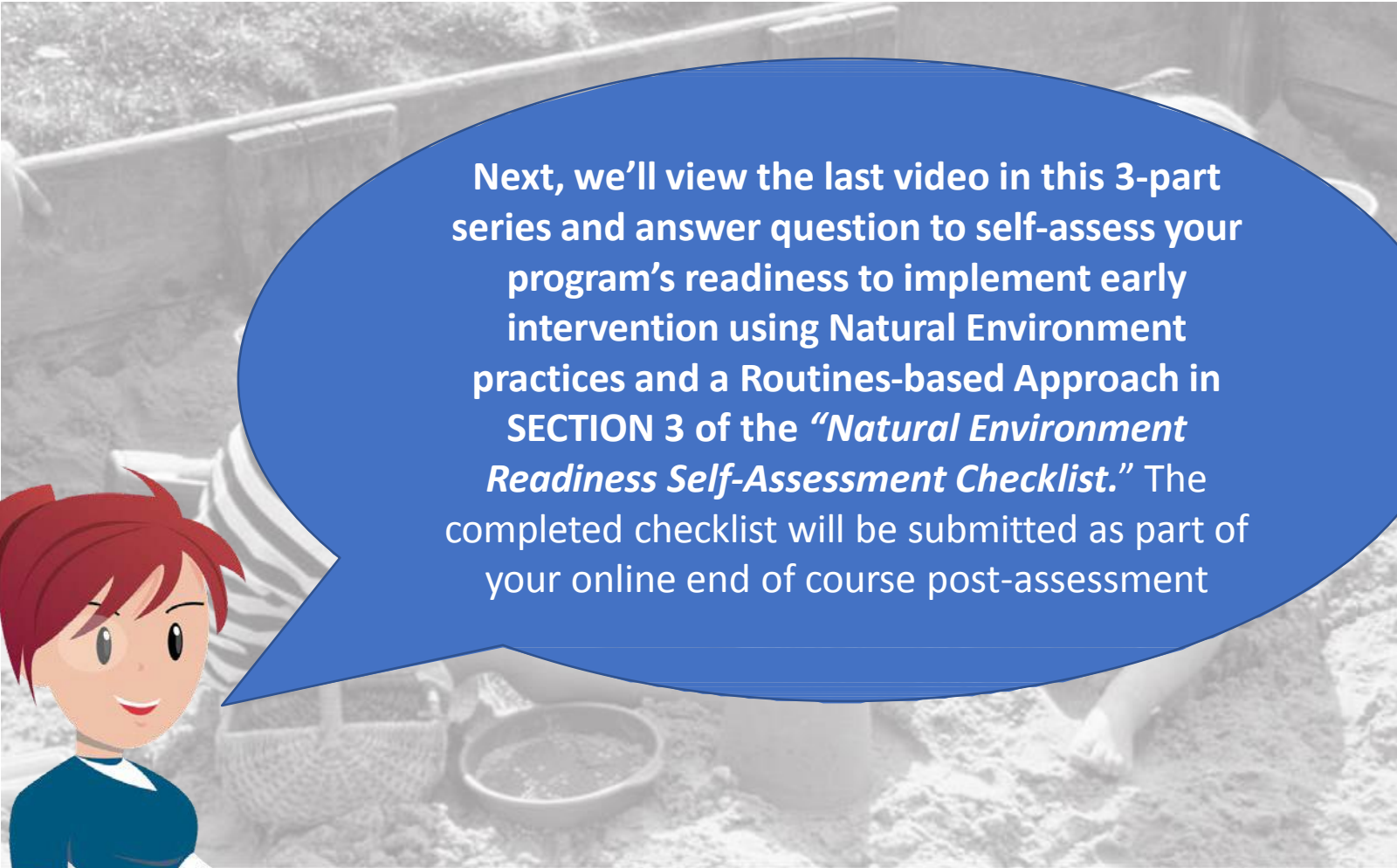


Section 2: Question #4



When a parent of a newly referred child says that they just want to bring their child to the clinic for therapy sessions, how does your team explain the Part C program to families so that families can make informed choices about programs/service options available and about whether or not to participate in the Part C early intervention program?

Answer this question in SECTION 2 of the “Natural Environment Readiness Self-Assessment Checklist.”



Next, we'll view the last video in this 3-part series and answer question to self-assess your program's readiness to implement early intervention using Natural Environment practices and a Routines-based Approach in **SECTION 3** of the "*Natural Environment Readiness Self-Assessment Checklist*." The completed checklist will be submitted as part of your online end of course post-assessment



VIDEO 3

Early Intervention: A Routines-based Approach - Part 3: *Changing the Mindset*



NOTE: Because the videos are stored on a web site, rather than in this module/presentation, you must be connected to the internet in order for the video to play successfully.

[Click this link to view video 3, “Part 3: Changing the Mindset”](https://youtu.be/jA6lOf9A298)

<https://youtu.be/jA6lOf9A298>

Early Intervention: A Routines-based Approach, Part 3: Changing The Mindset

This video that you just watched, *Part 3: Changing the Mindset* featured three therapists sharing how working as an early intervention provider in a Part C program differs from what they were trained to do in college or university, the challenges they faced, and the flexibility and non-clinical skills (such as principles of adult learning) that they rely on in their work with families.

Use Section 3 of the handout “Natural Environment Readiness Self-Assessment Checklist” linked with this course to answer the questions on Section 3 of your “Natural Environment Readiness Self-Assessment Checklist.”



Materials needed: Handout linked with the course entitled “***Natural Environment Readiness Self-Assessment Checklist***” and used in the previous segment to answer questions 1-4 in Section 2.

Part 3: Changing the Mindset

In the video that you just watched, Speech-Language Pathologist Robin Hoofnagle stated: ***“There’s lots of skills the therapist brings to each situation that are truly outside the scope of clinical practice and the therapist has to be able to pull all those skills together and be confident enough in yourself that you know it’s not going***



to be easy all the time. There are going to be times when you don’t have the answers and that is OK to say ‘I don’t know but I can go back to someone else who can give me that answer and I’ll find it and I’ll be back and we’ll problem-solve this together.’”

Robin describes how a home visitor (therapy provider) uses good teaming practices by consulting with or collaborating with another therapist (either the same discipline or a different discipline) to find answers to questions that come up in her work with children and their caregivers.

Part 3: Changing the Mindset

Answer the following question in SECTION 3 of the handout linked with this course entitled “Natural Environment Readiness Self-Assessment Checklist.” **This handout will be submitted as part of your online end of course post-assessment.**



Section 3: Question #1



How do the direct service providers (therapists) in your program practice “teaming” practices -- consult and collaborate within their discipline or across disciplines to support one another in coming up with strategies for intervention embedded within typical child and family activities to promote early learning and skill development? [for example: A generalist such as a Developmental Therapist can consult with an OT to get ideas for how to help a parent work with her child to overcome some sensory processing issues].

Part 3: Changing the Mindset



In the video, Jane Rutt (OT), shared: ***“In our training in college or university, we often think of therapeutic activities and how to set those up and how to task analyze those so that the child can be successful but often times that is not what is naturally occurring in the house.”***



Molly Wallace (SLP), shared: ***“My focus has become much more family-focused whereas in school and as a new therapist it was much more child-focused. ‘What did I want the child to be doing? and how do I get the child there?’ And now it is ‘what does the family want?’ That’s what it’s all about. You have to be in the moment with the family and being flexible enough just to join them in the activities that they find important and that the child finds motivating and that is happening or being carried out as you arrive.”***

Part 3: Changing the Mindset

Answer these questions in SECTION 3 of the “Natural Environment Readiness Self-Assessment Checklist.”



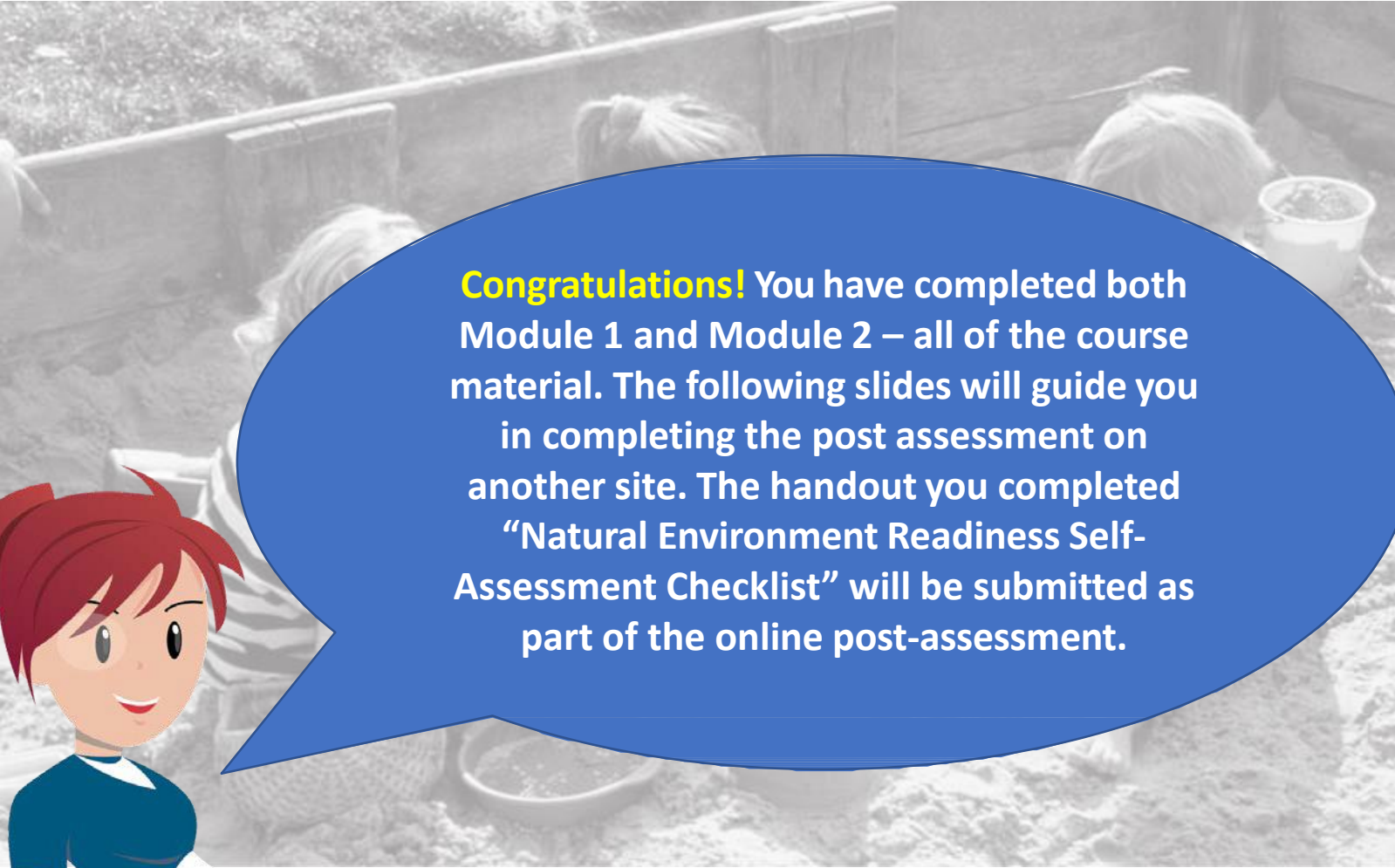
Section 3: Questions #2 and #3



#2: Therapists Jane and Molly described how their work as an early intervention provider to coach and support parents in being able to help their child learn new skills is very different from what they learned to do in college or university or as a new therapy provider.

Do you feel that the direct service providers (therapists) on your team feel confident and competent in serving families using a Routines-based Approach that coaches parents and other caregivers?

#3: If you answered “no” to question #2, what support or professional would your therapists need to serve families as described in the video?

A faded, grayscale background image showing several children playing in a sandbox. One child is visible in the foreground, and others are in the background. A white bucket is also visible in the sand.

Congratulations! You have completed both Module 1 and Module 2 – all of the course material. The following slides will guide you in completing the post assessment on another site. The handout you completed “Natural Environment Readiness Self-Assessment Checklist” will be submitted as part of the online post-assessment.

Parting Message:



Thank you for participating in the First Connections' online course for Provider Program Administrators interested in becoming a Part C Provider with First Connections.

We hope that this module provided clear examples of what it “looks like” to provide early intervention services in a Part C program and guided you in assessing your program’s level of readiness and in identifying what support your team might need.

To complete this module, there is one final activity.

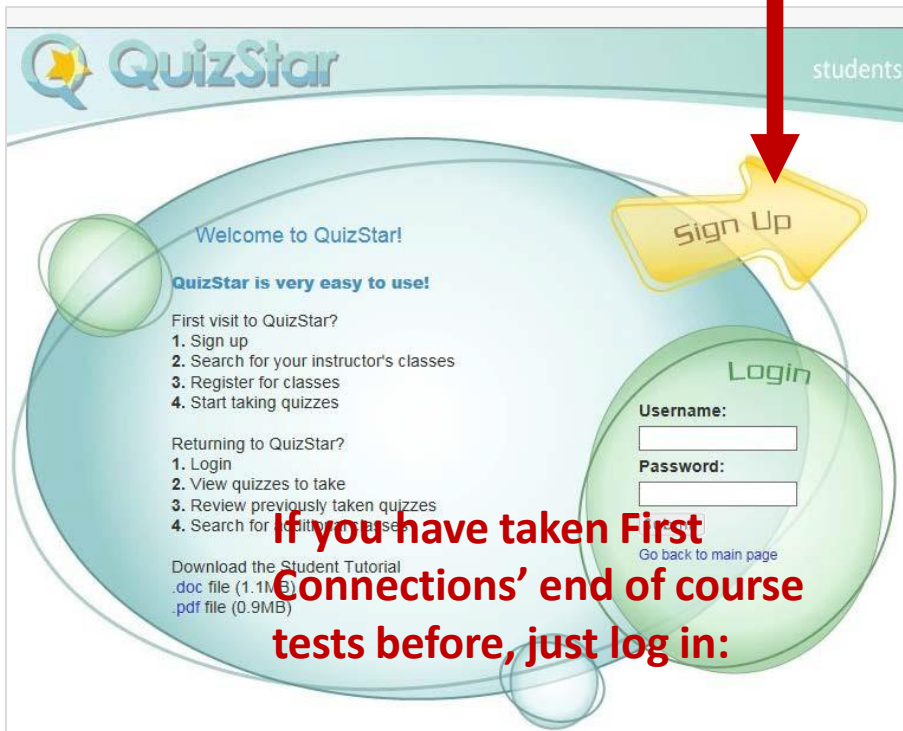
Complete the **Post Exam** with a 70% (or higher) score.



Post Assessment for this Module

End of course instructions for post-assessment:

1. Go to <http://quizstar.4teachers.org/indexs.jsp>
2. **If you have never taken a First Connections end of course post-test on QuizStar, sign up to create a free “student” user account.**



The screenshot shows the QuizStar Student Registration form. At the top, there is a blue header with the QuizStar logo and the word 'students'. Below the header, there is a section titled 'Student Registration'. A red arrow points from the 'Sign Up' button in the list above to this section. The form contains the following fields: First Name, Last Name, Username, Create Password, and Re-type Password. There is also a note: 'NOTE - Your instructors are able to change your profile information at any time.' At the bottom of the form are 'Register' and 'Cancel' buttons.

Post Assessment for this Module

End of course instructions:

3. Search for the end of course exam using either a keyword like “First Connections” or the “instructor” name.
4. Check the box beside the name of the course:

*First Connections: Natural Environment Readiness
Self-Assessment*

<input checked="" type="checkbox"/>	First Connections: Natural Environment	Ravyn Hawkins ravyn.hawkins@dhs.arkansas.gov		Public
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4. Scroll all the way down to the bottom of the screen in Quiz Star and click “register.”

Select the class, then click Register

Register

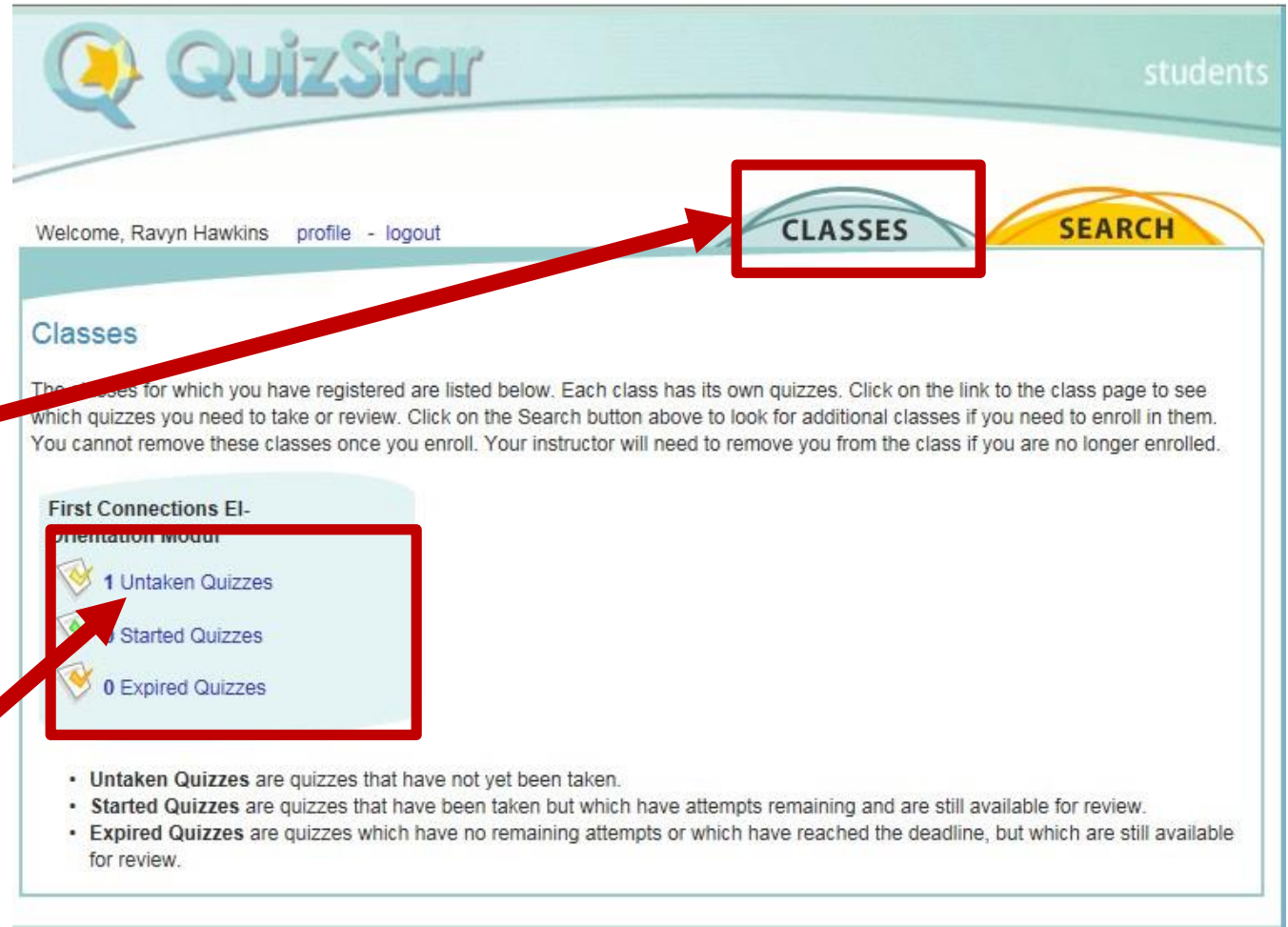
Cancel

Post Assessment for this Module

End of course instructions:

5. Once registered, go to “classes” tab at the top

6. On the “classes” tab, click “1 Untaken Quizzes” to begin



Post Assessment for this Module

Additional information / end of course instructions:

Post Tests are timed exams with multiple choice and T/F questions and a few short answer questions.

First Connections Training Unit will check online exam reports at Quiz Star and issue certificate with ADE number (or provide email notification of unsuccessful completion). Your notification or certificate may take 3-6 weeks.

Additional support to access QuizStar post tests is included in the following slides. Contact Ravyn Hawkins if you have need additional assistance after viewing these slides: ravyn.hawkins@dhs.arkansas.gov

Assistance: Post Assessment for this Module

Can't find the post test once you have created a free account at QuizStar?

To search by "keyword"

First Connections →

The screenshot shows the QuizStar website interface. At the top, the QuizStar logo is on the left, and the word "students" is on the right. Below the logo, a navigation bar contains "Welcome, Ravyn Hawkins", "profile", "logout", "CLASSES", and a "SEARCH" button highlighted with a red box. The main content area is titled "Class & Quiz Search". It contains a paragraph explaining that classes are listed below and that users can search for additional classes. Below this is a three-step process diagram: "Search" (Type in a class or a quiz to look for), "Results" (Select the class you want to register for), and "Finished" (Find out what you have been registered for, then go to Classes). The "Class Search" section has four rows, each with a dropdown menu and a search button. The first row's dropdown is set to "keyword" and the search button is labeled "first connections" and is highlighted with a red box. The other three rows have dropdowns set to "Class Title". To the right of these rows is a text box that says "Search for up to four classes at the same time, then click Search." Below this text box are two buttons: "Exact Match" and "Keyword Search", with the "Keyword Search" button highlighted by a red box. At the bottom, there is a green bar labeled "Quiz Search".

students

Welcome, Ravyn Hawkins profile - logout

CLASSES SEARCH

Class & Quiz Search

The classes for which you have registered are listed below. Each class has its own quizzes. Click on the link to the class page to see which quizzes you need to take or may review. Click on the Search button above to look for additional classes to register for. You cannot remove these classes once you enroll. Your instructor will need to remove you from the class if you are to no longer take its quizzes.

Search
Type in a class or a quiz to look for

Results
Select the class you want to register for

Finished
Find out what you have been registered for, then go to Classes

Class Search

Class #1:	keyword	→	first connections	×	→
Class #2:	Class Title	→			→
Class #3:	Class Title	→			→
Class #4:	Class Title	→			→

Search for up to four classes at the same time, then click Search.

Exact Match Keyword Search

Quiz Search

Assistance: Post Assessment for this Module

*Then scroll,
scroll, scroll
down the list of
all results
(classes are in
alphabetical
order)*

Don't forget to
check the box!
Then scroll down
to bottom of page
to click "Register."

<input type="checkbox"/>	First Class	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	9:00 AM	Private
<input type="checkbox"/>	First Class Cadet	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE		Private
<input type="checkbox"/>	First class ever	Penelope Fundu sokuhgr17@aol.com	3	Public
<input type="checkbox"/>	First Class Guy	Frank Carey fcarey@ku.edu	Friday 4pm	Private
<input type="checkbox"/>	FIRST COAST HIGH - DM PERIOD 2A	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	8:55AM	Private
<input type="checkbox"/>	FIRST COAST HIGH - DM PERIOD 3A	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	10:30AM	Private
<input type="checkbox"/>	FIRST COAST HIGH - DM PERIOD 4A	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	1PM	Private
<input type="checkbox"/>	FIRST COAST HIGH - DM PERIOD 8B	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	1PM	Private
<input type="checkbox"/>	FIRST COAST HIGH - PERIOD 5B	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	7:10AM	Private
<input type="checkbox"/>	FIRST COAST HIGH - PERIOD 7B	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	11AM	Private
<input type="checkbox"/>	First Colonial Madrigals	Ned Davis nedavis@vbschools.com	A first block	Private
<input type="checkbox"/>	First Communion 2015-2016	Daniel Ballabani danielballabani@gmail.com	Saturday 4-7PM	Private
<input type="checkbox"/>	First Connections EI Orientation Module	Ravyn Hawkins ravyn.hawkins@dhs.arkansas.gov		Public
<input checked="" type="checkbox"/>	First Connections: Natural Environment	Ravyn Hawkins ravyn.hawkins@dhs.arkansas.gov		Public
<input type="checkbox"/>	First Content	QS_RESEARVED_NULL_VALUE QS_RESEARVED_NULL_VALUE	8:55	Private

Assistance: Post Assessment for this Module

To search by
“instructor’s
name”

Ravyn
Hawkins →

Click “keyword
search” (exact
does not seem to
work).

students

Welcome, Ravyn Hawkins [profile](#) - [logout](#)

CLASSES **SEARCH**

Class & Quiz Search

The classes for which you have registered are listed below. Each class has its own quizzes. Click on the link to the class page to see which quizzes you need to take or may review. Click on the Search button above to look for additional classes to register for. You cannot remove these classes once you enroll. Your instructor will need to remove you from the class if you are to no longer take its quizzes.

Search
Type in a class or a quiz to look for

→

Results
Select the class you want to register for

→

Finished
Find out what you have been registered for, then go to Classes

Class Search			
Class #1:	<div>Class Title</div>	→ Ravyn Hawkins →	Search for up to four classes at the same time, then click Search.
Class #2:	<div>Teacher's Name</div>	→	
Class #3:	<div>keyword</div>	→	
Class #4:	<div>Class Title</div>	→	
Class #5:	<div>Class Title</div>	→	
Class #6:	<div>Class Title</div>	→	

Exact Match **Keyword Search**

Quiz Search

Assistance: Post Assessment for this Module

Then scroll, scroll, scroll down the list of all results until you find Ravyn Hawkins.

The list of instructors in the 2nd column is alphabetized by course name (1st column), not by instructor name.

Don't forget to check the box!

Then scroll down to bottom of page to click "Register."

<input type="checkbox"/>	Art 7	beverly hawkins bjhawkin@access.k12.wv.us	7:30-8:20	Public
<input type="checkbox"/>	Bio Test	Amy Hawkins	1st	Public
<input type="checkbox"/>	Chryssochoos	Kasey Hawkins	1:00	Private
<input type="checkbox"/>	Early Childhood Development	LaKisha Hawkins ammahof2@yahoo.com	8:00 am to 10:50 am	Private
<input type="checkbox"/>	English II (2nd Semester)	Nichole Hawkins hawkinsn@pearlandisd.org	7:15-2:15	Public
<input type="checkbox"/>	Fables	Lori Hawkins daisied_girl@yahoo.com	8:00 a.m.	Public
<input type="checkbox"/>	Fifth hour American History I	D Hawkins hawkid@poncacity.k12.ok.us	1:55-3:10	Public
<input type="checkbox"/>	Film Appreciation	Jeremy Hawkins jeremy.hawkins@mason.kyschools.us	RAP period	Private
<input type="checkbox"/>	First Connections EI Orientation Module	Ravyn Hawkins ravyn.hawkins@dhs.arkansas.gov		Public
<input checked="" type="checkbox"/>	First Connections: Natural Environment	Ravyn Hawkins ravyn.hawkins@dhs.arkansas.gov		Public
<input type="checkbox"/>	Fourth & Fifth Period	William Hawkins whawkins@saisd.org	12:00pm - 1:56pm	Private
<input type="checkbox"/>	Fourth Hour Government	D Hawkins hawkid@poncacity.k12.ok.us	12:35-1:50	Public
<input type="checkbox"/>	Genera Humanities 7th	Jeremy Hawkins jeremy.hawkins@mason.kyschools.us	7th Period	Private
<input type="checkbox"/>	General Humanities 2nd	Jeremy Hawkins jeremy.hawkins@mason.kyschools.us	2nd period	Private
<input type="checkbox"/>	General Humanities 3rd	Jeremy Hawkins jeremy.hawkins@mason.kyschools.us	3rd Period	Private
<input type="checkbox"/>	General Humanities 4th	Jeremy Hawkins jeremy.hawkins@mason.kyschools.us	4th period	Private