Making Distance Learning Accessible to Students with Disabilities Part II

May 18th, 2020
Checking In

• Our meeting will start shortly.

• Please complete the “Do Now” activity as we wait for everyone to sign in and check their equipment.

• Do Now:
  → Please share your name and organization in the chat.
  → Also share one thing you are looking forward to taking away from this meeting.
Welcome
This series will introduce relevant topics for education leaders who support teachers and administrators in the implementation of special education services and distance learning plans.
Virtual Working Agreements

- Be present and listen deeply
- Step up, step back
- Try both/and statements
- Use “I” statements
- Take care of yourself
- Identify assumptions
Presenters

Jillian King
- Senior Director, Open Access Project
- Placer County SELPA

Theresa Prestedge
- Executive Director, Special Education
- Placer County Office of Education
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
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<tr>
<td>10:00-10:05</td>
<td>Welcome / Introductions</td>
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<tr>
<td>10:10-10:20</td>
<td>Warm Up / Outcomes / Resources</td>
</tr>
<tr>
<td>10:20-10:30</td>
<td>Making a Paradigm Shift</td>
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<td>10:30-10:45</td>
<td>Getting Set Up</td>
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<td>10:45-10:55</td>
<td>Explore and Share</td>
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<td>10:55-11:10</td>
<td>Week by Week</td>
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<td>11:10-11:20</td>
<td>Explore and Share</td>
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<tr>
<td>11:20-11:30</td>
<td>Wrap Up</td>
</tr>
</tbody>
</table>
Quick POLL

Are you MORE or LESS productive working from home?

A - More
I am KILLING it, I’ve never gotten more accomplished. I would do this every day if I could…

B – It Depends
On the day, on the hour, on my mood, on what I have to do or get done…

C - Less
The sooner I get back to my teammates or students (or away from my partner or kids), the better for everyone.
Quick POLL

Be honest. Do you multitask when you’re attending an online training?

A - Yes, guilty as charged! It’s just how I “work” and how I “focus”.

B – Sometimes, but only if my mind wanders or it’s not something I feel like I need to attend to at that moment.

C – No, I’m 100% focused only on the information being presented. I tune everything else out.
Quick POLL

In the chat, share what is the thing you are MOST looking forward to when “stay at home” or “social distancing” is over?
• To share some expectations for what distance learning and service delivery could be for students with more intense or complex needs.

• To share some steps for getting started…what do we need to do to “lay a foundation” for the work that will happen on a weekly basis.

• To share some steps teams can use to plan and work together in order to share out an integrated learning plan for the classroom as well as for individual students to ensure our students needs are being met.

Click here for link to “QUICK GUIDE for Supporting Students with Complex Needs: Effective Planning for Classroom Programming/Distance Learning/Blended Models”
Quick POLL

Did you participate in Part 1 of this Webinar?

<table>
<thead>
<tr>
<th>A</th>
<th>YES - Live</th>
<th>B</th>
<th>YES – Recorded</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes, I listened in live.</td>
<td></td>
<td>Yes, I listened to the recording posted afterwards.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>No, this is my first introduction to the resources of the Accessible Distance Learning website</td>
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</table>

You can access the [archived video for the workshop](#) and share it with colleagues who might find it valuable.

Here is the link to the presentation that contains embedded links for resources mentioned during the presentation. Feel free to share this with colleagues as well.
www.openaccess-ca.org
Easy to Navigate

Providing these ideas and resources in a format that will be easy to access and reduce the cognitive overload of wading through Internet, social media, website, blog and Padlet resources. We've done the wading for you so that you can quickly get started. Explore these areas to access guidance and curated resources to get you started.

Curated Ideas

Curating ideas that will enable us to plan, design and put in place learning options for students with disabilities that will be beneficial and that can be implemented within a short time and with the restraints we are dealing with. Explore the following areas to access guidance and resources to get you started.
Downloadable Resources

Best Practice Docs

I’m Looking for Docs
We've broken down additional guidance and resources into the following roles. We want you to find what YOU need to get you started without having to wade through too much information.

- Administrators
- Resource Teachers
- SDC Teachers
- SDC Preschool
- SLPs
- OTs – PTs – APE
- Psych/Behavior/Mental Health
- Low Incidence
- No-Cost Professional Development
- Dive Deeper

Role Specific Resources
Making a Paradigm Shift
But how do I provide meaningful distance learning for my students with more intense or complex needs?
Paradigm Shift
Steps to Getting Set Up

1. Building a “mindset” for integrated planning
2. Identifying our student’s “toolbox”
3. Aligning goals to classroom activities/staff responsible
#1 – Building a mindset for integrated planning

- Establish CORE priorities for each program – what are we aiming for in terms of building high-quality instructional programs?
- Engage teams in self-evaluation and identifying target areas for improvement.

The learning environment is the responsibility of ALL team members, not just the teacher.
Program Priorities

• **Core academic instruction provided to all students.**
• **Students receive “language input” across the day.**
• **Students have access to clearly defined communication strategies and tools.**
• **Students have opportunities for reciprocal interactions (not just with adults, but with peers).**
• **Within learning activities, materials are adapted for physical and sensory needs.**

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Example – Programs for Students with Complex Communication Needs (SMD)
Self-Evaluation of Program Effectiveness –

Classrooms that Support Students with Complex Communication Needs

District: ______  School Site: ______
Team (e.g. Teacher, SLP, OT, PT, Behaviorist, Psychologist, Paraeducators): ______

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Evidence of Emerging Practice</th>
<th>Evidence of Developing Practice</th>
<th>Evidence of Established Practice</th>
<th>Team confidence with this Item</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐ Staff agree on the importance of providing core academic instruction, aligned to standards, for all students and are exploring (within 1-2 content areas) setting expectations for how each student can achieve a clearly set goal or learning outcome for each lesson.</td>
<td>☐ Core academic instruction, aligned to standards, is consistently provided for some students in 2-3 content areas and expectations are set for how these students can achieve a clearly set goal or learning outcome for each lesson.</td>
<td>☐ Core academic instruction, aligned to standards, is provided to all students, and expectations are set for how each student can achieve a clearly set goal or learning outcome for each lesson.</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>☐ Appropriate core word boards (e.g, 20-word, 40-word, 60-word) are available across all settings (including classroom and non-classroom), and all staff have training and practice implementing aided language strategies.</td>
<td>☐ All students are provided with “language input” (visually modelling at least 1-2 words per message with aided symbols) throughout 1-2 activities of the day in order to build the language needed for a student to develop the ability to express novel thoughts and ideas.</td>
<td>☐ All students are provided with “language input” at a language development level “one step” ahead (visually modelling with aided symbols) throughout instructional and non-instructional activities of the day in order to build the language needed for a student to develop the ability to express novel thoughts and ideas.</td>
<td>Low</td>
</tr>
</tbody>
</table>

If this is a target area, what does the team need to move forward?

Example – Programs for Students with Complex Communication Needs (SMD)
#2 – Identify each student’s toolbox

Roadblocks for addressing access needs when shifting to distance learning?

• The IEP wasn’t clear or specific enough, or AT Consideration wasn’t updated to reflect current needs.

• The team wasn’t sure, in a distance learning model, which tools would be needed.

• Distance learning presented new access barriers that might need to be addressed.
<table>
<thead>
<tr>
<th>Review your student’s IEP.</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What goals does the student have that specifically address building foundational skills in learning or using an AT strategy or tool?</strong></td>
<td>Tool(s) or resource used</td>
<td>Documented in special factors? Yes/no</td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>What goals does the student have where a specific AT tool is embedded in order to implement the goal?</strong></td>
<td>Tool(s) or resource used</td>
<td>Documented in special factors? Yes/no</td>
</tr>
<tr>
<td>Given grade level text and the opportunity to hear text read aloud, Lindsey will answer who, what, where questions about key details</td>
<td>Reading guides, visual scaffolds and supports, text read to her (VA)</td>
<td>Yes</td>
</tr>
<tr>
<td>Write a narrative with at least two sequenced events including 2 details regarding what happened (using appropriate temporal words)</td>
<td>Writing scaffolds (Clicker on iPad)</td>
<td>Yes</td>
</tr>
<tr>
<td>Do any AT tools specifically and directly support the student’s access to the general curriculum or the general education setting? [Typically documented under “accommodations or modifications”]</td>
<td>Location/Setting</td>
<td>Documented in special factors? Yes/no</td>
</tr>
<tr>
<td>FM System</td>
<td>Small group and whole class</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### What AT services or training are needed in order for the student to utilize the tool effectively?

| Describe | Documented in current IEP? | Will this be needed in distance learning plan?
|----------|-----------------------------|---------------------------------------------|
| DHH Services - consultation with teacher on classroom adaptations & modifications | 60 minutes/month | Yes
| Audiology Services - consultation to train staff, monitor hearing aids and FM system | 180 minutes/year | Yes

### Additional Team Discussion/Problem Solving

| From current AT Tools, what tools need to be sent home? AT services or training need to be provided? [Items checked "YES"] | For any items checked "NO", provide rationale: | For any items checked "NOT APPROPRIATE", are there any proposed alternatives?
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading guides and visual scaffolds and supports for assigned reading activities</td>
<td>FM system - will not need with individualized instruction at home.</td>
<td>Audiologist to consult with parent on speakers for home computer and direct input to hearing aids for Zoom activities; if additional resources are needed the district will provide during distance learning.</td>
</tr>
<tr>
<td>iPad with custom Clicker writing scaffolds for assigned writing activities</td>
<td>Adopted keyboard</td>
<td>DHH teacher to continue consult with educational team and possibly parent.</td>
</tr>
<tr>
<td>Adopted paper</td>
<td>Slant board</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Has this information been provided to/reviewed with parent(s)/guardian(s)? **YES**

Will this need to be addressed in an upcoming IEP? **NO**
Additional Resources for “AT Consideration”

www.openaccess-ca.org

• An online step-by-step walkthrough is provided on the site to support teams in planning for and completing the important elements of AT Consideration (look under the “AT” Tab)

Documents to support teams are linked below:

- **Printable Quick Guide**: AT Consideration/Documenting AT on the IEP
- **AT Consideration Notetaking Sheet**: Click here for a google doc of the tool, that you can adapt and use in your planning (open and make a copy in your drive)
- **Documenting AT on the IEP**: Click here for a google doc of the tool, that you can adapt and use in your planning (open and make a copy in your drive)
#3- Align student’s goals to classroom activities and staff responsible

What are the key and essential IEP goals across your students in the classroom that need to be incorporated into a total classroom plan?

Read “Best Practices for Using a Classroom Matrix to Make Sure Your Plans Address All Learner’s Needs” for more detailed information.
Example – Classroom Matrix for a Preschool SDC Program
“This looks like something I’ve seen or used before!”
“I think I could use this to…”
“I might need some more time to wrap my head around this.”
“Have you guys thought about…?”
Week by Week
Steps to Planning Week by Week

1. Plan social connection and integrated curriculum-based learning activities
2. Update weekly classroom schedule with live links for classroom distance learning plans
3. Develop individualized weekly plans for distance learning at home
#1 – Plan social connection and integrated learning activities

Align these with the expectations for structured learning time in a distance learning plan

Click here for PCOE Distance Learning Guidelines
#2 – Update weekly classroom schedule with live links for classroom distance learning plans.

**ONE central plan or calendar for all providers, students and families.**

Read “[Best Practices for Designing a Weekly Distance Learning Plan for a Classroom](#)” for more detailed information.
Example – Middle School SDC Program

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>check email, phone calls, prep for day</td>
<td>check email, phone calls, prep for day</td>
<td>check email, phone calls, prep for day</td>
<td>check email, phone calls, prep for day</td>
<td>check email, phone calls, prep for day</td>
</tr>
<tr>
<td>9:00</td>
<td>Class Meeting</td>
<td>Class Meeting</td>
<td>Class Meeting</td>
<td>Staff Meeting and Team Collaboration</td>
<td>Class Meeting</td>
</tr>
<tr>
<td>10:00</td>
<td>Music</td>
<td>Classroom prep/coordination</td>
<td>Music</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>10:20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11:00</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:00</td>
<td>IEP</td>
<td>IEP</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1:30</td>
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<tr>
<td>2:00</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2:30</td>
<td>Site staff meeting</td>
<td>wrap up</td>
<td>wrap up</td>
<td>wrap up</td>
<td></td>
</tr>
<tr>
<td>3:00</td>
<td>wrap up</td>
<td></td>
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</tbody>
</table>

**Additional Weekly Activities: Schedule when they work for you throughout the week!**

*Look for additional instructions in your Individualized Weekly Plan.*

**Curricular Activities:**

- **SCIENCE - Earth Day:** Watch two videos from each day, over the week (8 videos total)
- **LANGUAGE ARTS:** Use the leveled book "Clarence Works for Money" through the student portal at [n2y.com](http://n2y.com)
- **ART - Springtime**
- **CURRENT EVENTS:** Access your UAS account and pick one current event to review. Be ready to share out during Friday’s class meeting.

**Links to Materials and Resources:**

- **National Geographic Earth Day Videos**
- **Sign In**
- **Template**
- **Sign In**
- **In your child’s folder**

**Other Staff Office Hours/Contact Information:**

- **Behaviorist:** Michael M-F 8:00-12:00  mmouse@placercoe.k12.ca.us (916) 234-6557 (Work)
- **SUP:** Sally Monday and Tues 1-3 sseashore@placercoe.k12.ca.us (530) 234-6557 (Work)

**Teacher available:** Teacher unavailable
#3- Develop individualized weekly plans for distance learning at home

Individualized weekly plans to communicate those student-specific things that parents need to know in order to effectively support or implement the weekly classroom-based plan.

Read “Best Practices for Designing Individualized Learning at Home Plans” for more detailed information.
# My Individualized Weekly Plan

**Student:** Sue  
**Week of:** April 20 - 25

**Scheduled Appointments or Check-Ins This Week:** None! Reach out and let us know if you need any time for collaboration.

**Participation Plan:** How do I support MY child in the activities sent home on the classroom weekly schedule? What do you need? What will you do?

<table>
<thead>
<tr>
<th>-Book Reading–FROM HEAD TO TOE</th>
<th>-Play Time–BLOCK STACKING</th>
<th>-Singing Together LIVE Activity</th>
</tr>
</thead>
</table>
| 1. View the video recording of the book on the link while you share the physical book with her. Pause the video to imitate body movements, model or do the following.  
2. Have the icon for “more” and “all done” available. After reading two pages, hold up the 2 icons and ask Sue to choose what she wants you to do by looking at the icon.  
3. Every 2 pages, lift the page slightly and have Sue help you turn the page.  | 1. View the video example. Gather 10 blocks  
2. After stacking 2 blocks, ask Sue if she wants “more” blocks by holding up 2 icons “more” and “all done”. Encourage her to look at the one she wants.  
3. Try to stack all 10 blocks this way. Counting them as you go.  
4. If she says “all done”, knock them down. Have fun and be silly!  | 1. The teacher may ask Sue to pick a song from 2 song choices. Sue will look at the picture of the song she wants to sing. You will have to help the teacher know which one she is looking at.  
2. Give Sue a pot and wooden spoon as musical instruments (or any other items in your house that could be used to make music), help her hold the spoon in her hand while participating in the “Singing Together” activity. |

Plan for 10-15 minutes  
Plan for 10-15 minutes  
Plan for 30 minutes each virtual session

Keep track of the activities your child has participated in by putting an Xs in the yellow squares for each time they join in.

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**Individualized Weekly Plan – Participation Plan**
# Individualized Weekly Plan – Learning at Home Plan

**Learning at Home Plan:** How can I work on IEP goals or priorities within our family routines and activities? What are some ideas to explore and try?

<table>
<thead>
<tr>
<th>Transitions</th>
<th>Games &amp; Play</th>
<th>Movement/Positioning</th>
<th>Reading</th>
<th>Media</th>
<th>Self Help</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep practicing with our visual schedule we set up for home! Lay out the 4 most important things about your day, in order. As you complete each one, have Sue look at the next activity or touch the next picture.</td>
<td>Pick a favorite game to play as a family this week. Use the 20-word core word board to model (point to a picture as you say a word) as many of these core words as you can. Take turns, and let’s Sue’s brother and sister try as well.</td>
<td>Position Sue in her adaptive chair for up to 15 minutes a day during a favorite activity. Pick something she might be motivated to keep her head up for (e.g. watching or helping you blend a smoothie). See if she can keep her head up for up to 5 minutes at a time.</td>
<td></td>
<td></td>
<td>When it is toileting time, ask Sue, “do you need a diaper change?” while holding up the toilet icon. Have her answer the question by looking at the toilet icon, or by reaching out and touching the toilet icon.</td>
</tr>
</tbody>
</table>

| Plan for 10 Minutes over at least 3 days | Plan for 30 minutes one time this week. | Plan for 15 minutes on 4 days | | Plan for 2 times each day |

Put X’s in the yellow squares for each time this goal is worked on.
“This looks like something I’ve seen or used before!”
“I think I could use this to…”
“I might need some more time to wrap my head around this.”
“Have you guys thought about…”
All of the resources shared in today’s webinar are available on the Accessible Distance Learning site linked on the home page of the Open Access Website. www.openaccess-ca.org

Join us for office hours where we will go deeper with questions and dialogue from today’s session: May 21st from 11:00 – 12:00.

Register for Office Hours: https://tinyurl.com/y9aph9h9

Submit Questions: https://tinyurl.com/y7sbqath

Follow-up Survey: https://www.surveymonkey.com/r/placer57

Thank you for joining us today! CCEE & CDE staff, Jillian and Theresa

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tprestedge@placercoe.k12.ca.us