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

Distance Learning Module Series Overview

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

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- Placer County SELPA

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Learning & Participation for ALL

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Agenda

Time	Topic
10:00-10:05	Welcome / Introductions
10:10-10:20	Warm Up / Outcomes / Resources
10:20-10:30	Making a Paradigm Shift
10:30-10:45	Getting Set Up
10:45-10:55	Explore and Share
10:55-11:10	Week by Week
11:10-11:20	Explore and Share
11:20-11:30	Wrap Up

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?*

Session Outcomes

- 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?

A   YES - Live

Yes, I listened in live.

B   YES – Recorded

Yes, I listened to the recording posted afterwards.

C - NO

No, this is my first introduction to the resources of the **Accessible Distance Learning** website

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.

Making Learning Virtual

Role Specific Resources

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Downloadable Resources

Best Practice Docs

I'm Looking for Docs

Best Practices for...

Setting Expectations for a Distance Learning Plan
for Students with Disabilities

Once technology platforms and training and support needs are established for special educators and parents, the next step is setting expectations for what a distance learning instructional day might look like. Again, start from the district expectations set for ALL students. Every district will set up a different model, and those models may also vary by grade level or vary by site. Districts may also be transitioning from one model towards another as the school closures have been extended. What is important is that the special education leaders and providers KNOW AND UNDERSTAND the elements of the district's plan. Plans may include the following elements:

Offline Learning:	This includes activities such as sending home books, workbooks, hard copy work packets, and textbooks with pre-written assignments. *Best practices to include:* Packets are primarily focused on keeping current skills fresh, not teaching new skills. Clear instructions are necessary. Include options for check-ins and communication with students or parents to make sure they are on target.
Asynchronous Online Learning:	Using shared platforms to assign learning materials and resources. Students access online and complete on their own schedule. Teachers provide guidance and feedback through the platform. *Best practices to include:* Stick to ONE platform for posting assignments or activities to provide clarity for staff, students and parents. Post daily or weekly assignments with clear directions including expectations for how long a student should spend on the assignments. Posting "audio" or "video" directions can be very helpful. Staff should prioritize giving timely guidance and feedback to students (or parents).
Synchronous Online Learning:	Learning in real time, individually or in groups, through virtual meeting platforms. *Best practices to include:* **Start small!** Give teachers time to get comfortable using the platform and having students and possibly parents engaging in real time. Begin with the purpose for these activities to be **connecting with students**. Record any live activities or sessions so students who could not participate at that time will have the ability to view later.

Some General Guidance to Keep in Mind:
The goal is not to create a replica of a "brick and mortar" school day or school schedule. Distance learning is not designed to work that way, and most effective learning programs target 2-4 hours of structured academic learning in a day supplemented by "voice and choice" activities and exploration of individual interests or talents. Providers need to be mindful of the individualized and complex needs of each student with disabilities as they look at what students can realistically manage in terms of **structured academic learning** in this model.

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Topic: Ways to Support Student Collaboration

#1. Google Apps: Keep more students included, engaged, and informed with the collaboration features of Google apps. The tools have a variety of accessibility features in order to be accessible to a range of learners, including those with physical and sensory disabilities, as well as students with specific learning disabilities. Collaboration helps students stay connected, engaged and motivated to learn. Using Google apps lets you facilitate collaboration, monitor progress, check for understanding, and provide feedback to your students.

Tool or resource to support the strategy:	Examples and sources:
Google Classroom Docs (Quick guide) Slides (Quick guide) Sheets (Quick guide) Forms (Quick guide) Drawings (Quick guide)	• Accessibility in Google Apps: Side-by-side infographic • Google EdTech Letter to family example • Collaborative Storytelling with Google Docs • From the Google Teacher Center ○ Collaborative Curriculum planning with eClassroom • Distance Learning through gSuite & Chromebooks

#2. Group Activities & Projects: Collaborative group interactions can provide active learning opportunities, shared experience, and promote social interactions for our students. A successful collaboration gives a shared responsibility to everyone and students need to take an active role in the task or project. It's also important for teachers to share group norms and expectations during collaborative activities. You can design collaborations to be fluid and open or they can be highly structured.

Tool or resource to support the strategy:	Examples and sources:
Padlet (Website) **Flipgrid** (Website) **Wakelet** (Website) **Twiddla** (Web-based whiteboard)	**Padlet Ideas:** • Video-Promoting Student Collaboration with Padlet • Collaborative book talks • Brainstorming sessions • Goal setting • Virtual discussion groups **Flipgrid** • Video tutorial-Getting started • Remote Learning with Flipgrid (PDF) • Discussion Prompts from Flipgrid **Wakelet:** • Video-How student collaborate with Wakelet **Twiddla** • Choose "Start a new whiteboard," and share link for students to join and collaborate.

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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?
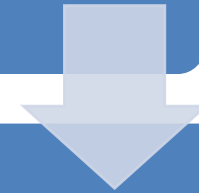
Paradigm Shift

GETTING SET UP

Steps to Getting Set Up

Building a "mindset" for integrated planning

Identifying our student's "toolbox"

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.*

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): _____

CEL	Evidence of Emerging Practice	Evidence of Developing Practice	Evidence of Established Practice	Team confidence with this Item
Purpose	☐ 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.	☐ 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.	☐ 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.	☐ Low ☐ Medium ☐ High ☐ Mastery If this is a target area, what does the team need to move forward?
	☐ 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.	☐ 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.	☐ 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.	☐ Low ☐ Medium ☐ High ☐ Mastery If this is a target area, what does the team need to move forward?

Example – Programs for Students with Complex Communication Needs (SMD)

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#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.

TOOLKIT *Student*

Student: *Lindsey*	Who is completing this form: *Case Manager*	School Site: *Creekview*	Date: *March 2020*
Birthdate: *4/12/2013*	Grade Level: *2nd*	Disability(ies): *Intellectual Disability; Hearing Impairment*	AT/LI Services: *DHH Teacher, Audiologist*

Review your student's IEP.

What goals does the student have that specifically address building foundational skills in learning or using an AT strategy or tool?	Tool(s) or resource used	Documented in special factors? yes/no	Given how the goal would be implemented in distance learning, would AT be needed?: yes/no would this tool be: appropriate/not appropriate
none			
What goals does the student have where a specific AT tool is embedded in order to implement the goal?	Tool(s) or resource used	Documented in special factors? yes/no	Given how the goal would be implemented in distance learning, would AT be needed?: yes/no would this tool be: appropriate/not appropriate
Given grade level text and the opportunity to hear text read aloud, Lindsey will answer who, what, where questions about key details	Reading guides, Visual scaffolds and supports; text read to her (IA)	Yes	Yes/ appropriate
Write a narrative with at least two sequenced events including 2 details regarding what happened (using appropriate temporal words)	Writing scaffolds (Clicker on iPad)	Yes	Yes/ appropriate
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"]	Location/Setting	Documented in special factors? yes/no	Will this still apply in distance learning plan? yes/no would this tool be: appropriate/not appropriate
FM System	Small group and whole class	Yes	No/check on speakers for

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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? yes/no current frequency/duration: appropriate/not appropriate
DHH Services - consultation with teacher on classroom adaptations & modifications	60 minutes/month	Yes	yes/discuss training needs for parent
Audiology Services - consultation to train staff, monitor hearing aids and FM system	180 minutes/year	Yes	no

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?
Reading guides and visual scaffolds and supports for assigned reading activities iPad with custom Clicker writing scaffolds for assigned writing activities Adapted keyboard Adapted paper Slant board DHH teacher to continue consult with educational team and possibly parent	FM system - will not need with individualized instruction at home.	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.

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)

A S S I S T I V E
Consideration
T E C H N O L O G Y

The Assistive Technology Consideration Process…

Did you know that consideration of the need for assistive technology devices and services is a legally mandated part of the IEP process that must be included for every student with a disability [IDEA, 2004]?

Are you staring at the Special Factors Page and pondering how to respond to the question "Does the student require Assistive Technology and/or services?"

SPECIAL FACTORS

Student Name _____ Date of Birth ___/___/_____ IEP Date ___/___/_____
Does the student require assistive technology devices and/or services? ☐Yes ☐No
Rationale: _____

| Document in the IEP | Printable Quickguide | Start the Process |

This step-by-step guide is a blueprint for how your team can consistently and compliantly plan for and walk through the important elements during the consideration portion of the IEP meeting.

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)

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#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?
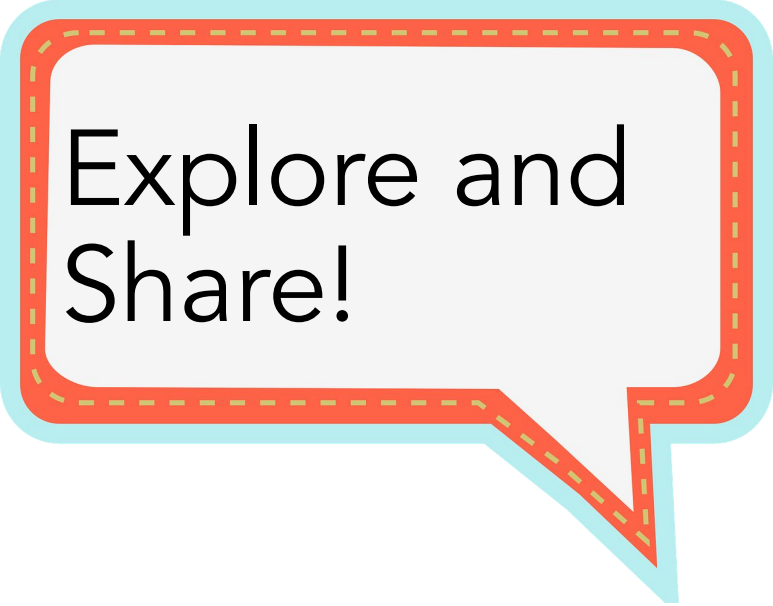
Read "Best Practices for Using a Classroom Matrix to Make Sure Your Plans Address All Learner's Needs" for more detailed information.

Classroom Matrix: Betty's Preschool SDC (SMD) Classroom

March 2020

	Teacher Goals	Communication Goals	Motor (OT) Goals	Motor (PT) Goals	Vision	DHH
STUDENT: Sue **TEAM: Teacher, SLP, OT**	When given a verbal prompt of "do you need a diaper change" along with a visual icon of a toilet, Sue will indicate the need for a diaper change by making eye contact with the toilet icon and/or direct selection by touching the toilet ican independently in 3 of 4 opportunities per day 5 days per week.	When presented with two pictures icons representing toys or activities, Sue will make a selection through her use of eye gaze (establishing eye contact to the desired picture and then looking at partner and/or smiling to confirm choice) in 80% of opportunities.	Sue will demonstrate improved fine motor precision to turn book pages, one page at a time, with minimal physical assistance to initially lift and separate the page, on 3/5 trials	Sue will sit upright in adaptive seating with lateral prompts, a pelvic positioner, knee adductors, a backrest, headrest, footrest, and tray without her head dropping into extension for periods of up to 5 minutes to attend to a preferred activity during her school day on 2/3 trials		
	When given a verbal prompt of "what comes next" and a visual icon from a daily visual schedule, Sue will indicate the next activity in her daily schedule for at least 4 activities by making eye contact with the icon and or by direct seleiction by touching the icon with her right hand independently in 3 of 4 opportunities per day 5 days per week.	Sue will request to continue (more) or terminate (all done) an activity through her use of eye gaze and accessing visual icons and supports (maintaining eye gaze for 1-2 seconds), in 80% of opportunities	Sue will demonstrate increased hand strength by maintaining grasp on a school tool (musical instrument, coloring tool, etc.) for 20 seconds consecutively, on 2/5 trials			

Classroom Activity Planning: Distance Learning Plan

	Type of Activity:	How will we deliver?	How often?	What will these look like?	Who will plan/Implement?
What activities should we develop each week to meet the needs of our students? Target: 30 minutes of structured learning per day (Pre-K)	Social Connection	Live real time activities so students can connect with peers	2 times per week	"Singing Together"	Teacher and SLP
	Integrated Curricular Activites	Provide links to recorded content in weekly calendar (staff made videos or links to videos or webites to go along with the lesson). Send home needed materials and symbols.	2 per week	One focused on book reading and one a preschool-based play activity with targeted concepts. Include directions in "participation plan" secction of My Individualized Weekly Plan".	Teacher and SLP
	IEPs Goal addressed in "My Learning at Home" Plan (home routines and activities)	In the "Learning at Home Plan".	Plan for 15 minutes (min) to 30 minutes (max) of less structured activity for each student each day, depending on capacity for more activity and their goals.	Individualized	All staff with goals that need to be addressed.

Example – Classroom Matrix for a Preschool SDC Program

Explore and Share!

"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."

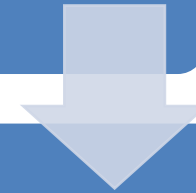"Have you guys thought about…"

Week by Week

Steps to Planning Week by Week

Plan social connection and integrated curriculum-based learning activities
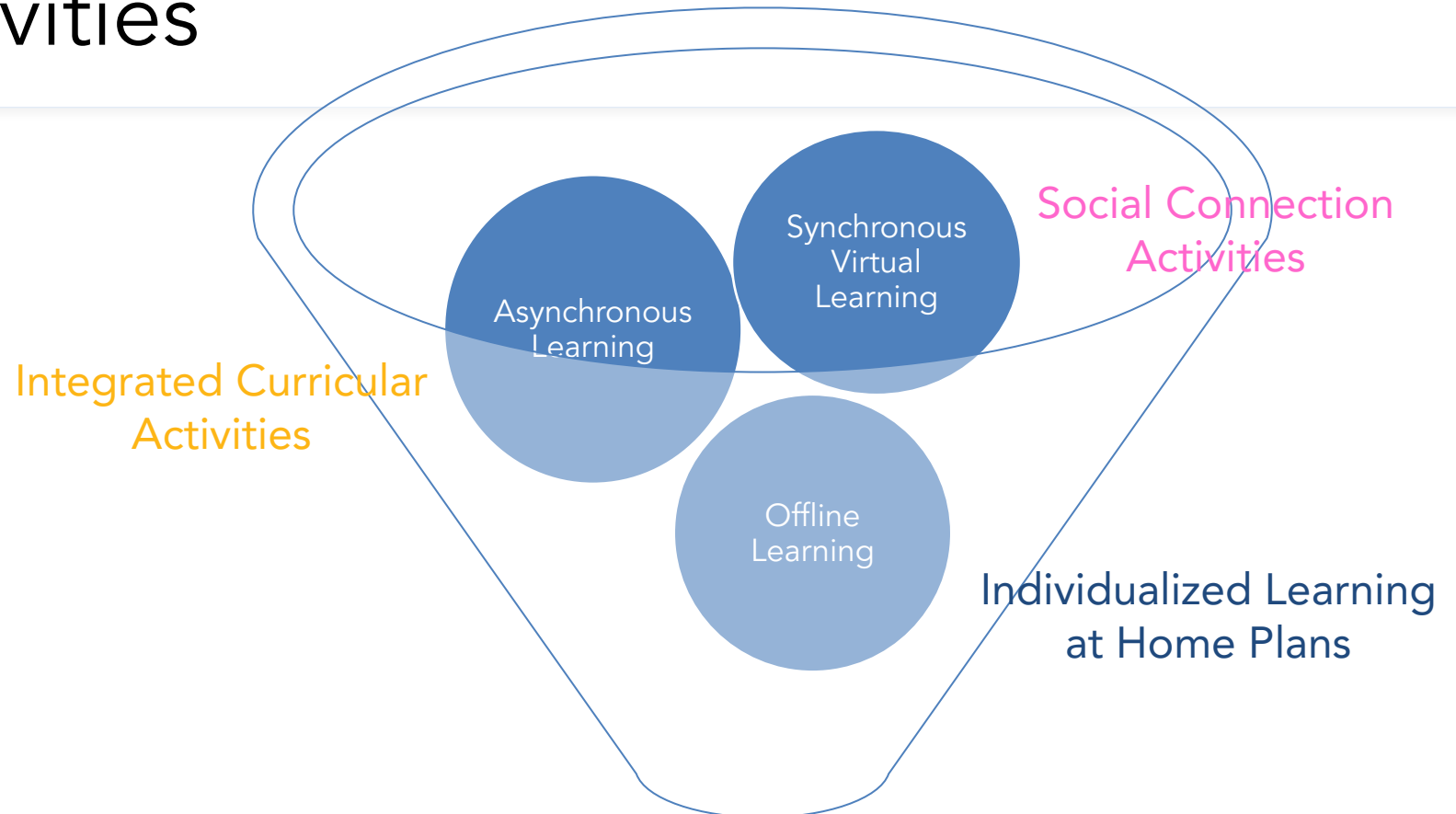
Update weekly classroom schedule with live links for classroom distance learning plans

Develop individualized weekly plans for distance learning at home

#1 – Plan social connection and integrated learning activities

Social Connection Activities

Integrated Curricular Activities

Synchronous Virtual Learning

Asynchronous Learning

Offline Learning

Individualized Learning at Home Plans

Click here for PCOE Distance Learning Guidelines

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

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#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.

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

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 (ELA) - Access your **ULS account** and read the leveled book "Clarence Works for Money" through the student portal at n2y.com.	ART - Springtime	CURRENT EVENTS - Access your **ULS account** and pick one current event to review. Be ready to share out during Friday's class meeting.	Reminder: Please refer to your **Individualized Weekly Plan** for additional "Learning at Home Activities" to focus on for the week.
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) 123-4567 (Work)				
	SLP: Sally Monday and Tues 1-3 sseashore@placercoe.k12.ca.us (530) 123-4567 (Work)				

Teacher available	Teacher unavailable

Example – Middle School SDC Program

#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?

-Book Reading-FROM HEAD TO TOE	-Play Time-BLOCK STACKING	-Singing Together LIVE Activity
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.
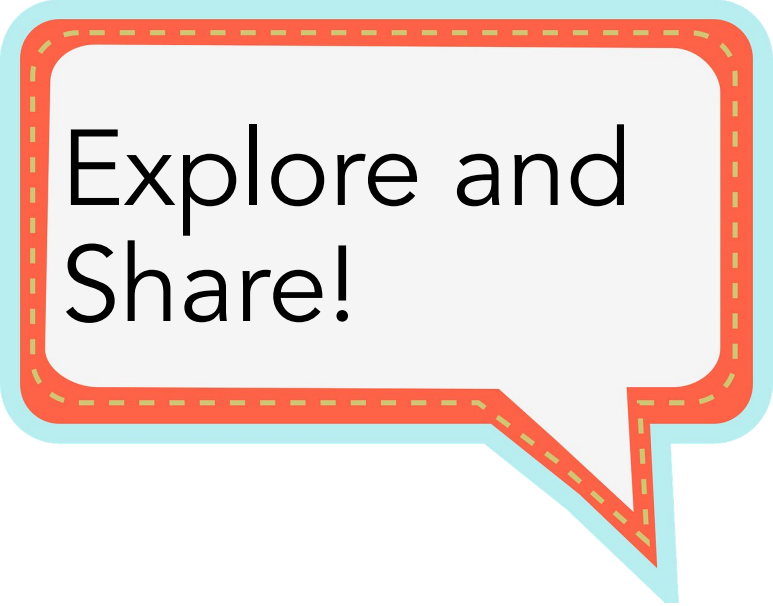
Individualized Weekly Plan – Participation Plan

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?

Transitions	Games & Play	Movement/ Positioning	Reading	Media	Self Help
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.	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.	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.			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.
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.

Individualized Weekly Plan – Learning at Home Plan

Explore and Share!

"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…"

Wrap Up

All of the resources shared in today's webinar are available on the <u>Accessible Distance Learning</u> 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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