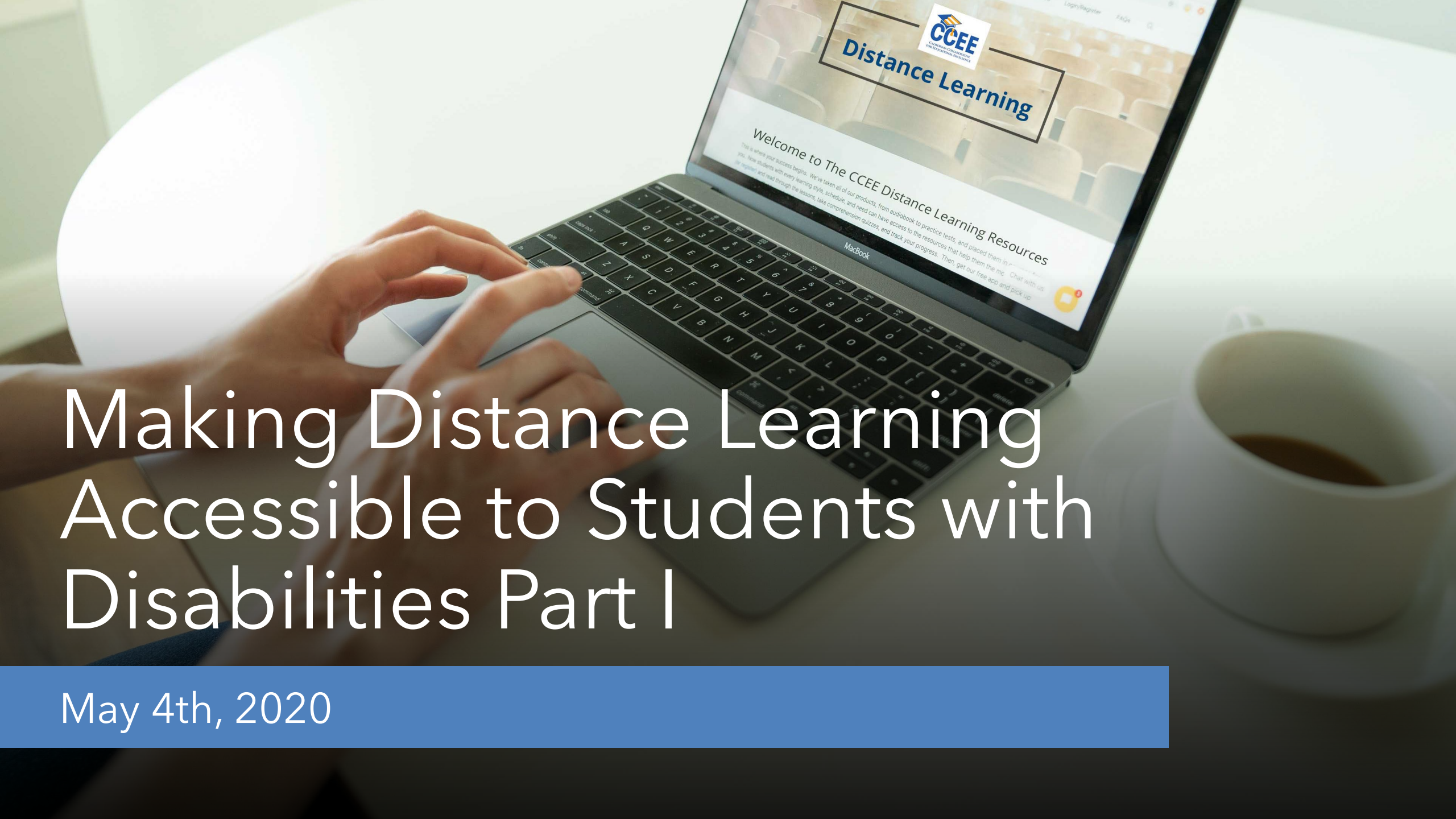

Making Distance Learning Accessible to Students with Disabilities Part I

May 4th, 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.

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Welcome

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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

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Presenters

Troy Tickle

- Executive Director
- Placer County SELPA

Jillian King

- Senior Director, Open Access Project
- Placer County SELPA

PLACER COUNTY SELPA
SPECIAL EDUCATION LOCAL PLAN AREA

OPEN ACCESS
Learning & Participation for ALL

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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

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Session Outcomes

- Share expectations around synching general education and special education around distance learning.
- Share expectations around determining appropriate special education services from a distance learning mindset.
- Share expectations around ensuring access in distance learning.
- Share expectations around delivering related services in distance learning.

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Agenda

Time	Topic
3:00-3:10	Welcome / Introductions
3:10-3:20	Overview of the "Accessible Distance Learning" Resource Website
3:20-3:35	Synching General Education and Special Education Around Distance Learning
3:35-3:50	Determining Appropriate Special Education Services from a Distance Learning Mindset
3:50-4:05	Ensuring Access in Distance Learning
4:05-4:20	Delivering Related Services in Distance Learning
4:20-4:30	Wrap Up

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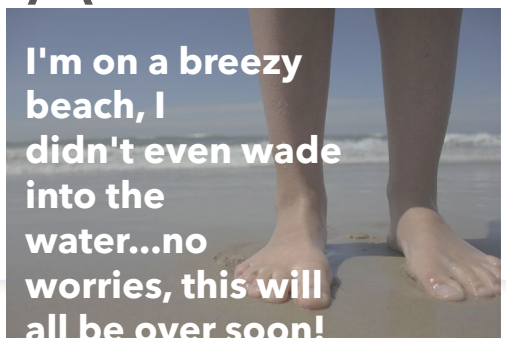
Quick POLL

Right now, in relation to our distance learning journey, I am feeling like...

A



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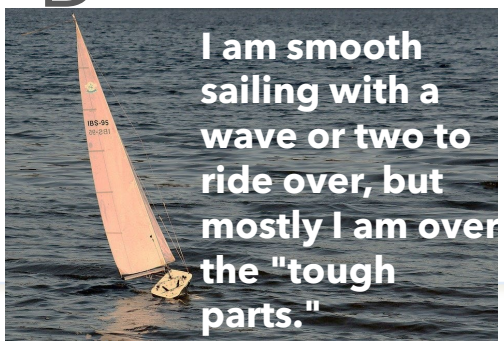

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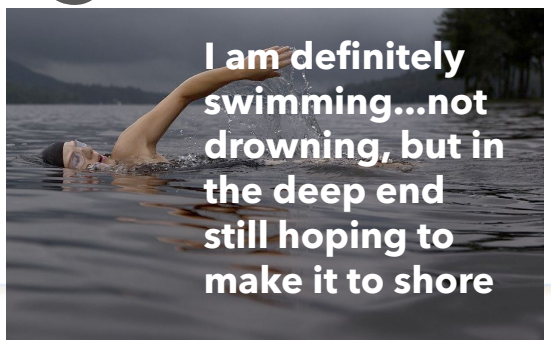

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Overview of the "Accessible Distance Learning" Resource Website

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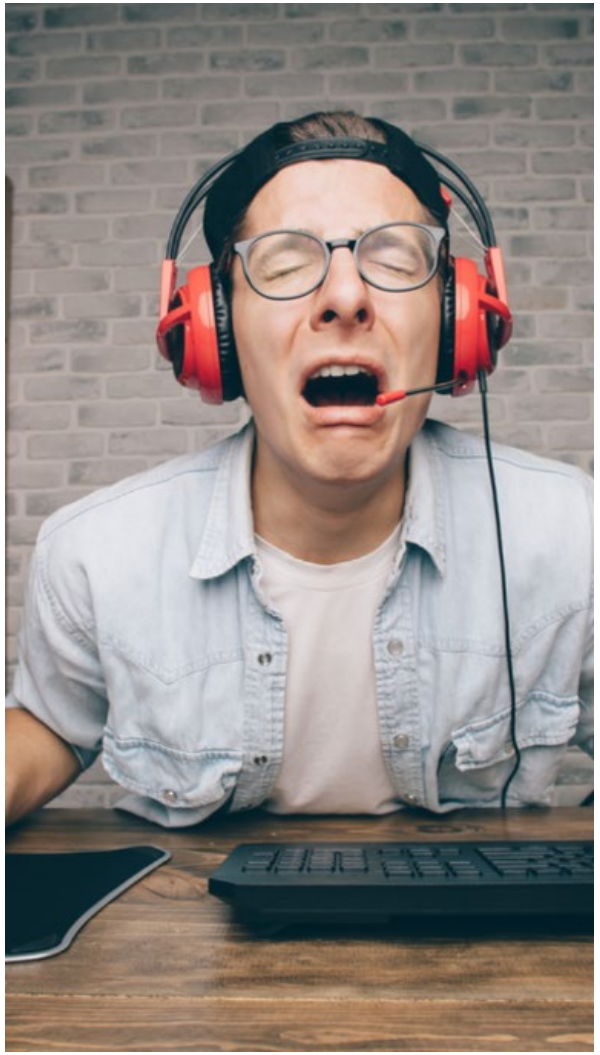

WHY?

What do our districts need, RIGHT NOW, to help them:

- *Intentionally plan for* an appropriate distance learning model;
- Guide staff with appropriate expectations and easily accessible resources to navigate this new landscape (actionable tools to support rapid deployment);
- Decrease "cognitive overload", anxiety and/or frustration?

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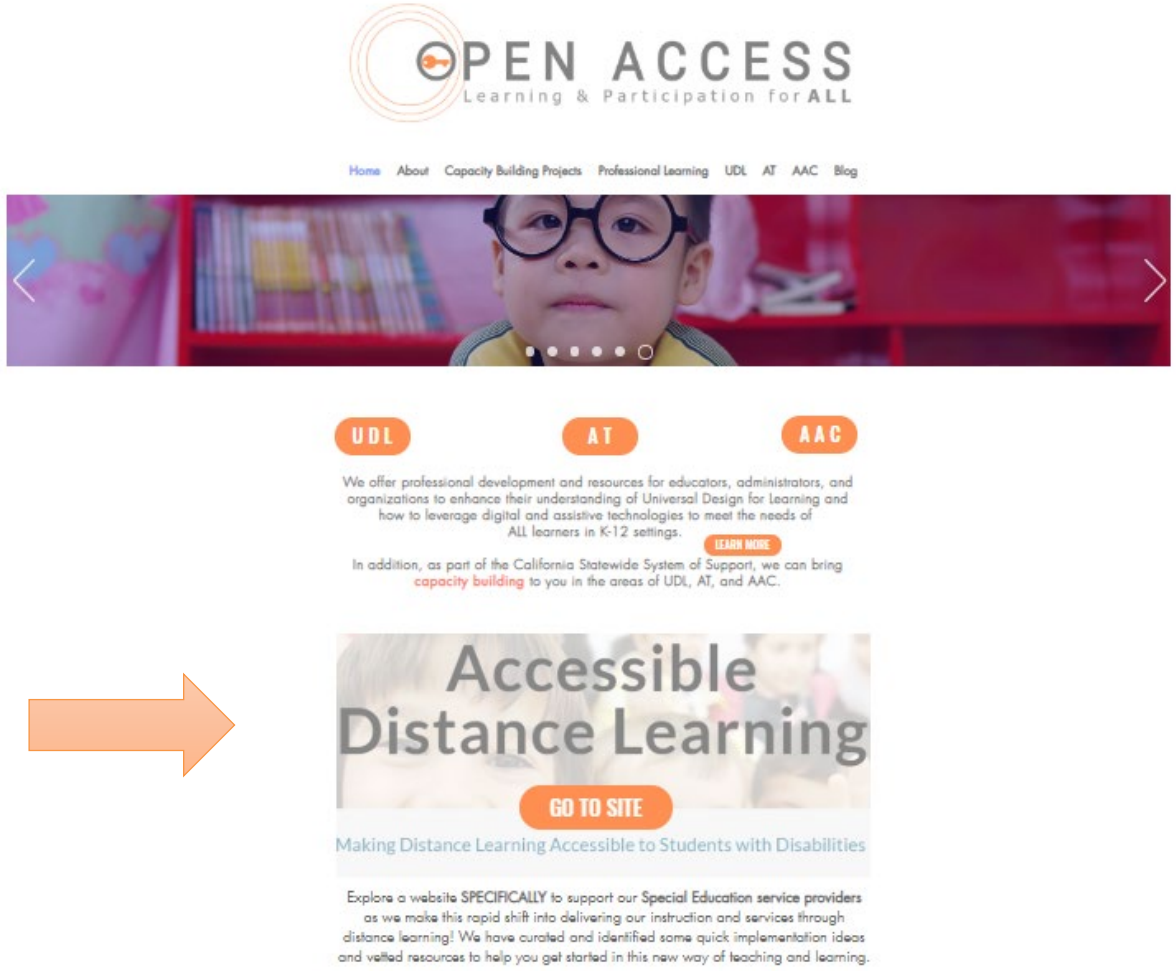

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Home About Making Learning Virtual Resources

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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This section is designed for ANYONE who may be accessing this site. Whether you are an administrator, a special education teacher or a service provider, information in this section is designed to support you in your "distance learning" journey.

Best Practices

Getting Your House In Order for Distance Learning

Setting Expectations for a Distance Learning Plan for Students with Disabilities

Setting Expectations for Delivering Special Education in a Distance Learning Model

Distance Learning Resources

I'm Looking for:

- Ways to Support Student Collaboration
- Tools for Developing Dynamic Learning Materials and Lessons
- Collaborative Tools & Strategies for Sharing Resources and Planning with Colleagues

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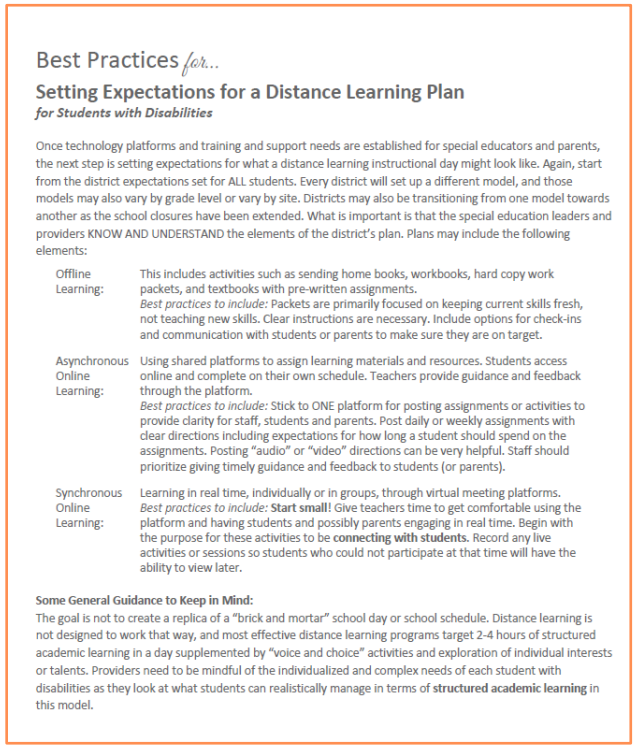
Downloadable Resources

Best Practice Docs



Best Practices *for...*

Setting Expectations for a Distance Learning Plan

for Students with Disabilities

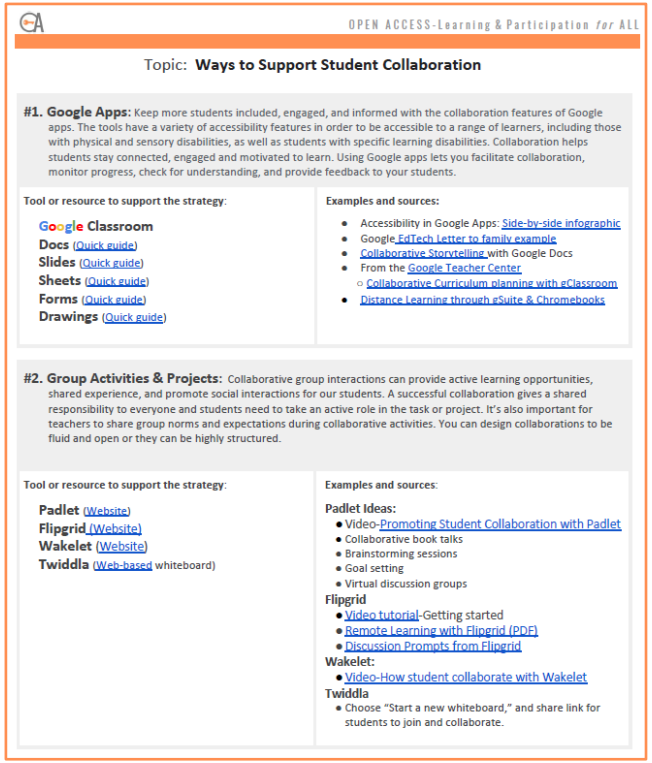
Once technology platforms and training and support needs are established for special educators and parents, the next step is setting expectations for what a distance learning instructional day might look like. Again, start from the district expectations set for ALL students. Every district will set up 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 distance 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.

I'm Looking for Docs



OPEN ACCESS-Learning & Participation *for* ALL

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:

Google Classroom
Docs (Quick guide)
Slides (Quick guide)
Sheets (Quick guide)
Forms (Quick guide)
Drawings (Quick guide)

Examples and sources:

- 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 gClassroom
- 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:

Padlet (Website)
Flipgrid (Website)
Wakelet (Website)
Twiddla (Web-based whiteboard)

Examples and sources:

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

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Synching General Education and Special Education Around Distance Learning

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Paradigm Shift

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Getting Your House in Order

- Know and understand your district's technology "stack" and make sure general education and special education are operating out of the **same stack**.
- One of the primary barriers to student learning during the crisis is student and **family engagement**.
- Consistency and simplicity are factors that will enable staff and parents to better **engage** your distance learning system.

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Critical Questions For Learning and Communication Platforms

- What platform will be used to communicate to staff and families?
- What platform will host all information and resources for students and families?
- What tool will be utilized for multiple participant learning and/or meeting?
- What tools will be used for dynamic learning activities?
- What online curriculum is available to teachers?

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High Priority Values for Distance Learning

- Focus on essential learning (**Less is more**).
- Be **flexible** and ready to adapt as needs arise.
- Emphasize relationships.
- Decisions must support all student populations.
- Instructional models should included blended platforms.
- Establish consistent expectations.

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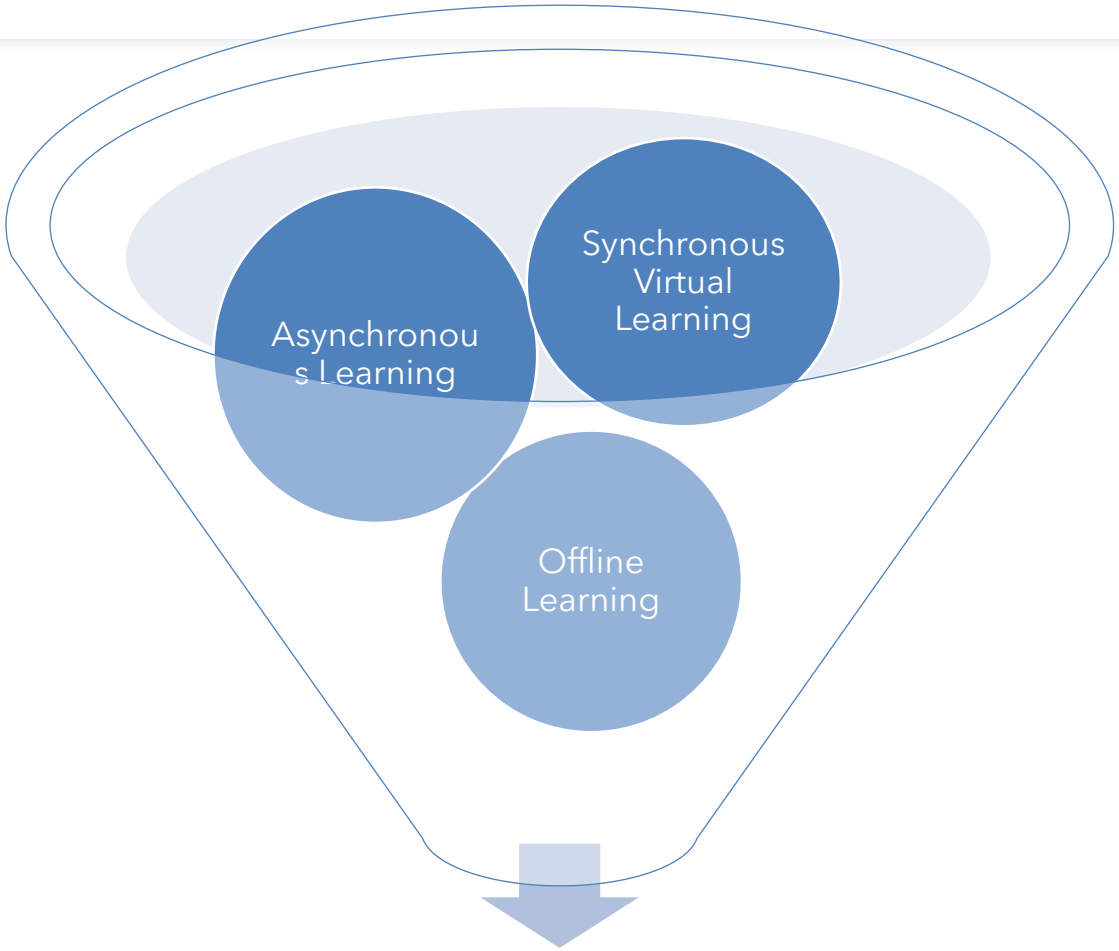
Setting Expectations for Teaching and Learning



Foundation for Successful Distance Learning

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Best Practices for Distance Learning Plan

- **Offline Learning**: Best for maintaining current skills, not teaching new skills. Use only with clear instructions and include options for check-ins with students and families.
- **Asynchronous Learning**: Posted daily/weekly assignments with clear directions including expectations for how long the assignments should take. Audio or video instructions are helpful.
- **Synchronous Learning**: Primarily to connect and engage with students and families.

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What does Instruction Look Like?

	PreK	K-1	2-3	4-5	6-12
Total Daily Expectation for **Direct Instruction**	30 minutes	45 minutes	60 minutes	90 minutes	30 minutes per content area/3 hours maximum in a day
What that looks like:	5 minute increments.	5-10 minute increments.	10-15 minute time increments.	20 minute increments.	30 minutes per class. After 15 minutes, time to get up and move.
See sample schedules and activities in the Guidance. *Specials (e.g. VAPA, Music, PE, Health, Languages) are considered part of this total time.*					

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- What are some of your successes or challenges with student/family engagement and participation in distance learning?
- What is your district doing to support a range of distance learning options for ALL students, and how is that being replicated for special education supports?

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Determining Appropriate Special Education from a Distance Learning Mindset

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Determining Special Education Programming

- The starting point is the daily expectation for distance learning activities for ALL students.
- What "push in" support was provided in a typical IEP and how can teachers collaborate to continue to provide support?
- What "pull out" services were provided, and how can providers replicate the same **ratio** of services?
- Team must determine what is FAPE under these **unique circumstances**.
- Consider ways to focus on relationships and connections, not just content.

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Defining Reasonable and Appropriate Services

- What guidelines support the calculation of reasonable and appropriate services for students with disabilities?

  Our first priority…

  - Accommodations and Modifications as they relate:
    - **Access to Distance Learning Resources**
    - **Access to Lesson Plans and Materials**
    - **Access to curricular content**
  - Collaboration between general education and special education regarding lesson planning and execution.

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Offline Learning Accommodations and Modifications

- Accessibility considerations include the cognitive and learning needs of the student such as reading level, independent work experience, etc.
- Other considerations may include
  - Scribe
  - Decreased Workload
  - Additional Prompting
  - Additional Time
  - Picture Content
  - Text-to-Speech
  - Supplementary Materials

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Considerations for Layering in Additional Services

- Is the current service logically feasible in the given context?
- Will the nature of the service comply with public health guidance?
- Is it a service the special educator can consult and **assist the parent** in providing?
- Is the service able to advance the student's **IEP goals**?
- Will the equipment necessary be available for the service?
- How will provision of the service be documented?

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Supporting Students with More Complex Needs

- Building a "mindset" for integrated planning
- Identifying our student's "toolbox"
- Aligning goals to classroom activities/staff responsible
- Developing integrated learning activities and a integrated weekly plan
- Developing participation plans and individualized learning at home plans

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Parent Preparation and Support

- Ensure **basic family needs** are being met.
- Parents may need training or suggestions on how to **motivate** or **organize** the instructional day.
- Parents may need guidance on creating an appropriate educational environment.
- Parents may need support on developing and managing **learning routines**.

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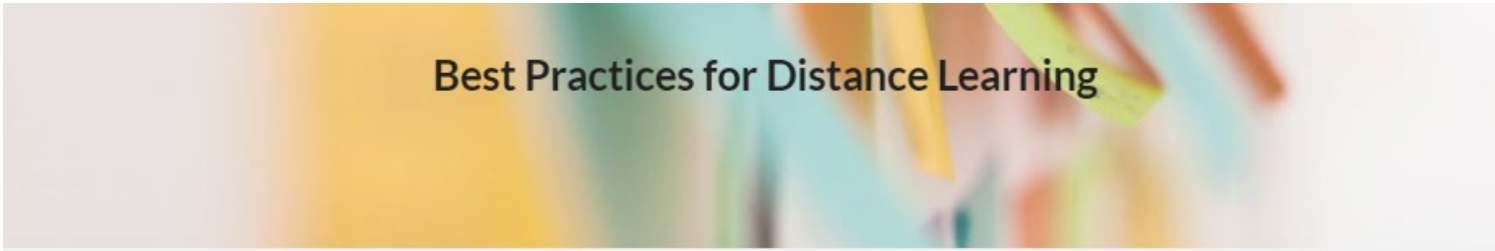
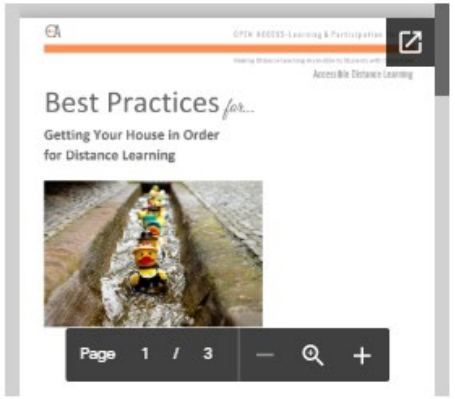
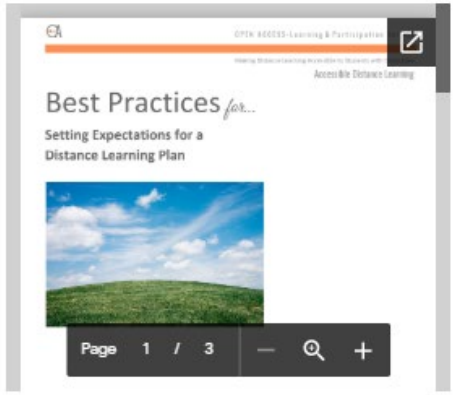


One of the most important roles our special education leaders will play during this time of rapid change as we transition to distance learning models is to link what is being planned and done to support distance learning for ALL students to the specific needs of our special education providers and students. This section will include information to assist in the planning and integration of both systems to ensure that we continue to meet our obligations to our students with disabilities.

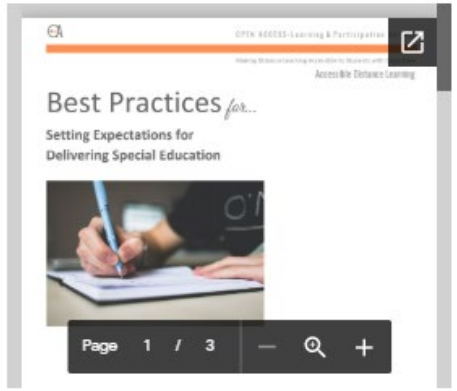
BEST PRACTICES FOR...



Getting Your House in Order for Distance Learning



Setting Expectations for a Distance Learning Plan for Students with Disabilities



Setting Expectations for Delivering Special Education in a Distance Learning Model

Check Out: Making Learning Virtual/ Best Practices for Distance Learning

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For students with even mild learning or attention issues, working independently in front of a computer or with packets of work may be a challenge. In schools, these students may have para-educators to guide them or keep them on task. They may have opportunities for specialized academic instruction, in smaller groups, in specific content areas. They may have opportunities to work with specialists on individually developed IEP goals and objectives in order to help them to develop foundational skills. This section will provide guidance and resources for helping teachers design and deliver effective learning plans for these students.

BEST PRACTICES FOR...

Service Delivery in a Distance Learning Model for Resource Teachers

Structuring Learning Plans for Students

For students with more intense needs, participation in highly structured and intensely staffed special day class programs is typical. These students often receive a variety of related services designed to enable them to develop and maintain essential skills and better access their instruction. Separated from routines and skilled support, many of these students may struggle. This section will provide guidance and resources for helping teachers design and deliver effective learning plans for these students.

BEST PRACTICES FOR...

- Designing a Weekly Distance Learning Plan
- Using a Classroom Matrix to Make Sure Your Plans Address All Student's Needs
- Designing Offline and Online (Asynchronous or Synchronous) Learning Activities for SDC Students
- Designing Individualized Learning at Home (Offline) Plans

Check Out: Best Practices for Resource Teachers/SDC Teachers

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- What are some successes your educational teams are having with integrated or collaborative planning?
- In what ways are you allowing families to individualize continuous learning?

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Ensuring Access in Distance Learning

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Roadblocks to Addressing Access Needs in 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.

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How can we “quickly” tease out the needs?

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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

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" Ta**

ASSISTIVE Consideration TECHNOLOGY

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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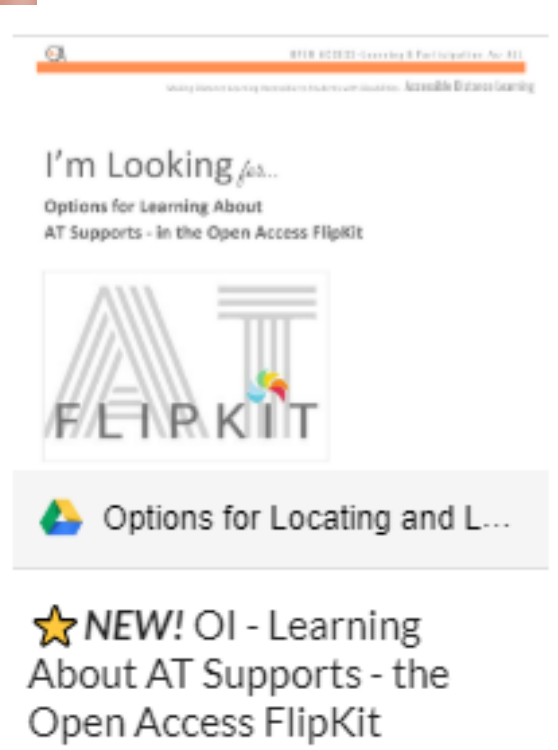
For students with Low Incidence Disabilities (hearing loss, orthopedic impairment and visual impairment), this time of distance learning may be particularly challenging. Our Low Incidence specialists are critical in ensuring these students have access to th specialized strategies and equipment they need to be successful.

BEST PRACTICES FOR ...

Service Delivery in a Distance Learning Model - for LI Providers

Best Practices for Managing Assistive Technology (Including Low Incidence) Equipment for Home Use



Check Out: Resources for Low Incidence Providers

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- What are your biggest challenges in providing AT or LI equipment for students during distance learning?
- Did this period of distance learning "uncover" any gaps or needs in how you are addressing access for your students?

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Delivering Related Services in Distance Learning

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State of California

As a Related Service Provider, Am I…

Shifting my services into a "teleservice" or "tele-practice" model?

-OR-

Using a "continuous learning" mindset to embed my student's key and essential skills into a range of offline and/or online (asynchronous and synchronous) learning opportunities?

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Balancing an Entire "Distance Learning" Program

- What are the general expectations for total structured learning each day (based on grade level as well as other needs) for the student(s) I am planning for?
- Do my individual students (and families) have additional needs or considerations to factor into my planning?
- How is the team (including general and special education) working together to balance this all?

The components of a plan should be balanced with the availability and the capacity of the student (and the family) with the intention of maximizing student progress.

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Guiding Questions in Starting to Plan

1 - This is the first priority: What must be done to support the student in successfully **accessing** the core instructional learning being provided through distance learning?

2 – Then, consider what are the **essential** and **critical skills**, related to the student's disability, that my plan needs to ensure are maintained and continue to develop over the course of time away from traditional learning?

3 – Once you know that, consider your available **options for service delivery** in order to best meet those priorities and to stay within the reasonable confines of what the student can accomplish and benefit from while learning from home.

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Consider a Variety of Options for Service Delivery

- Where can my goals be integrated into the classroom learning activities as a whole?
- What goals could be supported by "offline" learning activities?

  [consider a range of ways to integrate **engaging** offline or asynchronous distance learning practices into your learning platforms]
- What goals could be supported by some additional "online" (real time, virtual) learning opportunities? Can my student benefit from that? Do I know "for what" and how often"?
- How can I use "online" (real time, virtual) platforms to support more coaching and training with the parents who are supporting their student's learning at home? Do they understand the strategies and tools that need to be used across all learning environments?
- Where can I integrate goals into the normal routines and activities at home (less structured time)?

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For SLPs

Strategies for Supporting Students who use AAC

Motivating and Engaging S/L Therapy Resources

Strategies for Engaging Students in Offline S/L Activities

For OTs/PTs

Strategies for Supporting Fine Motor/Visual Perceptual Skills at Home

Strategies for Supporting Functional & Adaptive Skills at Home

Strategies for Supporting Sensory Needs at Home

Strategies for Supporting Gross Motor Skills at Home

Strategies for Supporting Adapted PE Activities at Home

For LI Providers

Learning About AT Supports – the Open Access FlipKit

Strategies for Supporting Switch Access Skill Development

Strategies for Supporting Braille Skills at Home

Strategies for Supporting Orientation & Mobility Skills at Home

Strategies for Supporting Independence & Self-Advocacy Skills for Students with Vision Loss at Home

Strategies for Supporting Technology Skills at Home for Students with Vision Loss

DHH resources coming soon

For Psychologists/ Behaviorists/ Counselors

Strategies for Supporting Positive Behavior in the Home

Strategies for Supporting Student's Coping with COVID 19

Strategies for Delivering Counseling Services

Check Out: "I'm Looking for" Resources for Related Service Providers

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- What is your biggest concern, at this point, in delivering related services in distance learning?

- What is something you are doing in terms of providing related services that is working really well?

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Wrap Up

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 7th from 11:00 – 12:00.

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

Part 2 of this webinar is scheduled for May 18th from 10:00 – 11:30.

> *We'll focus on developing and implementing meaningful distance learning programs for students with more intense needs who typically participate in highly structured and intensely staffed special day class programs.*

Follow-up Survey: https://tinyurl.com/Placer427

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

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