



Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

SUBGROUP: EARLY CHILDHOOD AND PRESCHOOL

Overview Of Workgroup Purpose

The California Department of Education (CDE) convened a stakeholder workgroup to gather and share innovative strategies, ideas, and resources that others have found successful as they provide access to students with disabilities in distance learning. The purpose of the workgroup was to assist educators and families across the state of California with distance learning as the new format for education during the coronavirus (COVID-19) pandemic by developing and providing access for all students and students with disabilities in particular. Workgroup participants selected one of 10 topic subgroups to join and share strategies, ideas, and resources that have been successful for them.

Each of the area subgroups created an overview of key resources that were shared by the participants or submitted to the CDE by others in the field. The Workgroup Summary divides the strategies, ideas, and resources into focus areas according to issues or topics. Each focus area describes the issue and provides consideration or ideas to address the issue, describes what the practice should look like, and provides examples and resources from the field with links to online resources where appropriate. Additional information for all of the online resources are also listed below each of the focus areas.

Overview of Subgroup Purpose

Early Childhood and Preschool Subgroup

The early childhood and preschool workgroup collected resources that will be helpful to parents, family members, and early childhood professionals to support young children learning during this time that they are not in preschool settings. Each resource is identified as whether it is pertinent for parents or teachers, or both. An emphasis was given to strategies that support learning in home environments and during everyday routines and activities.



FOCUS AREA ONE

Communicating and Collaborating with Families

As the early childhood and preschool students move from the classroom to the home learning environment, instructional support strategies will need to shift and adapt to support the new environment. Families become the key facilitator of learning for the child and educators will work closely to support the family and child as they adapt to the new learning situation. Individualized support may be necessary in the beginning to assist families with the use of any equipment or devices they will need in their homes as they set up for virtual learning options. Considerations for the ability and age appropriate activities for young students to engage and attend in a virtual environment are important to be a part of the planning for distance learning.

Resource List for Focus Area One

Title	Description	Resources and Strategies Platform	User: Parents (P) or Teachers (T)	Category
<i>Strategies</i>	Information for families on available resources to address basic needs and how to access them.	<ul style="list-style-type: none"> Have regular check-in phone calls or texts with families. Offer “virtual office hours” when families can contact you. 	T	Early Childhood, At Home Learning
<i>Parent Learning Resources</i>	Website from the San Joaquin County Office of Education with information about low cost internet plans, and information on resources available for educators or families.	Website: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources	P or T	<ul style="list-style-type: none"> Technology Internet plans Parent resources
<i>COVID-19 and Pandemic Resources</i>	Infographics from the National Center for Pyramid Model Innovations (NCPMI) to support families help young children cope with the challenges that might occur during stressful emergency or disaster situations in English and Spanish.	Website: https://challengingbehavior.cbcs.usf.edu/emergency/index.html	P or T	<ul style="list-style-type: none"> Coping with emergencies



Title	Description	Resources and Strategies Platform	User: Parents (P) or Teachers (T)	Category
<i>COVID-19 Resources for Families: Help Children Understand COVID-19</i>	To help children cope with the changes resulting from COVID-19, families can have a conversation about what is happening, and teach children how to handle this situation using social stories that can help young children navigate this difficult situation from the Innovation for Inclusion in Early Education (STEMIE)	Website: https://stemie.fpg.unc.edu/covid-19-resources-families-help-children-understand-covid-19	P or T	<ul style="list-style-type: none"> • Coping with change
<i>How to Talk to Your Kids about COVID-19</i>	Blog for parents from Public Broadcasting Service (PBS) Kids. (also available in Spanish)	Website: https://www.pbs.org/parents/thrive/how-to-talk-to-your-kids-about-coronavirus	P	<ul style="list-style-type: none"> • Parent resources • COVID-19
<i>Provider and Educator Use of Technology</i>	Post on Early Childhood Technical Assistance and Training Center (ECTA) with ideas from four therapists on how to support families during the pandemic (one topic in a video series on Tele-Intervention)	Website: https://ectacenter.org/topics/disaster/ti-service.asp	T	<ul style="list-style-type: none"> • Supporting families virtually
<i>Online Instruction for Young Children with Disabilities During COVID-19</i>	Webinar about how we can find out who's in the family's ecology, what the child and family needs are, develop participation-based child goals and family goals, construct a routines-by-goals matrix, and provide support-based visits—all done remotely	Webinar: https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/Webinars/EarlyChildhoodOnline/EC-RBM	T	<ul style="list-style-type: none"> • Learning about family needs and priorities



FOCUS AREA TWO

Accessing and Engaging in Distance Learning

Distance learning can be challenging with young children due to their attention span and ability to use virtual tools. Working with families to support and facilitate learning will be critical. Equipment and devices that students use at school may need to be provided to the family to assist with the continuation of instructional goals.

Resource List for Focus Area Two

Title	Description	Platform	User: Parents (P) or Teachers (T)	Category
<i>Applying Assessment Principles to Determining Eligibility Remotely</i>	Webinar for 619 Coordinators. The presenter reviews the purposes of evaluation and assessment, federal requirements for determining eligibility of children under the Individuals with Disabilities Education Act.	Webinar: https://ectacenter.org/events/webinars.asp#y2020remoteeligibility619-c	T	<ul style="list-style-type: none"> Section 619 Preschool Assessment
<i>Grade PK Enrichment and Educational Resources</i>	Preschool Enrichment and Education Resources that cover a variety of activities within daily schedules	Google doc: https://drive.google.com/file/d/1tcieXD-_amNDk5LgRwMh-TjZ7C5smDGy/view	T	<ul style="list-style-type: none"> Preschool Daily Schedules
<i>Virtual Preschool Circle Time – Fairy Tales</i>	Examples of circle time activities and printable activity packs	Website: https://playtolearnpreschool.us/virtual-preschool-2/	P or T	<ul style="list-style-type: none"> Early Childhood Circle Time Activities



Title	Description	Platform	User: Parents (P) or Teachers (T)	Category
<i>Fun, Free Music!</i>	Free online recording of children's songs	Website: https://www.ghcot.com/ready-sing-grow-childrens-songs/	P or T	<ul style="list-style-type: none"> • Early Childhood Music Activities
<i>Sesame Street</i>	Games, videos, and art projects	Google Doc at: https://www.sesamestreet.org/	P or T	<ul style="list-style-type: none"> • Early Childhood Art Activities
<i>Find Ways to Play: Activities to Do at Home</i>	Printable pages for coloring and learning about various topics	Website: https://www.pbs.org/parents/activity-finder/ages-all/topics-all/shows-all/types-coloring-and-printable	P or T	<ul style="list-style-type: none"> • Early Childhood Learning Activities
<i>E is for Everyday Learning Opportunities</i>	Learning in everyday routines and activities	Website: https://ceecs.education.ufl.edu/letter-e-everyday-learning-opportunities/	T	<ul style="list-style-type: none"> • Early Childhood Learning Activities

FOCUS AREA THREE

Family Engagement

The resources in this section provide strategies for assisting families as they support their children's development through distance learning. "**Family engagement** refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems." (U.S. Departments of Health and Human Services and Education, 2016).



Resource List for Focus Area Three

Title	Description	Platform	User: Parents (P) or Teachers (T)	Category
<i>Parent Resources</i>	Learning ideas for parents from the San Joaquin County Special Education Local Plan Area	Website: https://sites.google.com/sjcoe.net/sjcselpa-covid-19-resources/resources/parent-resources	P or T	<ul style="list-style-type: none"> Parent resources
<i>Learning at Home During Trying Times</i>	A website from the Illinois Early Learning Project with resource that addresses learning at home with young children as the COVID-19 situation evolves in our communities. This is a trying time for early childhood programs and families as they work together to keep young children safe, healthy, and learning	Website: https://illinoisearlylearning.org/reslists/trying-times/	P or T	<ul style="list-style-type: none"> COVID-19
<i>Talking is Teaching: Talk, Read, Sing Family Staycation Kit</i>	Family Staycation Kit includes a sample schedule and fun activities to do at home	PDF: https://talkingisteaching.org/assets/illustrations/staycation-toolkit-v3.pdf	P	<ul style="list-style-type: none"> Parent resources; scheduling activities
<i>26 Fun, Easy Ways for Kids to Practice Their ABCs</i>	Ideas to for young children to practice their ABCs	Website: https://www.weareteachers.com/alphabet-activities/	P or T	<ul style="list-style-type: none"> Parent resources; learning activities
<i>Everyday Learning Opportunities</i>	Provides ideas on how to support families to establish a time, space, and routine in their homes for equipment, resources, and activities that can be helpful from the University	PDF: https://drive.google.com/file/d/1DouT65cbGbVwRllogLqSdbFHT2yHCM2e/view?usp=sharing	P	<ul style="list-style-type: none"> Parent resources; everyday activities



Title	Description	Platform	User: Parents (P) or Teachers (T)	Category
	of Florida Anita Zucker Center for Excellence in Early Childhood Studies.			
<i>Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series</i>	These resources by the Early Childhood Learning and Knowledge Center provide opportunities for teachers to explore and practice everyday strategies to develop Positive Goal-Oriented Relationships with a family. These relationships are key to working with children and families, including the journey toward school readiness.	Website: https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness-through-effective-family	T	<ul style="list-style-type: none"> School readiness; learning activities
<i>Practice Improvement Tools: Practice Guides for Families</i>	Practice Guides for Families that are intended for practitioners to share with families. The Practice Guides are formatted for print as well as for viewing on mobile devices and are available in English and Spanish	Website: https://ectacenter.org/decrap/type-pgfamily.asp	T	<ul style="list-style-type: none"> Parent resources; learning activities
<i>16 Everyday Activities That Count as Learning</i>	16 fun learning activities that can be done at home	Website: https://www.weareteachers.com/everyday-activities-that-count-as-learning/	P or T	<ul style="list-style-type: none"> learning activities
<i>Weekly Schedule Sample and Template</i>	Creating a daily schedule to provide educational activities online and address IEP goals	Google drive – sample and template at: https://drive.google.com/open?id=1YmdLKlImQuJ0QwRyJboRzljFej-s9bNgZ	P or T	<ul style="list-style-type: none"> Daily schedules



Title	Description	Platform	User: Parents (P) or Teachers (T)	Category
<i>North Carolina Early Learning and Development Progressions: Birth to Five</i>	Observation guideline that includes age level, skill being observed, situation for observation of skills, strategies for eliciting the skill, if needed, what observed behavior indicates achievement of the skill, and routines-based intervention or embedded instruction.	Website: https://earlylearningprogressions.fpg.unc.edu/	P or T	<ul style="list-style-type: none"> Observing development; embedded instruction; daily routines
<i>Webinars from Early Childhood Technical Assistance Center</i>	This recorded webinar highlights supporting families during the COVID-19 pandemic and includes the videos, guidance documents, and process to support engagement with families during this time when in-person engagement is not an option.	Website: https://ectacenter.org/events/webinars.asp#y2020pelfamilyresource-c	T	<ul style="list-style-type: none"> Teleintervention; supporting engagement
<i>26 Fun, Easy Ways for Kids to Practice Their ABCs</i>	Ideas to for young children to practice their ABCs.	Website: https://www.weareteachers.com/alphabet-activities/	P or T	<ul style="list-style-type: none"> Parent resources; learning activities

FOCUS AREA FOUR

Social and Emotional Development and Challenging Behaviors

Promoting positive social-emotional development and managing challenging behaviors in young children with disabilities can be difficult for families during typical daily routines and activities. It can become more challenging during a stressful emergency or natural disaster. Families need resources that provide effective strategies they can use at home to support their child’s positive behavior and social relationships. These supports and resources include guidance on how



families can nurture their child, provide information to their child that helps them understand expectations and what is happening so that times of additional stress are easier to navigate, and even enjoyable, for families and their children.

Resource List for Focus Area Four

Title	Description	Platform	Grade Span	Category
<i>Children: Stress and Challenging Behavior – Prevention Strategies</i>	This web page includes resources for families that can be printed or viewed online related to strategies for addressing some challenging behaviors and social emotional skills of young children. Some of these resources are available in multiple languages.	Website: https://challengingbehavior.cbcs.usf.edu/emergency/index.html	P or T	• Behavior
<i>Help Us Have a Good Day! Positive Strategies for Families</i>	Strategies to help prevent challenging behaviors through everyday activities and routines. Available in English and Spanish.	PDF: https://challengingbehavior.cbcs.usf.edu/docs/Family-Strategies_Infographic.pdf	P or T	• Behavior
<i>Prevent Strategy: Provide Frequent Positive Attention</i>	Infographic on how to provide frequent positive attention to help prevent challenging behaviors.	PDF: https://cdn.vanderbilt.edu/vu-web/lab-wpcontent/sites/96/2020/02/31204724/Positive-Attention.pdf	P or T	• Behavior
<i>A to Z's of Early Childhood: B is for Behavior</i>	Families and practitioners often have questions about how to promote children's positive behaviors. Here are strategies that are easy to use and effective for helping young children learn positive behaviors and that prevent or address challenging behavior.	Website: https://ceecs.education.ufl.edu/b-behavior/	P or T	• Behavior

