



Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

SUBGROUP: SUPPORTING STUDENTS WITH EXTENSIVE SUPPORT NEEDS

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

Supporting Students with Extensive Support Needs Subgroup

As schools shift to distance learning models, providers serving students who require extensive support needs in the educational setting must determine the most effective way to continue to provide services in light of the new learning environment. The shift to distance learning is vital to students as they continue their education and learning in the home environment during school closures, but this approach often presents challenges for ensuring that access and engagement of students with extensive support needs is provided in ways that address their individual needs.



FOCUS AREA ONE

Preparing to Address Students with Extensive Support Needs in Distance Learning

Students with extensive support needs often require additional planning and support to access distance learning. Families may need individual assistance to address the unique needs of their student. Communication and collaboration between educators and families is critical to establish ongoing communication and support to assist with the transition to this new learning mode.

Topic	Considerations	Practice should Look Like...	Examples from the Field
<p>Preparing for Distance Learning – Supporting Students and Families</p>	<ul style="list-style-type: none"> Some families may have differing abilities to support students with online learning. Many families need support to establish technology and equipment in their home. How do I communicate with a parent who is an English learner? 	<ul style="list-style-type: none"> Service providers should contact families to determine the family’s ability to access services and their service needs and design services around those needs. Create multiple ways and times for families to connect with teaching staff and service providers. Contact families individually if possible, to check on their status. Provide regular updates for families on what is happening and what the short- and long-term plans are as much as possible. 	<ul style="list-style-type: none"> Ongoing communication with families to ensure that their needs are being addressed. Teachers can set up calls with families to check on their needs. Related service personnel can contact families to assist with use of assistive technology devices. Some districts are using paraprofessionals to deliver devices to families. Some district administrators are holding weekly Community Advisory Committee (CAC) meetings with their parent group to let them know what is going on and to find out what issues they may be having. California Autism Professional Training and Information Network (CAPTAIN) provides resources for supporting students with Autism and has information on beginning distance learning for families at: http://www.captain.ca.gov/index.html Padlet from CAPTAIN with information and resources related to COVID-19: <ul style="list-style-type: none"> English at: https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf Spanish at: https://padlet.com/SELPACAPTAIN/c4ibcglc414h



Topic	Considerations	Practice should Look Like...	Examples from the Field
<p>Preparing for Distance Learning-Technology Issues</p>	<ul style="list-style-type: none"> Some families may not have the space or ability to support students with online learning. Some students are not able to use distance learning without extensive support. Many teachers are learning how to provide distance learning as well. Protecting student privacy is an important consideration when moving to distance learning. 	<ul style="list-style-type: none"> Districts may need to work with community providers of internet services to identify options for services to remote locations. All educators and service providers need to work together to determine and address the individual needs of each student. Administrators need to ensure student and family privacy in all aspects of distance learning. 	<ul style="list-style-type: none"> Some districts are using one-to-one paraprofessionals to assist with small groups and individual check-ins with students in Zoom. Example from San Diego Unified School District (SDUSD) of guidelines for distance learning for Special Education is located at: https://drive.google.com/drive/folders/1kRqF9JVwo9ee-T2v7vqw1eArzfeubRww SDUSD also has a web page for additional information and resources at: https://www.sandi.net/staff/special-education/special-education Resources for increasing access to online learning from San Joaquin County Office of Education at: https://sites.google.com/sjcoe.net/sjcselpa-covid-19-resources/resources/access-during-social-distance?authuser=0 Collaborative Alliance website for resources for students with significant needs Distance Learning for Special Education at: https://sites.google.com/view/distance-learning-specialed/home?fbclid=IwAR2vQRoDlfH-v3-moKaA_EfsgetPIK2MFzGnXnOxswqsuAOeT2g5ad4swiw Washington State guidance document for <i>Supporting Inclusionary Practices During School Facility Closure</i> is located at: https://www.k12.wa.us/sites/default/files/public/specialed/inclusion/Supporting-IP-School-Facility-Closure.pdf United States Department of Education Guidance on Protecting Student Privacy at: https://studentprivacy.ed.gov/resources/protecting-student-privacy-while-using-online-educational-services-model-terms-service



Topic	Considerations	Practice should Look Like...	Examples from the Field
			<ul style="list-style-type: none"> • Educator's guide to student privacy at: https://ferpasherpa.org/audiences/educators/educators-guide-to-student-privacy/ • The California Alliance of student data protection that monitors tech companies at: https://sdpc.a4l.org/view_alliance.php?state=CA

Resource List for Focus Area One

Title	Description	Platform	Grade Span	Category
<i>Resources for Supporting Students with Autism</i>	CAPTAIN Evidence Based Practices for Autism.	Website: http://www.captain.ca.gov/index.html Padlet from CAPTAIN with information and resources related to COVID-19: English at: https://padlet.com/SELPACAPTAIN/xr3r3q3szpyf Spanish at: https://padlet.com/SELPACAPTAIN/c4ibcglc414h	All ages	<ul style="list-style-type: none"> • Students with Extensive (Significant) Support Needs • Moderate/ Severe
<i>District Distance Learning Special Education Guidelines</i>	SDUSD example of guidelines.	PDF accessible at: https://drive.google.com/drive/folders/1kRqF9JVwo9ee-T2v7vqw1eArzfeubRww	All ages	<ul style="list-style-type: none"> • Students with Extensive (Significant) Support Needs • Moderate/ Severe
<i>Distance Learning Information-Special Education</i>	SDUSD district website for resources and information for Special Education.	Website: https://www.sandi.net/staff/special-education/special-education	All ages	<ul style="list-style-type: none"> • Students with Extensive (Significant) Support Needs • Moderate/ Severe



Title	Description	Platform	Grade Span	Category
<i>Distance Learning Access</i>	San Joaquin County Office of Education ideas for increasing access to online learning.	Website: https://sites.google.com/sjcoe.net/sjcselpa-covid-19-resources/resources/access-during-social-distance?authuser=0	All ages	<ul style="list-style-type: none"> Teachers of: Students with Extensive (Significant) Support Needs Moderate/ Severe
<i>Distance Learning for Special Education</i>	Collaborative alliance for identifying resources for students with significant needs,	Website: https://sites.google.com/view/distance-specialied/home?fbclid=IwAR2vQRoDlFh-v3-moKaA_EfsgetPIK2MFzGnXnOxswqsuAOeT2g5ad4swiw	All ages	<ul style="list-style-type: none"> Teachers of: Students with Extensive (Significant) Support Needs Moderate/ Severe
<i>Supporting Inclusionary Practices during School Facility Closure</i>	Washington State Office of the Superintendent of Public Instruction guidance document.	PDF accessible at: https://www.k12.wa.us/sites/default/files/public-specialied/inclusion/Supporting-IP-School-Facility-Closure.pdf	All ages	<ul style="list-style-type: none"> Administrators

FOCUS AREA TWO

Accessing Related Services for Students with Extensive Support Needs

Students with extensive support needs often require additional planning and support to access distance learning. Families may need individual assistance to address the unique needs of their student. Communication and collaboration between educators and families is critical to establish ongoing communication and support to assist with the transition to this new learning mode.



Topic	Considerations	Practice should Look Like...	Examples from the Field
<p>Preparing for Distance Learning – Accessing Related Services</p>	<ul style="list-style-type: none"> • How are related services provided during distance learning? • How can related service providers connect and collaborate with families and students? • Considerations for helping families with the use of any Assistive Technology equipment or resources should be part of the plan for provision of distance learning. 	<ul style="list-style-type: none"> • Related service providers often use video conferencing options for providing services • Whenever possible teletherapy should be interactive and should have parent or family member participation • Plan for assisting families and students with the use of assistive technology in distance learning. 	<ul style="list-style-type: none"> • The American Speech-Language-Hearing Association has a list of information and resources for teletherapy: including a Telepractice Checklist for school-based professionals at: https://www.asha.org/uploadedFiles/ASHA-Telepractice-Checklist-for-School-Based-Professionals.pdf • An example of an Occupational Therapy (OT) teletherapy lesson provided by Growing Healthy Children is located at: https://www.youtube.com/watch?v=5-U8tcYDSOk&feature=youtu.be • Parent resources for occupational therapy from San Joaquin County Office of Education are located at: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/occupational-therapy?authuser=0 • Resources for augmentative or alternative communication users for Coronavirus language at: https://thinksmartbox.com/news/coronavirus-super-core-resources/ • Blog by a physical therapist with ideas on how to work on gait training a student in the home setting located at: https://www.rifton.com/adaptive-mobility-blog/blog-posts/2020/april/four-ps-gait-training-home?utm_term=Read%20the%20blog&utm_campaign=Resources%20for%20Caregiving%20at%20Home&utm_content=email&utm_source=Act-On+Software&utm_medium=email&utm_mc=Act-On%20Software-_-email-_-Resources%20for%20Caregiving%20at%20Home-_-Read%20the%20blog



Topic	Considerations	Practice should Look Like...	Examples from the Field
			<ul style="list-style-type: none"> Webinars and modules available on making technology accessible and making toys accessible created through the Training and Technical Assistance Contracts (TTAC) of the state of Virginia. Modules are free but you will need to register on the site to view them: http://ttaonline.org/online-trainings

Resource List for Focus Area

Title	Description	Platform	Grade Span	Category
<i>ASHA Telepractice Checklist for School-based Professionals</i>	Checklist to assist educational audiologists and school-based speech-language pathologists to provide service via telepractice.	PDF accessible link at: https://www.asha.org/uploadedFiles/ASHA-Telepractice-Checklist-for-School-Based-Professionals.pdf	All Ages	<ul style="list-style-type: none"> Related Service Providers
<i>Growing Healthy Children Sample Telehealth OT</i>	Video example of occupational therapy provided through telepractice.	YouTube link at: https://www.youtube.com/watch?v=5-U8tcYDSOk&feature=youtu.be	All Ages	<ul style="list-style-type: none"> Related Service Providers
<i>Parent Resources for Occupational Therapy</i>	Examples from the San Joaquin County Office of Education of activities, resources, and links to websites to support occupational therapy strategies at home.	Website: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/occupational-therapy?authuser=0	All Ages	<ul style="list-style-type: none"> Related Service Providers



Title	Description	Platform	Grade Span	Category
<i>Coronavirus Super Core Resources</i>	Resources and materials for AAC user to support language needs around the Coronavirus.	Website: https://thinksmartbox.com/news/coronavirus-super-core-resources/	All Ages	<ul style="list-style-type: none"> • Teachers of: • Students with Extensive (Significant) Support Needs • Moderate/ Severe
<i>The Four P's of Gait Training in the Home</i>	Blog by a physical therapist with ideas on how to work on gait training a student in the home setting.	Website: https://www.rifton.com/adaptive-mobility-blog/blog-posts/2020/april/four-ps-gait-training-home?utm_term=Read%20the%20blog&utm_campaign=Resources%20for%20Caregiving%20at%20Home&utm_content=email&utm_source=Act-On+Software&utm_medium=email&cm_mmc=Act-On%20Software--email--Resources%20for%20Caregiving%20at%20Home--Read%20the%20blog	All Ages	<ul style="list-style-type: none"> • Related services
<i>Ready to Learn – A Whole School Approach to Meeting Sensory Needs and Adapting Play - Making Toys Accessible</i>	Webinars and modules available on making technology accessible and making toys accessible created through the Training and Technical Assistance Contracts (TTAC) of the state of Virginia. Modules are free but you will need to register on the site to view them.	Website with instructional modules at: http://ttaonline.org/online-trainings	Preschool and Elementary	<ul style="list-style-type: none"> • Related Services • Low Incidence



FOCUS AREA THREE

Implementing Distance Learning for Students with Extensive Support Needs

For students with extensive support needs, accessing and utilizing distance learning can present challenges. Finding multiple avenues for access through distance learning will often be necessary to adequately address student needs.

Topic	Considerations	Practice should look like...	Examples from the field
Implementing Distance Learning – Creating Multiple Avenues for Access	<ul style="list-style-type: none"> Opportunities for students to access instruction through distance learning may need to be individualized to address student needs. Communicating and collaborating with families to assist with access to distance learning will be important Educators and related service staff may need assistance in developing collaborative and creative ways to address student needs 	<ul style="list-style-type: none"> Establishing opportunities for students to meet with the teacher and support staff through multiple means; video meetings, providing materials through the mail, individual video calls with teachers, related service staff, paraprofessionals, and individual calls to students and families. Teachers and support staff collaborate and coordinate and provide multiple opportunities to engage with students and families. Educators engage in professional learning opportunities to improve their abilities and knowledge to provide distance learning. Use paraprofessionals in creative ways to assist with engaging students and increasing 	<ul style="list-style-type: none"> Samples of Family Support Plans, weekly schedules and online training for families from California State University (CSU), Northridge. Guidelines for Distance Learning for Students with Significant Support Needs located at: https://docs.google.com/document/d/1up7qqo2mwP8ePI5R4B3wS22fUY-UgGxJbq1U7hmtXfk/edit Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices (TIES) Center Distance Learning Series provides a framework of distance learning engagement for students with significant needs located at: https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/an-overview-framework Distance Learning Professional Development for Moderate-Severe Teachers from SDUSD located at: https://docs.google.com/document/d/1au9AJGnq8cJXNJDyc3256eJqdUdvqi9GXZrsCtQvqSY/edit# Educational resources for remote learning from Riverside County Office of Education located at: https://www.rcoe.us/educational-



Topic	Considerations	Practice should look like...	Examples from the field
	for accessing distance learning.	access and engagement in distance learning.	services/educational-resources-remote-learning/ <ul style="list-style-type: none"> Paraeducator blog on things Paraeducators can do from a distance at: http://blog.paraeducate.com/?p=801

Resource List for Focus Area Three

Title	Description	Platform	Grade Span	Category
<i>Guidelines for Distance Learning for Students with Significant Support Needs</i>	A resource document from Dr. Amy Hanreddy from CSU, Northridge.	Google doc at: https://docs.google.com/document/d/1up7qqp2m_wP8ePI5R4B3wS22fUY-UgGxJbq1U7hmtXfk/edit	All Ages	<ul style="list-style-type: none"> Students with Extensive (Significant) Support Needs Moderate/ Severe
<i>Distance Learning Engagement: An Overview Framework</i>	TIES Center is the national technical assistance center on inclusive practices and policies for student in K-8 with significant disabilities.	Website: https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/an-overview-framework	K-8	<ul style="list-style-type: none"> Students with Extensive (Significant) Support Needs Moderate/ Severe
<i>Distance Learning Professional Development for Moderate-Severe Teachers from SDUSD</i>	San Diego Unified School District modules for professional learning on distance learning for moderate-severe teachers with sample lessons, lesson plans, schedules and resources.	Google doc at: https://docs.google.com/document/d/1au9AJGnq_8cJXNJdyc3256eJqdUdvqi9GXZrsCtQvqSY/edit#	All Ages	Teachers of: <ul style="list-style-type: none"> Students with Extensive (Significant) Support Needs Moderate/ Severe



Title	Description	Platform	Grade Span	Category
<i>Educational Resources for Remote Learning</i>	Links to documents and information for remote learning from Riverside County Office of Education	Website: https://www.rcoe.us/educational-services/educational-resources-remote-learning/	All Ages	<ul style="list-style-type: none"> Students with Extensive (Significant) Support Needs Moderate/ Severe

FOCUS AREA FOUR

Implementing and Refining Distance Learning for Students with Extensive Support Needs – Instructional Supports

Educators of students with extensive support needs are finding new ways to address the instructional needs of their students through distance learning. While distance learning can be challenging for some students, educators are finding or developing platforms, tools and resources to support the instructional progress of many of their students.

Topic	Considerations	Practice should look like...	Examples from the field
Refining Distance Learning – Instructional Supports	<ul style="list-style-type: none"> Work with families to establish a schedule and routine that utilizes the virtual platforms and is adjusted to address individual needs of students. Finding ways to communicate with staff and provide supports as 	<ul style="list-style-type: none"> Communicate with families to develop a schedule for online group/small group instruction with other students in the class as well as providing ideas and assignments that can be done during the day. To increase access for parents who speak a language other than English, provide all materials and resources for parents in multiple 	<ul style="list-style-type: none"> Enrichment Activity Resources from the Riverside COE, Special Education Department: https://sites.google.com/rcoe.us/rcoesp-ed-enrichment-activities/home?authuser=0 YouTube video lesson to “Easily Create Digital Sorting Activities!”: https://www.youtube.com/watch?v=RP3jEsJ70FE&feature=youtu.be Examples of schedules and visual supports: https://sites.google.com/view/distance-learning-specialed/home/online-resources/schedules-visual-supports?authuser=0



Topic	Considerations	Practice should look like...	Examples from the field
	they engage in new platforms and ideas to engage all students in distance learning.	languages whenever possible. <ul style="list-style-type: none"> • Create opportunities for sharing ideas and resources with staff as they are learning and improving access to distance learning for students with extensive support needs. • Share resources on making distance learning accessible as well as instructional tools and resources. 	<ul style="list-style-type: none"> • Article with tips for “Supporting Learners with Significant Disabilities: Five Ideas for Virtual Education” at: https://medium.com/inspired-ideas-prek-12/supporting-students-with-significant-disabilities-fives-ideas-for-virtual-education-8ffab310968d • YouTube video for creating editable worksheets from PDF or hard copy worksheets at: https://www.youtube.com/watch?v=sd_QN3Jcnao&feature=emb_logo • YouTube video explaining masks and why they are used located at: https://www.youtube.com/watch?time_continue=3&v=ipvbNzK4nXc&feature=emb_logo

Resource List for Focus Area Four

Title	Description	Platform	Grade Span	Category
<i>Enrichment Activity Resources (English and Spanish)</i>	Listing of enrichment activities for students with moderate/severe needs from the Riverside COE Special Education Department.	Website: https://sites.google.com/rcoe.us/rcoesped-enrichment-activities/home?authuser=0	All Ages	<ul style="list-style-type: none"> • Students with Extensive (Significant) Support Needs • Moderate/ Severe
<i>Easily Create Sorting Activities</i>	YouTube video with instructions on the use of Google Drawings that can be shared in Google Classroom.	YouTube video at: https://www.youtube.com/watch?v=RP3jEsJ70FE&feature=youtu.be	All Ages	<ul style="list-style-type: none"> • Students with Extensive (Significant) Support Needs • Moderate/ Severe



Title	Description	Platform	Grade Span	Category
<i>Schedules and Visual Supports</i>	Distance Learning for Special Education website with resources and examples of materials for use with students with extensive needs.	Website: https://sites.google.com/view/distance-learning-specialed/home/online-resources/schedules-visual-supports?authuser=0	All Ages	<ul style="list-style-type: none"> Students with Extensive (Significant) Support Needs Moderate/ Severe
<i>Supporting Learners with Significant Disabilities: Five Ideas for Virtual Education</i>	Article from Dr. Paula Kuth with ideas and tips.	Website: https://medium.com/inspired-ideas-prek-12/supporting-students-with-significant-disabilities-fives-ideas-for-virtual-education-8ffab310968d	All Ages	<ul style="list-style-type: none"> Students with Extensive (Significant) Support Needs Moderate/ Severe
<i>Distance Learning Plan Related and Low Incidence Services</i>	Document created and updated by SDUSD Special Education Department to share resources and ideas for supporting Related and Low Incidence services.	Google doc: https://docs.google.com/document/d/1thFPECLCcNIUMqoG8GSDTtaN0GsA5ye0_8zg-M-uaV4/edit	All Ages	<ul style="list-style-type: none"> Relate Services Low Incidence
<i>Turning PDF or Hard Copy worksheet into an editable digital worksheet</i>	YouTube instructional video on creating editable documents from PDF/hard copy worksheet.	YouTube video at: https://www.youtube.com/watch?v=sd_QN3Jcnao&feature=emb_logo	All Ages	<ul style="list-style-type: none"> Technology use
<i>Masks Keep Us Safe Social Story</i>	YouTube video describing using masks to children created by the Illinois Autism Partnership.	YouTube video at: https://www.youtube.com/watch?time_continue=3&v=ipvbNzK4nXc&feature=emb_logo	All Ages	<ul style="list-style-type: none"> Students with Extensive Support Needs Moderate/ Severe



Title	Description	Platform	Grade Span	Category
<p><i>IRIS Center Training Resources</i></p>	<p>The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.</p>	<p>Website with training modules at: https://iris.peabody.vanderbilt.edu/resources/iris-resource-locator/?fbclid=IwAR0JeUGGAOdsgm5JZwu_j3679l6rMCzf-ZbdxF6X6MnPM9xggixz_mVv0b-4</p>	<p>All Ages</p>	<ul style="list-style-type: none"> • Students with Extensive Support Needs • Moderate/ Severe