



Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

SUBGROUP: LOW INCIDENCE

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 the 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

Low Incidence Subgroup

Low incidence disabilities are defined in California *Education Code (EC)* (30 EC 56026.5) as a severe disabling condition with an expected incidence rate of less than one percent of the total statewide enrollment in Kindergarten through grade 12. The severe disabling conditions include hearing impairments, vision impairments, and severe orthopedic impairments or any combination thereof.



FOCUS AREA ONE

Support Needs for Distance Learning with Students Who Are Deaf or Hard of Hearing (DHH) and Use American Sign Language (ASL)

Considerations for supporting students who are deaf, hard of hearing, and use ASL during distance learning are included below.

Topic	Considerations	Practice should Look Like...
<p>Students who are Deaf or Hard of Hearing and who Use ASL</p>	<p>Service Delivery</p> <ul style="list-style-type: none"> All learning platforms may not be <i>visually</i> accessible to all students Not all families have access to the internet or the ability to support instruction. Some services cannot be provided via distance learning <p>Consultation</p> <ul style="list-style-type: none"> General education teachers will require consultation on instructional materials and access 	<p>Service Delivery</p> <ul style="list-style-type: none"> Multiple platforms of instruction may be necessary from low tech to high tech depending on the needs of the family and students. Service providers should be in contact with the family to determine specific needs. They can use a distance learning implementation checklist to assist families in addressing their needs. Service providers should determine what equipment needs to be provided to the home. Utilize an equipment checkout form or similar way of tracking equipment. Service providers should consult with general education teachers to assist with making materials and platforms accessible. Utilize interpreters to provide simultaneous interpretation during instruction on Zoom or other visual platforms of instruction. <p>DHH/ASL Specific Considerations</p> <ul style="list-style-type: none"> Sign language interpreters can provide interpretation of lessons on Zoom classroom lessons.



Resource List for Focus Area One

Title	Description	Platform	Grade Span	Category
<i>A Practical Guide to the Use of Tele-Intervention in Providing Early Intervention Services to Infants and Toddlers Who Are Deaf or Hard of Hearing</i>	Telepractice information for low incidence populations (D/HH) from the National Center for Hearing Assessment and Management at Utah State University.	Website: https://www.infanthearing.org/ti-guide/index.html	<ul style="list-style-type: none"> • Birth to 5 	<ul style="list-style-type: none"> • D/HH, ASL
<i>National Association of the Deaf: Coronavirus</i>	Website of the National Association of the Deaf with online resources related to distance learning and the Coronavirus.	Website: https://www.nad.org/coronavirus/	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, ASL
<i>California Educators of the Deaf</i>	Website of California Educators of the Deaf with links to resources and information on COVID-19 and distance learning.	Website: https://www.cal-ed.org/page-18293	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, ASL
<i>Using ASL Interpreters in Zoom</i>	ZOOM tutorial for ASL Interpreters (in English-captioned).	YouTube at: https://www.youtube.com/watch?v=cRfSmUvIDNE	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, ASL
<i>Ideas for 21st Century Learning by Texas Women's University</i>	Accessible Resource (ASL and Captions) from Texas Woman's University.	YouTube: https://www.youtube.com/channel/UClIU2rpviuGZF4uB6l9Npd8Q	<ul style="list-style-type: none"> • Birth through 5th grade 	<ul style="list-style-type: none"> • D/HH, ASL



Title	Description	Platform	Grade Span	Category
<i>Live Video Tips When Teaching A Student Who is DHH</i>	Pointers of platforms, equipment and strategies to use when teaching remotely.	PDF: https://drive.google.com/file/d/1EUWTLtklkgTkm70t31Jr_aUW2Rb-M_mx/view?usp=sharing	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, ASL
<i>Considerations for Deaf and Hard of Hearing Individuals Using Zoom</i>	Tips and strategies to ensure accessibility for individuals who are Deaf or Hard of Hearing from the Deaf/Hard of Hearing Technology Rehabilitation Engineering Research Center.	Website: https://www.deafhhtech.org/rerc/accessible-virtual-meeting-tips/	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, ASL
<i>Service Provision Model for Low Incidence Providers COVID-19</i>	Suggestions for service delivery models for providing services during distance learning.	PDF: https://drive.google.com/file/d/1utB7_cooFOzPkqshRXli6S8oQFqmSorV/view?usp=sharing	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, ASL
<i>American Society for Deaf Children</i>	Various resources specific to coronavirus for deaf children.	Website: https://deafchildren.org/2020/03/talking-to-kids-about-coronavirus-asl-english-resources/	<ul style="list-style-type: none"> • Birth through age 21 	<ul style="list-style-type: none"> • D/HH, ASL
<i>ASL Storytelling</i>	ASL Video Stories for Families.	YouTube at: https://www.youtube.com/user/RMDSCO and https://www.youtube.com/playlist?list=PL4V2VlxorHic8fZRWV9WYJq770pk2_4jY	<ul style="list-style-type: none"> • Preschool through early elementary 	<ul style="list-style-type: none"> • D/HH, ASL
<i>Supporting Success for Children with Hearing Loss</i>	Website with free resources for families of children with hearing loss.	Website: https://successforkidswithhearingloss.com/	<ul style="list-style-type: none"> • Birth through age 21 	<ul style="list-style-type: none"> • D/HH, ASL



FOCUS AREA TWO

Support Needs for Distance Learning with Students Who Are Deaf or Hard of Hearing and Use Listening and Sign Language (LSL)

Considerations for supporting students who are deaf, hard of hearing and use LSL during distance learning are included below.

Topic	Considerations	Practice should Look Like...
Students who are Deaf or Hard of Hearing and who use LSL	<p>Service Delivery</p> <ul style="list-style-type: none"> All learning platforms may not be auditorily accessible to all students Not all families have access to the internet or the ability to support instruction. Some services cannot be provided via distance learning <p>Consultation</p> <ul style="list-style-type: none"> General education teachers will require consultation on instructional materials and access to platforms. 	<p>Service Delivery</p> <ul style="list-style-type: none"> Multiple platforms of instruction may be necessary from low tech to high tech depending on the needs of the family and students. Service providers should be in contact with the family to determine specific needs. They can use a distance learning implementation checklist Service providers should determine what equipment needs to be provided to the home. Utilize an equipment check out form or similar way of tracking equipment. Service providers should consult with general education teachers on making materials accessible. Utilize interpreters to provide simultaneous interpretation during instruction on Zoom or other visual platforms of instruction. <p>DHH/LSL Specific Considerations</p> <ul style="list-style-type: none"> Consistent auditory access to instruction and other materials utilized through distance learning is paramount.

Resource List for Focus Area Two

Title	Description	Platform	Grade Span	Category
<i>Resources for Families and Professionals to Keep Language and Literacy Growing while Social Distancing</i>	LSL tips and strategies from Alexander Graham Bell Association for the Deaf and Hard of Hearing.	Website: https://www.agbell.org/COVID-19-Resources	<ul style="list-style-type: none"> Birth through 21 	<ul style="list-style-type: none"> D/HH, LSL



Title	Description	Platform	Grade Span	Category
<i>Learning LSL Through Telepractice</i>	Website with free resources for using auditory-verbal strategies through telepractice.	Website: https://learn.hearingfirst.org/telepractice	<ul style="list-style-type: none"> • Birth through K 	<ul style="list-style-type: none"> • D/HH, LSL
<i>Telepractice: Introducing MED-EL Remote Lesson Kits</i>	Blog on Listening and Spoken Language Ideas for telepractice.	Website: https://blog.medel.pro/telepractice-rehabilitation-remote-lesson-kit-1/	<ul style="list-style-type: none"> • Birth through K 	<ul style="list-style-type: none"> • D/HH, LSL
<i>Atlanta Speech School's Pop-Up Early Learning</i>	A place where families talk, read, and play together from the Rollins Center for Language and Literacy, a program of the Atlanta Speech School.	Website: https://www.coxcampus.org/pop-up-early-learning/	<ul style="list-style-type: none"> • PreK 	<ul style="list-style-type: none"> • D/HH, LSL
<i>Sound Foundation for Babies</i>	40 LSL Lessons from the Communication Corner of Cochlear Limited.	Website: https://www.cochlear.com/us/communication-corner/program/infants-sound-foundation-babies.htm	<ul style="list-style-type: none"> • Infants 	<ul style="list-style-type: none"> • D/HH, LSL
<i>Sound Foundation for Toddlers</i>	40 LSL Lessons for Toddlers from the Communication Corner of Cochlear Limited.	Website: https://www.cochlear.com/us/communication-corner/program/toddlers-sound-foundation-toddlers.htm	<ul style="list-style-type: none"> • Toddlers 	<ul style="list-style-type: none"> • D/HH, LSL
<i>The Listening Walk</i>	Videos on making an Everyday Activity an Auditory Learning Experience.	Type: YouTube link at: https://www.youtube.com/watch?v=uCs66HaouFU PDF: https://drive.google.com/file/d/1e0CmplKMjzGVIEygeQ1QRBAoB2dE5e5l/view?usp=sharing	<ul style="list-style-type: none"> • Pre-K through Third Grade 	<ul style="list-style-type: none"> • D/HH, LSL



Title	Description	Platform	Grade Span	Category
<i>Described and Captioned Media Service (DCMP)</i>	Educational videos that are accessible to students with disabilities. Parents and students can log in to DCMP from any home computer with Internet access or any tablet with a mobile data connection. Parents can create a new DCMP account for free or use the Student Account created by the student's teacher.	Website: https://dcmp.org/	<ul style="list-style-type: none"> • Pre-K through 21 	<ul style="list-style-type: none"> • D/HH, LSL
<i>Advanced Bionics – The Listening Room</i>	A site featuring free, fun activities and resources to support speech, language, and listening skills in people of all ages with hearing loss.	Website: https://thelisteningroom.com/	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, LSL
<i>Cochlear</i>	Cochlear School Resource Center	Website: https://www.cochlear.com/us/en/professionals/Resources/school-resource-center	<ul style="list-style-type: none"> • K through 6th Grade 	<ul style="list-style-type: none"> • D/HH, LSL
<i>Auditory Access at Home</i>	Tips from an Educational Audiologist on using listening equipment at home.	PDF: https://drive.google.com/drive/folders/1e4oMXSP1LhrJGtrFWTPSbTqlc9VHeoME	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, LSL



Title	Description	Platform	Grade Span	Category
<i>Mini Mic 2+</i>	Pairing and streaming instruction on using the Mini Mic 2+ with a variety of hearing instruments.	PDF: https://drive.google.com/drive/folders/1CGLPXjrojhLq7k2YYfuloSwwWxyPilf2D	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • D/HH, LSL

FOCUS AREA THREE

Support Needs for Distance Learning with Students Who Are Deaf-Blind

Considerations for supporting students who are deaf-blind during distance learning are included below.

Topic	Considerations	Practice should look like...
Students who are Deaf-Blind	<p>Service Delivery</p> <ul style="list-style-type: none"> • All learning platforms may not be accessible to all students • Not all families have access to the internet or the ability to support instruction. • Some services cannot be provided via distance learning <p>Consultation</p> <ul style="list-style-type: none"> • General education teachers will require consultation on instructional materials and access to platforms. 	<p>Service Delivery</p> <ul style="list-style-type: none"> • Multiple platforms of instruction may be necessary from low tech to high tech depending on the needs of the family and students. Service providers should be in contact with the family to determine specific needs. They can use a distance learning implementation checklist • Service providers should determine what equipment needs to be provided to the home. Utilize an equipment check out form or similar way of tracking equipment. • Service providers should consult with general education teachers on making materials accessible. • Utilize interpreters to provide simultaneous interpretation during instruction on Zoom or other visual platforms of instruction. <p>Deaf Blind Specific Considerations</p> <ul style="list-style-type: none"> • All about touch communication, guidance for families for instruction, intervener providing communication and coaching at home • Consider may be partial sight or hearing looking at the resources



Resource List for Focus Area Three

Title	Description	Platform	Grade Span	Category
<i>California Deaf Blind Services</i>	This state organization is able to provide technical assistance or assist families struggling with finding ways to engage deafblind children. (415)-405-7560 is the main line or the Project Coordinator, Maurice Belote, can be contacted at (415) 405-7558 or mbelote@sfsu.edu	Website: http://www.cadbs.org/	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Deaf-Blind
<i>Deaf-Blind Resources</i>	This page contains resources on how to provide instruction to students with deaf-blindness during the pandemic. It specifically focuses on students who are proficient communicators.	PDF: https://www.nationaldb.org/distance-learning-proficient-communicators/	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Deaf-Blind
<i>Paths to Literacy</i>	Strategies and ideas specific to students with deaf-blindness.	Website: https://www.pathstoliteracy.org/blog/category/deafblind	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Deaf-Blind
<i>Paths to Literacy Blog</i>	This blogpost shares one mom's home learning plan for her son who is deaf-blind.	Blog: https://www.pathstoliteracy.org/blog/parent-created-schedule-home-based-school-activities	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Deaf-Blind
<i>Training for Teachers</i>	Open Hands/Open Access Training Modules from the Nation Center on Deaf-Blindness.	Website: https://www.nationaldb.org/products/modules/ohoa/	<ul style="list-style-type: none"> • Ages 3 through 21 	<ul style="list-style-type: none"> • Deaf-Blind



FOCUS AREA FOUR

Support Needs for Distance Learning with Students Who are Blind or have Low Vision Including Resources on Orientation and Mobility

Considerations for supporting students who are blind or have low vision during distance learning are included below.

Topic	Considerations	Practice Should Look Like...	Examples from the Field
<p>Students who are blind or have low vision</p>	<p>Service Delivery</p> <ul style="list-style-type: none"> All learning platforms may not be accessible to all students as not all families have access to the internet or the ability to support instruction. Some services cannot be provided via distance learning. <p>Consultation</p> <ul style="list-style-type: none"> General education teachers will require consultation on instructional materials and access to platforms. All materials and platforms must meet accessibility requirements. 	<p>Service Delivery</p> <ul style="list-style-type: none"> Multiple platforms of instruction may be necessary from low tech to high tech depending on the needs of the family and students. Service providers should be in contact with the family to determine specific needs. They can use a distance learning implementation checklist Service providers should determine what equipment needs to be provided to the home. Utilize an equipment checkout form or similar way of tracking equipment. Service providers should consult with general education teachers on how to make materials accessible. <p>Consultation</p> <ul style="list-style-type: none"> Ensure students have appropriate equipment and all teachers and support staff need to be trained in how the equipment works. 	<p>Service Delivery</p> <ul style="list-style-type: none"> Create a distance learning implementation checklist Consider activities that support students' social/emotional learning to help them cope with school closure and isolation. <p>Consultation</p> <ul style="list-style-type: none"> Teachers should consult with instructional designers and assistive technology consultants so that course design is consistent throughout the learning management system visual clutter is reduced on the pages, contrast of texts and colors is maximized, the use of frames on the page is limited, and proper heading structures are used for content.



Topic	Considerations	Practice Should Look Like...	Examples from the Field
	<p>Blind/Visually Impaired (VI) Specific Considerations</p> <ul style="list-style-type: none"> Determine platforms that allow for voice over narration or closed captioning when using web-based teaching and resources. 	<p>Blind/VI Specific Service Delivery</p> <ul style="list-style-type: none"> Utilize closed captioning to provide simultaneous interpretation during instruction on zoom or other visual platforms of instruction. <p>Blind/VI Specific Considerations</p> <ul style="list-style-type: none"> Identify the team members responsible for providing students with visual impairments assistive technology and personnel supports for appropriate programming. Make sure that the system is compatible for all online and blended learning instruction and activities. During instruction teachers should summarize the content that is covered in text form, highlighting the main features that they would like the students to focus on or that form the basis of the content being read. 	<p>Blind/VI Specific Considerations</p> <ul style="list-style-type: none"> Describe lessons in ways that do not rely solely on visual information. Use stand-alone, non-visual statements. For example, instead of saying it is “this big” and spreading arms apart, say “It is about as big as I can spread my arms apart.” Provide the student screen readers and supports when appropriate to meet their level of visual needs in online and blended learning environments. Utilizing students’ Assistive Technology/Specialized Equipment during distance learning, e.g., connecting to a BrailleNote Touch Plus via Zoom.



Resource List for Focus Area Four

Title	Description	Platform	Grade Span	Category
<i>The Braille Institute</i>	All in person classes and services are cancelled through the summer term however online and telephone support are still being provided.	Website: https://www.brailleinstitute.org/ https://www.brailleinstitute.org/coronavirus	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Accessibility Tip Sheet Compiled by Yue-Ting Siu, , Ph.D.</i>	Accessibility tips for students with vision impairments.	PDF: https://drive.google.com/drive/folders/18QwZJN3HTT-uRQYD4mh5r8EnOIdmhW8T	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Emergency Distance Learning and Blind Students</i>	Tactile graphics for COVID-19, professional development, exemplars of distance learning with blind students, accessibility tips.	Website: https://nlshaheen.com/covid19/	<ul style="list-style-type: none"> • K through 12 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>iBooks</i>	Repository of ibooks for individuals who are Blind and visually impaired.	Website: https://www.perkinselearning.org/technology/posts/ibooks	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Virtual Expanded Core Education Learning (ExCEL) Academy for Students with Visual Impairments</i>	Free programs for students who are visually impaired.	Website: https://www.pathstoliteracy.org/resources/Virtual-ExCEL-Academy	<ul style="list-style-type: none"> • Birth through 12 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Resources for Providing Virtual Services to Students who are Blind or Visually Impaired</i>	Resource list of services for students who are blind or visually impaired.	PDF: https://drive.google.com/file/d/1z2CUA-ye5v7PRkmctXCHZ3JXX0Lt_mfR/view?usp=sharing	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI



Title	Description	Platform	Grade Span	Category
<p><i>Paths to Literacy</i></p>	<p>Paths to Literacy is an interactive Community of Practice where educators and families can find and share activities, resources, and other ideas related to all aspects of literacy for children who are blind or visually impaired, including those with deaf blindness or multiple disabilities.</p>	<p>Website with blogposts for various activities:</p> <ul style="list-style-type: none"> • A blogpost detailing ideas for using daily activities as learning opportunities at: https://www.pathstoliteracy.org/blog/story-washing-machine-learning-participating-daily-activities • Activity ideas for students who are blind or visually impaired at: https://www.pathstoliteracy.org/blog/coping-school-closures-during-covid-19 • Math literacy activities at: https://www.pathstoliteracy.org/blog/category/math-literacy • Activities to assist students in learning to read braille at: https://www.pathstoliteracy.org/blog/learn-read-braille-dottie-and-dots • Virtual Web Classes beginning March 23, 2020. These are free instructor led classes for students with visual impairments. The audience for lessons varies slightly by the day but most seem to be for a wide range of upper elementary to high school at: https://www.pathstoliteracy.org/resources/Virtual-ExCEL-Academy • Using clear descriptive language, adapted from Classroom Collaboration, Laurie Hudson at: https://www.pathstoliteracy.org/blog/this-that-there 	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI



Title	Description	Platform	Grade Span	Category
<i>National Homework Hotline for Blind/Visually Impaired Students (NHH-BVI)</i>	The National Homework Hotline for Blind/Visually Impaired Students (NHH-BVI) is offering free homework help hotline for students in the United States who are blind or visually impaired during the coronavirus / COVID 19 pandemic.	Website: http://www.vistaseducation.com/home/workhotline/	<ul style="list-style-type: none"> • K through 12 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Objective Ed (formerly Blindfold Games)</i>	Objective ed (OED) is offering services free of charge through the end of the school year. Digital curriculum is also available for students who are blind or low vision.	Website: https://www.objectiveed.com/distance	<ul style="list-style-type: none"> • K through 12 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Freedom Scientific is offering those in the US and Canada a Free Home License of JAWS, ZoomText, or Fusion which will expire June 30, 2020.</i>	Download a free copy of JAWS, ZoomText or Fusion from Freedom Scientific.	Website portal at: https://portal.freedomscientific.com/SponsoredSoftware	<ul style="list-style-type: none"> • Pre-K through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Paths to Literacy</i>	Resources for assisting students with orientation and mobility (O&M)	Website: https://www.pathstoliteracy.org/blog/category/orientation-and-mobility	<ul style="list-style-type: none"> • K through 12 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Perkins School for the Blind</i>	Virtual Instruction for O&M from Paths to Technology	Website: https://www.perkinselearning.org/technology/blog/virtual-instruction-om	<ul style="list-style-type: none"> • K through 12 	<ul style="list-style-type: none"> • Blind, Low Vision, VI



Title	Description	Platform	Grade Span	Category
<i>Accessibyte</i>	Online platform is free while schools are closed. Offers accessible apps for students who are blind, visually impaired, deaf or have reading difficulties.	Website: https://www.accessibyte.com/stay-safe/	<ul style="list-style-type: none"> • K through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Parent Page for California School for the Blind</i>	California School for the Blind offers an extensive and frequently updated list of virtual resources for parents of children with VI.	Website: https://www.csb-cde.ca.gov/resources/covid-19/parentvirtualresources.aspx	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Teacher Page for California School for the Blind</i>	California School for the Blind offers an extensive and frequently updated list of virtual resources for teachers of children with VI.	Website: https://www.csb-cde.ca.gov/resources/covid-19/teacherresources.aspx	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>Remote O&M and VI Instruction Ideas</i>	Compiled by Jennifer Freeman, Orientation and Mobility Specialist.	Google doc: https://docs.google.com/document/d/1aVya4NgaxhW2ib_N3FUyUIhcLUzU_OxnAkw7I4I3j0k/edit	<ul style="list-style-type: none"> • Birth through 21 	<ul style="list-style-type: none"> • Blind, Low Vision, VI
<i>+Distance, Created</i>	VI distance learning ideas from a high school perspective.	Google doc: https://docs.google.com/document/d/1H589IC0M3s1C-ICeqkLoFoU_H7XkPuxC2iuET6IUbuQ/edit#heading=h.34p5yyjmienn	<ul style="list-style-type: none"> • 7th through 12th 	<ul style="list-style-type: none"> • Blind, Low Vision, VI



FOCUS AREA FIVE

Support Needs for Distance Learning with Students Who Have Orthopedic Impairments (OI)

Considerations for supporting students who have orthopedic impairments during distance learning are included below.

Topic	Considerations	Practice Should Look Like...	Examples from the Field
<p>Students with orthopedic impairments</p>	<p>Service Delivery</p> <ul style="list-style-type: none"> All learning platforms may not be accessible to all students as not all families have access to the internet or the ability to support instruction. Some services cannot be provided via distance learning All materials and platforms must meet accessibility requirements. <p>Consultation</p> <ul style="list-style-type: none"> General education teachers will require consultation on instructional materials and access. 	<p>Service Delivery</p> <ul style="list-style-type: none"> Multiple platforms of instruction may be necessary from low tech to high tech depending on the needs of the family and students. Service providers should be in contact with the family to determine specific needs. They can use a distance learning implementation checklist Service providers should determine what equipment needs to be provided to the home. Utilize an equipment check out form or similar way of tracking equipment. Service providers should consult with general education teachers on how to make materials accessible. <p>Consultation</p> <ul style="list-style-type: none"> Ensure students have appropriate equipment and all teachers and support staff need to be trained in how the equipment works 	<p>Service Delivery</p> <ul style="list-style-type: none"> Create a distance learning implementation checklist Maintain consistent contact with families to provide adaptive and consultation support with family support plans Consider activities that support students' social/emotional learning, academic, and physical needs to help cope with school closure and isolation. Provide concrete examples of what can be done at home, over the phone or through video. <p>Consultation</p> <ul style="list-style-type: none"> Special education and general education teachers should collaborate and consult with low incidence/assistive technology specialists so that course design is consistent. <p>OI Specific Considerations</p>



Topic	Considerations	Practice Should Look Like...	Examples from the Field
	<p>OI Specific Considerations</p> <ul style="list-style-type: none"> What is the best way to create accessibility to learning materials and accommodations for expressing output/evaluation? 	<p>OI Specific Considerations</p> <ul style="list-style-type: none"> Preplanning to ensure accessibility to learning materials, provision of adapted materials or equipment, accommodations to learning materials, use of accessibility tools with technology. 	<ul style="list-style-type: none"> Consider physical accessibility, what families have access to at home to increase students' participation in distance learning and online learning activities. Accommodations for extended time for special education teachers and families to make learning activities accessible, and for student to have time to learn to use accessibility features to complete work. During Distance Learning, families may be supporting a variety of therapies while also doing schoolwork as well as working.

Resource List for Focus Area Five

Title	Description	Platform	Grade Span	Category
<i>Disabled Sports USA #AdaptAtHome</i>	Adaptive at home fitness ideas for individuals with physical disabilities.	Website: https://www.disabledsportsusa.org/adaptathome/	<ul style="list-style-type: none"> Grade 5-adult 	<ul style="list-style-type: none"> OI, Physical Education
<i>Family Distance Learning Resources and Strategies for Students with Orthopedic Impairments</i>	Low tech, low cost family resources for families to consider for at home school activities for K-12 students with orthopedic impairments.	PDF: https://docs.google.com/document/d/1Jd9V8FZdsaEYKRfVUGsojb14W_cVIAjlvIEDVXk5xLg/edit?usp=sharing	<ul style="list-style-type: none"> PreK-12 	<ul style="list-style-type: none"> OI, At home schooling



Title	Description	Platform	Grade Span	Category
<i>Wheelchair and Assistive Technology (AT) User Precautions for COVID-19</i>	This is a tip sheet for handwashing and procedures for cleaning a wheelchair and/or assistive technology device to help prevent infection particularly during this time.	PDF: https://www.nchpad.org/fppics/WC%20AT%20COVID-19%20Precautions%201mb%202020-03-27%200745.pdf	<ul style="list-style-type: none"> PreK-21 	<ul style="list-style-type: none"> OI, Hygiene and Prevention
<i>Hand Hygiene for People with Spinal Cord Injury</i>	Tip sheet for handwashing and hygiene for individuals with spinal cord injury from the Physical Therapy Center of the University of Toronto.	PDF: https://nasciconsortium.org/wp-content/uploads/2020/03/Handwashing-guide.pdf	<ul style="list-style-type: none"> Pre K-adult 	<ul style="list-style-type: none"> OI, Hygiene and Prevention
<i>The National Center on Health, Physical Activity, and Disability (NCHPAD)</i>	NCHPAD has curated a playlist of the top exercise from home videos on their YouTube channel for kids and adults. The playlist includes 32 options for all abilities to choose an exercise mode that works and is enjoyable.	YouTube: https://www.youtube.com/watch?v=q0ttPm8LSEk&list=PLwMObYmlSHaPIArTOC4JBZfeuU7LN7KVJ	<ul style="list-style-type: none"> Grade 3 - adult 	<ul style="list-style-type: none"> OI, Physical Education
<i>Microsoft Windows 10 and</i>	A series of videos to increase access	Website: https://support.microsoft.com/en-gb/office/accessibility-video-training-	<ul style="list-style-type: none"> Grade 3-adult 	<ul style="list-style-type: none"> OI



Title	Description	Platform	Grade Span	Category
365 Accessibility Features	using Microsoft Office products.	71572a1d-5656-4e01-8fce-53e35c3caaf4?fbclid=IwAR16dCEIUz9YOalNtb8mHsL8egYQqmJsxqBumMduOoLYPIH_Ob9QyYtaoY0		

FOCUS AREA SIX

General Support Needs for Students with Low Incidence Disabilities

Considerations for supporting students who have low incidence disabilities during distance learning are included below.

Topic	Considerations	Practice Should Look Like...	Examples from the Field
General support needs for students with low incidence disabilities	<p>Service Delivery</p> <ul style="list-style-type: none"> All learning platforms may not be accessible to all students as not all families have access to the internet or the ability to support instruction. Some services cannot be provided via distance learning All materials and platforms must meet accessibility requirements <p>Consultation</p>	<p>Service Delivery</p> <ul style="list-style-type: none"> Multiple platforms of instruction may be necessary from low tech to high tech depending on the needs of the family and students. Service providers should be in contact with the family to determine specific needs. They can use a distance learning implementation checklist Service providers should determine what equipment needs to be provided to the home. Utilize an equipment check out form or similar way of tracking equipment. Service providers should consult with general and special education teachers on how to make materials accessible. Consider learning opportunities in students' natural environments that will help students connect learning to their own lives Encourage creative thinking that does not always fit into regimented lesson plans. 	<ul style="list-style-type: none"> Learning and reflection activities that happen periodically throughout the day Short video-conferencing one on one with students checking in with them to see how they are doing and to remind them that they are amazing and that they are missed Brief video of teacher reviewing or providing new instruction on one micro-component of a concept – (keep to five minutes or less) Create a challenge, something fun students can do at home without



Topic	Considerations	Practice Should Look Like...	Examples from the Field
	<ul style="list-style-type: none"> General education teachers will require consultation on instructional materials and access. 	<ul style="list-style-type: none"> Balance between traditional learning and experiential learning. <p>Consultation</p> <ul style="list-style-type: none"> Collaborate with other professionals in the school and/or field. Crowdsource ideas and share resources. 	<p>a lot of instruction that will help them to apply the learning provided previously or new learning, using items they can find in their house.</p>

Resource List for Focus Area Six

Title	Description	Platform	Grade Span	Category
<i>Distance Learning Resources for Students with Exceptional Needs</i>	Resources from the San Joaquin County Office of Education for items related to low incidence disabilities.	Website: https://sites.google.com/sjcoe.net/sjcselpa-covid-19-resources/home	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> General Low Incidence
<i>Guidelines and Loan Form for Specialized Equipment</i>	Loan form for specialized equipment.	PDF: https://drive.google.com/file/d/13-fDTzMnt4L5_jal2yf66zR9uWZ_ble5/view?usp=sharing	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> General Low Incidence
<i>Learning Resources</i>	Learning resources for parents of students with disabilities.	Website: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> General Low Incidence



Title	Description	Platform	Grade Span	Category
<i>Tech and Learning</i>	31-page publication on technology and how to accomplish remote learning.	PDF: https://drive.google.com/file/d/1QA210nYajA-5nx_qGb1BbV0XMxX9sbIC/view?usp=sharing	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> General Low Incidence