



Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

SUBGROUP: RELATED SERVICES

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.

The information, suggestions and resources in this document are those selected by the Innovative Solutions Workgroup. They are not intended to be legal advice or policy guidance, but rather information provided by parents, teachers, administrators and other stakeholders throughout California to help the students of California.

Overview of Subgroup Purpose

Related Services Subgroup

Related services include a variety of services a student with a disability might need to improve access and receive educational benefit. Related services may look different in the distance learning format. The subgroup has outlined considerations and resources to help related service providers in meeting the



needs of students with disabilities and their families during the shift to distance learning.

FOCUS AREA ONE

Connecting with families

Related services providers are delivering services to as many students as they can in the best way possible, with a focus on the safety, health, and welfare of the school staff, students and families in their community. Each provider, in collaboration with parents and other team members, determines what is appropriate based on the needs and circumstances of each student, the family, and the provider themselves and ensures that distance learning service decisions are individualized.

Topic	Considerations	Practice should look like...	Examples from the field
Connecting with Families	<ul style="list-style-type: none"> • Due to the digital divide some providers are unable to reach some families. • Sometimes language barriers cause difficulty in the provision of services. 	<ul style="list-style-type: none"> • Related services and school staff members communicate with families and demonstrate compassion and collaboration. • Staff should ensure that they are equipping families with the tools and the knowledge base to be successful with distance learning. 	<p>Connect with families through virtual tools:</p> <ul style="list-style-type: none"> • Google Meets is an online service for secure meetings which is free and available for all: Google Meets • Zoom is a virtual meeting space: https://zoom.us/ • FlipGrid can create short check-in videos to send to families. Flipgrid is free for all educators, learners, and families: https://info.flipgrid.com/ • ClassDojo helps teachers engage kids and connect with families. Free for teachers, forever. ClassDojo connects teachers with students and parents to build amazing classroom communities: https://www.classdojo.com/ • Reach students and parents where they are with the Remind app: https://www.remind.com/ • Send email, phone/text, mail, social media to engage with families.



Topic	Considerations	Practice should look like...	Examples from the field
			<ul style="list-style-type: none"> • Could possibly connect with families through the process of the delivery of meals during school closure. • Provide interpretation/translation services when necessary.
Virtual IEP Meetings	<ul style="list-style-type: none"> • Digital divide, digital illiteracy, unable to reach families, language barriers, families electing not to hold meetings during distance learning 	<ul style="list-style-type: none"> • Meetings held virtually and/or via phone with meeting documents provided digitally or via mail. Provide interpretation / translation services 	<ul style="list-style-type: none"> • Conduct IEP meetings, to the extent possible with virtual tools via phone or video meetings sites. • Provide meeting documents digitally (email) or via mail. • Provide interpretation/translation services when needed. • Obtain e-signatures on documents. • Document all good faith efforts to hold meetings.

Resource List for Focus Area One

Title	Description	Platform	Grade Span	Category
<i>Google Meets</i>	Google Meets is an online service for secure meetings which is free and available for all.	Website/App: Google Meets	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Technology
<i>Zoom</i>	Zoom is a virtual meeting platform which has a free version for personal use.	Website: https://zoom.us/	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Technology
<i>Flipgrid</i>	FlipGrid can create short check-in videos to send to families. Flipgrid is	Website: https://info.flipgrid.com/	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Technology



Title	Description	Platform	Grade Span	Category
	free for all educators, learners and families.			
<i>ClassDojo</i>	ClassDojo helps teachers engage kids and connect with families. Free for teachers, forever.	Website: https://www.classdojo.com/	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology
<i>Remind app</i>	Communication for the school, home, and everywhere in between.	Website: https://www.remind.com/	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology

FOCUS AREA TWO

Virtual Related Services

Providing related services in an virtual format requires the use of tools, resources and creativity. Ensuring access to the services and resources that address the individual needs of the student and the family is critical to creating an environment which allows for the greatest amount of learning to occur.

Topic	Considerations	Practice should look like...	Examples from the field
Speech Language (SLP) Services	Digital divide, digital illiteracy, language barriers, unable to reach families, not equitable for ALL students.	<ul style="list-style-type: none"> School based SLP services are individualized based on student, family, and provider needs. Service delivery may include individual, group, and/or, consultation, or any combination offered synchronously and asynchronously through a variety of virtual tools. 	<ul style="list-style-type: none"> Synchronous and asynchronous speech language services provided through virtual tools (Google Meets, FlipGrid which creates engagement opportunities for students/guardians, Google Site (no login), Google Classroom (login), phone, and print resources. To bridge the digital divide, parents may pick up educational materials during meal service as a result of school closure to ensure equity. Utilize interpreters/translators and/or bilingual services providers to support English Learner students and families.



Topic	Considerations	Practice should look like...	Examples from the field
		<ul style="list-style-type: none"> • Ongoing flexibility is essential to service students as the impact of COVID-19 evolves and changes, thereby shifting a student’s access to distance learning and their family’s ability to support them. • Multi-tiered systems of support (MTSS) and the principles of Universal Design for Learning (UDL) can be a focus of collaboration with the classroom teachers and other team members, if any, during the design of learning opportunities for students during distance learning to ensure appropriate accessibility, equity, and meaningful engagement. • Functional activities / learning that can be implemented in the home. Collaboration with classroom teachers. 	<ul style="list-style-type: none"> • Document all good faith efforts to provide services. Some families may elect not to access services at this time. • Team collaboration is important to develop accessible lessons by consulting with teachers and other special education providers resulting in students being able to access educational services with minimal support required by parents. • Ensuring that English learner students are provided with supports consistent with their English language development level. • Offer parent webinars/coaching to support students with learning at home but don’t require this as we cannot expect parents to be a teacher or a specialized service provider as they do not have the knowledge base or expertise level. • Provide parent/family handouts on facilitating communication and language for students who employ speech generating devices. • Synchronous consultation services by augmentative and alternative communication specialists can also be provided for families. • A depository of shared resources can be housed and added to, which includes activities for distance learning with a variety of accessibility, language and communication supports • Collaborate with assistive technology staff to ensure students have accessibility to educational services. • Support accommodations for students to access the curriculum with accessibility tools built into many of the distance learning platforms/programs: <ul style="list-style-type: none"> ○ Zoom live captioning: https://support.zoom.us/hc/en-us/articles/207279736-Closed-Captioning ○ Word has a version built into its accessibility features. Video of how to use: https://www.youtube.com/watch?v=8f9i7N UjeWM.



Topic	Considerations	Practice should look like...	Examples from the field
			<ul style="list-style-type: none"> ○ Speech to text is available in many platforms as part of their accessibility features. ● Speech/language resources from local districts: Parent Are Teachers/Los Padres Son Maestros – video for parents to support language development by Pajaro Valley Unified School District: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/occupational-therapy?authuser=0 ● Speech & Language Resources for parents from the San Joaquin County Office of Education: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/speech-language?authuser=0
Assessments	Difficulties assessing through distance learning.	Service providers should continue to assess when possible.	<ul style="list-style-type: none"> ● Some assessments may be impossible to conduct through distance learning. They will need to be conducted when school resumes in a brick and mortar setting. ● Possible records review in place of in-person assessments when the IEP team is in agreement. (Review upcoming evaluations and meet with case managers to determine status and next steps). This will facilitate planning for fall as well as staffing needs. ● Check with your administration on how to document IEPs. ● IEP meeting can be conducted virtually when possible. ● New proposed goals worded with school environment prior to distance learning/COVID-19 may need to be updated to address the current learning situation.



Topic	Considerations	Practice should look like...	Examples from the field
<p>Occupational Therapy and Physical Services</p>	<p>Digital divide, digital illiteracy, language barriers, unable to reach families, not equitable for ALL students. Possible injury to parent or student attempting to practice moves.</p>	<ul style="list-style-type: none"> Synchronous and asynchronous occupational therapy/physical therapy services, individualized based on student and family and provider needs. Service delivery may include individual and/or consultation. Functional activities / learning that can be implemented in the home. Collaboration with classroom teachers. 	<ul style="list-style-type: none"> Synchronous and asynchronous occupational therapy/physical therapy can be provided virtually through platforms such as: Google Meets, FlipGrid (which provides engagement opportunities for students/guardians), Google Site (no login), Google Classroom (login), phone, and print resources. Utilize interpreters/translators and/or bilingual services providers to support English learner students and families. Document all good faith efforts to provide services. Some families may elect not to access services at this time. Growing Healthy Children Sample Telehealth Occupational Therapy (OT): https://www.youtube.com/watch?v=5-U8tcYDSOk&feature=youtu.be Online OT Resources Riverside County Office of Education multiple resources for enrichment activities in English and Spanish https://drive.google.com/drive/folders/1e6AwzHrU3R7SZK0mhx7pQf8kfbpy0RCx Occupational Therapy parent resources from the San Joaquin County Office of Education: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/occupational-therapy?authuser=0 Adapted Physical Education or Specially Designed Physical Education Resources for parents from SJCOE: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/adaptive-physical-education-resources?authuser=0

Resource List for Focus Area Two

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Title	Description	Platform	Grade Span	Category
<i>Zoom Live Captioning</i>	Outline of essential functional life skills for students from Laurel Ruff School.	Zoom live captioning: https://support.zoom.us/hc/en-us/articles/207279736-Closed-Captioning	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology
<i>Word Accessibility Features</i>	Video instructions for using the accessibility features of Word.	Word has a version built into its accessibility features. Video of how to use: https://www.youtube.com/watch?v=8f9i7NUjeWM	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology
<i>Parents are Teachers/Los Padres Son Maestros</i>	Speech/language resources from local districts: Parent Are Teachers/Los Padres Son Maestros – video for parents to support language development by Pajaro Valley Unified School District.	Google site: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/occupational-therapy?authuser=0	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology
<i>Speech and Language Learning Resources</i>	Speech & Language Resources for parents from the San Joaquin County Office of Education.	Google site: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/speech-language?authuser=0	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology
<i>Growing Healthy Children Telehealth Occupational Therapy</i>	Growing Healthy Children produced a video example of a Sample Occupational Therapy Telehealth.	YouTube: https://www.youtube.com/watch?v=5-U8tcYDSOk&feature=youtu.be	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology
<i>Occupational Therapy Resources</i>	Online OT Resources Riverside County Office of Education multiple resources for enrichment activities	Google drive: https://drive.google.com/drive/folders/1e6AwzHrU3R7SZK0mhx7pQf8kfbpy0RCx	<ul style="list-style-type: none"> All 	<ul style="list-style-type: none"> Technology



Title	Description	Platform	Grade Span	Category
	in English and Spanish.			
<i>Occupational Therapy Resources for Parents</i>	Occupational Therapy parent resources from the San Joaquin County Office of Education.	Google site: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/occupational-therapy?authuser=0	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Technology
<i>Adaptive Physical Education Resources for Parents</i>	Adapted Physical Education or Specially Designed Physical Education Resources for parents from San Joaquin County Office of Education.	Google site: https://sites.google.com/sjcoe.net/parent-resources-sjcoe-special/learning-resources/adaptive-physical-education-resources?authuser=0	<ul style="list-style-type: none"> • All 	<ul style="list-style-type: none"> • Technology