

Agenda

Agenda: Meeting the Challenges

The Problem

Challenges for Special Education in a Virtual

Educating All Learners Alliance (EALA):

Educating All Learners Alliance (EALA):

www.educatingalllearners.org

The Educating All Learners Alliance is working to create community, coalesce conversations, and curate resources that accelerate our ability to serve all learners during the COVID-19 pandemic.

Provide Resources
for Educators

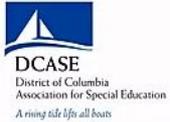
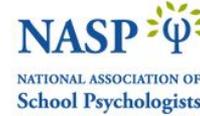
Coalesce the
Conversation

Attend Events and
Office Hours

Share Good News

Curate Resources

Create Community



Bright Spots: SPED Teachers Finding a Way

- More educators showing up for virtual IEP meetings
- Teacher creativity and focus on engagement and hands on learning
- Increased attention to one on one checks
- Stronger parent-teacher collaboration and communication
- More teacher collaboration to differentiate and plan to meet the needs of complex learners
- ALL teachers taking increased ownership of the learning of students with IEPs
- Opportunity for realizing Universal Design for Learning (UDL) principles



Educators Helping to Design for Complex Learners

- Schedules
- Assessing emotional needs and unfinished learning
- Staging physical space and planning transitions
- Safeguarding health and wearing protective equipment
- Teachers, students, and families deserve to have a voice in the plan



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!



EALA: Resources and Guidance for Educators

Supporting Individuals with Autism through Uncertain Times



Autism Focused Intervention Resources & Modules

Supporting Students with Disabilities in K-12 Online & Blended Learning



MICHIGAN VIRTUAL LEARNING RESEARCH INSTITUTE

Providing Speech Teletherapy: How I'm Getting Ready



RESOURCES AND GUIDANCE FOR EDUCATORS

[EXPLORE THE RESOURCE LIBRARY](#)

Explore a list curated by experts of practical and actionable tools, tricks, and resources for serving the range of students who need extra support in the era of remote learning. Get the latest guidance from the US Department of Education and stay abreast of changes. If you are looking for something specific, please use the keyword search function and if you don't find what you are looking for, please let us know - we'll leverage our alliance to find it, provide it or create it! We will continue to grow this library to meet your needs.

Please note: Alliance partners do not explicitly endorse individual content on this site but are engaged to share promising resources for the field in this new arena, and helped develop the vetting criteria and process for materials.

EALA: Autism Resources

Texas Autism Circuit
Toolkit

Texas Statewide
Leadership for Autism
Training

COVID-19 Education
Resources for Autism



EALA: Blind and Visually Impaired Resources



[American Foundation for the Blind COVID Resource Hub](#)



[COVID-19 and the Deaf, Blind, & Deaf-Blind](#)



[Literacy for Children With Combined Vision and Hearing Loss](#)



[Resources for Providing TA During the Pandemic](#)



[Preparing for Virtual Instruction for Students Who are Blind or Visually Impaired](#)



[Coping with School Closures During COVID-19 \(For Students who are Blind or Visually Impaired\)](#)

EALA: Deafness Resources



NDC
National Deaf Center
on Postsecondary Outcomes

[Remember Accessibility in the Rush to Online Instruction: 10 Tips for Educators.](#)

[Checklist for Teaching Deaf Students Online](#)

[Remote Access Services for Deaf or Hard of Hearing Students](#)

[Remote Access Services: Tips for Students](#)

[Deafverse, From the National Deaf Center](#)

[Assistive Listening Systems 101](#)

[Why Captions Provide Equal Access](#)



LAURENT CLERC
NATIONAL DEAF EDUCATION CENTER

[Teaching Online During COVID-19](#)

Intellectual, Developmental, and Significant Disabilities Resources



Family Resources for
Students with Complex
Learning Needs



Supporting Individuals
with Autism through
Uncertain Times



Supports for Students
With Significant Cognitive
Disabilities



Distance Learning
Engagement



Virginia Department of Education's
**Training & Technical
Assistance Center**
at Old Dominion University

Reflections from the Field: How Teachers are
Supporting Students with Significant Disabilities

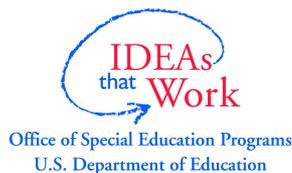
EALA: Virtual IEP Meetings



[Sample Virtual IEP Meeting Agenda](#)



[8 Tips for Conducting Virtual IEP Meetings](#)



[Virtual IEP Meeting Tip Sheets](#)



[Virtual IEP Meeting Guidance](#)



[Conducting Virtual IEP Meetings: A Guide for School Teams During the COVID-19 Outbreak](#), Diverse Learners Cooperative (DLC)

EALA: Provision of Related Services



American
Occupational Therapy
Association

Information Pertaining
to Occupational
Therapy in the Era of
Coronavirus
(COVID-19),



**Department of
Education**

Coronavirus
(COVID-19) Resources
for the Physical
Therapy Profession



Occupational and
Physical Therapy Home
Program Activities



Specialized Instruction
and Support for SWD

EALA: English Learners with Disabilities



English Learners With Disabilities: Shining a Light on Dual-Identified Students



GUIDANCE: USDOE English Language Learner Guidelines



School Responses to COVID-19: ELL/Immigrant Considerations



Assessing Language Proficiency During Extended School Closures

EALA: Teaching Online



[Resources for Teaching Remotely](#)

[Teaching Online During COVID-19](#)



[Best Practices for Educating Online \(CEC\) & eLuma Online Therapy](#)



[Supporting Student Collaboration in a Virtual Setting: General Education and Small Group Services](#)



[Report: Access and Equity for All Learners in Blended and Online Education](#)

EALA: Teaching Online cont.



[Resources for Access and Distance Education](#)



[Distance Learning Engagement](#)



[Using Playlists to Differentiate Instruction](#)



[Tips for Educators Based on Parent Reports of Remote Learning](#)



[Guide to Selecting Alternative Service Models During School Closure](#)



[Teacher Guide to Online Learning](#)

EALA: Parent and Family Facing Resources



[Resources for the Three Rs for At-Home Learning and Re-Entry: Relationships](#)



[How to Support Diverse Learners at Home: Essential Guidance for Parents & Caregivers](#)



[Ten Ideas for Keeping Students with Diverse Learning Needs Engaged at Home](#)



[Why and How to Celebrate Your Child's Focus "Wins" During Distance Learning](#)



The MEHRIT Centre

[Self-Reg Toolkit: 2017-2018 Individual Tools](#)



[Maintaining Routines at Home](#)



[A Parent's Guide to Virtual Learning](#)

EALA: Social Emotional Learning and Mental Health Resources



[5 Tips for Supporting Students Socially and Emotionally During Distance Learning](#)



[COVID-19 Resource Center](#)



[Coronavirus \(COVID-19\) Resources: School Social Work Association of America](#)



[COVID Grief and Loss Resources from Brooklyn LAB](#)



[How to Provide Social-Emotional Support During Distance Learning](#)



[Tips to Decrease Anxiety of Diverse Learners](#)

EALA: Success Coaching



Enhancing and Practicing
Executive Function Skills With
Children From Infancy to
Adolescence



Helping Children Cope
with Changes from
COVID-19



Sustaining Engagement of
Students with Disabilities in
Distance Learning Environments



Engagement and
Motivation- Helping
Handout for Home



Ten Ideas for Keeping Students
with Diverse Learning Needs
Engaged At Home



Executive Functioning in
Online Environments

EALA: Policy and Planning



[Guidance: Helping Students Adversely Affected by School Closures, Secretary DeVos Announces Broad Flexibilities for States to Cancel Testing During National Emergency](#)

[Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students](#)

[STUDENT PRIVACY POLICY OFFICE
FERPA & Coronavirus Disease 2019
\(COVID-19\)
Frequently Asked Questions \(FAQs\)](#)

[Serving Students With Disabilities During the COVID-19 Crisis: Spotlight on Policy & Practice Part 1: Providing FAPE](#)

[Serving Students With Disabilities During the COVID-19 Crisis: Spotlight on Policy & Practice Part 2: Family-School Collaboration](#)

EALA: Policy and Planning cont.



[Aurora Institute Learning Continuity
Readiness Assessment](#)



[Accessibility: Policies](#)



[Guidance: State-Specific COVID-19
Resources](#)

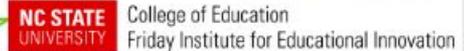
National Center for Learning Disabilities

Action for Local Leaders

Contextualizes the framework for effective technology use for **school and district administrators, community and industry partners, and educators.**



Inclusive Technology In a 21st Century Learning System



Inclusive Technology In a 21st Century Learning System

-  • **VISION:** The vision grounding the ed tech investment is grounded in high expectations for knowledge, skills, and dispositions for *all* learners.
-  • **DESIGN:** Disability experts and individuals with disabilities are fully included in the design of *all* products designed for general education populations.
-  • **PROCUREMENT AND PURCHASE:** The needs of *all* learners inform decision-making.
-  • **USE:** Practitioners are empowered to effectively use products to serve *all* learners.
-  • **CONTINUOUS IMPROVEMENT:** There is funding to expand and sustain the benefits of the tech investment for *all* learners.

National Center for Learning Disabilities

Competency Based Education



NCLD Recommendations

CBE has great promise, but more research and development needs to be done.

- 1 Schools must involve parents and give them information on CBE.
- 2 Schools must consider the impact of CBE on the identification and evaluation of students with learning and attention issues.
- 3 Schools must set high expectations for all, even though some students may progress more slowly.
- 4 MTSS must be in place to ensure that all students master competencies at a reasonable pace.
- 5 Students with disabilities must be taught with peers, according to the “least restrictive environment” rule.
- 6 Schools must have enough resources and support for all students.
- 7 Schools must prevent negative social-emotional effects on students who reach mastery at a slower pace.
- 8 General and special education teachers must have on-going CBE professional development.
- 9 States must raise age limits for high school enrollment for students who need extra time to get a diploma.
- 10 The U.S. Department of Education must fund research into how CBE affects students with learning and attention issues.

COMPETENCY-BASED EDUCATION (CBE) is a system of personalized learning where students master specific knowledge and skills at their own pace. CBE is different from traditional education, which emphasizes completing courses over a set period of time (sometimes called “seat-time”).

National Center for Learning Disabilities

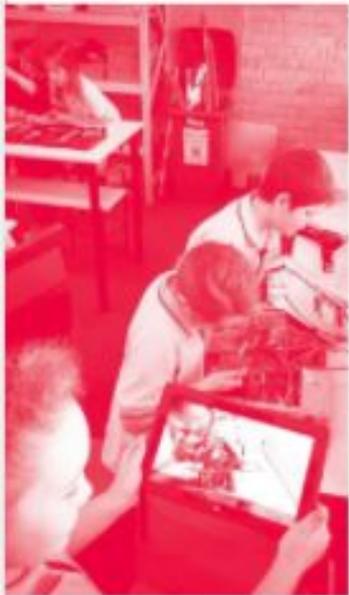
Benefits and Challenges of Personalized Learning

The benefits and challenges of personalized learning often end up being two sides of the same coin—the potential of personalized learning and the work necessary to achieve that potential. In interviews expert practitioners, researchers, policy leaders, parents, and others, NCLD identified the following benefits and associated challenges for students with disabilities in these new systems:

BENEFITS	CHALLENGES
A strengths-based, student-focused approach to education if we can prepare teachers to shift their practice and mindsets.
A more positive, engaging experience for parentsif they are included as partners from the beginning.
Increased engagement and development of skills critical to 21st century success if we don't lose sight of accountability
Continuous, ongoing support for students...	...if we invest in creating a sustainable system.
Multiple ways to access content...	...if accessibility is included in the initial strategic development.
Fuller inclusion...	...if we don't lose sight of real student needs.
The value of special education principles...	...if we overcome rigidity.



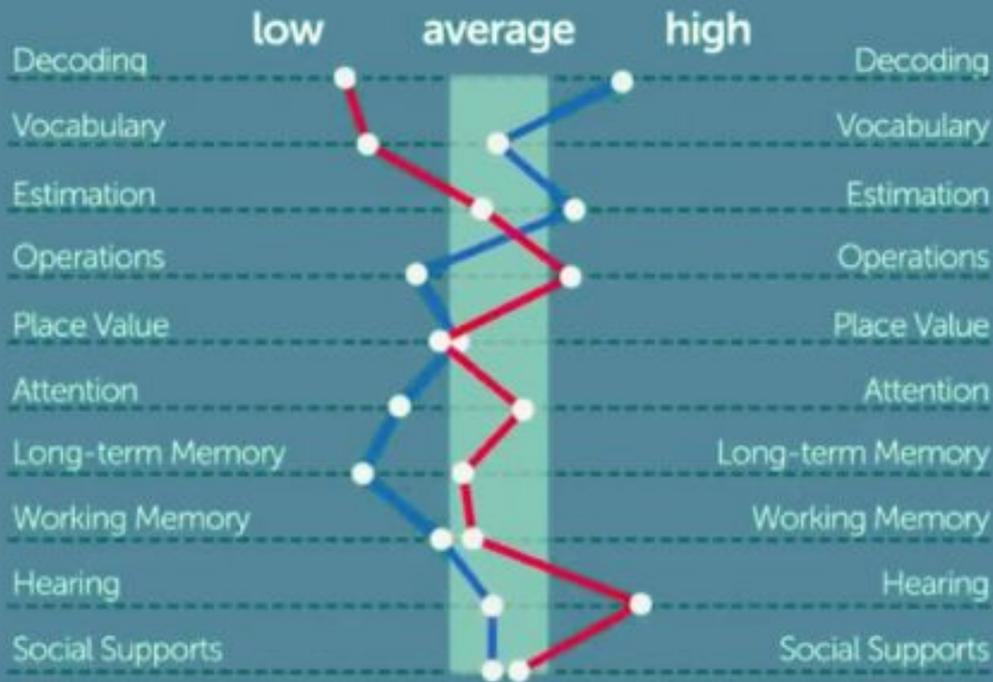
Learner Variability Project and Learner Variability Navigator



Learners Vary

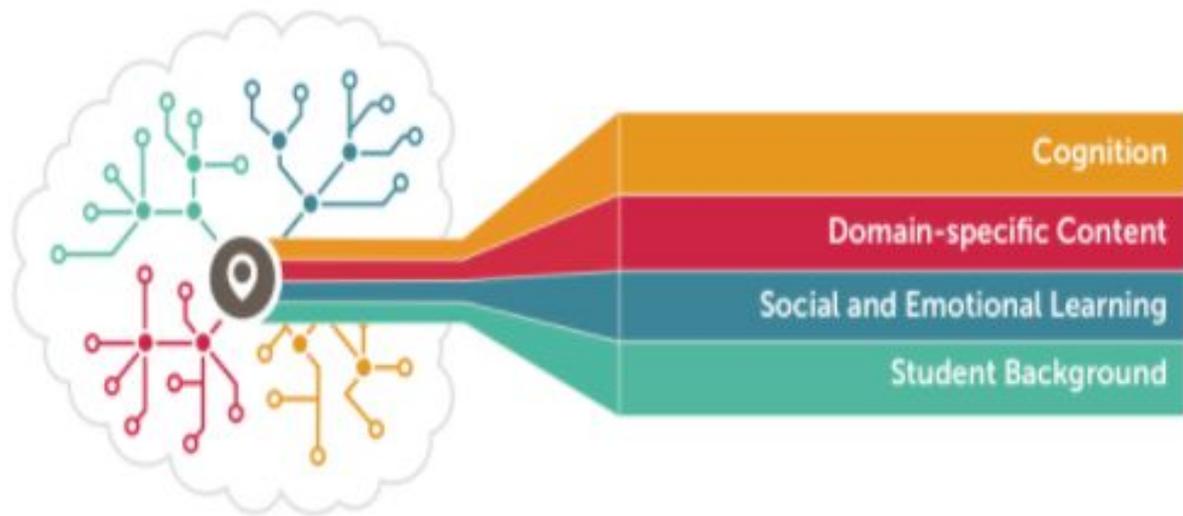
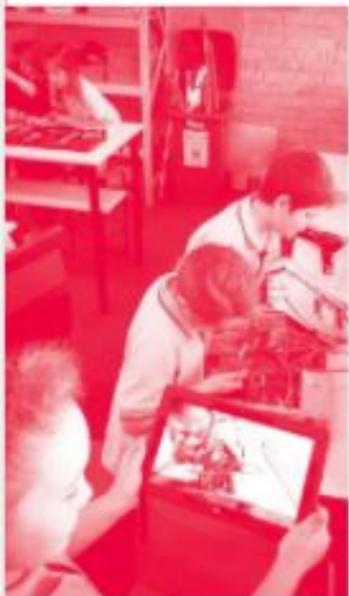


Each learner is unique





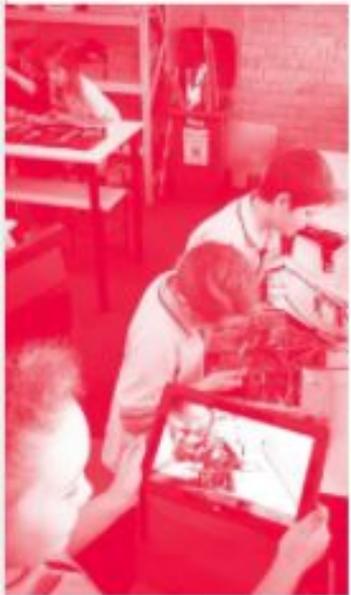
The **Learner Variability Project's** Learner Model framework is centered on the whole child





LVP works with educators and product developers to:

- Highlight the factors that research shows matter most for learners
- Improve our capacity to understand learners at an individual level
- Provide practitioners and learners with more effective learning strategies
- Support the development of more effective educational products and services



Our Resources

[Learner Variability Navigator](#)

Our free web app translates the science of learner variability into easily accessible and research-based factors of learning and strategies to improve educational classroom practice and product design.

[Learner Variability Project](#)

Resources include the following... and more:

- [Webinars on related topics \(see archives\)](#)
- [National surveys](#) on learner variability, edtech, and more
- [Edtech Product Certification](#)
- Workspaces for teachers and parents. [One workspace example.](#)

Tools and Technology



Digital resources for supporting learners with disabilities

<https://digitalpromise.org/online-learning/sped-resources/>

Tools and Technology



Web-enabled resource provides a searchable database for tools to support teaching, learning, and working from home.

<https://www.techforlearners.org/>

Tools and Technology



A list of free tools and resources as well as an Educator Help Desk where experts will answer your online learning questions.

<https://www.learningkeepsgoing.org/>

Tools and Technology

Learning at Home
During COVID-19
(for Educators)



eLearning
Coalition Teacher
Resources



Assistive
Technology for
Students with
Disabilities
Database



Common Sense
Media: Best
Special Education
Apps and
Websites



Bright Spots: Voices from the Field



**Prioritizing Maslow
to Get to Bloom**



**Multisensory
Reading Instruction**



**Remote Parent
Coaching for Speech**



BROOKLYN LAB
CHARTER SCHOOL

Bright Spots: Whole Child *and* Transition



**Brooklyn School Shares
a COVID-19 Grief and
Loss Resource Kit**



**Strengthening
Connectivities From a
Distance**



**Growth Mindset and
Mindfulness at a
Distance**



Equity by Design: www.equitybydesign.org

Founding Design Principles:

- We must build relationships and communities where students feel recognized and cared for, and where they can broaden their horizons.
- Designs must enable students to manage their own learning, helping them generate and apply knowledge, research, write, code, produce, remix, and defend their views with evidence.
- Design must focus on educating urban students to the highest standards, especially students with special needs and students at risk of academic failure.

Key Criteria for Design Solutions:

- Applicable to ALL students
- Practical and easy to adopt
- Universal for use by others



BROOKLYN LAB
CHARTER SCHOOL

Putting Equity at the Center

1

Organize and Mobilize

2

Develop Reopening Scenarios

3

Embrace Financial Stewardship
in the Face of Uncertainty

4

Staff and Schedule for Flexibility
and Differentiation

5

Reconnect and Reassess

6

Practice Agency and Prioritize
Engagement

7

Make Use of Data and Systems to
Improve Educational Continuity

8

Reimagine Approaches to Core
School Systems

9

Iterate and Communicate

10

Consider the Worst but
Model the Best

Brooklyn LAB's Principles of Preparation for All

1 Do No Harm

2 Be Intentional When Setting the Seats at the Table

3 Empower Teachers to Meet Their Students' Needs

4 Apply Principles of UDL to the Preparation Process

5 Privilege What We Already Know Works

6 Find and Learn From Bright Spots



How Pioneering Educators Can Help

**To Reopen, America
Needs Laboratory
Schools**



Pioneering Teachers: Finding the Path

1

Community Engagement and Communication

2

Academics and Unfinished Learning

3

Brick and Mortar *and* Online Learning

4

Whole Child *and* Transition Focus

5

Data and Privacy

6

School Safety and Purpose

7

School Operations

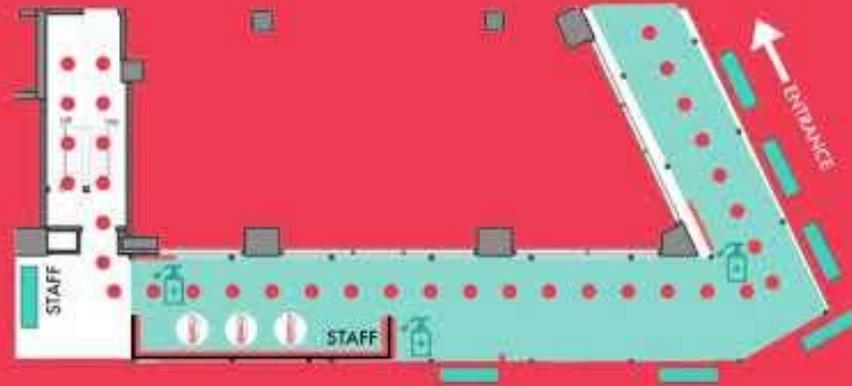


Brooklyn LAB Back to School Facilities Tool Kit

Gensler

PBDW

PSF PROJECTS
ARCHITECTURE DPC

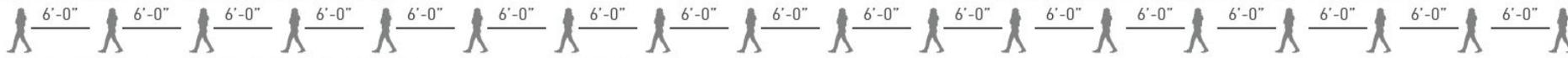


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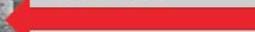
UPC
Urban Projects Collaborative, LLC

WXY

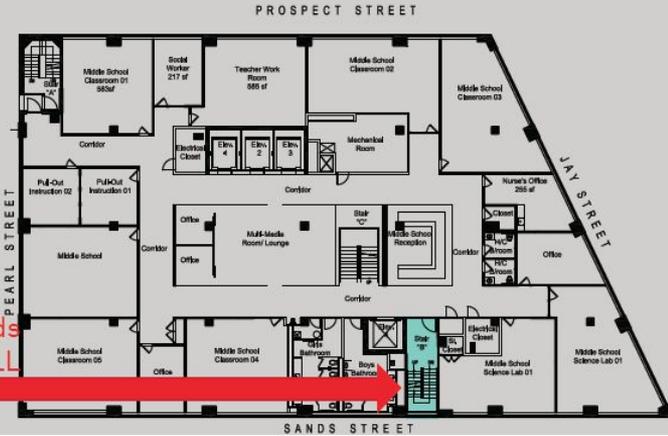




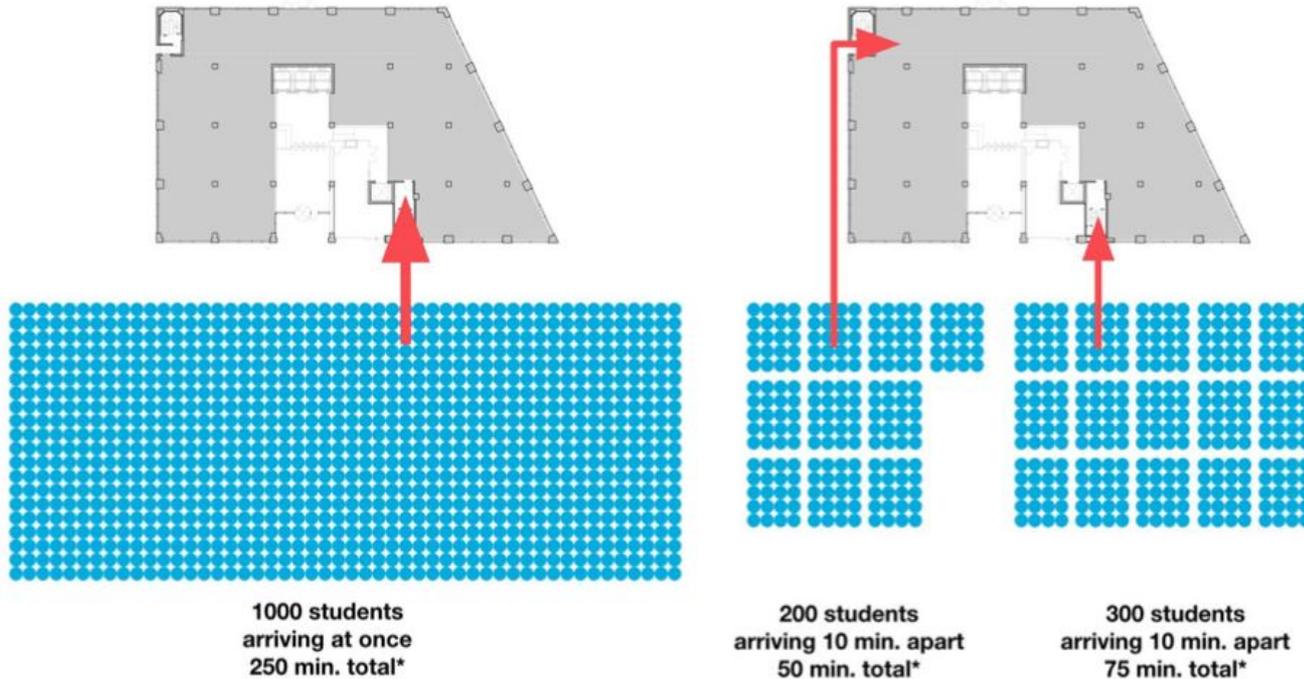
Before COVID, ALL 1100 STUDENTS entered through ONE DOOR



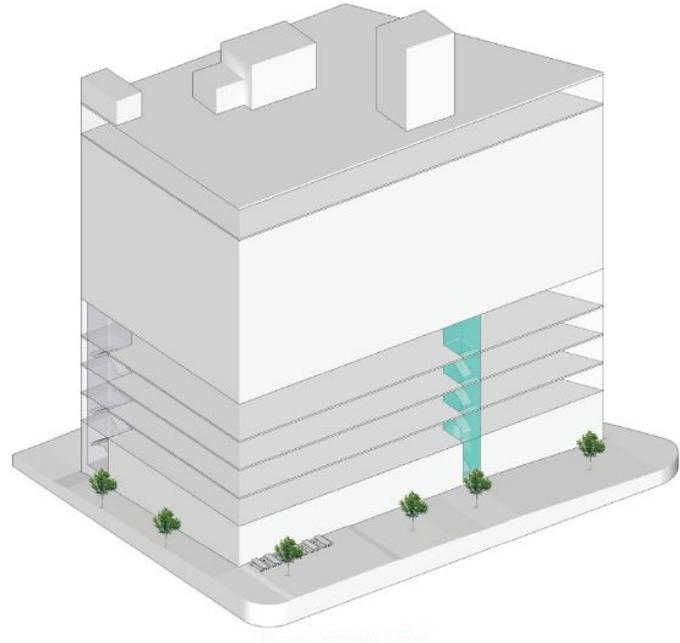
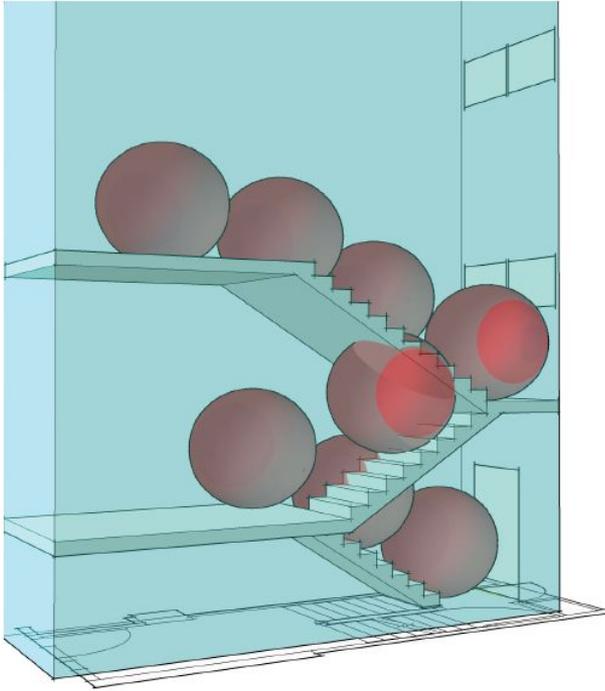
The DOOR leads to a STAIRWELL



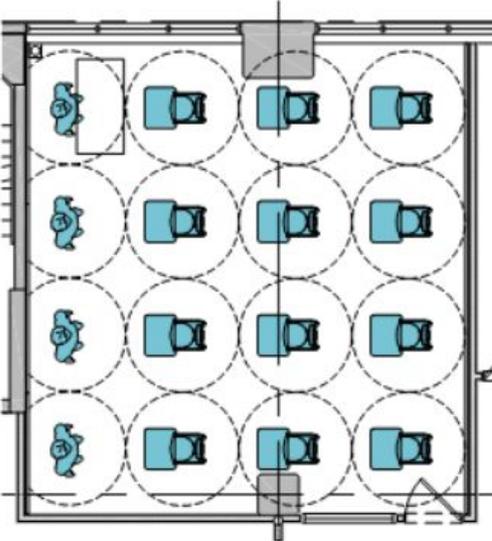
Arrival Volume at 6' Spacing



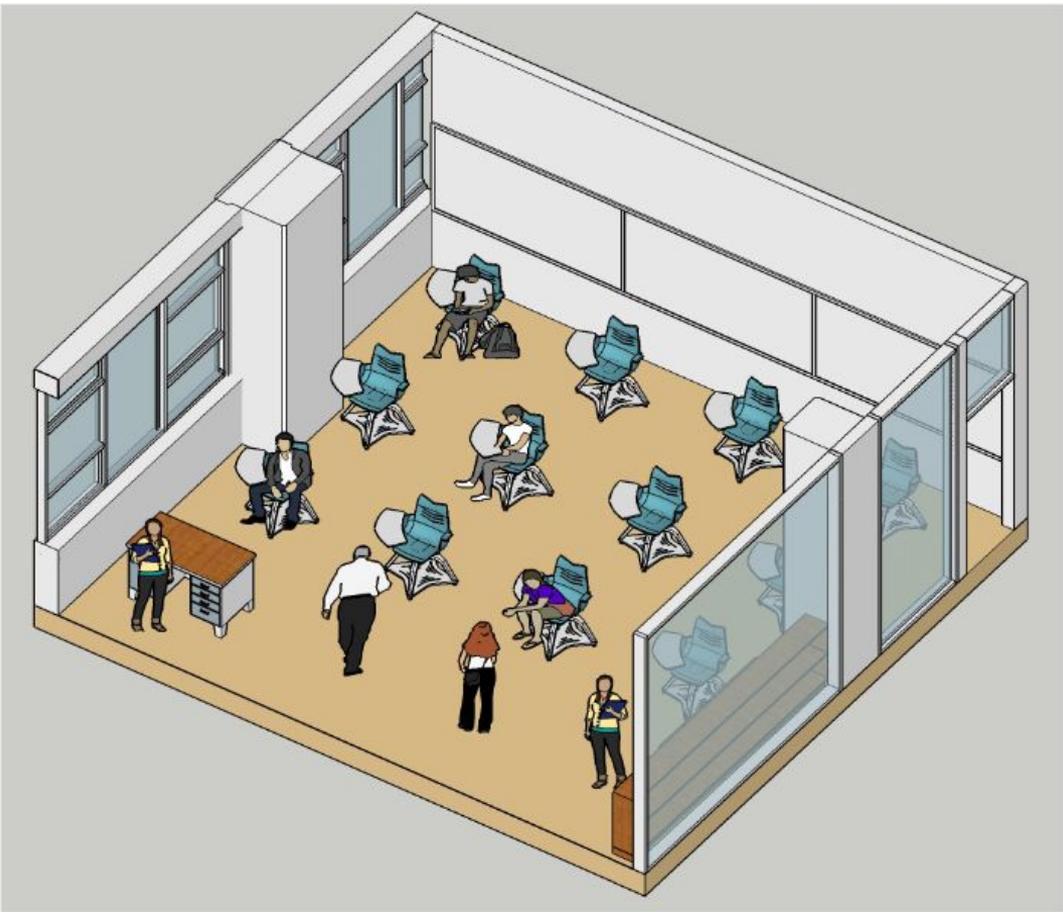
* assuming 15 seconds per person for temperature check



SOCIALLY DISTANCED



FACING SAME DIRECTION
12 STUDENTS
2 TEACHERS
2 PARAPROFESSIONALS





DENMARK



SOUTH KOREA



THAILAND



TAIPEI



HONG KONG



DENMARK



BROOKLYN LAB
CHARTER SCHOOL



Gensler **PBDW**

PSF PROJECTS
ARCHITECTURE DPC

SITU/ **WXY**

Talent Systems Design Charrette

1. Staffing Plan. (Public Impact, Opportunity Culture Team)

What is the staffing plan (including the core role of Teachers and Teacher Residents), given A Shift and B Shift constraints?

2. Performance Management. (TNTP)

What are the guiding principles, delivery formats, staffing considerations, teacher supports, and performance management? What are our staff expectations under each scenario, and how do we clearly communicate them?

3. B-Shift Staffing. (InnovateEDU - with ASU and City Year)

What are the systems for providing academic interventions, small group instruction, and case management when students are not physically at a school facility?

4. Special Education. (National Center for Special Education in Charter Schools and EdTogether)

Given shortened school days and social distancing in classrooms, how can we provide quality, compliant IEP services? This includes Co-Teaching, SETSS, 15:1, 12:1:1, and related services.

5. Professional Learning. (2Revolutions)

How do we plan for professional learning (synchronous and asynchronous; brick and mortar and virtual) for over the summer?



Q&A

Thank You!



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Brooklyn Laboratory Charter Schools

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**EQUITY BY
DESIGN**
A PROJECT BY BROOKLYN LAB

<https://www.brooklynlaboratoryschool.org/>

<https://www.equitybydesign.org/>

<https://www.educatingalllearners.org/>



BROOKLYN LAB
CHARTER SCHOOL

**EDUCATING ALL
LEARNERS**
EDUCATINGALLLEARNERS.ORG

Resources

- [Safeguarding Back to School: Preparation for a Healthy Return to School in Downtown Brooklyn](#)
- [Back to School Facilities Tool Kit](#)
- [Equity by Design: A Project of Brooklyn Laboratory Charter Schools](#)
- [We can rise to the challenge of educating students with disabilities during COVID-19](#)
- [During the COVID-19 pandemic, how do we ensure that learning moves forward for all learners, especially students with disabilities?](#)
- [Educating All Learners During COVID-19: An Alliance Emerges to Provide Support for Virtual Special Education Services](#)
- [Teacher2Teacher educator resources for equity and inclusion](#)
- [Educating All Learners Resource Library](#)
- [Educating All Learners Technology Tools and Access](#)
- [Educating All Learners Voices from the Field](#)
- [To Reopen, America Needs Laboratory Schools](#)
- [How to Reopen Schools: A 10-Point Plan Putting Equity at the Center](#)

Resources

- [Providing remote services to students who are deaf-blind](#) (note that this is also deeply relevant for kids who are deaf or blind).
- [Supporting students with significant needs during distance learning](#) (note this is mostly focused on issues related to significant language based disabilities and autism)
- [Facilitating community supports for students with significant disabilities](#) (note this deals with educator-community-family collaboration - ID, autism, other sig disability)
- [Chemistry at home: Accessible experiments and science literacy](#) (note this one deals with the implementation of UDL in virtual gen ed classroom - high school)
- [Virtual Writing Lesson for an Inclusive Classroom](#) (note this one deals with the implementation of UDL in a virtual gen ed classroom - elementary)
- [Transforming the parent-teacher relationship in remote learning](#) (note this one deals with an example of how to transfer key components of student's school-based ASD program into homes)
- [A study in augmentive communication in distance learning](#) (note this one deals with the use of AAC devices via distance learning intervention strategies)
- [A Virtual Session: Language & Social Pragmatics](#) (note this deals with moving speech and language services to remote learning)
- [Multisensory Reading Instruction](#) (note this deals with multi sensory reading strategies delivered via distance learning - focus on reading disability)
- Others I would point them to but these don't have the bundled resources yet - we could prioritize them Monday if you decided to send:
- [Growth mindset and mindfulness at a distance](#) (note SEL strategies for emotion regulation and behavior support in distance learning - focuses on students with disabilities but can be applied more broadly)
- [Brooklyn School Shares a COVID-19 Grief and Loss Resource Kit](#) (note this one deals with strategies to support students -including those with disabilities, families and staff around grief and loss)
- [Social Emotional Growth through Academic Content for All Students](#) (note this one deals with implementing SEL support while also attending to academic progress - substantially separate, middle school)
- [The Opportunity for Stronger Connection to Your School Community](#) (note this one deals with practical strategies for parent-teacher communication and community building in context of classroom with students who have significant disabilities and are english learners)