Ensuring Access for Students with Disabilities in Distance Learning
Agenda: Meeting the Challenges
The Problem
Challenges for Special Education in a Virtual
Educating All Learners Alliance (EALA):
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
EALA: Resources and Guidance for Educators

Supporting Individuals with Autism through Uncertain Times
AFIRM: Autism Focused Intervention Resources & Modules

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

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 area, 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

<table>
<thead>
<tr>
<th>Organization/Resource</th>
<th>Title</th>
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<tbody>
<tr>
<td>American Foundation for the Blind COVID Resource Hub</td>
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<tr>
<td>COVID-19 and the Deaf, Blind, &amp; Deaf-Blind</td>
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<td>OCA LI</td>
<td>Literacy for Children With Combined Vision and Hearing Loss</td>
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<tr>
<td>Resources for Providing TA During the Pandemic</td>
<td>Resources for Providing TA During the Pandemic</td>
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<tr>
<td>Perkins School for the Blind eLEARNING</td>
<td>Preparing for Virtual Instruction for Students Who are Blind or Visually Impaired</td>
</tr>
<tr>
<td>PATHS TO LITERACY</td>
<td>Coping with School Closures During COVID-19 (For Students who are Blind or Visually Impaired)</td>
</tr>
</tbody>
</table>
EALA: Deafness Resources

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

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

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)

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

NEW AMERICA

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
- Using Playlists to Differentiate Instruction
- Guide to Selecting Alternative Service Models During School Closure
- Distance Learning Engagement
- Tips for Educators Based on Parent Reports of Remote Learning
- 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


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
- Coronavirus (COVID-19) Resources: School Social Work Association of America
- How to Provide Social-Emotional Support During Distance Learning
- COVID-19 Resource Center
- COVID Grief and Loss Resources from Brooklyn LAB
- Tips to Decrease Anxiety of Diverse Learners
EALA: Success Coaching

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

Sustaining Engagement of Students with Disabilities in Distance Learning Environments

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

Helping Children Cope with Changes from COVID-19

Engagement and Motivation- Helping Handout for Home

Executive Functioning in Online Environments
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.
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”).
### 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 with expert practitioners, researchers, policy leaders, parents, and others, NCLD identified the following benefits and associated challenges for students with disabilities in these new systems:

<table>
<thead>
<tr>
<th>BENEFITS</th>
<th>CHALLENGES</th>
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<tbody>
<tr>
<td>A strengths-based, student-focused approach to education ...</td>
<td>... if we can prepare teachers to shift their practice and mindsets.</td>
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<td>A more positive, engaging experience for parents ...</td>
<td>...if they are included as partners from the beginning.</td>
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<td>Increased engagement and development of skills critical to 21st century success ...</td>
<td>... if we don’t lose sight of accountability</td>
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<td>Continuous, ongoing support for students...</td>
<td>...if we invest in creating a sustainable system.</td>
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<tr>
<td>Multiple ways to access content...</td>
<td>...if accessibility is included in the initial strategic development.</td>
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<tr>
<td>Fuller inclusion...</td>
<td>...if we don’t lose sight of real student needs.</td>
</tr>
<tr>
<td>The value of special education principles...</td>
<td>...if we overcome rigidity.</td>
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Learner Variability Project
and
Learner Variability Navigator
### Each learner is unique

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<thead>
<tr>
<th></th>
<th>Low</th>
<th>Average</th>
<th>High</th>
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<tr>
<td>Decoding</td>
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<td>Vocabulary</td>
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<td>Estimation</td>
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<td>Operations</td>
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<td>Place Value</td>
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<td>Attention</td>
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<td>Long-term Memory</td>
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<td>Working Memory</td>
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<tr>
<td>Hearing</td>
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<tr>
<td>Social Supports</td>
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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.
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)

Assistive Technology for Students with Disabilities Database

eLearning Coalition Teacher Resources

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
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
# Putting Equity at the Center

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<thead>
<tr>
<th></th>
<th>Putting Equity at the Center</th>
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<tbody>
<tr>
<td>1</td>
<td>Organize and Mobilize</td>
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<tr>
<td>2</td>
<td>Develop Reopening Scenarios</td>
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<td>3</td>
<td>Embrace Financial Stewardship in the Face of Uncertainty</td>
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<td>4</td>
<td>Staff and Schedule for Flexibility and Differentiation</td>
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<td>5</td>
<td>Reconnect and Reassess</td>
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<tr>
<td>6</td>
<td>Practice Agency and Prioritize Engagement</td>
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<tr>
<td>7</td>
<td>Make Use of Data and Systems to Improve Educational Continuity</td>
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<tr>
<td>8</td>
<td>Reimagine Approaches to Core School Systems</td>
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<tr>
<td>9</td>
<td>Iterate and Communicate</td>
</tr>
<tr>
<td>10</td>
<td>Consider the Worst but Model the Best</td>
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</table>
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

SITU/

UPC

WXY

BROOKLYN LAB
CHARTER SCHOOL
Before COVID, ALL 1100 STUDENTS entered through ONE DOOR.

The DOOR leads to a STAIRWELL.
Arrival Volume at 6’ Spacing

1000 students arriving at once  
250 min. total*

200 students arriving 10 min. apart  
50 min. total*

300 students arriving 10 min. apart  
75 min. total*

* assuming 15 seconds per person for temperature check
SOCIALLY DISTANCED

FACING SAME DIRECTION
12 STUDENTS
2 TEACHERS
2 PARAPROFESSIONALS
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!

Eric Tucker
Co-Founder and Executive Director
Brooklyn Laboratory Charter Schools
eric@brooklynlaboratoryschool.org

https://www.brooklynlaboratoryschool.org/
https://www.equitybydesign.org/
https://www.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 AllianceEmerges 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)