KANSAS
STATE DEPARTMENT OF
EDUCATION

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Topeka, Kansas 66612-1212
(785) 296-3201
www.ksde.org

Continuous Learning for our Students with the Most Significant Cognitive Disabilities
Webinar

Link to recording: http://ksde-tasn.adobeconnect.com/pjdvjuehpvmj/

Q&A:

Question: Is measuring progress on IEP goals and sharing with families contingent on gen ed issuing grades?

KSDE Answer: The regulations implementing the IDEA requires that each IEP includes a description of when IEP goal progress reports will be provided to the parents (34 C.F.R. 300.320(a)(3)(ii)). If a child's IEP says that the progress report will be provided concurrent with the issuance of report cards or in the same manner and frequency as general education progress reports, then the IEP progress report would only need to be issued if report cards or general education progress reports are also issued. If the IEP says that the progress report will be provided in a different manner and frequency than general education progress reports or report cards, schools should make every effort to issue the IEP progress report in the manner required by the IEP.

Question: I assume pass/fail is still a grade from gen ed and progress reports would be required?

KSDE Answer: The regulations implementing the IDEA requires that each IEP includes a description of when IEP goal progress reports will be provided to the parents (34 C.F.R. 300.320(a)(3)(ii)). If a child's IEP says that the progress report will be provided concurrent with the issuance of report cards or in the same manner and frequency as general education progress reports, then the IEP progress report would only need to be issued if report cards or general education progress reports are also issued. If the IEP says that the progress report will be provided in a different manner and frequency than general education progress reports or report cards, schools should make every effort to issue the IEP progress report in the manner required by the IEP.

Question: Did I hear correctly that materials can be delivered to students?

KSDE Answer: Yes, It would be appropriate to have parents come pick up materials, drop material off at the home, mail them, or send in email if parents have a way to print them.

Question: Can we share these ideas on our own district webpage?

KSDE Answer: Yes, feel free to share the materials provided today.

Question: Any of these hunts available in Spanish?

KSDE Answer: I double checked the downloadable file that contains the scavenger hunts and they are all in English

Question: Are all districts developing Individual Continuous Learning Plans for each student with an IEP?

KSDE Answer: When a school is closed due to a COVID-19 outbreak, but is implementing its Continuous Learning Plan, the school must ensure that each student with an exceptionality also has equal access to the same

All materials for this meeting can be accessed at the link below:
http://www.ksde.org/Default.aspx?tabid=887

opportunities, including, to the greatest extent possible under these unprecedented circumstances, a free appropriate public education (FAPE). School districts must provide a FAPE consistent with the need to protect the health and safety of students with exceptionalities and those individuals providing education, specialized instruction, and related services to these students. In this unique and ever-changing environment, these exceptional circumstances may affect how all educational and related services and supports are provided. FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, through instructional materials sent home, or telephonically. The determination of how FAPE is to be provided may need to be different during the time when a school is closed and implementing its Continuous Learning Plan. As mentioned above, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. This guidance is consistent with and based upon the Office for Civil Rights (OCR) and Office of Special Education and Rehabilitative Services (OSERS) Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities issued on March 21, 2020 (https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf). Educators should read that document fully for more guidance regarding how to provide special education and related services in a distance learning environment.

The services and supports in a child's IEP prior to the implementation of the district's Continuous Learning Plan contemplated the traditional educational environment, which most students are no longer in. The child's IEP Team should think of the district's Continuous Learning Plan as the general education curriculum in place at this time. All services and supports are intended to support the child in accessing the general education curriculum with their nondisabled peers to the maximum extent appropriate. The child's IEP Team should develop a contingency learning plan to enable the child:

(1) To advance appropriately toward attaining the child's annual IEP goals;
(2) to be involved in and make progress in the general education curriculum (in this instance, the district's Continuous Learning Plan), or appropriate activities for children ages 3–5;
(3) to participate in extracurricular and other nonacademic activities; and
(4) to be educated and participate with their nondisabled peers to the maximum extent appropriate, in all of these activities (in this instance to participate in the continuous learning plan with their nondisabled peers). K.S.A. 72-3429(c)(4).

The child's IEP Team should think about the definition of specially designed instruction, in the context of the district's Continuous Learning Plan. "Specially designed instruction" means adapting, as appropriate to the needs of each exceptional child, the content, methodology or delivery of instruction for the following purposes:

(1) To address the unique needs of the child that result from the child's exceptionality; and

All materials for this meeting can be accessed at the link below:
http://www.ksde.org/Default.aspx?tabid=887

(2) to ensure access of any child with a disability to the general curriculum [in this instance, the district's Continuous Learning Plan], so that the child can meet the educational standards within the jurisdiction of the agency that apply to all children. K.A.R. 91-40-1(lll).

The child's IEP Team should think about related services in the context of what specially designed instruction (special education services) means within the district's Continuous Learning Plan. Related services are developmental, corrective, and supportive services required to assist a child, who has been identified as a child with an exceptionality, to benefit from special education services. K.A.R. 91-40-1(ccc).

The child's IEP Team should think about supplementary aids and services, program modifications, and supports for school personnel in the context of "to enable children with disabilities to be educated with children without disabilities to the maximum extent appropriate" (in this instance to participate in the district's Continuous Learning Plan with their nondisabled peers). K.S.A. 72-3429(c)(4); K.A.R. 91-40-1(ttt).

Question: How do we get a copy of this PowerPoint presentation?
KSDE Answer: A PDF of the PowerPoint presentation will be available on the KSDE Dynamic Learning Maps webpage, http://www.ksde.org/Default.aspx?tabid=887

All materials for this meeting can be accessed at the link below:
http://www.ksde.org/Default.aspx?tabid=887

Supporting All Learners:
Resources for Families and Caregivers of Children with Special Needs

Having an extended break from school can be challenging for parents, caregivers, and children- **especially when you're not prepared for it.** A sudden change in schedule and disrupted routines is even more challenging for students who thrive on consistency and predictability. Many of our students with autism spectrum disorder and other development delays also require specially designed instruction to support their educational needs and daily functioning **so you might be thinking "I'm not a teacher. How** am I supposed to **educate and entertain my child during these days off?" The truth is that while it** might take some time and effort to create a new schedule and develop new routines, YOU know your child best and absolutely have the ability to not only provide a supportive and safe environment while your child is out of school, but can have fun with him/her while doing it! Below are tips and resources to consider as you plan for this time out of school. Remember, too, to take care of yourself! Just as in an airplane, you need to put on your own [oxygen mask](#) first before helping anyone else. As you consider **these resources keep in mind you don't have to implement every single thing. Don't o**verwhelm yourself; choose 1 or 2 strategies that might work for your family and your circumstances and add as you need or can.

- [20 Things Every Parent of Kids with Special Needs Should Hear](#)
- [Parenting in a Pandemic](#)

Supporting Daily Routines

1. Create daily routines and schedules (these assist with predictability, self-regulation, staying calm, alleviating anxiety, and help make what could be perceived as a scary situation more understandable).
    a. Provide a visual schedule: See Appendix A for examples.
    b. Consider having the same morning and evening routines.
    c. Consider having the same lunchtime as at school.
    d. Provide the schedule in pictures for early learners or checklists for readers.
    e. Allow for down time as well as learning activities.
    f. Read [Establishing Routines at Home](#) and [Maintaining Skills Over the Summer.](#)
2. Prime children about the daily events.
    a. Go over the daily schedule each morning.
    b. Schedules can be interrupted. Review any changes in the schedule before they happen to prepare the child as much as possible.
    c. Review the schedule throughout the day to show what is coming next

3. Design a specific area where **"activity**/academic**" time** will take place.
   a. This will help your child learn which activities take place in which location.
   b. Labeling the area and materials provides another way to support structure and routine.
   c. Learning activities can be done in short increments throughout the day.
4. Set specific instructional times within the daily schedule.
   a. Try to have materials ready in different containers/bags. This allows your child to see how many tasks he will be doing.
   b. Vary the activities: See Appendix B.
   c. Use a timer to show how long he will be working on an activity.
   d. Use a First/ Then visual to show what the child does first and what comes after (useful for showing that something highly preferred comes after doing a less-preferred activity!)
      See Appendix C.
5. Utilize reinforcement.
   a. Praise often throughout the day.
   b. Try a token board. See Appendix D.
6. Create a safe spot or peace corner.
   a. Provide a specific area for calming or down time.
   b. Provide a bucket of sensory or preferred items your child might use in the safe spot.
7. Support emotional regulation.
   a. **Communicate with your child's** teachers about words and strategies they use at school to support emotional regulation.
   b. Utilize social narratives to provide information about topics that might cause anxiety.
      See Appendix E for examples.
8. Schedule in down time /play time.
   a. Create a down time list your child can choose from. Sometimes **children aren't aware of** the options that are available!
   b. Include favorite activities.
   c. Consider introducing new leisure activities. See Appendix F.
9. Use screen time wisely.
   a. Watching movies and favorite shows will be inevitable. However, be sure to include time in the schedule for educational screen-based activities. (Note this on the visual schedule or use the **"First/Then" visual)**.
   b. Try one of the many free educational on-line resources that are available! See list below.
10. **Keep the main thing the "MAIN THING". FAMILY, SAFETY, EMOTIONAL and PHYSICAL HEALTH #1.**
11. Enjoy this time with your child and family. Allow yourself some grace as you create this new temporary normal in the weeks ahead.

![TASN logo](Autism and Tertiary Behavior Supports www.ksdetasn.org)

Online Resources

Emotional Regulation

- [Helping Children Cope with Stress During the 2019-nCOV Outbreak](#)
- [Talking to Children About COVID-19 (Coronavirus): A Parent Resource](#)
- [Talking With Children: Tips for Caregivers, Parents, and Teachers During Infectious Disease Outbreaks](#)

Fine Motor

- [Occupational and Physical Therapy Home Program Activities](#)

Gross Motor

- [*Get Moving Today Activity Calendar*](#)
- [Little Twisters Yoga and Emotional Wellness](#)
- [Occupational and Physical Therapy Home Program Activities](#)

Math

- [Free Resources for Students to Practice at Home](#)
- Addition practice-[Robin's Nest Free activity.](#)
- [Learning at Home During Coronavirus School Closures](#)
- [Scholastic Learn at Home](#)

Reading

- [Between the Lions Early Reading](#)
- [Dog on a Log books](#) (free phonics and dyslexia printables for learning to read)
- [Free Resources for Students to Practice at Home](#)
- [Learning at Home During Coronavirus School Closures](#)
- [Reading A-Z](#)
- [Scholastic Learn at Home](#)
- [Storyline Online](#)
- [StoryPlace](#)
- [TarHeelReader](#)   [See TASN Resource for implementation support](#)

Science/Social Studies

- [Maker Stations Home Pack](#)
- [Scholastic Learn at Home](#)

School Closure Resource Lists and Articles

- [Here's the Entire List of Education Companies Offering](#) [Free Subscriptions Due to School Closings](#)
- [School Closure Autism Toolkit](#)
- [Staying Structured and Engaged During this Challenging Time](#) Autism Society of North Carolina

Sensory

- [And Next Comes L](#)
- [Occupational and Physical Therapy Home Program Activities](#)

Speech and Language Activities

- [FREE activities to motivate and engage children to learn speech, language, and communication skills.](#)
- [Free resources for speech and language activities. (sign up for free newsletter and get password)](#)
- [11 Free Speech Therapy Materials](#)
- [For Caregivers of AAC Users: Three Things to do at Home When School is Cancelled](#)
- [Have More Fun](#) (Speech articulation games)
- [PrAACtical AAC](#)
- [Tongue Twisters](#)
- [Speech and Language Apps for kids](#)

Virtual Learning Opportunities

- [A Week of Awesome Afternoon Activities](#)
- [Chrome Music Lab](#)
- [Funbrain](#)
- [Lunchdoodles with Mo Willems](#)
- [150+ Educational Shows on Netflix](#)
- [Over 30 Virtual Field Trips with Links](#)
- [Scholastic](#)
- [Stuck at home? These 12 famous museums offer virtual tours you can take on your couch](#)

Other

- [Cover your Cough Video](#)
- [How to Keep Up Healthy Routines](#)
- [How School Closures Can Strengthen Your Family](#) from The Greater Good Magazine
- [Three Ways to Boost Your Resilience as a Parent](#) from The Greater Good Magazine
- [Infinitec: Home Resources for Families](#)
- Spectrum Internet: Call 1-844-488-8398 for free internet (2 months) during the shutdown. Also consider calling your local internet some are offering discounts or free access for a few months.

Appendix A
Visual Schedule Examples

EXAMPLE OF A CHECKLIST

Eat breakfast
Review the days' schedule
Brush Teeth
Get Dressed
Listen to online book or read social story
Activity at table
Movement/sensory time
Choice activity
Educational Screen time
Play break
Lunch
Chore time
Rest/Quiet Time (movie time)
Activity at Table
Movement/Sensory Activity
Choice Activity OR Art Activity
Educational Screen Time
Outside Walk the block
Play Break
Dinner

https://www.facebook.com/…/a.1015272857…/10156740579012536/…

http://woodallkids.org/a-spectacular-at-home-visual-schedule/

Visual Schedule Resources

- Boardmaker
- Create Visual Supports for Your Child
- Individual Schedules
- Indiana Resource Center for Autism visual support ideas
- Printable daily home schedule
- School Closure Kit (contains printable visual schedules)
- Visual Schedule Series: Resources and Research
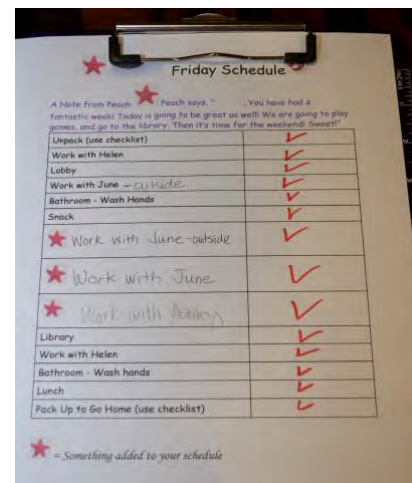
Appendix B
Educational Activities to Consider

- If possible, collaborate with your classroom teacher as you plan for instructional time.
- Review the goals and objectives on the IEP.
- **Think about your child's strengths** and needs. Begin with successful activities.
- Have activities they are good at mixed with activities you might be teaching for the first time.
- Incorporate high interest activities within the instruction.
- Use positive reinforcement as often as you can. Reinforce for sitting, trying, following through, finishing, and even just staying with you.
- Yes!! We teach math (counting, adding, subtracting, etc.), reading (identifying and naming letters, letter sounds, sounding out words, reading simple words and sentences, etc.) and writing (copying letters, writing name, etc.) However, there are additional skills that can be targeted during this instructional time. *Some* ideas are below:
  - o Imitation skills, put-in tasks, copying, matching, sorting, labeling pictures, following directions, pointing to pictures, learning how to play with toys, turn-taking, communication skills, fine motor skills (stringing beads, copying or tracing shapes, using scissors, tracing/writing letters) listening to a story, answering questions after a story, learning how to play a game, role play social skills, everyday functional skills (grooming, cooking, cleaning) and really anything you would like your child to learn that would support independence.
- Use items around your house – Below are examples that might elicit additional ideas:
  - o For Early Learners: use a bowl and spoon to practice imitation, use socks to practice matching, use cans of food to give directions (examples: put on chair, put in sink, put on table), use family photo albums to point to pictures, and use cups to practice stacking. **Don't** be afraid to play during academic time! Planned PLAY is a way for us to show our early leaners how to use toys, how to share, how to take-turns, etc. We know this is how our early learners acquire skills. Keep in mind some students may need specific instructions on how to play or specific modeling demonstrating the desired play skills. Other students may need full support through the movements until they acquire the skills needed.
  - o For Intermediate Learners: practice writing family names, phone numbers, point to pictures in magazines, practice following directions around the house and consider daily living skills for such as: picking up toys, washing dishes, putting away the dishes, folding towels, etc.
  - o For Advanced Learners: read new recipes, read a chapter of a favorite book, make an outline and draw pictures to share with the rest of the family, write letters, and consider daily living skills such as laundry, cooking, yard work, etc.
- ***Don't underestimate yourself. You know your child better than anyone.***

We often ask what I can learn from this challenge.
***But it's more powerful to** ask what can I become.*
Twitter @Jon Gordon11, March 18, 2020

Appendix C
First/Then Visual

First	Then
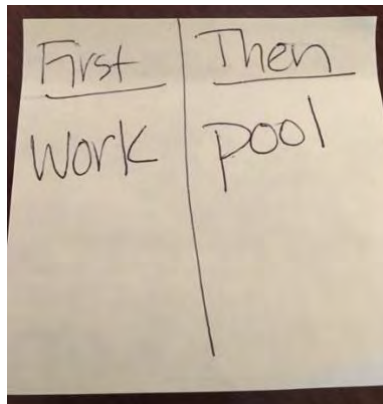
Keep it simple!

Use a sticky note.

First/Then Resources

- Autism Classroom News and Resources
- School Closure Kit (contains printable first/then visuals)

Appendix D
Token Boards

I am working for...

★	★	★	★	★
★	★	★	★	★
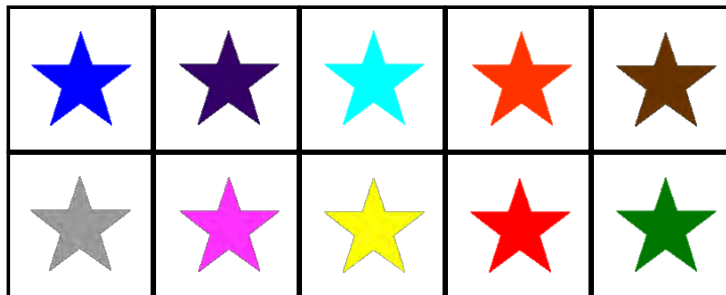
Token Board Resources

- 3 Ways to Make Positive Reinforcement Work in the Classroom
- School Closure Kit (contains printable token boards)
- Free Token Boards

Appendix E
SOCIAL NARRATIVE RESOURCES

- *Corona Social Story*
- *Coronavirus Social Story*
- *FREE Coronavirus/COVID-19 Social Story*
- *Just For Kids: A Comic Exploring the New Coronavirus*
- *My School is Closed* (made with icons)
- *My School is Closed* (made with photos)
- *My Story About Pandemics and the Coronavirus*
- *Now What FREE Coloring Book*
- *Now What FREE Coloring Book (Spanish version)*
- COVID-19 Information By and For People with Disabilities
- No School Today

Social Narrative Resources

- How to Write Social Stories ™ by Vanderbilt Kennedy Center
- Make A Social Story Fact Sheet

Appendix F
Leisure Activities

[School Closure Kit](#) (contains ideas and pintables for leisure activities)

https://www.teacherspayteachers.com/Product/Leisure-Schedule-Board-Freebie-Autism-Special-Education-729063

Leisure Activity Resources

Don't Forget the Leisure Skills.
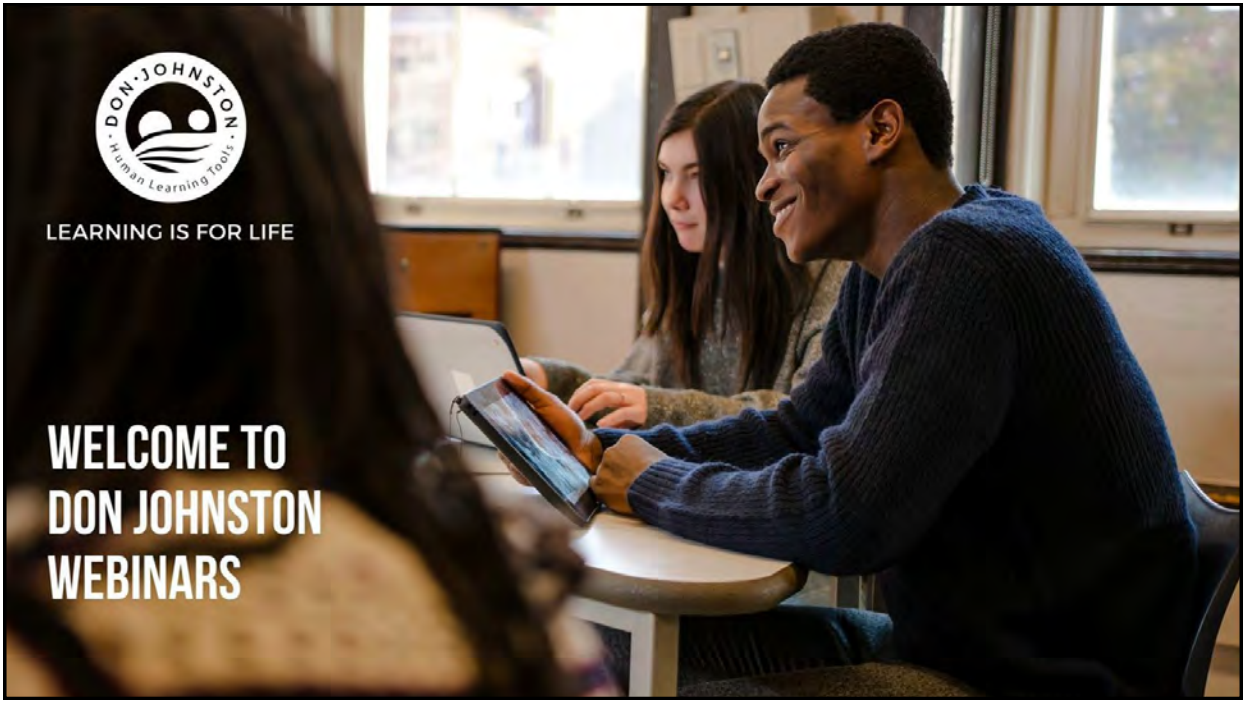
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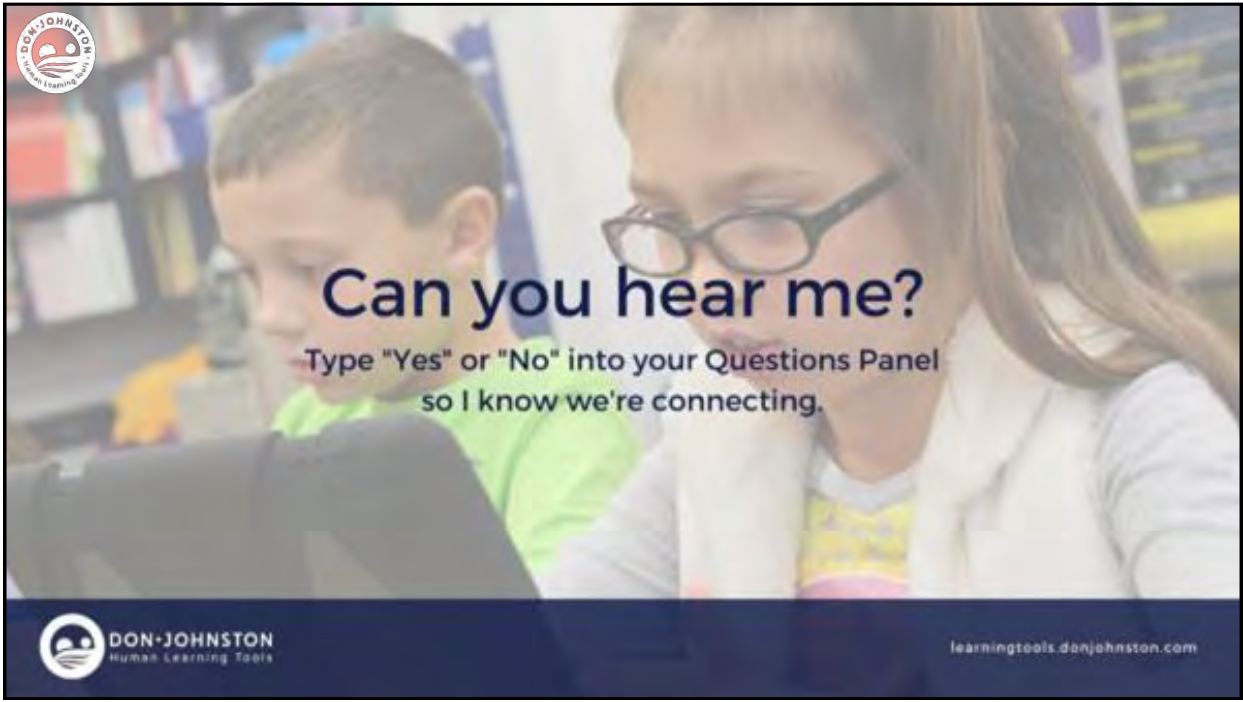
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Technology Consultant
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Goals for this webinar

1. **Gather and create a writing learning environment to prepare at-home learners to become First Authors**
2. **Adapt lesson plans for individualized needs**
3. **Measure early writing**

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**Gather and create a
writing learning
environment to prepare
at-home learners to
become first authors**
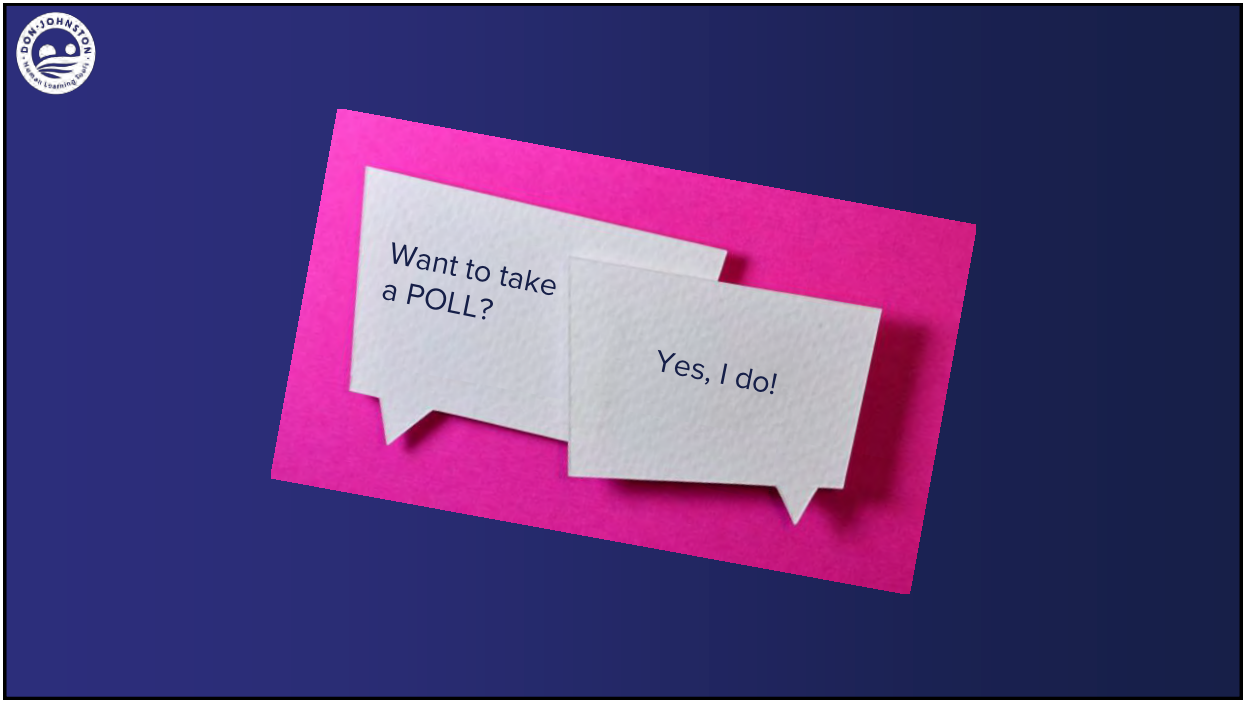
8

First Author Writing Curriculum Components

- **Mini Lessons** (10 minutes)
- **Independent Writing Time** (20-45 minute)
  - Choose topic/ picture
  - Choose tool to write
  - Use alphabet to write
- **Author's Chair** (One day a week)
- **Assessment Measures**

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Getting Started with First Author in Your Home

- **Acquire the Curriculum**
- **Adjust your Schedule for Writing Time**
- **Create Your Child's Binder**
- **Decide upon Writing Tool**
- **Do a PreAssessment**
- **Determine Starting Lesson**
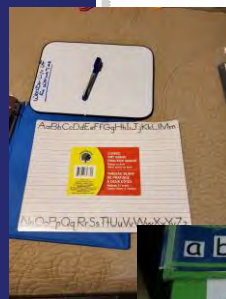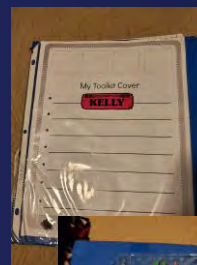
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Planning First Author Timelines

Recommendations for Classrooms

► **40 minute block every school day**

► **4 days**

　► Lesson & Writing

► **1 day**

　► Author's Chair

Adjustments for Home School

► **20 – 30 minutes Mini Lesson & Writing**

　► Try to write 4 out of 7 days

　► Weekend day if desired

► **Meet 2x month for Author's Chair**

　► With family

　► Online Community

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Big Wins Through Online Author Chair

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Adjusting to Online

- **Teaching**
- **Coaching**
- **Consulting**

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Online Tools to Utilize

▸ **Video Webinar Products**

- ▸ **Zoom**
- ▸ **Doxy, Me**
- ▸ **Synzi**
- ▸ **Theraplatform**
- ▸ **Blink**
- ▸ **VSee**

▸ **Private Video Channels**

- ▸ **YouTube**
- ▸ **Vimeo**
- ▸ **Google Drive**
- ▸ **DropBox**

▸ **More information from www.rachelmadel.com**

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First Author Material Components
Full Curriculum (purchased version)

- **Classroom Posters**
- **Teacher Resources USB** with all reproducibles
  - Teacher Tools and Forms
  - Student Tip Sheets
  - Posters
  - Parent Letters
  - Awards and Certificates
  - Toolkit Binder Tabs
- **Suggested Additions:** Author's Chair, Talking Stick, Student Binders

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First Author Material Components
Sample Curriculum (free sampler)

- **Portions of the Curriculum Guide**
  - Research Overview
  - First Author Components
  - Creating a Culture of Writers
  - Old Assumptions & New Perspectives
  - Getting Started
  - Assigning Roles to Staff
  - Setting Writing Goals
- **Lesson Supports**
  - First 30 Days Outline
  - 2 Sample Mini Lessons
  - Publishing Student Work
- **Student Supports**
  - Barriers & Possible Solutions
  - Tip Sheets

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Students need to write for real reasons

Dr Janet Sturm, Central Michigan University

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Mini Lessons

Table of Contents

- 30 day start up lessons
- 82 lessons in categories to match to your child needs

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Writing Time

► **Your Child Chooses the Topic**

► **Find a Picture to represent their topic**

▸ For some beginners/emergent writers, topic selection may take the entire writing time

▸ And that's okay. Choosing what to write about IS a skill in writing

► **Chile writes by scribbles, letters and/or words without concerns for spelling or conventions**

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4 WAYS TO WRITE

- **Draw/Photos** (topic)
- **Scribbling** (Writing Tools)
- **Alphabet** (Inventive Spelling/Words/Sentences
- **Word Banks/Word Prediction**

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Use all of Your Writing Tools

-No Tech
-Lo Tech
-Hi Tech

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All Kinds of Alphabets

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Writing Tools that kids can use

This is not about handwriting instruction

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Writing Time
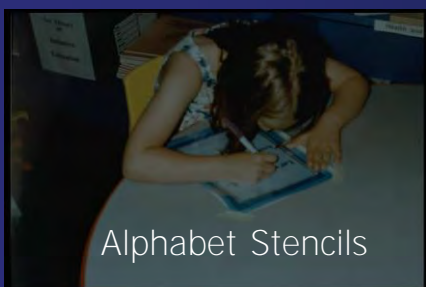
Bingo Markers
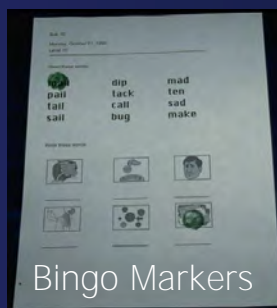
Alphabet Stencils
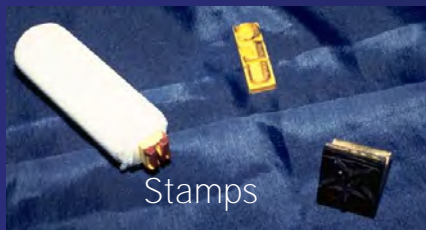
Stamps
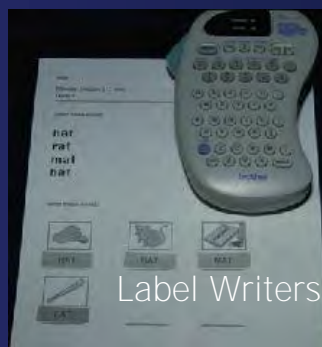
Label Writers

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Alphabet within AAC

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Writing Time
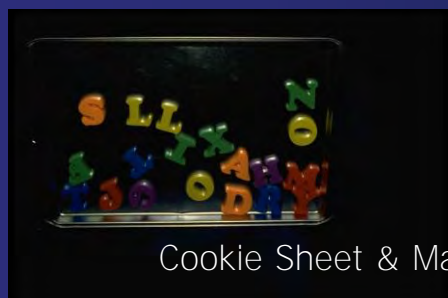
Cookie Sheet & Magnets
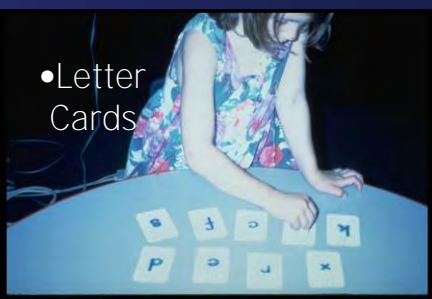
•Letter Cards

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Writing Time

• Word Banks in ClickerDocs

Word Prediction

Support spelling, grammar, and expression.

CoWriter & WordBank

Once upon

Word Banks provide vocabulary support for any topic. There are lots of ready-made word banks provided, and it's really easy to make your own.

afterlife	bandages	body	canopic jars	coffin
death mask	embalmed	feather	gold	heart
linen	mummies	mummification	next world	organs
precious stones	preserved	sarcophagus	spirit	weighed

Making a Cake

First put the butter and sugar in a bowl. Next, add some eggs and beat it with a spoon.

First	put	the	butter	in a bowl	
Next	add	some	sugar	with a spoon	and
Then	beat	it	eggs	with a fork	
	fold in	them	flour	to the mixture	

• Color Coding Word Clusters
in Clicker Connect

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Writing Time
Switch activated keyboards

Smart Box Grid

Ablenet Blue 2

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Slide 29

Eye gaze & PAS (Partner Assisted Scanning)

My writing topic is home and oo television

Flip Alphabet with PAS

Tobii I12 with Grid/PODD Pagesets

• **Typewriter**

hi,kriti

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Slide 30

Zero evidence that shows that symbol writing leads to conventional writing….

Writing should be produced with their easiest modality during their independent writing time….

Janet Sturm, PhD

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Writing Time: What *NOT* to do

Choosing topics for students	Scribing	Writing on their writing (here's how you should have written it)
Hurrying to get writing done & forgetting to rotate among writing modes/choices	Sounding each word out letter-by-letter	Hand-Over-Hand
Decoding Instruction	Writing with symbols (e.g., using core vocabulary)	If it does not look like anything they could do with minimal support, you've done too much
Providing whole Word Instructional supports before they are ready	Spelling or grammar instruction	Doing anything that creates learned dependence

Sturm (2019)

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"Free Writing" Experiences

► **Don't expect or demand conventions such as perfect spelling, words, sentences, etc.**

► **This is about**

  ► exposure to letters,

  ► written communication,

  ► motivation/participation

  ► experience with controls

Erickson & Hanser

32

Adapt lesson plans for individualized needs

33

Making Changes in Your Teaching

"We've been told that we should be teaching writing based on the general education curriculum and to show progress in our students, but we didn't have any way to do it. Up until this year, my students, who are high school age, have been copying and tracing and writing their names and addresses. This [First Author] approach gave me a way to provide differentiated writing instruction to our students and allows them to be authors and to share their writing with us and with their peers."

SPECIAL ED HIGH SCHOOL TEACHER

34

Writing needs to be anchored in self regulated strategy instruction

35

First Author Curriculum Guide

- ► **Research Support**
- ► **Curriculum Components**
  - ► Mini- Lessons Structure
  - ► Writing Time Grouping
  - ► Author's Chair Development
- ► **Author's Conference**
- ► **Creating a Culture of Writers**

www.kellyfonner.com

36
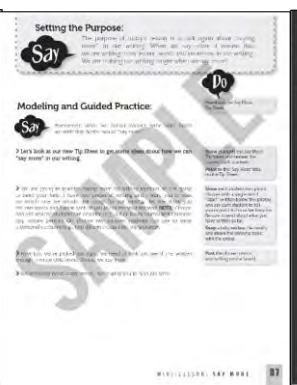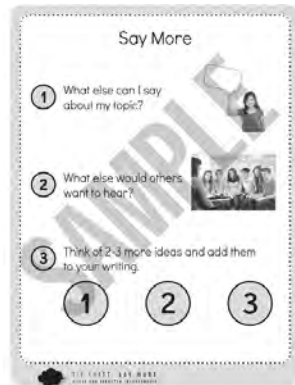
Scripted lessons focus on a target concept for the day, strategy modeling, discussion of goals and purposes. (5-15 min 4x/week) 80 lessons with high support for the first 30.

‣ **Establish routines**
‣ **Practice and introduce language of writing**
‣ **Clarify staff/paraprofessionals/parent roles**

37

Measure Early Writing
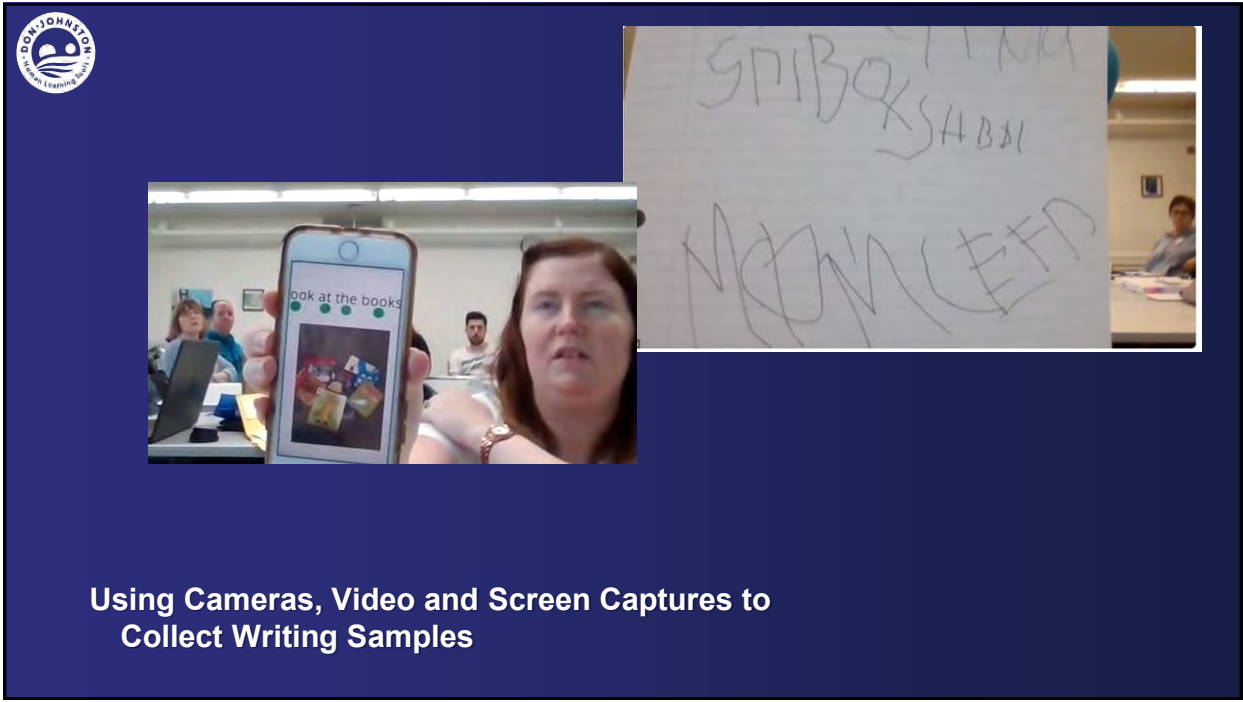
38

Data

► **Writing Attitude & Self-Efficacy**

► **Developmental Writing Scale**

► **Writing Measures Assessment Tool**

► **Student Accomplishments for Communication & Classroom Behavior**

39

Using Cameras, Video and Screen Captures to Collect Writing Samples

40

Developmental Writing Scale for Beginning Writers – Abbreviated

(Sturm, Cali, Nelson, & Staskowski, 2012)

Level	Abbreviated Description
1	Drawing
2	Scribbling
3	Letter strings (no groups)
4	Letters grouped into words
5	One real word
6	Two to three words
7	More than three words in a list
8	Partial sentence
9	One to two sentences
10	Three + sentences (not coherent)
11	Three + sentences (coherent but limited cohesive)
12	Organized + cohesive & coherent
13	Organized + two cohesive subsections
14	Organized + three cohesive subsections

Sturm (2019)

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Willow - Writing in 2011 and 2012
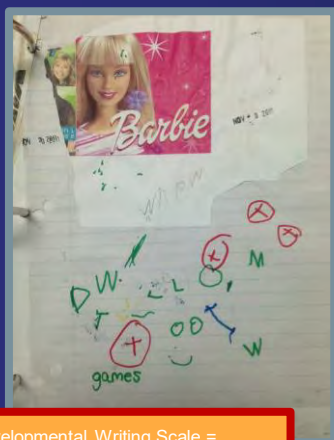
Developmental Writing Scale =
Level 3 (Inventive Spelling)

Text Type Diversity = Emergent

Sturm (2019)

42

Willow – Emerging Conventional Writer in Fall of 2015
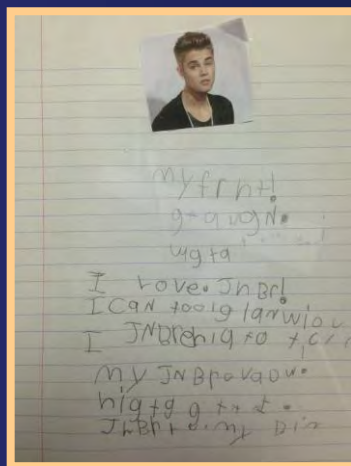
Developmental Writing Scale =
Level 9 (1-2 Sentences)

Text Type Diversity = Opinion

Sturm (2019)

43

Antonio – Writing on Day 1 (Fall 2012)
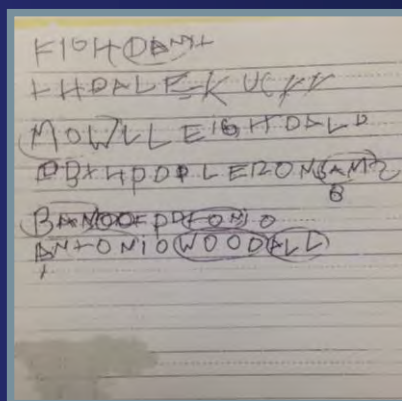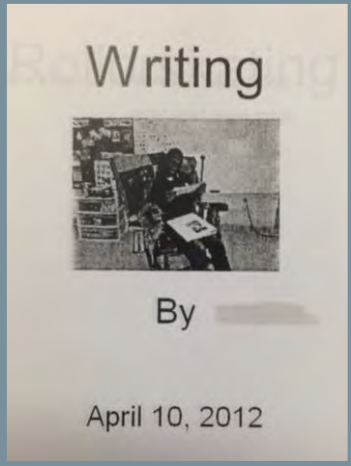
Developmental Writing Scale =
Level 4 (Inventive Spelling + Spaces)

Text Type Diversity = Emergent

Sturm (2019)

44

Antonio – Writing With First Author Software (Spring 2012)

Writing

By ____

April 10, 2012

Are Author's chair First Author share the read
were going then learn

Developmental Writing Scale =
Level 8 (Phrases)

Text Type Diversity = Label

Sturm (2019)

45

Spring 2013 (One Year Later)

Antonio Woodall   Fireman5-21

I like be fireman help fire went fireman
the have they fire is like help my were
and have ste be it I went the t album

I like prom. I like to dance. My cousin dance
with me.

Developmental Writing Scale =
Level 8 (Phrases)

Text Type Diversity = Plan

Developmental Writing Scale =
Level 11 (3+ Coherent Sentences)

Text Type Diversity = Opinion

Sturm (2019)

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Measuring Change in Social Behavior

Student Accomplishments
for Communication and Classroom Behavior

Student Accomplishments for Communication

C:\Users\Kelly\Documents\a Company Training\FA Videos\DJI Videos\Sean Changes His Communication at Home ... with First Author Writing Software-SD.mp4

www.kellyfonner.com

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Wrapping Up
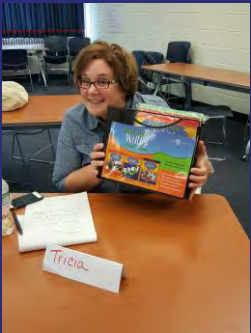
YOU GOT THIS!

48

Planning Your First 30 Days!!

www.kelly

1. **Check on Technology/Internet**
2. **Choose a Start date**
3. **Review Start Up information**
   - What do you have in place already?
   - What needs to be prepared?
   - Where are those resources coming from?
   - When will you do assessments?
4. **Who do you need to enlist/train?**
5. **Best advice – don't wait too long to start… jump in!**

49

Advice from Kelly to Educators who have just started using First Author in the fall and find themselves in a variety of home school situations

I have been working with 2 families through First Author at home. We started in December, way before school closings. If you are in the position where you need to be sending lessons home, these are the lessons that I am finding helpful to parents/staff who are sometimes more focused on spelling words correctly and making full sentences

- Choosing Your Topic - page 108-111
- Say More pages 82-85
- I Write Words pages 232-235
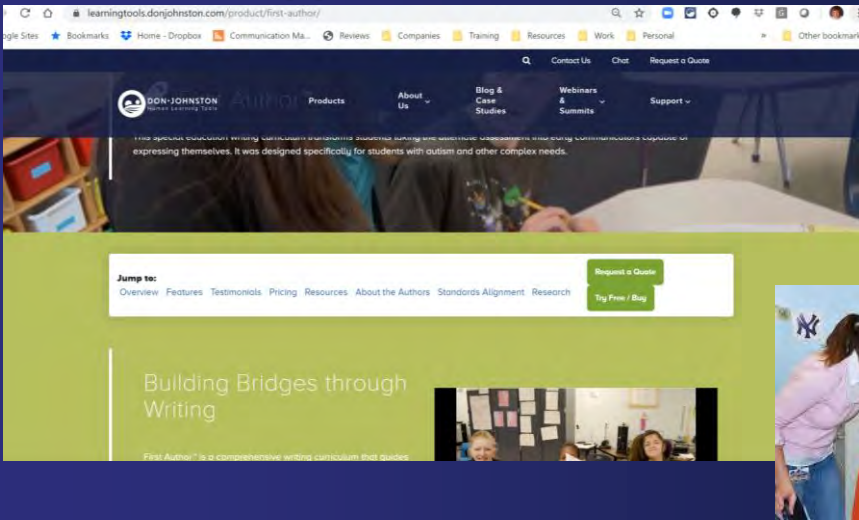
these are the TipSheets that I am finding helpful for parents to read through

- Scribing for a Student
- Support Authors Using Writing Modes

if you find yourself having to do any end of the year assessments, remember to:

- run the DWS: Developmental Writing Scale on writing from home
- use the Student Accomplishments for Communication and Behavior Assessment

50

Online supports

● **https://learningtools.donjohnston.com/product/first-author/**

51

ACTION

Today's Giveaway

https://learningtools.donjohnston.com/product/first-author/

First Author Curriculum Sampler

Includes :
- sections of the Curriculum Guide about the philosophy of FIrst Author
- two scripted Mini-lessons with student Tip Sheets
- complete Table of Contents from the Lessons Guide

52

Watch More on First Author

Webinar | Help! I Need to Teach Writing in My Special Education Classroom

https://www.youtube.com/watch?v=tDkU-ihXsnU

53

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**Kelly Fonner, MS
Educational/Assistive
Technology Consultant
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Fax 847-740-7326

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Supporting Students At Home: Guidance for Teachers & Parents

Dr. Caroline Ramsey Musselwhite

www.aacintervention.com

http://aacgirls.blogspot.com

1

Goals for This Webinar

- **Tips for teachers providing remote instruction**

- **Tips for parents teaching their children at home**

- **Overview of the 2 FREE Units**

Working Together:
Anchored by the short story,
The Gold Bug
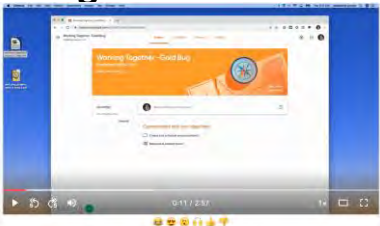
Birds, Mammals, and Reptiles:
Anchored by the book, *Dr. Dolittle*

2

2

Tips for Teachers
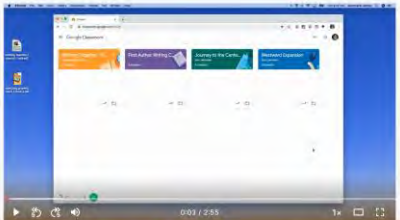
- **Logistics: Videos on the Way!**

Adding Graphic Novels
To Google Classroom

Adding Readtopia Assignments
To Google Classroom
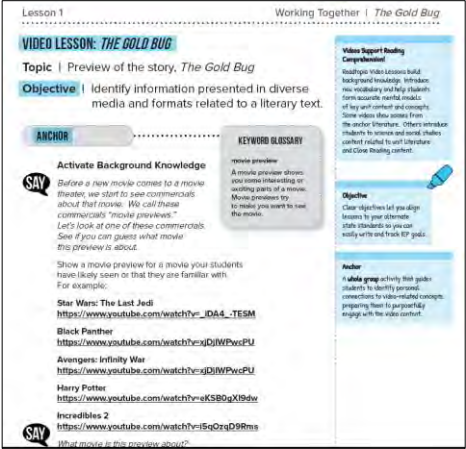
- **Tips for Direct Instruction / Coaching**

3

3

Tips for Parents

- **Logistics: Lots of Suggestions At the End**
- **Tricks for Engaging / Supporting Learners**
- **Built-in 'annotations' for beginners**

4

4
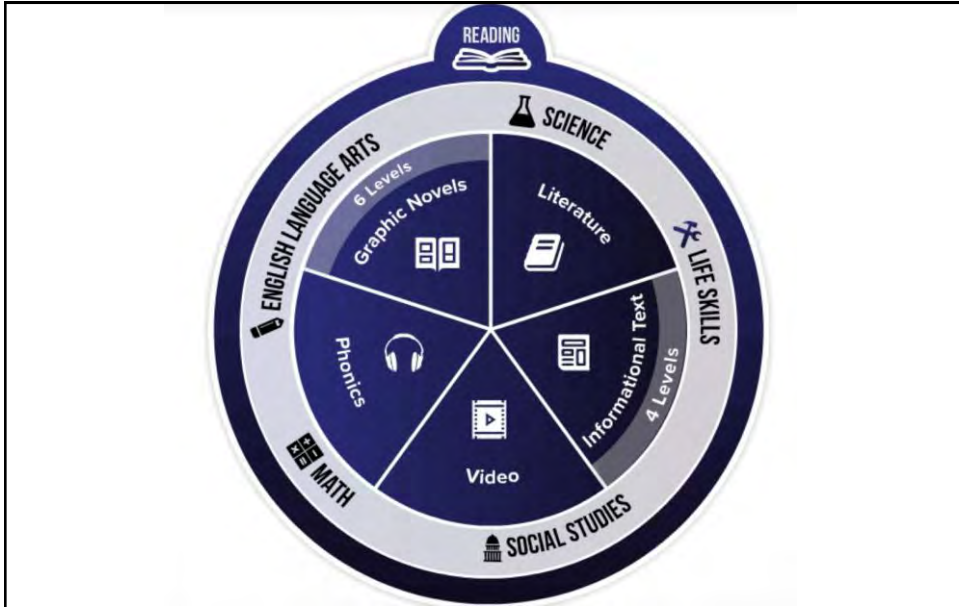
Access the research white paper at

https://learningtools.donjohnston.com/product/readtopia/

5

Presume Potential!

This is a chance to 'Show What You Know!'

6

Levels of Readtopia Supports

Emergent Students
- Pre-Reader
- Emergent / Beginning Communicator

Transitional Students
- Basic Sight Word/ Beginning Reader
- Functional / Proficient Communicator

Conventional Students
- Text / Fluent Reader
- Proficient Communicator

7

7

How to Decide on Level

Use the 'Placement Tool' at the Website

Readtopia®   Thematic Units   Curriculum Guide   Resources   Placement Tool
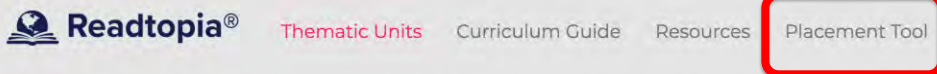
Enter name & date   Respond to Questions (Y/N)   Get Results!

Results

Does the student use speech, signs or symbols to engage in sustained interactions with others? Yes

Can the student identify words without picture support? Yes
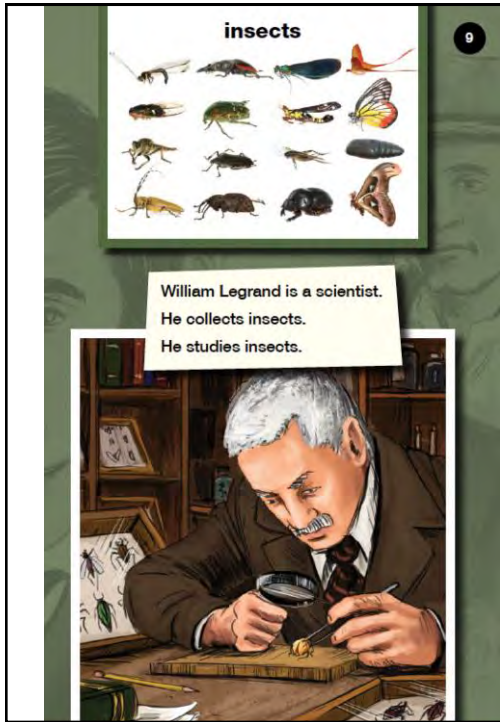
Can the student read familiar text with comprehension? No

Final Student Assessment

Level T4

8

8

Sample Graphic Novel
Gold Bug, L4

- Lovely background
- Photos
- Rich illustrations
- Clear, simple text

William Legrand is a scientist.
He collects insects.
He studies insects.

9

Graphic Novels: Working Together
Gold Bug: Levels 1 - 3

Part 1: Wolf

This is Wolf.
Wolf is not a real wolf.
Wolf is a big dog.
Wolf is a big, *friendly* dog.

One day, I heard a shout.
"Wolf! Wolf! Wolf!"
A big animal was near me!

The animal jumped on me.
I fell down.
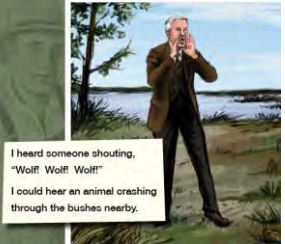I thought the animal would kill me.
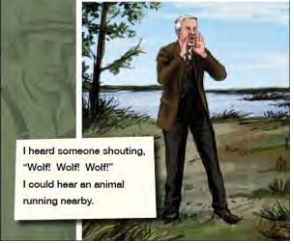
Do you like dogs?
Wolf is a huge, strong, *friendly* dog.
Do you like bugs?
My friend Legrand likes bugs.
Legrand is a scientist.
Legrand and Wolf live on an island.
They live there with a helper named Jupiter.

10

Graphic Novels: Working Together
Gold Bug: Levels 4 - 6

Part 1: Wolf   5
One day, I went for a hike.
I went for a hike on an island.
I heard someone shout, "Wolf! Wolf! Wolf!"
Then I heard a large animal nearby.
It was running right at me!

Part 1: Wolf   5
One day, I was hiking on Sullivan's Island. Sullivan's Island is near South Carolina.
I heard someone shouting, "Wolf! Wolf! Wolf!"
I could hear an animal running nearby.

Part 1: Wolf   5
One day, I was hiking alone on Sullivan's Island. Sullivan's Island is near the coast of South Carolina.
I heard someone shouting, "Wolf! Wolf! Wolf!"
I could hear an animal crashing through the bushes nearby.

11

11

Graphic Novels: Working Together
Gold Bug: Level 7

7

Part 1

Wolf

8   The Gold Bug

One day I was hiking alone on Sullivan's Island. Sullivan's Island is near the coast of South Carolina. I had just stopped for a rest when I heard someone shouting, "Wolf! Wolf! Wolf!" I could hear an animal crashing through the bushes nearby. I quickly looked for a tree to climb but there were no trees. And then a huge, gray animal landed on my chest. I fell to the ground. I thought that I was going to be killed. Then I heard two men laughing. I was scared and angry at the same time.
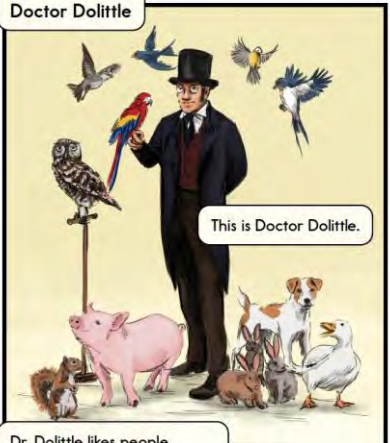
1 of 7

12

12

Graphic Novels: Birds, Mammals, & Reptiles
Dr. Dolittle: Levels 1 - 2

13

Graphic Novels: Birds, Mammals, & Reptiles
Dr. Dolittle: Levels 3 - 4

14

Graphic Novels: Birds, Mammals, & Reptiles
Dr. Dolittle: Level 5

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Let's Summarize

- Working Together (anchored by *Gold Bug*) has 7 levels of graphic novels

- Birds, Mammals, & Reptiles (anchored by *Dr. Dolittle*) has 5 levels of graphic novels

- You have access to **all levels!!**

- *Tip:* Print the single-page style!

16

'Just Right' Connections

Use the multiple levels for multiple purposes:

- For shared reading, pick the level:
  - With enough information & language to have a rich conversation
  - With a few words to explain (but not too many)

- For independent reading, pick the level:
  - That your student can read fluently after several re-readings
  - With mostly words that your student already knows

17

Teaching Comprehensive Reading with Readtopia

18

Videos – Building Mental Models

Video lessons help:
- Build background knowledge
- Introduce new vocabulary
- Help student form 'mental models'
- Some show scenes from the literature
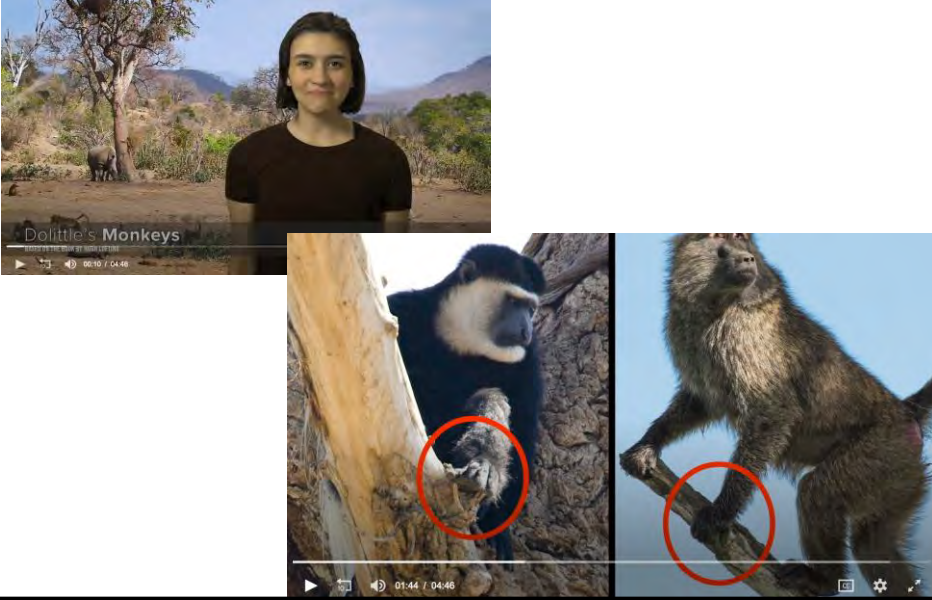- Some introduce science, social studies, and math content
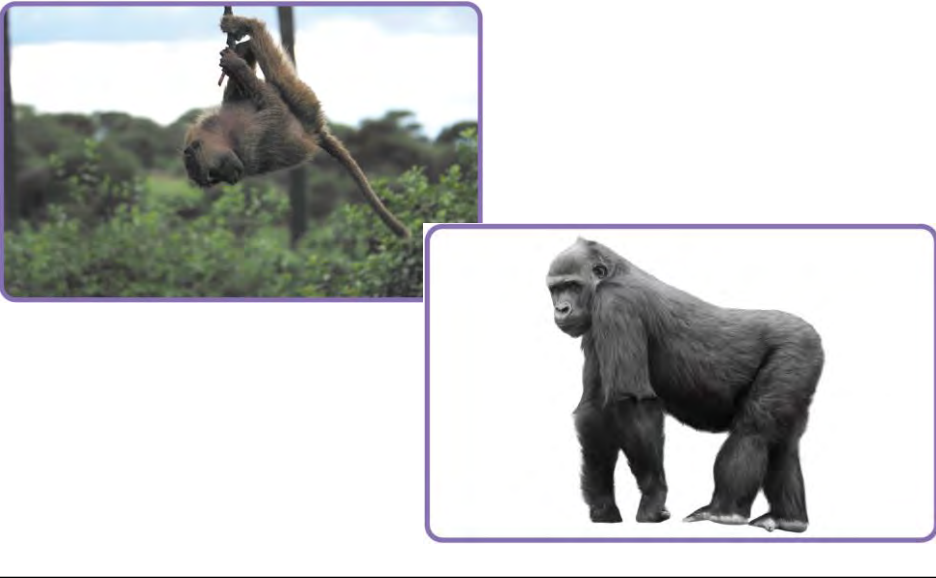
19

Video Screenshots – Working Together Gold Bug

20

Video Stills – Mammals, Birds, Reptiles
Dr. Dolittle

21

Video Screenshots – Mammals
Dr. Dolittle

22

ANCHOR-READ-APPLY Framework

ANCHOR
- Build or activate background knowledge
- Emphasize the THINKING that is needed for the task
- Set a purpose for reading

READ / WATCH
- READ!! (can remind 1 time of purpose)

APPLY
- Complete task set in purpose
- Provide instructional feedback

23

Ex: Anchor Activity for Video 1, Dr. Dolittle

**Let's Look closely at these animals:
How are they the same?**

24

Let's talk about these animals.

Same	Different
wings 2 legs feathers all birds	

25

K.I.S.S. (And Interactive)

26

ANCHOR-READ-APPLY Framework

ANCHOR
- Build or activate background knowledge
- Emphasize the THINKING that is needed for the task
- Set a purpose for reading

READ / WATCH
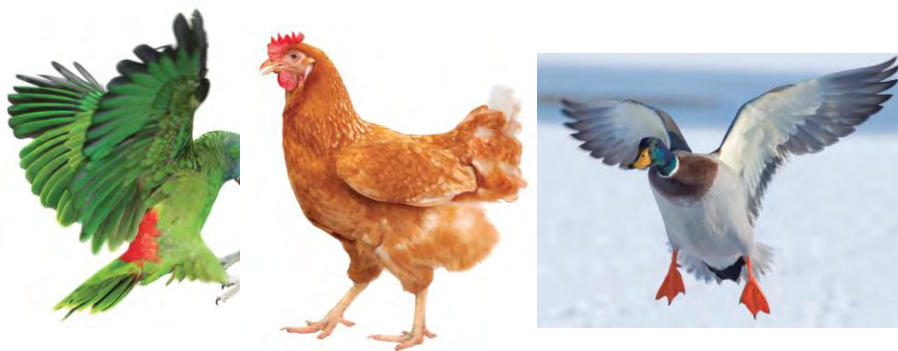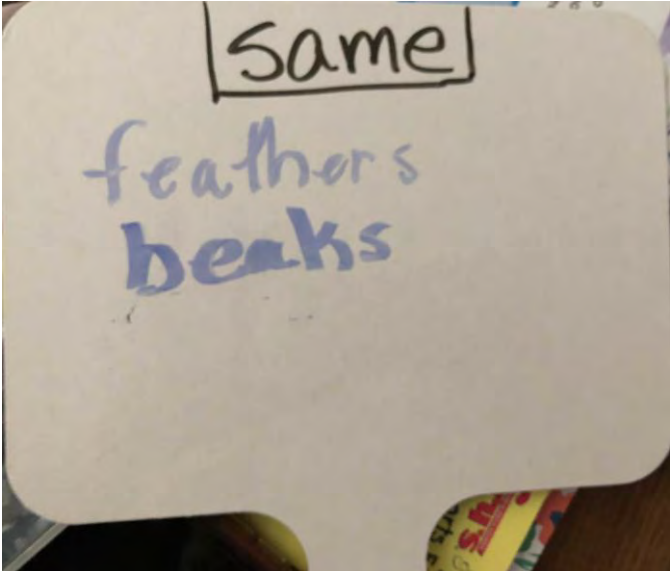- READ!! (can remind 1 time of purpose)

APPLY
- Complete task set in purpose
- Provide instructional feedback

27

Comprehension: Read or Watch

Don't 'give away the farm!!

When the goal is comprehension, we:
- Do the anchor activities, then
- Read / watch – DO NOT STOP!!!
- We want **students** to do the work!!

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ANCHOR-READ-APPLY Framework

ANCHOR
- Build or activate background knowledge
- Emphasize the THINKING that is needed for the task
- Set a purpose for reading

READ / WATCH
- READ!! (can remind 1 time of purpose)

APPLY
- Complete task set in purpose
- Provide instructional feedback

29

'Apply Lessons' – Very Clearly Scripted

Emergent Video 1 Activity

Transitional Video 1 Activity

30

'Apply Lessons' – Very Clearly Scripted

Video | **Lesson 1**

Dolittle's Monkeys

This video was about monkeys. The video was about a monkey's traits. Look at these pictures from the video. Choose one picture and tell a partner or adult something you learned.

© Start to Finish published by Don Johnston Inc.   Birds, Mammals, and Reptiles | The Story of Dr. Dolittle

Conventional Video 1 Activity

REMEMBER:
You have access to **all** Levels of activities:

Ex: your student is a transitional student. After you do that activity, come back and talk about the pictures in the conventional activity. **Use your AAC!**

31

Guided Reading in Readtopia

- **Don't worry if students are struggling at the beginning – REMEMBER – repetition with variation!**

- IMPORTANT! The how-to information is in the Teacher Guide

- Each chapter has an anchor/ read / apply lesson

- 'Read' means the story is read by:
  - A fluent reader (teacher during online class; parent/ sibling / grandparent at home; Readtopia video read by actors)
  - DO NOT try to get students to read these stories using AAC devices. Devices should be used during the 'anchor' and 'apply' activities

32

Literature Supports

33

Interactive Read-Aloud
Birds, Mammals, & Reptiles (Dr. Dolittle)

5 ways to help students learn and practice strategies for comprehending more complex text.
1. Picture walk
2. Print referencing
3. Vocabulary
4. Key ideas and details
5. Integrating knowledge and ideas

34

Interactive Read Aloud: Picture Walk

POINT TO A PICTURE and COMMENT ON A KEY ELEMENT / CONCEPT

SAY	DO
I see a man.	Point to the picture of the man.

WAIT • REPEAT • RESPOND

Example

Student: (Signs and voices the word **hat**.)

    Adult: *Yes, this man is wearing a hat. It is a really tall hat!*

I see lots of animals.	Point to the pictures of the animals.

WAIT • REPEAT • RESPOND

Example

Student: *Lots of birds.*

    Adult: *Lots of birds. Yes, there are birds everywhere!*
    (Point to birds in the picture.)

READ the text.

WAIT • REPEAT • RESPOND

The book says this is Dr. John Dolittle. Look at all of the animals around Dr. Dolittle!	Point to the picture of the man.

35

Interactive Read Aloud: Picture Walk

Example

Student 1: (Points to the pig and makes unintelligible sound.)

    Adult: (Point to the pig.) *That's a pig!*
    (Point to the dog.) *Is this a pig?*

Student 2: *That's a dog!* (Points at duck.) *And a duck.*

    Adult: *Here's a dog and a duck.*

Student 3: *I like pigs.*

    Adult: *You like pigs. Who else likes pigs?*

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Interactive Read Aloud: Picture Walk

Teacher Tip

Accept, model, encourage, and repeat all forms of communication.

- Verbal / Vocalization
- Body Language
- Facial Features
- Sign Language
- AAC

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Shared Reading

- Strategies are suggested in the Teacher Guide

- Don't just read the book

- TALK about it!

- Use language (including AAC devices) to model

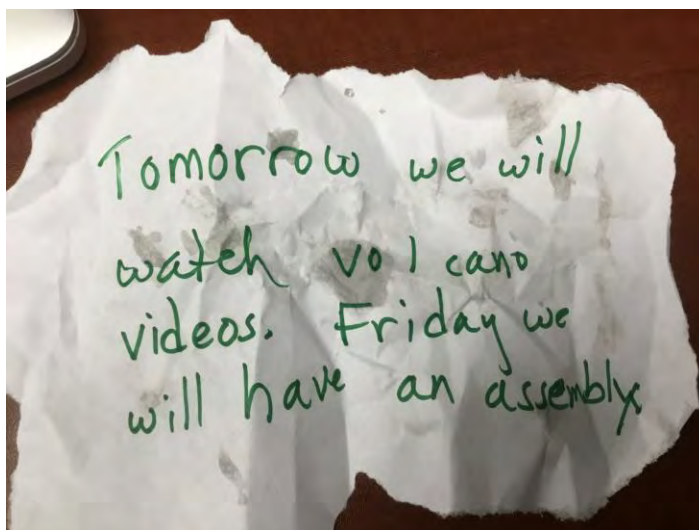- Relate to student's life experiences

- Make it SOCIAL!

38

AT to Support Shared Reading

- Model light and high tech AAC
- Use indirect questions & sentence completion
- Pausing works!

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39

Props Help!!

"Secret message from Journey"

40

Props Help!!

"Parchment from *Gold Bug*"

41

Props Help!!

"Parchment map from *Gold Bug*"

42

Close Reading

43

10 Informational Text Types for Close Reading

- Compare/Contrast
- Claims and Evidence
- Maps
- Biography
- Two Text Types
- Timelines
- Directions
- Fantastic Facts
- Articles with Sidebar
- Charts/Graphs

44

Working Together: Gold Bug
Fantastic Facts

Do You Know?
How many flowers
do bees visit to make
1 jar of honey?

Emergent

Conventional

45

Birds, Mammals, Reptiles: Dr. Dolittle
Article with a Sidebar

Emergent

Conventional

46

On the Back Activity

4 levels
(3 for Elem)

47

Partner-Assisted Scanning

Partner Support:

- Show one item at a time
- Student indicates when you get the right one

That's the one!

Use a Pointer or 'Circler' (pipe cleaner!

1 Some bees live in beehives.
Find the picture that shows this.

48

Phonics Instruction

49

WORKING WITH WORDS

"The goal of working with words as part of comprehensive conventional literacy instruction is to make word reading as efficient as possible so that the focus during reading can be on comprehension." (Erickson, 17)

Readtopia includes:

• Alphabet instruction

• Making words

• Word study

See Erickson (17) for more information

50

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Alphabet Instruction

51

NEW!
Learning Letters
in Readtopia!

Developed from the Research-Based *Enhancing Alphabet Knowledge routine* developed by Jones and colleagues (2013)

52

52

Learning Letters Alphabet Instruction

Learning Letters Alphabet Instruction (All Lessons)

Learning Letters Alphabet Instruction Lessons (Cycle 1)

Learning Letters Alphabet Instruction Lessons (Cycle 2)

Learning Letters Alphabet Instruction Lessons (Cycle 3)

Learning Letters Alphabet Instruction Lessons (Cycle 4)

Learning Letters Alphabet Instruction Lessons (Cycle 5)

Learning Letters Assessment

Learning Letters Pictures (.zip)

Learning Letters Pictures

Demo /My Readtopia

Scroll Down!
(Just below Making Words)

53

53

Making Words

54

Making Words

1. Name Letters & Sound

2. Making Words

| a | d | n | s | t |

3. Word Sort

| a | at | an | sat |
| sand | Dan | sad | and |

4. Transfer

Instructional Feedback: ALWAYS give it!! Show correct model & support
student in comparing theirs with the model

55

Readtopia
Word Study

56

Beyond Making Words: Word Builder

Readtopia Curriculum: Don Johnston Inc

Connect to prefixes & endings on AAC Device!

57

Words in a Word - Readtopia

How would you scaffold this for beginners?

58

58

Word Study

These are activities that teachers could:

1. <u>Teach remotely</u>. Ex: Making Words: Students each have letter tiles, and teachers help them work through the four steps (naming, making words, sorting, and transferring).
2. <u>Coach</u>. Work with parents / grandparents / older siblings to run these lessons
3. <u>Check In</u>. Have people at run the lessons and connect with you about Qs and results

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59

Math

60

30

Math Videos

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Math Vocabulary

Birds, Mammals, Reptiles/
Dr. Dolittle

Working Together/
Gold Bug

62

Math: Independent Practice

Working Together /
Gold Bug

Working Together/
Gold Bug

63

64
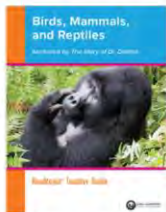
HELP!

65

WHERE to Find Stuff?

66

WHEN to Do It?

- You get to pick the time

- A schedule is best

- Try to do at least 2 lessons a day

67

WHO Can Help?

- Siblings!

- Zoom with Grandma to show & share!

68

HOW Do I Get Started?

- Build excitement!

- Talk about the vocabulary words

- USE THE TEACHER GUIDE!

Vocabulary Cards

Dr. Dolittle

Jip

Polynesia
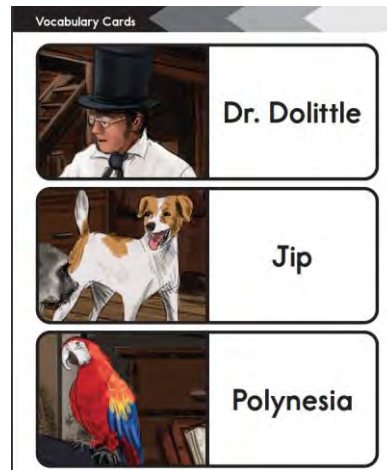
69

Teacher Guides: Your New BFF!!!

- Very scripted
- Holds your hand
- Tells you all needed materials!
- *Working Together* includes extra prompts for beginners!
- Check out the blue highlights!

70

Steps to Success

- Believe in yourself – you've got this!
- Remember to breathe
- Have FUN!!!!

71

Watch the Video!

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DLM® At-Home Learning Resources

With an increased demand for resources to use in at-home learning settings, the Dynamic Learning Maps® (DLM) Consortium offers the following list of resources and ideas on using them. These suggestions are offered in appreciation for the work that our teachers do every day to assure that their students with significant cognitive disabilities are engaged, focused, and learning. Thank you!

RESOURCE	LOCATION	SUGGESTION FOR USE
Tar Heel Reader	http://tarheelreader.org	Tar Heel Reader is an online collection of free, easy-to-read, and accessible books on a range of topics. Each book can be read using built-in speech synthesis and accessed using multiple interfaces including touch screens, switches (1-3), and eye-gaze. Read books without registering. To write books, request an access code at tarheelreader@cs.unc.edu.
Tar Heel Shared Reader	https://shared.tarheelreader.org/	Tar Heel Shared Reader uses books from the Tar Heel Reader library and includes on-screen communication supports. Read books without registering. To add comments to books, request an access code at tarheelreader@cs.unc.edu. To learn more about using Tar Heel Shared Reader during shared reading, check out http://sharedreader.org.
Shared Reading Vignettes	Grade 3 Shared Reading Vignette My Father's Dragon Unit – "Wild Island" Grade 4 Shared Reading Vignette The Birchbark House Unit – "Omakayas" Grade 5 Shared Reading Vignette The Secret Garden – "Families"	These vignettes describe what a shared reading interaction might look like between an adult and a child with significant cognitive disabilities. These vignettes are especially helpful to those trying to engage in shared reading with children who have limited means of communication.

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	Grade 7 Shared Reading Vignette Hatchett – "Moose" Grade 9-10 Shared Reading Vignette The White Heron – "Making a Dress" Grade 11-12 Shared Reading Vignette To Kill a Mockingbird – "Dad Loved the Farm"	
DLM Familiar Texts	https://dynamiclearningmaps.org/erp_ie	DLM alternate assessments use specific "familiar texts." These books include fictional stories and informational text. The books are organized by grade level. They can be read in Tar Heel Reader or Tar Heel Shared Reader if a student needs communication support.
Science Instructional Activities	https://dynamiclearningmaps.org/sci_resources	These science activities support teachers who are using DLM science Essential Elements during instruction. Model activities for each grade band (elementary, middle, and high school) are included and can be adapted for use at home.
Storyline Online	https://www.storylineonline.net/	Storyline Online streams videos featuring famous actors reading children's books. Children can see the book pages and read along with these award-winning books. Children of all ages and their parents will find new books to love and old favorites on this site.
Precursor Essential Element Descriptions	https://www.dlmpd.com/initial-and-distal-precursors/	This document lists Essential Elements with descriptions of the connection between Initial and Distal Precursors for both mathematics and ELA; includes links to helpful instructional suggestions and tools including the familiar texts listed above.

RESOURCE	LOCATION	SUGGESTION FOR USE
Project Core	http://project-core.com	This site provides communication supports for students as well as training and resources for adults. Project Core features a set of 36 core vocabulary words that reflect the DLM First 40, which are highlighted throughout the DLM system. This resource will be especially helpful to families and teams supporting children who are home without a means of communication and interaction.
Writing Supports	https://www.dlmpd.com/writing-resources/	Check out these resources to support writing with an alternate pencil. Then, support the child in deciding what or whom to write about before selecting letters that you record. You can learn more about supporting writing in the learning modules at http://dlmpd.com.
Teacher Learning Modules for ELA, Mathematics, and Science	https://www.dlmpd.com/all-modules-in-alphabetical-order/	These modules are available in online, on-demand formats to help adults understand how to teach ELA, mathematics, and science to children with significant cognitive disabilities. They were designed primarily for teachers, but have been used with great success by parents.

Don't miss out on a _FREE_ online reading resource: https://tarheelreader.org/

What is Tar Heel Reader?
Tar Heel Reader is a collection of free, easy to read, and accessible books on a wide range of topics. It was developed by Dr. Karen Erickson of the Center for Literacy and Disability Studies in the Department of Allied Health Sciences and Dr. Gary Bishop of the Department of Computer Science at the University of North Carolina at Chapel Hill. Tar Heel Reader books are easily accessible through computers and iPads and through a variety of interfaces including touch screens, switches, and custom overlays. Tar Heel Reader was originally designed to allow students with significant challenges to have access to a large collection of books. CHECK IT OUT!!!!

Who could benefit from this?   All students!!!!
- Younger students as it reads the text to them, allows for preferred topics, and creates independence.
- Older students who need age appropriate topics, but on an appropriate reading level.
- Students who need to access books through AAC options. (ex. switches)
- Students who love to access the iPad. Tar Heel Reader books provide another avenue for teachers to engage students with preferred topics in a book format online.
- Students who like to write and publish their own stories.
- Students who need access to additional reading experiences.

Tar Heel Reader:
- Works with guided access on the iPad. (Meaning you can lock the user in the app.)
- Works with a variety of switches. (You might need a switch interface.)
- Allows you to make your own books with your own photos.
- Can be used to write simple social narratives in book format.
- Has a wide variety of books already created.
- Has free registration. (Registration is not required, but if you want to save and access your favorite books you will need to register.)
- Books can be translated into other languages.
- Books can be dropped in to iBooks on the iPad.

Tar Heel Overview

YouTube Video: Tar Heel Reader Creation and Why?

YouTube Video: Using Tar Heel Reader to Meet Standards.

YouTube Directions to Use on iPad.

How to put Tar Heel Reader on the iPad.

YouTube Video: Example of a Student Made Book and Instructions

Tar Heel Reader frequently asked questions and how to get a free access code to register.

URL: http://autismclassroomresources.com/episode31

Welcome back. I'm your host Christine Reeve and if you are listening to this around the time it was recording in March 2020 then you probably feel much like I do. This week has been the longest year of my life. And this month just keeps getting longer. It's amazing that just last week in episode 30, I was talking about how to prepare your students for leaving school…and many of you never got to see your students before you knew you were shutting down.

Need for Distance Education

For those who aren't listening at that time, to give you some context…we are in the midst of the COVID-19 pandemic. Schools are closed and we are trying to figure out how to provide services during this time.

I definitely do not claim to know all the answers to all the many questions. But, there are a couple of things I can tell you are universal at this point and time. Confusion. Concern. Uncertainty. And probably a smidgen of frustration because we have so much we don't know.

Confusion About Distance Education

Teachers and families and districts are all confused for a variety of reasons.

- Every district and every state is dealing with this educational situation differently.
    o Some are going to online instruction.
    o Some are sending home packets of work
    o Some are not providing instruction.
- We don't know how long we are going to be out. We don't know whether days will have to be made up.
- We are struggling with how to provide services to students with significant disabilities who can't easily access online instruction.

Concern About Distance Education

Obviously there is concern from the virus, but there is also huge concern for our students. I have heard over and over from teachers these last 2 weeks that they are concerned for the physical and educational well being of their students. It is so very clear how dedicated teachers are and how attached we are to our students.

And they are concerned about how they are going to provide the type of instruction that their students receive in their classroom. For students who can do paper and pencil tasks or work on online activities (and have access) it might be an easier conversion. But for those who are working with students with severe disabilities who don't have learning readiness skills...it's not so easy.

So if this describes you....I want you to know above all...you are NOT alone. And I want you to know that you can do this. I've taught online in universities for years and years and it isn't as

Let's face it, I've never seen a group of people who can pivot and try to brainstorm how to help others more than teachers. Society has essentially said, we have no idea what to do with this, and teachers just keep saying...let's give this a try.

So let's get started

Why Not Send Work Home?

Let's start with three main options that districts seem to be adopting to send work. Now some districts are choosing not to send work home or have students enrolled in programs. Sometimes this seems to be because they have just closed school for the year and made arrangements not to worry about it. Others it may be because if they offer services in the form of online or distance learning to general education students, they are required to provide special education services to students.

AUTISM CLASSROOM RESOURCES PODCAST, EPISODE31 DISTANCE LEARNING IN SPECIAL ED
autismclassroomresources.com/episode31

What Does Access Mean in Distance Learning?

In addition, we have an issue with equal access. Yes part of that equal access is internet access and computer. But part of that access involves having a facilitator who assists the student with the access. Students in high school gen. Ed. classes for instance, might be able to do this on their own. A kindergartener or first grader, even without disabilities, cannot. And in this situation, these families did not choose to homeschool their child and there may not be a facilitator available. And particularly for our students in special education who need explicit instruction, that reduces their access. If their parents are healthcare workers and can't be home with them. If their parents have multiple children who need attention…and may be working…and so on. So there are lots of reasons that districts may choose to not send work for replacing school work home or engage in any kind of instructional activities.

Now mind you, there is really no way around this. The situation we are in at the moment requires that we close schools in order to keep people safe and reduce the load on our healthcare system. But it's all new for all of us and it isn't something most districts were really prepared for. Because of that it's going to take a bit to think it all through and make good decisions. So if you are a teacher or a parent, try to be patient with the district. They are likely trying to figure out what the federal government and the state want them to do and how to best implement anything that needs to be done in their community. It's not an easy job.

Enrichment Materials Approach

Another option that districts have taken is sending home what I call enrichment materials. These are materials that the students complete (online or on paper) to keep them engaged in instruction. Typically there isn't data or assessment completed with these activities. No grades are given. These are like the free packet I put out last week of scavenger hunts and games for students to play with their parents. They revolve around family activities and, in this case, they are designed to keep students engaged in language learning and interaction.

One of my biggest concerns for our students in all of this, particularly the students with autism, is that they will regress in the skills we have taught them. So enrichment materials that address those kinds of needs are things that I think are very important for our students. And again, it will require some family member or facilitator to be available. There are some online programs that we can share with families, many of which are being offered for free during this time. And that might help. Programs like Headsprout which is a reading program that is fun for the student but backed by ton of behavioral research are offering their platform free.

Distance Instruction

And finally, the third option for work during this time is distance instruction. Instruction, instead of enrichment, would mean it does take the place of school days, accommodations and modifications must be provided, IEPs have to be followed, and assessment of the work and grading have to be done.

Some districts are going to online or remote learning of some type. In some communities they are providing families with hotspots and laptops so they have access to online platforms. But remember that even with internet access, some students still may have limited access to a facilitator. And that may be tough for some of our students with severe disabilities or our early learners that we were just working on sitting in a chair.

So let me share a few thoughts about ways to create opportunities for different types of learning for students with disabilities. I think at this point we know about options like Headsprout and other online platforms who are generously offering their platforms to schools to use for free. If you have students who can access the internet and you have access to a platform like that, those are good options to include in your planning.

Places for Resources

Let me take just a minute to share a couple of resources as well. There are a ton of ideas out there and, if you are an educator, I encourage you to come join our free Facebook Group at specialeducatorsconnection.com. We have lots of educators sharing ideas and tools that can be used. In addition, it's a great time to come join the Special Educator Academy as I have

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pivoted to putting together resources and tools for distance learning for staff. And I know that some of you may still be being paid (or paras might be) if you engage in professional development. My free webinars are a great place to start for that…and the Academy has 5 classes and more than 50 workshops to get you started with that--and we have district packages if they are interested. You can find out more about all of these in the show notes and in the blog post at autismclassroomresources.com/episode31.

Considerations in Planning Instruction

These ideas actually just came from the beginning of a workshop on Distance Learning for students with disabilities.

- Choose activities that can be easily adapted to the home environment. Activities that include materials they will have around the house. For instance, choose a science project that uses materials that are common household items rather than ones that require chemicals. The free scavenger hunts that I'll link to in this post do that. They are designed to be focusing on language in the student's everyday environment. You could add an assessment piece to them by having parents record the students' responses and send you the video.
- If you are doing enrichment activities, then focus on critical skills like language and communication for many of our students. These are the skills that will be the hardest to recoup when we can come back to school.
- If you send home more than a day of work at a time, and I'm guessing that you will, include a lesson plan with pacing for the family. Let them know it's flexible but give them some structure about what the expectations are. In the Home Enrichment Pack that is free in the resource library or my store, there is a link to a Google lesson calendar. It's definitely not a lesson plan, but if you are doing enrichment it will give you a start.
- If you have access to online platforms or apps that can provide instruction (e.g., TEACHTown, Unique), include them in the lessons as an activity so families can see how they will fit in.
- For young students, make task schedules that include play activities and send them home. Again, choose activities that families are likely to have.

- If you are doing instruction then you need to have assessment of some kind. One easy way is to have families use their phone to video the student performing the task. Or if you are doing video conferencing, synchronous online learning, you could observe them from that.
- You can also look for activities that will give you some type of work product. Consider taking one of the labels for work product (free in the resource library) and have family members complete that and attach it to the product to allow for data collection.
  - You may want to make a cheat sheet or a video of what the different levels of support might look like for them so they know what to record
- If you are using something like Unique or News2You, use the benchmark testing to determine the student's progress

 If you need more ideas, the reach out in our Facebook group. I'm trying to spend some time in there to help. And if you are a member of the Special Educator Academy, reach out through the community or just email me. We are all here to help and you are not in this by yourself. And you don't have to have all the answers. None of us do.

Stay safe and stay healthy.

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Tar Heel Shared Reader	https://shared.tarheelreader.org/	Tar Heel Shared Reader uses books from the Tar Heel Reader library and includes on-screen communication supports. Read books without registering. To add comments to books, request an access code at tarheelreader@cs.unc.edu. To learn more about using Tar Heel Shared Reader during shared reading, check out http://sharedreader.org.
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Storyline Online	https://www.storylineonline.net/	Storyline Online streams videos featuring famous actors reading children's books. Children can see the book pages and read along with these award-winning books. Children of all ages and their parents will find new books to love and old favorites on this site.
Precursor Essential Element Descriptions	https://www.dlmpd.com/initial-and-distal-precursors/	This document lists Essential Elements with descriptions of the connection between Initial and Distal Precursors for both mathematics and ELA; includes links to helpful instructional suggestions and tools including the familiar texts listed above.

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Writing Supports	https://www.dlmpd.com/writing-resources/	Check out these resources to support writing with an alternate pencil. Then, support the student in deciding what or whom to write about before selecting letters that you record. You can learn more about supporting writing in the learning modules at http://dlmpd.com.
Teacher Learning Modules for ELA, Mathematics, and Science	https://www.dlmpd.com/all-modules-in-alphabetical-order/	These modules are available in online, on-demand formats to help adults understand how to teach ELA, mathematics, and science to students with significant cognitive disabilities. They were designed primarily for teachers, but have been used with great success by parents.