

**Remote but  
accessible:**  
Reaching  
students of all  
abilities during  
distance learning

Webinar  
May 14, 2020

If you can see the  
slide and hear the  
music, you are all set.



**Welcome! We will begin shortly.**

All attendees are muted upon entry.  
Please use the chat feature for comments  
and the Q&A feature for questions during the webinar.

# Getting started



**Elizabeth Foster**

Vice President  
Research &  
Standards

Learning Forward



# Please introduce yourselves

- Your name
- Where you come from
- Your role in education



Today, creating learning environments is close and personal.



It is also remote and varied.



# We know that these questions arise because . . .

- **There are nearly 7 million disabled students in the U.S., making up 14% of national public school enrollment.** This includes “specific learning disabilities,” such as dyslexia or a brain injury, speech or language impairment and chronic or acute health problem that adversely affect educational performance.
- Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, all schools receiving federal funding are required to provide specialized instruction, support, and accommodations as needed to ensure that all students receive a free and appropriate public education.

<https://www.pewresearch.org/fact-tank/2020/04/23/as-schools-shift-to-online-learning-amid-pandemic-heres-what-we-know-about-disabled-students-in-the-u-s/>

# In this webinar we will . . .

- Hear from educators about the impact of COVID-19 school shutdowns on students with special needs
- Learn about strategies and tools to support educators in reaching and teaching students with disabilities
- Become part of a community seeking and sharing strategies and resources to address just-in-time needs to be able to teach during this COVID-19 shutdown

# Check-in poll

- My colleagues and I have received guidance or a plan from the school or district about how to support special education students in this new context.  
(Strongly agree, Agree, No opinion, Disagree, Strongly disagree)
- Our school or district has provided resources to support special education students in this new context.  
(Strongly agree, Agree, No opinion, Disagree, Strongly disagree)
- My colleagues and I have someone we can turn to for help or to answer questions about students with special needs.  
(Strongly agree, Agree, No opinion, Disagree, Strongly disagree)

# Panel discussion



**Kimberly Eckert**

High School English  
Teacher, District Program  
Coordinator, and  
Instructional Coach  
Brusly, LA



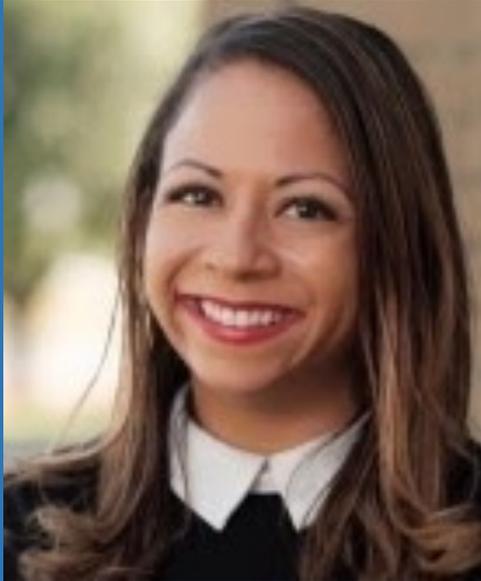
**Shaunda Garrison**

Assistant Principal  
Clara Love Elementary  
Northwest Independent  
School District  
Fort Worth, TX



**Amanda Morin**

Writer and Senior Expert  
Family Advocacy and  
Education  
Understood.org



## Kimberly Eckert

High School English  
Teacher, District  
Program Coordinator,  
and Instructional Coach

Brusly, LA

@2018LATOY



# Repurposing Student Voice

- Mental Health
- Audio Read Alouds for students with disabilities

**Macie Husband** @husband\_macie · Apr 6  
#wbrchat A6: Learning calculus is almost impossible through a google meet!!! Math is a subject that you need face to face teaching and learning. I'm just grateful I have @Brax4171 to help me when I need it!

**Emma Robichaux** @EmmyLou1705 · Apr 6  
Hey y'all!!! I'm Emma-Grace, a junior at brusly high school and world traveler at heart. I'm hitting y'all hard with the last question of the night and parents can totally answer this one too!!! Y'all don't be shy and let's wrap up strong!!!! #wbrchat

**Kelly Stomps** @KellyStomps · Apr 6  
I hate the constant feeling of not knowing if I'm doing too much or not enough. #wbrchat

**Braxton Michel** @Brax4171 · Apr 6  
My name is Braxton, and I am the president of Ed. Rising Collegiate at Southeastern LA University @SoutheasternErc. I'm happy to connect with others during #COVID19. Here's Q3: #WBRCHAT @2018LATOY @EdRisingLa @CoachMyU @EducatorsRising #UseYourVoice @WBRschools respond with A3.

**Question #6**  
What do you wish your teachers or school knew about you during this time?

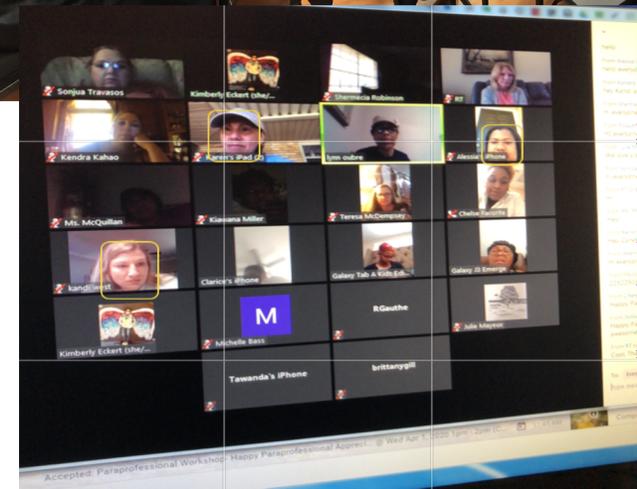
**Question #3**

**Question #4**  
How do you keep yourself motivated to do assignments, when you know that they are not being graded?

Click or print lesson overview and instructions	Click or print readings + Quiz	Click or print for graphic organizer or activity	Click to link to archive being reviewed	Students
	580L_C1401 580L_C1402 580L_C1403 580L_C1404 Max. 100% of 400000	Genre: Health "Who Wants To Be A Millionaire To Share Information about Coronavirus?"	580L_C1401-Kim 580L_C1402-Nina 580L_C1403-Cara 580L_C1404-Gabrielle Max. 100% of 400000	
	580L_C1401 580L_C1402 580L_C1403 580L_C1404 Max. 100% of 400000	Genre: Opinion "Fear about the coronavirus is normal, but don't let it control your life!"	580L_C1401-Broc 580L_C1402-Alexander 580L_C1403-Emma G 580L_C1404-Markus Max. 100% of 400000	
	440L_C2101 440L_C2102 440L_C2103 440L_C2104 Max. 100% of 400000	Genre: Speech/Debate "What to know about the new coronavirus"	440L_C2101-Nathan 440L_C2102-Nina 440L_C2103-Rachel 440L_C2104-Ann Max. 100% of 400000	

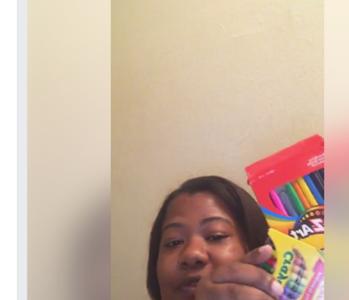
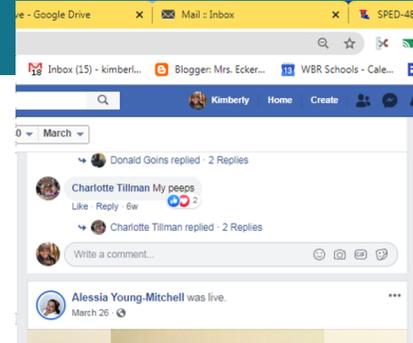
# Empowering Paraeducators

- Continued support and training for Zoom
- Celebrating Success
- Empowering Paras to tap into their strengths



# Empowering Paraeducators

- Finished class butterfly project
- Led Zooms Practicing Letter Sounds
- Facebook Live Arts/Crafts
- Multiple Home Visits
- Meal Deliveries



# Adapting Content in Higher Ed

- Intro to Disabilities
  - Rich conversations about IDEA, access/equity, virtual learning
  - Infused Course with tools to connect with students
- Collaboration and Teaming for Inclusion
  - Collaborative resource pool for RIGHT NOW
  - Collaborative lesson planings with virtual elements

The screenshot shows a Padlet board titled "SPED 484 Resource List" with the subtitle "Use this Padlet to organize the 5 resources you will share!". The board is organized into a grid of categories, each with a plus sign icon for adding more resources. The categories and their content are as follows:

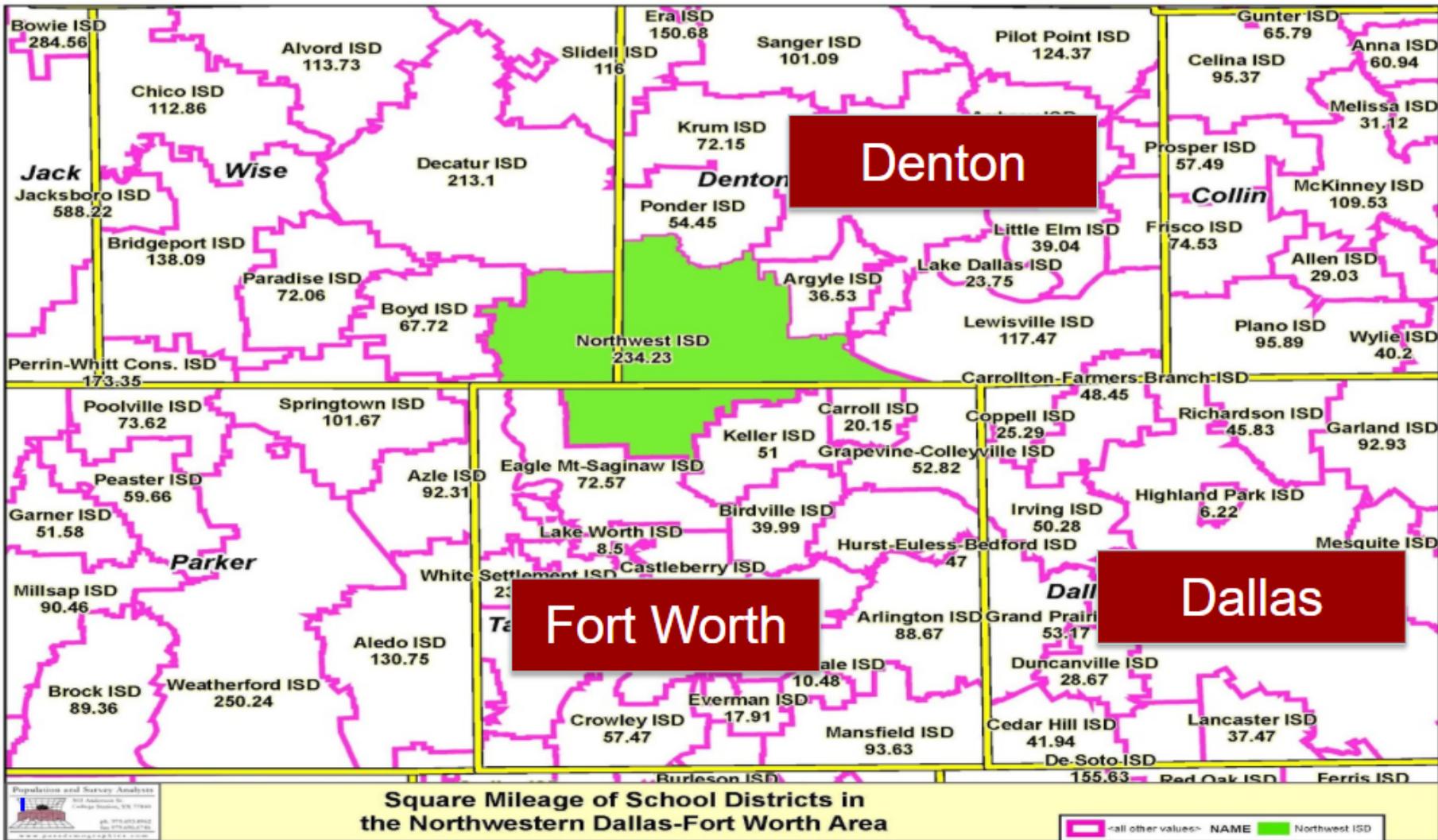
- Classroom Resources:** Includes a post by Meredith Bradshaw titled "One Room Schoolhouse" and a post by kwfrazier titled "Virtual Field Trip".
- Distance Learning/Covid Resources:** Includes a post by Lauren Dantzer titled "Monroe City Schools TV" and a post by Stephanie Thomas titled "At-Home Learning".
- Special Education IEP Process:** Includes a post by Anonymous titled "PREP: Parental Readiness and Empowerment Program" and a post by Anonymous titled "The Short-and-Sweet IEP Overview".
- Collaboration:** Includes a post by Lauren Dantzer titled "Google" and a post by Stephanie Thomas titled "Zoom".
- Special Education/Disabilities Info:** Includes a post by Meredith Bradshaw titled "SPED Research" and a post by Stephanie Thomas titled "Understanding the 13 Categories".
- SPED Organizations:** Includes a post by Meredith Bradshaw titled "eSpecial Needs" and a post by kwfrazier titled "National Center to improve Practice in Special Education".
- Technology:** Includes a post by Stephanie Thomas titled "The Use of Technology in Special Education" and a post by Anonymous titled "5 Benefits of Technology".



# Shaunda Garrison

Assistant Principal  
Clara Love Elementary  
Northwest Independent  
School District  
Fort Worth, TX  
@srgarrison01





# Core Beliefs

- Kids come first.
- Continuous learning is essential to prepare for college and career opportunities.
- The success of each student is the shared responsibility of students, families, schools, and communities.
- Learning is influenced by environment.



# Vision

Northwest ISD empowers learners and leaders to positively impact the world.

# Mission

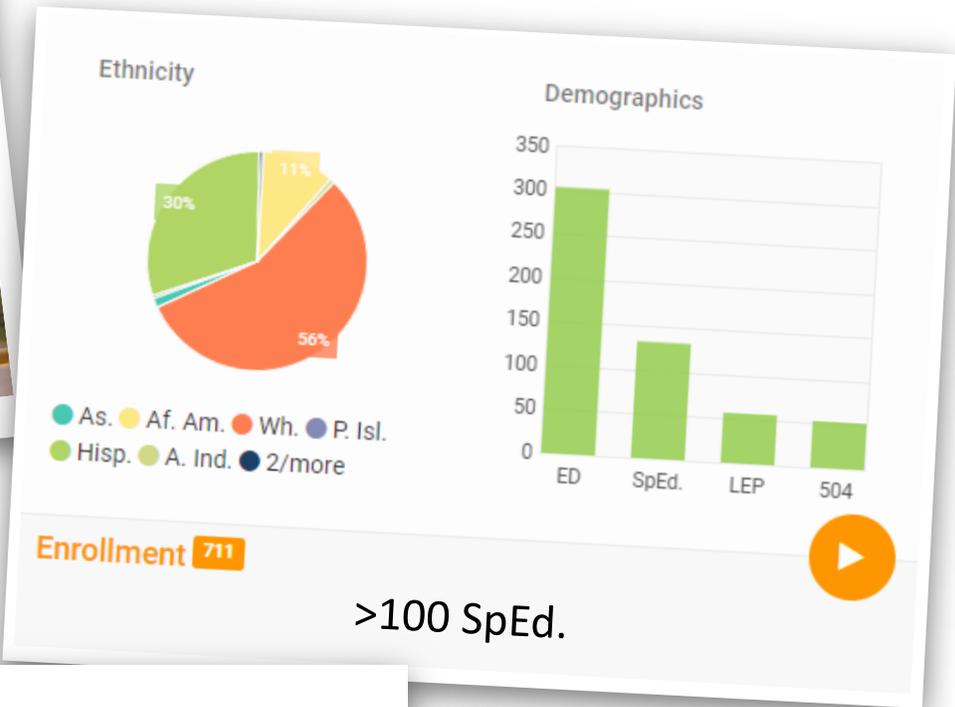
Northwest ISD, in collaboration with students, families, communities, and global partners, will engage in a culture of learning that prepares all students to confidently navigate their future.



# Strategic Goals

- 1 Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.
- 2 Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.
- 3 Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.





**Clara Love Instructional Focus**

Balanced Literacy: All students need consistent, deep level, comprehensive balanced literacy instruction with an emphasis on *phonics*, *vocabulary*, *word study*, and *comprehension*.



## Campus Improvement Plan Strategies

- Reading professional development
  - Coaching support through labs
  - New Lucy Calkins reading, writing, and phonics curriculum
  - Grade level collaborative planning
- “Trail Time”
  - Daily intervention time from 8:00–8:20 for ALL students
- Title I teachers and educational assistants
  - ELL assistant (new 2019–20)
  - Reading recovery teachers (one additional teacher for 2019–20)
  - 3 interventionists for dyslexia, ELL, and Tier III struggling readers
  - Full time teacher assistants (reading and math) for small group tutoring



## Special Education Team

- 7 Special Education Teachers
    - Case loads
    - Schedule of services
  - 3 Special Education Assistants
- Inclusion, resource, and content mastery available
- \*Least restrictive environment





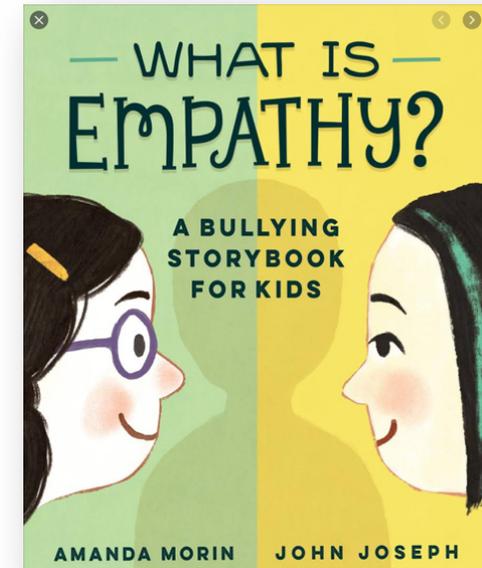
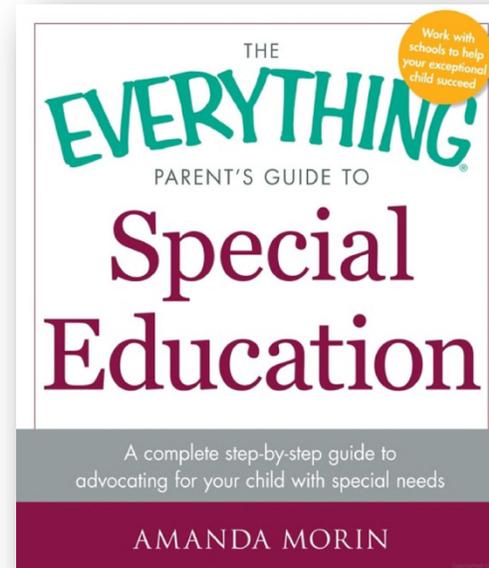
## Amanda Morin

Writer and Senior Expert  
Family Advocacy and  
Education

[Understood.org](https://www.understood.org)

[@AmandaMorin](https://twitter.com/AmandaMorin)

- Senior expert, family advocacy and education and Understood
- Former teacher and early intervention specialist
- Mother of 3, two of whom have disabilities
- Author of several books including



**How are you meeting special education needs and managing IEP meetings?**

**What is one thing going well?**

**What is one thing that poses a challenge?**

# Remote IEP meetings

- Think about using a platform that allows screen sharing and/or video
- Make sure families have internet/phone access and know how to work the tech
- Send out instructions if necessary



# Remote IEP meetings

- Meet with the translator (if needed)
- Assign a notetaker to capture the complexities of the discussion
- Use the chat feature for questions and input



# What can accommodations look like right now?

<b>Some common accommodations</b>	<b>Some virtual alternatives</b>
Listen to audio recordings instead of reading text	Audiobooks
Learn content from audiobooks, movies, videos, and digital media instead of reading print versions	Same as before
Work with fewer items per page or line	Larger font
Work with text in a larger print size	Using built-in accessibility to change font size
Have a “designated reader”—someone who reads test questions aloud to students	Text to speech, teacher recording
Hear instructions spoken aloud	Text to speech, teacher recording
Record a lesson, instead of taking notes	Speech to text, teacher recording
Get class notes from another student	Shared files or web captioning

# Discussions and Questions



# Mark your calendars

**Thursday,  
May 21  
3 pm ET**

**Learning without barriers:** Supporting English learners during distance learning

**Thursday  
May 28  
3 pm ET**

**All means all:** Equity challenges and opportunities during the COVID crisis

- What online professional learning support or resources are most helpful to you right now?
- During this period of school closures or transition to online learning, what has your district or school done to help you as an educator?

THANK YOU!

