



BEST PRACTICES FOR ADDRESSING CHALLENGES IN SPECIAL EDUCATION IN DISTANCE LEARNING

July 2020

TABLE OF CONTENTS

INTRODUCTION	3
KEY FINDINGS	3
SECTION I: IMPLEMENTING INSTRUCTIONAL ACCOMMODATIONS AND MODIFICATIONS.....	5
The Challenge.....	5
Potential Solutions.....	5
Additional Resources.....	7
SECTION II: PROVIDING SOCIAL-EMOTIONAL AND BEHAVIORAL SUPPORTS	9
The Challenge.....	9
Potential Solutions.....	9
Additional Resources.....	11
SECTION III: MAINTAINING CONTINUITY OF RELATED SERVICES	13
The Challenge.....	13
Potential Solutions.....	13
Additional Resources.....	14
APPENDIX: LINKS TO PUBLISHED GUIDANCE.....	16
ENDNOTES.....	17

INTRODUCTION

As the nation moves closer to the anticipated start of the 2020-21 school year, state, district, and school leaders have weighed the tradeoffs of various reopening scenarios (e.g., fully virtual, fully in-person, hybrid).¹ Issues around student and staff safety, learning loss, and equity (e.g., technology access, family ability to supervise at-home learning) are top-of-mind for stakeholders.² Compounding the issues affecting all students, families, and staff, continuity of special education programming and related services for students with disabilities represents another major challenge currently disrupting K-12 schools and impacting decisions at various levels of educational operations and infrastructure.³

Figure A: Distance Learning and Its Impact on Special Education

The switch to homeschooling and other educational service delivery models necessitated by the coronavirus raises a myriad of issues for students with disabilities, their families, educators, and related service providers. Students with Individualized Education Programs (IEPs) and Section 504 Service Agreements—particularly those with physical, cognitive, and/or emotional issues—typically receive an array of special services in school, including direct educational services by general education staff, aides, and trained special education staff. How will families who have no training in this area know that their children are accessing education? How will educators ensure that these students have access to the educational opportunities available to their non-disabled peers? How will a level of individualization be provided and progress measured?

Source: American Bar Association⁴

Indeed, educators face a unique obstacle in providing a free appropriate public education (FAPE) to students in the distance learning environment necessitated by COVID-19.⁵ While previously adopted IEP supports or services may be unfeasible or unsafe, there are many accommodations and modifications that can still be implemented using digital learning tools.⁶ At this time, it is up to district and school leaders, teachers, and support personnel to determine the best path forward to provide FAPE to students as “is appropriate and reasonable for each student's circumstances” and given existing barriers due to the pandemic.⁷




This report is composed of three sections, as well as [an appendix providing links to special education guidance documents](#) from the U.S. Department of Education. Each section presents a particular challenge for special education as well as one or more solutions for addressing that challenge. Sections include:

- **Section I: Implementing Instructional Accommodations and Modifications** ([challenge](#) | [solutions](#) | [additional resources](#))
- **Section II: Providing Social-Emotional and Behavioral Supports** ([challenge](#) | [solutions](#) | [additional resources](#))
- **Section III: Maintaining Continuity of Related Services** ([challenge](#) | [solutions](#) | [additional resources](#))

KEY FINDINGS



Effective IEP teams maintain consistent contact and meet as needed to discuss how the transition to at-home learning impacts students and what additional supports from the school and amendments to IEP provisions might be needed. Importantly, collaboration among educators who serve students with disabilities and between a student's school and their family allow IEP teams to determine what methods of distance learning are best for students and which methods families can most effectively support. This is especially important, as families will likely shoulder a greater proportion of academic and other supports for students who no longer attend brick-and-mortar schools.

-  **Teachers should consider practical ways to realize the instructional accommodations and curriculum adaptations specified in student IEPs while adhering to the plan requirements.** As a baseline, they should implement broader best practices in online instruction as they relate to students with disabilities, and administrators should provide teachers with direct supports and guidance on how to do so. For example, distance learning tasks and curricula may incorporate universal design features. With a strong foundational curriculum to work from, educators can closely review individual students' IEP goals, assess their current levels of performance relative to those goals, and examine how to close the gap between goal-level and current performance using accommodation features of distance learning platforms and instructional modifications for the digital learning space.
-  **Effective special educators and school leaders seek to maintain a strong sense of community with and among students with disabilities and their families.** This includes acknowledging the new difficulties students with disabilities and their families face during remote learning and providing continued positive supports and social opportunities to maintain human connections. At the same time, teachers and other staff working with students with disabilities should reestablish expectations and routines within the new learning format and teach, model, and re-teach new behaviors that will occur during virtual learning that students may be unfamiliar or inexperienced with. It is essential that special educators continue to utilize evidence-based practices and consider those online-specific behaviors that require explicit instruction, modeling, and reinforcement for students with disabilities to meet related goals outlined in their IEPs.
-  **Special educators must acknowledge the reality that caregivers will be immediately observant of and responsible for managing student behavior.** Such dynamics necessitate close coordination between schools and families and careful consideration of what supports and guidance families will need to assist students during remote learning time. For instance, special education staff may provide families with guidance on identifying rewards for positive behaviors, or teachers may assist caregivers in establishing routines for learning to reduce uncertainty and increase students' comfortability.
-  **Related service providers must consider their own ability to provide support to students remotely and students' ability to access those services effectively.** If they believe they can deliver such services effectively, practitioners should seek and review resources and suggestions from colleagues and professional associations to maximize the effectiveness of their sessions with students. At the same time, effective practitioners recognize that precise replication of in-person services is improbable. This demands that practitioners consider whether an at-home caregiver or helper can mimic any physical aspects of a given service and whether tele-appointments should be restricted to a single student or open to small groups of students to ensure proper delivery of services. Should virtual delivery of related services be impractical, the IEP team and individual service providers will need to investigate the possibility of providing services safely in person or keep a record of any missed sessions in order to offer compensatory services at a time when virtual or in-person delivery is viable.

SECTION I: IMPLEMENTING INSTRUCTIONAL ACCOMMODATIONS AND MODIFICATIONS

THE CHALLENGE

Continuing to follow the legal mandates to provide students with FAPE has proven especially difficult for districts and schools for the duration of school closures related to COVID-19. Indeed, allocating resources and focusing instructional efforts to appropriately address students' needs and IEP goals is a complex process when physical school campuses are open, let alone when accommodations and modifications must be delivered via virtual platforms or distance-based correspondence in part or whole.⁸

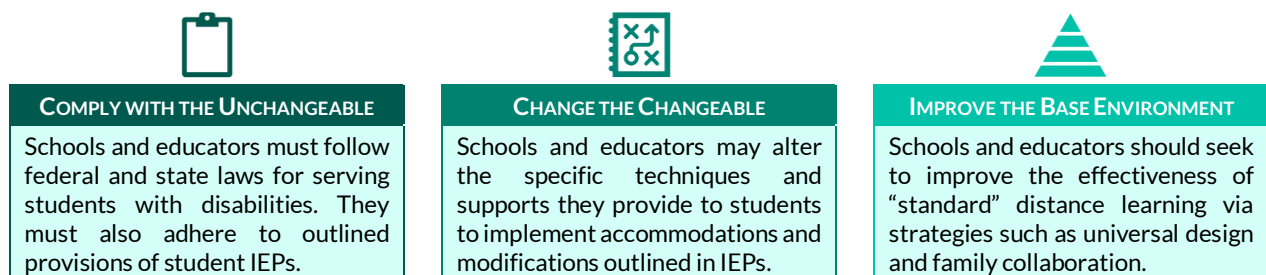
Emerging evidence also suggests that all students—including those with disabilities—are at-risk for substantial learning loss due to school closures.⁹ In fact, research shows that students with disabilities face greater risk of learning regressions when they are out of school, as well as the potential to reacquire skills and knowledge at slower rates than their peers without disabilities upon the return to school.¹⁰ Given these dynamics, it is essential that schools implement the provisions of IEPs in the most effective ways while understanding the constraints placed on curricula and instruction via distance learning formats.¹¹

POTENTIAL SOLUTIONS

All IEP team members—including parents—should maintain consistent contact and meet via phone or video as needed to discuss how the transition to at-home learning will impact students and what additional supports from the school and amendments to IEP provisions (e.g., use of accommodations, delivery mechanisms or schedules for specialized instruction) might be needed to alleviate adverse impacts resulting from such an adjustment.¹² Close collaboration will allow teachers to determine what methods of distance learning will be best for students and which ones families can most effectively support (e.g., live meetings, pre-recorded instruction).¹³ This is especially important, as families will likely need to shoulder a greater proportion of academic and other supports for students.¹⁴

The overarching objective of special educators and school leaders should be to maximize the virtual learning environment for each student with disabilities based on the full functionality of available technologies and home-based resources.¹⁵ Instructional personnel will need to determine the feasibility and logistics of various instructional arrangements (e.g., small group instruction, individual tutoring) and assess the viability of modifying curricula in established ways versus taking alternative approaches.¹⁶ Educators will need to identify what aspects of the IEP cannot be changed, which goals, modifications, and accommodations can be altered, and how to create a robust learning environment to support student success (see Figure 1.1).¹⁷

Figure 1.1: Core Considerations for Special Education During Distance Learning



Source: National School Boards Association¹⁸

At the same time, administrators, teachers, and other staff should work together to:¹⁹

- **Check for Accessibility Features and Compliance:** No matter which online platform a district or school uses to deliver online curricula, schools need make sure everyone is familiar with the accessibility features that platform

supports. Many students who use assistive technology (AT) need to have the ability to utilize their own AT device or their own AT software. If the platform is not accessible for AT devices, then the student could be excluded from instruction and participation with their peers. Fortunately, many platforms have features such as zoom or magnification, closed captioning, and keyboard navigation.

- **Teach the Layout and Functionality of New Platforms:** If a class has never met online before, there will be students who will not know how to use all the features the hosting platform provides. Teaching the platform's layout will be the most important step for any student who is an AT user and has never used the site before. Teachers should take plenty of time to review the features and explain how to navigate the site, such as how to screen share, share documents, use the chat feature, raise a hand, and find the mute button. In doing so, teachers should be explicit and let students practice to build fluency.
- **Anticipate Challenges and Anxieties:** Many students, teachers, and families are using online tools for the first time, and it is helpful to foster curiosity and ask questions about what is and is not working at home from students', families', and teachers' perspectives. Every student and home is different, and these differences can encompass a wide range of variability. To help with anxiety and mitigate challenges, teachers and schools should think ahead and give students and families schedules ahead of time to prepare. Students with disabilities may need more detailed schedules requiring specific task analysis, so they can ease anxiety about the unknown.

Teachers might also consider practical ways to realize the instructional accommodations and curriculum adaptations specified in student IEPs while adhering to the plan requirements.²⁰ As a baseline, teachers should seek to implement best practices in online instruction more broadly and as they relate to students with disabilities, and administrators should provide teachers with direct supports and guidance on how to do so.²¹ This includes committing to and consistently enacting accepted high-leverage instructional practices for special education (see Figure 1.2).²² Likewise, intentionally planning instruction around the universal design principles of presenting content via multiple modalities and establishing variable pathways for students to engage with learning and show their understanding will reinforce the “standard” curriculum.²³ Then, with a strong foundational curriculum to work from, educators can closely review individual students' IEP goals, assess their current levels of performance relative to those goals, and examine how to close the gap between goal-level and current performance using accommodation features of distance learning platforms and instructional modifications for the digital learning space.²⁴

Figure 1.2: High-Leverage Instructional Practices in Special Education




- 
- Identify and prioritize long- and short-term learning goals
 - Systematically design instruction toward a specific learning goal
 - Adapt curriculum tasks and materials for specific learning goals
 - Teach cognitive and metacognitive strategies to support learning and independence
 - Provide scaffolded supports
 - Use explicit instruction
 - Use flexible grouping
 - Use strategies to promote active student engagement
 - Use assistive and instructional technologies
 - Provide intensive instruction
 - Teach students to maintain and generalize new learning across time and settings
 - Provide positive and constructive feedback to guide students' learning and behavior

Source: Council for Exceptional Children and Collaboration for Effective Educator Development, Accountability, and Reform²⁵

While barriers, effective instruction around IEP goals is still possible if educators commit to familiarizing themselves with students' needs and available technology's functionality and partnering with colleagues and families to reframe accommodation and modifications (see Figure 1.3).²⁶ District and school leaders, teachers, and families need “to think outside of the box in terms of how to continue teaching students outside of the classroom” and ensure that they can access content and instructional activities which are appropriate for their disability and current level of performance.²⁷ Furthermore, teachers should continue to emphasize

inclusion in “regular” instruction with appropriate scaffolds so that students with disabilities can learn alongside their peers and maintain greater engagement due to participation in social activities.²⁸

Figure 1.3: Key Actions to Facilitate Instructional Accommodations and Modifications

ACTION	DESCRIPTION
 Commit	IEPs teams must commit to discussing each student’s needs in order to provide individualized supports. For example, students that receive instruction via self-paced packet work may need a regular commitment from educators to teach new material and differentiate instruction for students who may not have prerequisite skills developed. Teachers can reach out to families, assess progress, and provide direct support rather than require families to take the initiative. Families may need help to access and use technology, understand academic concepts, set routines, and manage behavior.
 Create	There is flexibility in special education law, and educators have the freedom to think differently about how to support students with disabilities. For the youngest children who have an Individualized Family Service Program (IFSP), all programming is individualized and takes place in their natural learning environment. School-based educators can take a family-oriented approach to service delivery from that model that takes the child’s daily environment and family situation into account when setting goals and informing progress.
 Collaborate	Building and maintaining a positive relationship with families is a key tenet of the IEP process. In distance learning formats, families are asked to take a significant role in educating their children. Teachers and families should collaboratively review students’ IEP goals and determine where and how to work on them. Families can be empowered to collect data (in a controlled environment), and, because they experience it firsthand, truly understand how their child struggles and succeeds. Teachers can help families see how much they can accomplish at home.

Source: School of Education, Johns Hopkins University²⁹

ADDITIONAL RESOURCES

Starting below, Figure 1.4 provides additional open-access resources from other organizations that district and school administrators, teachers, and other staff members can reference to support their ability to implement instructional accommodations and modifications for students with disabilities in distance learning formats. These resources represent a sample of available guidance around how to plan and deliver effective instruction to students with disabilities for the duration of distance learning.

Figure 1.4: Resources to Support Implementation of Instructional Accommodations and Modifications

RESOURCE	PUBLISHER	FORMAT	SHORTENED URL*
An Educator’s Guide to Virtual Learning: 4 Actions to Support Students with Disabilities and Their Families ³⁰	National Center for Learning Disabilities	PDF document	https://qrgo.page.link/fZQLf
Equity Matters 2016: Digital and Online Learning for Students with Disabilities ³¹	Center on Online Learning and Students with Disabilities	PDF document	https://qrgo.page.link/Wofe7
High-Leverage Practices in Special Education: Instruction ³²	Council for Exceptional Children and Collaboration for Effective Educator Development, Accountability, and Reform	PDF document	https://qrgo.page.link/khr7H
Resource Planning for Students with Disabilities During the COVID-19 Pandemic ³³	WestED	Webinar	https://qrgo.page.link/uE4mX
Resources and Guidance for Educators ³⁴	Educating All Learners Alliance	Webpage	https://qrgo.page.link/duyuB

RESOURCE	PUBLISHER	FORMAT	SHORTENED URL*
Special Education Guidance: At Home Learning for Students with Disabilities ³⁵	Texas Education Agency	PDF document	https://qrgo.page.link/mTuqH
The UDL Guidelines ³⁶	Center for Applied Special Technology	Webpage	https://qrgo.page.link/CQfn7

* The URLs contained in the "Shortened URL" column have embedded hyperlinks.

Source: Multiple³⁷

SECTION II: PROVIDING SOCIAL-EMOTIONAL AND BEHAVIORAL SUPPORTS




THE CHALLENGE


Students with disabilities may experience a sense of loss and a variety of social-emotional challenges when participating in distance learning, especially if that transition occurred involuntarily—as in the case of coronavirus.³⁸ Remote instruction and learning entirely or in part at home when they would typically be at a brick-and-mortar school can disrupt students’ routines, increase their anxiety, and make it more difficult to focus on their goals.³⁹ At the same time, much more of the responsibility for managing students’ social-emotional and behavioral needs has shifted to caregivers who must supervise students who are not at school, necessitating an alternative approach to that which would typically occur on school campuses.⁴⁰

POTENTIAL SOLUTIONS

Special educators and school leaders should maintain a strong sense of community with and among students with disabilities and their families.⁴¹ This includes acknowledging the difficulties students with disabilities and their families face during remote learning and providing continued positive supports and social opportunities to maintain human connections.⁴² At the same time, teachers and other staff working with students with disabilities should reestablish expectations and routines and teach, model, and re-teach new behaviors that will occur during virtual learning that students may be unfamiliar or inexperienced with.⁴³ It is essential that special educators utilize evidence-based practices (see Figure 2.1) while considering those online-specific behaviors that require explicit instruction and reinforcement for students with disabilities to meet related goals outlined in their IEPs.⁴⁴

Figure 2.1: High-Leverage Social-Emotional and Behavior Practices in Special Education

PRACTICE	DESCRIPTION
 <p data-bbox="217 1255 462 1367">Establish a Consistent, Organized, and Respectful Learning Environment</p>	<p data-bbox="500 1146 1421 1402">Teachers should establish age-appropriate and culturally responsive expectations, routines, and procedures for their virtual classrooms that are positively stated, explicitly taught, and practiced regularly. Teachers should provide age-appropriate performance feedback in meaningful and caring ways. By establishing, following, and reinforcing expectations of all students, teachers reduce the potential for challenging behavior and increase student engagement. When establishing learning environments, teachers should build mutually respectful relationships with students and engage them in setting the classroom climate (e.g., rules and routines). Teachers should also be respectful and value ethnic, cultural, contextual, and linguistic diversity to foster student engagement.</p>
 <p data-bbox="217 1493 462 1604">Provide Positive and Constructive Feedback to Guide Students’ Learning and Behavior</p>	<p data-bbox="500 1419 1421 1593">The purpose of feedback is to guide student learning and behavior and increase motivation, engagement, and independence. Effective feedback must be strategically delivered and goal-directed. Feedback may be verbal, nonverbal, or written, and it should be timely, contingent, genuine, meaningful, age-appropriate, and at rates commensurate with task and phase of learning. Teachers should provide ongoing feedback until learners reach their established goals.</p>
 <p data-bbox="217 1724 462 1759">Teach Social Behaviors</p>	<p data-bbox="500 1619 1421 1780">Teachers should explicitly teach appropriate interpersonal skills and align lessons with existing expectations. Prior to teaching, teachers should determine the nature of the social skill challenge. If students do not know how to perform a target skill, direct instruction should be provided until mastery is achieved. Then, emphasis should shift to prompting students to use the skill and ensuring the “appropriate” behavior accesses a positive reinforcement.</p>

PRACTICE	DESCRIPTION
 <p>Conduct Functional Behavioral Assessments to Develop Individual Student Behavior Support Plans</p>	<p>Creating individual behavior plans is a central role of special educators. Key to successful plans is conducting a functional behavioral assessment (FBA) any time behavior is chronic, intense, or impedes learning. A comprehensive FBA results in a hypothesis about the function of the student's problem behavior. Once function is determined, a behavior intervention plan is developed that teaches the student a pro-social replacement behavior that will serve the same or similar function, alters the environment to make the replacement behavior more efficient and effective than the problem behavior, alters the environment to no longer allow the problem behavior to access the previous outcome, and includes ongoing data collection to monitor progress.</p>

Source: Council for Exceptional Children and Collaboration for Effective Educator Development, Accountability, and Reform⁴⁵

Special educators must also acknowledge the reality that caregivers will be immediately observant of and responsible for managing student behavior.⁴⁶ Such dynamics necessitate close coordination between schools and families and careful consideration of what supports and guidance families will need to assist students during remote learning time (see Figure 2.2).⁴⁷ For instance, special education staff may provide families with guidance on identifying rewards for positive behaviors, or teachers may assist caregivers in establishing routines for learning to reduce uncertainty and increase students' comfortability.⁴⁸

Figure 2.2: Key Behavior Management Questions for Students with Disabilities During Distance Learning

- How can districts and schools support families with their child's IEP and behavior intervention plan (BIP) in the home learning environment?
 - What strategies can families use to teach replacement behaviors?
 - What strategies can families use when the target behaviors (i.e., problem behaviors) occur?
 - How can families reinforce the desired behaviors?
 - How can school staff successfully encourage families to communicate with the IEP team to clarify the strategies in the BIP and how these might look at home?
 - What positive reinforcements can families implement easily at home (e.g., TV time, call a friend, social media break, drawing break, toy time)?
- What strategies can teachers deploy to help students and families manage workflow during distance learning?
 - When, where, and how can students and families access the materials (e.g., computer, packets, websites, school supplies, reinforcement checklists and rewards) that will be needed to complete the required assignments?
 - What tasks will students be able to complete independently?
 - What are the tasks that the student will need to complete which will require assistance?
 - How can families contact teachers and support staff for additional assistance on learning tasks?
- At what times will live (i.e., synchronous) learning take place that students will need to be online for?
 - What guidance do students and families need to join synchronous learning time?
 - What strategies and tips can the district and school provide to help students sustain focus and to minimize distractions in the home environment?
- How can the larger IEP team monitor student behavior and support families in tracking students' behavioral progress at home, especially during independent (i.e., asynchronous) learning time?

Source: Texas Education Agency⁴⁹

Teachers and other special education staff can also support students and families by:⁵⁰

- Structuring activities which are interactive and focus on building and sustaining relationships among students;
- Incorporating intentional community-building and self-care strategies into class meetings and assignments;
- Partnering with students and families to adapt existing school or classroom expectations and norms to fit the remote learning environment;
- Encouraging student groups to consider ways they can help the larger student body feel connected;
- Offering remote adaptations of important milestones and events, when possible (e.g., graduation/promotion, dances, concerts, performances, yearbooks);

- Providing students and families with information on support services, closure logistics, classwork, and grades;
- Offering remote opportunities for families to ask questions, share successes and challenges, or learn about a particular academic topic so that they can better support learning at home;
- Setting virtual office hours, sending subject-specific information for families along with student work, or suggesting videos or articles on child development, grade-level academic content, parenting tips, and other topics;
- Finding ways for families to have agency in their students' distance-learning experiences, provide feedback to the school, and connect with other families;
- Remembering that families are coping with compounding stressors (e.g., caring for sick relatives, living with a large number of people, facing food insecurity, providing essential services in the community);
- Ensuring that all families receive information that is culturally relevant and linguistically appropriate; and
- Keeping an eye out for indicators that any individual student or family is struggling socially, emotionally, or academically and following up on emerging concerns in a timely fashion.

ADDITIONAL RESOURCES

Beginning below, Figure 2.3 provides additional open-access resources from other organizations that district and school administrators, teachers, and other staff members can reference to support their ability to provide social-emotional and behavioral supports for students with disabilities in distance learning formats. These resources represent a sample of available guidance around how to implement behavioral management and social-emotional learning for students with disabilities for the duration of distance learning. The resources can also be shared with families to further support behavior management.

Figure 2.3: Resources to Support Implementation of Social-Emotional and Behavioral Supports

RESOURCE	PUBLISHER	FORMAT	SHORTENED URL*
Behavior Management Coronavirus Resources for Families ⁵¹	Cincinnati Children's Hospital	Webpage	https://qrgo.page.link/i4FSn
Behavior Management While Distance Learning: A Guide for Parents and Caregivers ⁵²	Oklahoma Department of Education, Oklahoma Parents Center, and Oklahoma Pediatric Therapy Center	Interactive PDF document	https://qrgo.page.link/pj79s
Community-Care Strategies for Schools During the Coronavirus Crisis: Practical Tips for School Staff and Administrators ⁵³	Center to Improve Social and Emotional Learning and School Safety, WestEd	PDF document	https://qrgo.page.link/dj1Jc
COVID-19: Supporting Challenging Behaviors at Home ⁵⁴	Texas Education Agency	PDF document	https://qrgo.page.link/GCZ73
Creating a PBIS Behavior Teaching Matrix for Remote Instruction ⁵⁵	Center on Positive Behavioral Interventions and Supports, University of Oregon	PDF document	https://qrgo.page.link/J56Dg
Guidance on Adapting Check-In Check-Out (CICO) for Distance Learning ⁵⁶	Center on Positive Behavioral Interventions and Supports, University of Oregon	PDF document	https://qrgo.page.link/oVuUq
Remote Learning Resources for SEL, Mental Health, and Behavior ⁵⁷	Colorado Department of Education	Webpage	https://qrgo.page.link/Yw284

RESOURCE	PUBLISHER	FORMAT	SHORTENED URL*
Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students ⁵⁸	Center on Positive Behavioral Interventions and Supports, University of Oregon, National Center on Intensive Intervention, American Institutes for Research, and National Integrated Multi-Tiered Systems of Support Research Network	PDF document	https://qrgo.page.link/yKv2H
Supporting Students with Disabilities During COVID-19 and Afterwards ⁵⁹	Division of Early Intervention and Special Education Services, Maryland State Department of Education	PDF document	https://qrgo.page.link/fyX4y
Ten Positive Behavior Support Strategies to Support Families at Home ⁶⁰	Association for Positive Behavior Support	PDF document	https://qrgo.page.link/HYdqs

* The URLs contained in the "Shortened URL" column have embedded hyperlinks.

Source: Multiple⁶¹

SECTION III: MAINTAINING CONTINUITY OF RELATED SERVICES





THE CHALLENGE

Districts, schools, and related service providers face major obstacles delivering hands-on and one-to-one services to students with disabilities of varying severities under a virtual or distance learning arrangement.⁶² In particular, services for students with moderate and severe disabilities—including physical therapy, occupational therapy, and intensive instructional and behavioral supports from specially-trained support staff—face constraints in their delivery in the absence of face-to-face interaction and supervision and given the inability to provide physical supports and guidance as necessary.⁶³ As such, districts and schools need to thoughtfully consider strategies by which they can provide students with related services and assistive technologies to the greatest extent possible when operating under distance learning.⁶⁴ In some cases, this may include offering onsite services and supports in line with recommended safety and health guidelines.⁶⁵

POTENTIAL SOLUTIONS

The reality of coronavirus necessitates that related service professionals—such as psychologists, speech-language pathologists, occupational therapists, and physical therapists—transfer their work to a tele-practice format or offer in-person services adhering to federal and state health mandates.⁶⁶ Related service providers must remain vigilant regarding federal, state, and local mandates for those supports they provide to students, and they should also review any guidance from their professional associations (e.g., American Psychological Association, American Speech-Language Hearing Association, American Occupational Therapy Association) or accrediting bodies for offering services via tele-platforms (see Figure 3.1).⁶⁷

Figure 3.1: Core Considerations for Tele-Services

CONSIDERATION	DESCRIPTION
 The Population Being Served	Services can be delivered via telehealth across all populations including, but not limited to children, individuals with disabilities, and older adults. When assessing populations to be served via telehealth, educational agencies should also consider privacy and consent laws and policies. For example, many routine pediatric conditions can be addressed via telehealth, following similar policies and procedures implemented for adults.
 The Service Being Delivered	Educational agencies should review services for the possibility of being delivered via telehealth even if they have not traditionally been delivered in such a manner. This includes reviewing legal requirements and payment methodologies to ensure there are no restrictions that would prevent service delivery through telehealth.
 The Practitioner Delivering the Service	Not every provider or practitioner can deliver every service via telehealth. Educational agencies should review the range of providers and practitioners—such as physical, occupational, or speech therapists—to determine which services can be legitimately delivered via one of the telehealth modalities.
 The Technology Being Used	The dominant form of telehealth is generally thought of as two-way audio/visual communication or a video chat. However, telehealth is much broader than that. Other forms—such as store-and-forward and remote patient monitoring have existed alongside this two-way modality. Educational agencies must determine the best format if tele-practice will be implemented for related services.

Source: Centers for Medicare and Medicaid Services⁶⁸

Related service providers must consider their own ability to support students remotely and students' ability to access their services effectively (see Figure 3.2).⁶⁹ If they believe they can deliver such services effectively, related service providers should seek and review resources and suggestions from colleagues and

professional associations to maximize the effectiveness of their sessions with students.⁷⁰ At the same time, practitioners should recognize that precise replication of in-person services is improbable.⁷¹ This demands that practitioners consider whether an at-home caregiver or helper can mimic any physical aspects of a given service and whether tele-appointments should be restricted to a single student or open to small groups of students to ensure proper delivery of services.⁷² Should virtual delivery of related services be impractical, the IEP team and individual service providers will need to investigate the possibility of providing services safely in person or keep a record of any missed sessions in order to offer compensatory services at a time when virtual or in-person delivery is viable.⁷³

Figure 3.2: Supportive District Actions to Facilitate Related Services

- Assess each practitioner's access to technology (e.g., devices, broadband internet, video conferencing)
- Assess each practitioner's access to the necessary services and supports (e.g., childcare, COVID testing, protective equipment) that allow them to do their work virtually or in-person
- Offer professional development opportunities to build personnel knowledge and skills around implementing online and remote learning opportunities designed for children and families
- Offer professional development opportunities to build personnel capacity related to coaching families around social-emotional learning and development
- Assess and provide supports addressing the mental wellness and self-care of personnel, including reflective supervision
- Adapt current evaluation strategies to capture data on the various and unique ways in which practitioners are delivering services to children and families

Source: Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill⁷⁴

ADDITIONAL RESOURCES

Beginning below, Figure 3.3 provides additional open-access resources from other organizations that district and school administrators, teachers, and other staff members can reference to support their ability to maintain provision of related services for students with disabilities in distance learning formats. These resources represent a sample of available guidance around how to design and deliver related services for the duration of distance learning.

Figure 3.3: Resources to Support Delivery of Related Services

RESOURCE	PUBLISHER	FORMAT	SHORTENED URL*
Considerations Regarding COVID-19 for Schools and Students with Disabilities ⁷⁵	American Speech-Language-Hearing Association	Webpage	https://qrgo.page.link/NiGiP
Coronavirus Disease (COVID-19) ⁷⁶	Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill	Webpage	https://qrgo.page.link/7BvTY
COVID-19 FAQ: Occupational Therapy (OT) and Physical Therapy (PT) ⁷⁷	Texas Education Agency	PDF document	https://qrgo.page.link/ZeJVB
Information Pertaining to Occupational Therapy in the Era of Coronavirus (COVID-19) ⁷⁸	American Occupational Therapy Association	Webpage	https://qrgo.page.link/UMw7r
Pediatric and School-Based Therapy During the COVID-19 Pandemic ⁷⁹	American Physical Therapy Association	Webpage	https://qrgo.page.link/pmQ44
Planning for the Use of Video Conferencing for Early Intervention Home Visits During the COVID-19 Pandemic ⁸⁰	Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill	PDF document	https://qrgo.page.link/xB2Lr
Resuming Services in Schools During COVID-19 ⁸¹	American Speech-Language-Hearing Association	Webpage	https://qrgo.page.link/X4vxd

RESOURCE	PUBLISHER	FORMAT	SHORTENED URL*
Telehealth Resources to Address COVID-19	National Consortium of Telehealth Research Centers	Webpage	https://qrgo.page.link/xpBsa
Telehealth: Virtual Service Delivery Updated Recommendations ⁸²	National Association of School Psychologists	Webpage	https://qrgo.page.link/giR1L
Virtual Service Delivery in Response to COVID-19 Disruptions ⁸³	National Association of School Psychologists	Webpage	https://qrgo.page.link/5GrMJ

* The URLs contained in the "Shortened URL" column have embedded hyperlinks.

Source: Multiple⁸⁴

APPENDIX: LINKS TO PUBLISHED GUIDANCE

The following are published documents from the U.S. Department of Education Department of Education specifying guidelines and requirements for districts in maintaining continuity of special education services while engaging in virtual learning and for the duration of COVID-19-related school closures and remote learning. All documents are hyperlinked and can be accessed using the shortened URL codes provided in the righthand column.

Figure C: Published Federal Guidance Documents for Special Education

DOCUMENT	DATE	SHORTENED URL*
Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak ⁸⁵	3/12/2020	https://qr.go.page.link/EgHsQ
Supplemental Fact Sheet: Addressing Serving Children with Disabilities During COVID-19 National Emergency ⁸⁶	3/21/2020	https://qr.go.page.link/Mjy3v
RSA COVID-19 Questions and Answers: Fiscal Management of the VR Program ⁸⁷	4/29/2020	https://qr.go.page.link/rYsB9
RSA COVID-19 Questions and Answers: Administration of the VR Services, AIVRS, and Randolph-Sheppard Programs ⁸⁸	5/14/2020	https://qr.go.page.link/iLHTT
IDEA Part B Dispute Resolution in COVID-19 Environment Q&A Documents ⁸⁹	6/22/2020	https://qr.go.page.link/Jizom
IDEA Part C Dispute Resolution in COVID-19 Environment Q&A Documents ⁹⁰	6/22/2020	https://qr.go.page.link/x7E4j
IDEA Part B Use of Funds in COVID-19 Environment Q&A Documents ⁹¹	6/25/2020	https://qr.go.page.link/VznMn
IDEA Part C Use of Funds in COVID-19 Environment Q&A Documents ⁹²	6/25/2020	https://qr.go.page.link/keQeR
Flexibility in Implementation of IDEA Part B Fiscal Requirements ⁹³	6/26/2020	https://qr.go.page.link/wLVDm
IDEA Part B Procedural Safeguards in the COVID-19 Environment ⁹⁴	6/30/2020	https://qr.go.page.link/VtKiq
IDEA Part C Procedural Safeguards in the COVID-19 Environment ⁹⁵	6/30/2020	https://qr.go.page.link/H8WnT
IDEA Part C Evaluation and Assessment Timelines in the COVID-19 Environment ⁹⁶	7/6/2020	https://qr.go.page.link/Zua2e

* The URLs contained in the "Shortened URL" column have embedded hyperlinks.

Source: U.S. Department of Education and QR Code Generator⁹⁷

ENDNOTES

- ¹[1] Belsha, K. "Will Schools Be Able to Reopen in the Fall? Fauci Says Answer Will Be 'Very Different' Across the Country." Chalkbeat, May 12, 2020. <https://www.chalkbeat.org/2020/5/12/21256193/reopen-schools-in-fall-fauci-testifies-answer-will-vary> [2] Turner, C. "Senate Panel Asks: When Can K-12 Schools Safely Reopen?" National Public Radio, June 10, 2020. <https://www.npr.org/sections/coronavirus-live-updates/2020/06/10/874049532/senate-panel-asks-when-can-k-12-schools-safely-reopen> [3] Khazan, O. "The School Reopeners Think America Is Forgetting About Kids." The Atlantic, June 25, 2020. <https://www.theatlantic.com/health/archive/2020/06/will-schools-reopen-fall/613468/>
- ²[1] Page, S. "Back to School? 1 in 5 Teachers Are Unlikely to Return to Reopened Classrooms This Fall, Poll Says." USA TODAY, May 27, 2020. <https://www.usatoday.com/story/news/education/2020/05/26/coronavirus-schools-teachers-poll-ipsos-parents-fall-online/5254729002/> [2] Strauss, V. "It's Mid-June and Schools Still Aren't Sure How They Will Open for 2020-21. Here's Why — and What's Likely to Happen." The Washington Post, June 18, 2020. <https://www.washingtonpost.com/education/2020/06/18/its-mid-june-schools-still-arent-sure-how-they-will-open-2020-21-heres-why-whats-likely-to-happen/> [3] Camera, L. "Reopening America's Schools and the Privilege of Opting Out." U.S. News and World Report, May 22, 2020. <https://www.usnews.com/news/the-report/articles/2020-05-22/reopening-americas-schools-and-the-privilege-of-opting-out> [4] Tate, E. "What Will Schools Do in the Fall? Here Are 4 Possible Scenarios." EdSurge, May 27, 2020. <https://www.edsurge.com/news/2020-05-27-what-will-schools-do-in-the-fall-here-are-4-possible-scenarios>
- ³ [1] Bakken, K. et al. "Special Education and COVID-19 School Closures." The Century Foundation, April 7, 2020. <https://tcf.org/content/commentary/special-education-covid-19-school-closures/> [2] "Home." Educating All Learners Alliance. <https://www.educatingalllearners.org> [3] Schaeffer, K. "As Schools Shift to Online Learning Amid Pandemic, Here's What We Know About Disabled Students in the U.S." Pew Research Center, April 23, 2020. <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/>
- ⁴ Figure contents quoted verbatim, with minor adaptations, from: Almazan, S. et al. "Learning for Students with Disabilities in the Time of COVID-19." American Bar Association, April 22, 2020. https://www.americanbar.org/groups/crsj/events_cle/program-archive/covid-students-with-disabilities/
- ⁵ "Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak." U.S. Department of Education, March 12, 2020. pp. 1–5. <https://www2.ed.gov/policy/speced/guid/idea/memosdcitrs/qa-covid-19-03-12-2020.pdf>
- ⁶ "Supplemental Fact Sheet: Addressing Serving Children with Disabilities During COVID-19 National Emergency." U.S. Department of Education, March 21, 2020. pp. 1–2. <https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>
- ⁷ "Bureau of Special Education (BSE) Guidance on Act 13 of 2020." Pennsylvania Department of Education. <https://www.education.pa.gov/K-12/Special-Education/FAQContact/Pages/Act13Guidance.aspx>
- ⁸ "Resource Planning for Students with Disabilities During the COVID-19 Pandemic." WestEd, April 28, 2020. <https://www.wested.org/resources/reallocating-resources-for-all-students-including-students-with-disabilities/>
- ⁹ Gill, B. et al. "Considerations for Reopening Pennsylvania Schools." Regional Educational Laboratory Mid-Atlantic, June 2020. pp. 9–11. <https://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/ReopeningPASchools.pdf>
- ¹⁰ [1] Wachtel, S. "Putting a Stop-Block on the Summer Slide." Rethink Education, June 1, 2015. <https://www.rethinked.com/blog/tag/learning-loss/> [2] Hawk, A. "8 Ways to Counter Summer Learning Loss in Kids with Learning Disabilities." Free Spirit Publishing, May 24, 2018. <https://freespiritpublishingblog.com/2018/05/24/8-ways-to-counter-summer-learning-loss-in-kids-with-learning-disabilities/> [3] Cooper, H. "Summer Learning Loss: The Problem and Some Solutions." LD OnLine | WETA. <http://www.ldonline.org/article/8057/>
- ¹¹ Hulett, K. "The State of My Field: Special Education in the COVID-19 Era." Rethink Education, May 18, 2020. <https://www.rethinked.com/blog/2020/05/18/the-state-of-my-field-special-education-in-the-covid-19-era/>
- ¹² "COVID-19 Educator Resources." National Center for Learning Disabilities. <https://www.ncl.org/covid-19-educator-resources/>
- ¹³ [1] "Preparing for Infectious Disease: Department of Education Recommendations to Ensure the Continuity of Teaching and Learning for Schools (K-12) During Extended Student Absence or School Dismissal." U.S. Department of Education. p. 2. <https://www2.ed.gov/about/offices/list/oese/osh/osh-infectious-disease-guidance.pdf> [2] Tindle, K., B. East, and D. Mellard. "Online Learning for Students with Disabilities: Considerations for SEA Policies and Procedures." Center on Online Learning and Students with Disabilities, February 2017. pp. 4–5. https://nasdse.org/docs/SEA_Resource_Document_February2017.pdf
- ¹⁴ Burdette, P.J. and D.L. Greer. "Online Learning and Students with Disabilities: Parent Perspectives." *Journal of Interactive Online Learning*, 13:2, 2014. pp. 76–78.
- ¹⁵ Cai, J. "COVID-19 School Closures and Services to Students with Disabilities." National School Boards Association, April 24, 2020. <https://www.nsba.org:443/Perspectives/2020/school-closures-idea-students>
- ¹⁶ Lee, A.M.I. "Special Education and the Coronavirus: Legal FAQs About IEPs." Understood. <https://www.understood.org/en/school-learning/special-education-coronavirus-faqs>
- ¹⁷ Cai, Op. cit.
- ¹⁸ Figure adapted from: Ibid.
- ¹⁹ Bulleted text quoted verbatim, with minor adaptations, from: Barker, E. "6 Ways to Support Students with Disabilities During COVID-19 School Closures." Northwest Evaluation Association, April 7, 2020. <https://www.nwea.org/blog/2020/6-ways-to-support-students-with-disabilities/>
- ²⁰ Cai, Op. cit.
- ²¹ "An Educator's Guide to Virtual Learning: 4 Actions to Support Students with Disabilities and Their Families." National Center for Learning Disabilities, 2020. pp. 1–2. <https://www.ncl.org/wp-content/uploads/2020/03/An-Educators-Guide-to-Virtual-Learning-4-Actions-to-Support-Students-With-Disabilities-and-Their-Families.pdf>

- ²² McLeskey, J. et al. "High-Leverage Practices in Special Education: Instruction." Council for Exceptional Children and Collaboration for Effective Educator Development, Accountability, and Reform, January 2017. p. 1. <https://highleveragepractices.org/wp-content/uploads/2017/04/InstructionsShort1.pdf>
- ²³ "The UDL Guidelines." Center for Applied Special Technology, 2018. http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-home
- ²⁴ "Supporting Students with Learning Disabilities During School Closures." Teaching Tolerance and California Collaborative for Educational Excellence, April 22, 2020. <https://www.tolerance.org/magazine/supporting-students-with-learning-disabilities-during-school-closures>
- ²⁵ Figure contents quoted verbatim from: McLeskey et al., "High-Leverage Practices in Special Education: Instruction," Op. cit., pp. 1-7.
- ²⁶ Gangone, L.M. "Special Education Equity in the Era of COVID-19." American Association of Colleges for Teacher Education. <https://aacte.org/2020/04/special-education-equity-in-the-era-of-covid-19/>
- ²⁷ [1] "CEC Quick Takes: Teaching Special Education Online." Council for Exceptional Children. <https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/Webinars/Quick-Takes-for-Teaching-Online> [2] Greer, D. and D.D. Deshler. "Looking at Online Learning Through the Accessibility Lens." Institute for Effective Education, University of York, and Center for Research and Reform in Education, Johns Hopkins University, October 2013. <http://www.betterevidence.org/issue-13/looking-at-online-learning-through-the-accessibility-lens/>
- ²⁸ May, T. et al. "Supporting Inclusionary Practices During School Facility Closure." Washington Office of Superintendent of Public Instruction, April 2020. pp. 4, 6. <https://www.k12.wa.us/sites/default/files/public/specialed/inclusion/Supporting-IP-School-Facility-Closure.pdf>
- ²⁹ Figure contents quoted verbatim, with minor adaptations, from: Carling, L. "Opinion: What's at Stake for Students with Disabilities During the COVID-19 Pandemic." School of Education, Johns Hopkins University, April 20, 2020. <https://education.jhu.edu/2020/04/whats-at-stake-for-students-with-disabilities-during-the-covid-19-pandemic/>
- ³⁰ "An Educator's Guide to Virtual Learning: 4 Actions to Support Students with Disabilities and Their Families," Op. cit.
- ³¹ "Equity Matters 2016: Digital and Online Learning for Students with Disabilities." Center on Online Learning and Students with Disabilities, 2016. <http://www.centerononlinelearning.res.ku.edu/wp-content/uploads/2017/04/EquityMatters2016Final.pdf>
- ³² McLeskey et al., "High-Leverage Practices in Special Education: Instruction," Op. cit.
- ³³ "Resource Planning for Students with Disabilities During the COVID-19 Pandemic," Op. cit.
- ³⁴ "Resources and Guidance for Educators." Educating All Learners Alliance. <https://www.educatingalllearners.org>
- ³⁵ "Special Education Guidance: At Home Learning for Students with Disabilities." Texas Education Agency, 2020. https://tea.texas.gov/sites/default/files/covid/ic_guiding_questions_for_students_with_disabilities_acc_4.30.pdf
- ³⁶ "The UDL Guidelines," Op. cit.
- ³⁷ Shortened URLs generated using: "Generate." QR Code Generator. <https://www.the-qr-code-generator.com/>
- ³⁸ "COVID-19 Planning Considerations: Guidance for School Re-Entry." American Academy of Pediatrics, June 25, 2020. <http://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
- ³⁹ [1] "Responding to the Novel Coronavirus (COVID-19) Outbreak Through PBIS." Center on Positive Behavioral Interventions and Supports, University of Oregon, March 2020. pp. 3-4. [https://assets-global.website-files.com/5d3725188825e071f1670246/5e713cc6a814d74f2453520c_Responding%20to%20the%20Novel%20Coronavirus%20\(COVID-19\)%20Outbreak%20through%20PBIS.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5e713cc6a814d74f2453520c_Responding%20to%20the%20Novel%20Coronavirus%20(COVID-19)%20Outbreak%20through%20PBIS.pdf) [2] Kelly, A. "COVID-19: Helping Families with Special Needs During a Public Health Crisis." Devereux Advanced Behavioral Health. https://www.devereux.org/site/SPageServer/?pagename=helping_families [3] "Parenting in a Pandemic: Tips to Keep the Calm at Home." HealthyChildren.Org | American Academy of Pediatrics, June 24, 2020. <https://www.healthychildren.org/English/health-issues/conditions/COVID-19/Pages/Parenting-in-a-Pandemic.aspx>
- ⁴⁰ [1] Johnson, B. "How to Coach Parents Who Are Teaching at Home." Edutopia | George Lucas Educational Foundation, July 8, 2020. <https://www.edutopia.org/article/how-coach-parents-who-are-teaching-home> [2] Noonoo, S. "Parents Are Getting More Involved in Remote Learning. Is That a Good Thing?" EdSurge, June 2, 2020. <https://www.edsurge.com/news/2020-06-02-parents-are-getting-more-involved-in-remote-learning-is-that-a-good-thing>
- ⁴¹ Rock, P. "Maintaining Classroom Community Online." Participate Learning, April 7, 2020. <https://www.participatelearning.com/blog/maintaining-classroom-community-online/>
- ⁴² [1] "eLearning with PBIS Rewards - PBIS in a Distance Learning Classroom." PBIS Rewards. <https://www.pbisrewards.com/blog/elearning-pbis-rewards/> [2] "Continuity of Learning During COVID-19." Office of Special Education Programs, U.S. Department of Education. <https://osepideasthatwork.org/continuity-learning-during-covid-19> [3] "Well-Being and Connection During COVID-19." Colorado Department of Education. <https://www.cde.state.co.us/safeschools/wellbeing>
- ⁴³ "Responding to the Novel Coronavirus (COVID-19) Outbreak Through PBIS," Op. cit., p. 3.
- ⁴⁴ "Creating a PBIS Behavior Teaching Matrix for Remote Instruction." Center on Positive Behavioral Interventions and Supports, University of Oregon, March 2020. pp. 4-5. https://assets-global.website-files.com/5d3725188825e071f1670246/5e7e5a79378fc458723ddf4f_Creating%20a%20PBIS%20Behavior%20Teaching%20Matrix%20for%20Remote%20Instruction.pdf
- ⁴⁵ Figure contents quoted verbatim, with minor adaptations, from: McLeskey, J., M.-D. Barringer, B. Billingsley, M. Brownell, D. Jackson, M. Kennedy, T. Lewis, L. Maheady, J. Rodriguez, M.C. Scheeler, et al. "High-Leverage Practices in Special Education: Social/Emotional/Behavioral Practices." Council for Exceptional Children and Collaboration for Effective Educator Development, Accountability, and Reform, January 2017. pp. 1-3. <https://highleveragepractices.org/wp-content/uploads/2017/06/SEBshort.pdf>
- ⁴⁶ "Managing Children's Challenging Behaviors in the Midst of Coronavirus (COVID-19): Help for Parents." Behavior Therapy Associates. <https://behaviortherapyassociates.com/blog/social-emotional-learning/managing-childrens-behavior-during-coronavirus/>
- ⁴⁷ [1] Fleming, N. "New Strategies in Special Education as Kids Learn from Home." Edutopia | George Lucas Educational Foundation, March 27, 2020. <https://www.edutopia.org/article/new-strategies-special-education-kids-learn-home> [2] Gardner, L. "5 Coronavirus Coping Tips for Parents of Children on the Autism Spectrum." Johns Hopkins Medicine, April 9, 2020.

<https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus/5-coronavirus-coping-tips-for-parents-of-children-on-the-autism-spectrum>

⁴⁸ [1] "Guidance on Adapting Check-In Check-Out (CICO) for Distance Learning." Center on Positive Behavioral Interventions and Supports, University of Oregon, May 2020. pp. 3, 8. [https://assets-global.website-files.com/5d3725188825e071f1670246/5eb5c85db37ac4da314cddf1_Guidance%20on%20Adapting%20Check-in%20Check-out%20\(CICO\)%20for%20Distance%20Learning.pdf](https://assets-global.website-files.com/5d3725188825e071f1670246/5eb5c85db37ac4da314cddf1_Guidance%20on%20Adapting%20Check-in%20Check-out%20(CICO)%20for%20Distance%20Learning.pdf) [2] "Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students." Center on Positive Behavioral Interventions and Supports, University of Oregon, National Center on Intensive Intervention, American Institutes for Research, and National Integrated Multi-Tiered Systems of Support Research Network, May 2020. pp. 4–8. https://assets-global.website-files.com/5d3725188825e071f1670246/5ec5b501d9dada332e1e545b_Supporting%20Students%20with%20Disabilities%20at%20School%20and%20Home-%20A%20Guide%20for%20Teachers%20to%20Support%20Families%20and%20Students.pdf

⁴⁹ Figure adapted from: "COVID-19: Supporting Challenging Behaviors at Home." Texas Education Agency, April 14, 2020. pp. 1–3. https://tea.texas.gov/sites/default/files/covid/sped_task_force_managing_behavior_lea_checklist_april_14.pdf

⁵⁰ Bulleted text quoted verbatim, with minor adaptations, from: Betz, J. "Community-Care Strategies for Schools During the Coronavirus Crisis: Practical Tips for School Staff and Administrators." Center to Improve Social and Emotional Learning and School Safety, WestEd, May 2020. pp. 3–5. https://selcenter.wested.org/wp-content/uploads/sites/3/2020/05/Brief_Community_Care_Strategies.pdf

⁵¹ "Behavior Management | Coronavirus Resources for Families." Cincinnati Children's Hospital. <https://www.cincinnatichildrens.org/patients/coronavirus-information/family-resources/behavior-management>

⁵² "Behavior Management While Distance Learning: A Guide for Parents and Caregivers." Oklahoma Department of Education, Oklahoma Parents Center, and Oklahoma Pediatric Therapy Center. <https://sde.ok.gov/sites/default/files/Distance%20Learning%20Behavior%20Guide%20%281%29.pdf>

⁵³ Betz, Op. cit.

⁵⁴ "COVID-19: Supporting Challenging Behaviors at Home," Op. cit.

⁵⁵ "Creating a PBIS Behavior Teaching Matrix for Remote Instruction," Op. cit.

⁵⁶ "Guidance on Adapting Check-In Check-Out (CICO) for Distance Learning," Op. cit.

⁵⁷ "Remote Learning Resources for SEL, Mental Health, and Behavior." Colorado Department of Education. <https://www.cde.state.co.us/cdesped/selremotelearningresources>

⁵⁸ "Supporting Students with Disabilities at School and Home: A Guide for Teachers to Support Families and Students," Op. cit.

⁵⁹ "Supporting Students with Disabilities During COVID-19 and Afterwards." Division of Early Intervention and Special Education Services, Maryland State Department of Education, 2019. <http://marylandpublicschools.org/programs/Documents/Special-Education/SpecialEducatorsGuideCOVID-19.pdf>

⁶⁰ McGough, K. "Ten Positive Behavior Support Strategies to Support Families at Home." Association for Positive Behavior Support. <https://www.huntsvillecityschools.org/sites/default/files/APBS%20Behavior%20Support%20Strategies%20at%20Home.pdf>

⁶¹ Shortened URLs generated using: "Generate," Op. cit.

⁶² Gandhi, A. "AIR Informs Episode #6: Meeting the Needs of Students with Disabilities During COVID-19." American Institutes for Research, March 14, 2020. <https://www.air.org/resource/air-informs-episode-6-meeting-needs-students-disabilities-during-covid-19>

⁶³ "COVID-19 Policy Considerations: Support for Students with Disabilities." The Hunt Institute, April 1, 2020. <http://www.hunt-institute.org/resources/2020/04/covid-19-policy-playbook-support-for-students-with-disabilities/>

⁶⁴ "Coronavirus Disease 2019 (COVID-19): Guidance for Direct Service Providers, Caregivers, Parents, and People with Developmental and Behavioral Disorders." Centers for Disease Control and Prevention, May 27, 2020. <https://www.cdc.gov/coronavirus/2019-ncov/hcp/developmental-behavioral-disorders.html>

⁶⁵ "Distance Learning Considerations." California Department of Education, May 19, 2020. <https://www.cde.ca.gov/ci/cr/dl/considerations.asp#four>

⁶⁶ Mitchell, C. "As Schools Close to Coronavirus, Special Educators Turn to Tele-Therapy - Education Week." Education Week, March 31, 2020. <https://www.edweek.org/ew/articles/2020/03/31/as-schools-close-to-coronavirus-special-educators.html>

⁶⁷ "Remote Service Delivery and Distance Learning." Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill, June 29, 2020. <https://ectacenter.org/topics/disaster/tele-intervention.asp>

⁶⁸ Figure contents quoted verbatim, with minor adaptations, from: "State Medicaid and CHIP Telehealth Toolkit: Policy Considerations for States Expanding Use of Telehealth, COVID-19 Version." Centers for Medicare and Medicaid Services. pp. 5–6. <https://ectacenter.org/~pdfs/topics/disaster/medicaid-chip-telehealth-toolkit.pdf>

⁶⁹ "Virtual Service Delivery in Response to COVID-19 Disruptions." National Association of School Psychologists, 2020. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions>

⁷⁰ [1] Johnson, K. "Providing Speech Teletherapy: How I'm Getting Ready." Understood. <https://www.understood.org/en/school-learning-for-educators/empathy/providing-speech-teletherapy-how-im-getting-ready> [2] Edelman, L. "Planning for the Use of Video Conferencing for Early Intervention Home Visits During the COVID-19 Pandemic." Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill, April 15, 2020. p. 3. https://ectacenter.org/~pdfs/topics/disaster/Planning_for_the_Use_of_Video_Conferencing_in_EI_during_COVID-19_Pandemic.pdf

⁷¹ Mathewson, T.G. "Teletherapy Has Been Powering Virtual Special Education for Years." The Hechinger Report, April 9, 2020. <http://hechingerreport.org/teletherapy-has-been-powering-virtual-special-education-possible-for-years/>

⁷² [1] "Pediatric and School-Based Therapy During the COVID-19 Pandemic." American Physical Therapy Association, March 30, 2020. <https://www.apta.org/patient-care/public-health-population-care/coronavirus/pediatric-and-school-based-pt> [2] Rigney, D. "Remote Learning for Life Skills Students: Setting Up Your Online Environment." Education Service Center Region 13 (TX), April 2020. <https://blog.esc13.net/remote-learning-for-life-skills-students-part-2-online-learning/>

⁷³ [1] "School-Based and Early Intervention Occupational Therapy Services—Decision Guide for COVID-19." American Occupational Therapy Association, 2020. pp. 1–4. <https://www.aota.org/~media/Corporate/Files/Practice/Health/COVID-Decision-Guide-School->

Based-Early-Intervention.pdf [2] "Telehealth Guidelines for Service Providers." Ohio Department of Education, April 23, 2020. <http://education.ohio.gov/Topics/Student-Supports/Coronavirus/Telehealth-Guidelines-for-Service-Providers>

⁷⁴ Figure contents quoted verbatim, with minor adaptations, from: "Equitably Serving Children with Disabilities and Their Families During Coronavirus (COVID-19)." Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill, June 24, 2020. <https://ectacenter.org/topics/disaster/coronavirus-equity.asp>

⁷⁵ "Considerations Regarding COVID-19 for Schools and Students with Disabilities." American Speech-Language-Hearing Association, American Speech-Language-Hearing Association. <https://www.asha.org/Advocacy/Considerations-Regarding-COVID-19-for-Schools-and-Students-with-Disabilities/>

⁷⁶ "Coronavirus Disease (COVID-19)." Early Childhood Technical Assistance Center, University of North Carolina at Chapel Hill, June 15, 2020. <https://ectacenter.org/topics/disaster/coronavirus.asp#ti>

⁷⁷ "COVID-19 FAQ: Occupational Therapy (OT) and Physical Therapy (PT)." Texas Education Agency, April 16, 2020. https://tea.texas.gov/sites/default/files/covid/COVID-19%20SPED%20Task%20Force%20OT-PT%20Guidance%20_April%2016_Revised.pdf

⁷⁸ "Information Pertaining to Occupational Therapy in the Era of Coronavirus (COVID-19)." American Occupational Therapy Association. <https://www.aota.org/Practice/Health-Wellness/COVID19.aspx>

⁷⁹ "Pediatric and School-Based Therapy During the COVID-19 Pandemic," Op. cit.

⁸⁰ Edelman, Op. cit.

⁸¹ "Resuming Services in Schools During COVID-19." American Speech-Language-Hearing Association, American Speech-Language-Hearing Association. <https://www.asha.org/Practice/Resuming-Services-in-Schools-During-COVID-19/>

⁸² "Telehealth: Virtual Service Delivery Updated Recommendations." National Association of School Psychologists, 2020. <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/special-education-resources/telehealth-virtual-service-delivery-updated-recommendations>

⁸³ "Virtual Service Delivery in Response to COVID-19 Disruptions," Op. cit.

⁸⁴ Shortened URLs generated using: "Generate," Op. cit.

⁸⁵ "Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak," Op. cit.

⁸⁶ "Supplemental Fact Sheet: Addressing Serving Children with Disabilities During COVID-19 National Emergency," Op. cit.

⁸⁷ "RSA COVID-19 Questions and Answers: Fiscal Management of the VR Program." U.S. Department of Education, April 29, 2020. <https://www2.ed.gov/policy/speced/guid/rsa/supporting/rsa-faq-vr-programs-covid-19-04-28-2020.pdf>

⁸⁸ "RSA COVID-19 Questions and Answers: Administration of the VR Services, AIVRS, and Randolph-Sheppard Programs." U.S. Department of Education, May 14, 2020. <https://www2.ed.gov/policy/speced/guid/rsa/supporting/rsa-faq-vr-aivrs-rs-programs-covid-19-05-14-2020.pdf>

⁸⁹ "IDEA Part B Dispute Resolution in COVID-19 Environment Q&A Documents." U.S. Department of Education, June 22, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-dispute-resolution-procedures-part-b.pdf>

⁹⁰ "IDEA Part C Dispute Resolution in COVID-19 Environment Q&A Documents." U.S. Department of Education, June 22, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-dispute-resolution-procedures-part-c.pdf>

⁹¹ "IDEA Part B Use of Funds in COVID-19 Environment Q&A Documents." U.S. Department of Education, June 25, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-part-b-use-of-funds-06-25-2020.pdf>

⁹² "IDEA Part C Use of Funds in COVID-19 Environment Q&A Documents." U.S. Department of Education, June 25, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-part-c-use-of-funds-06-25-2020.pdf>

⁹³ "Flexibility in Implementation of IDEA Part B Fiscal Requirements." U.S. Department of Education, June 26, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-fiscal-flexibilities-idea-part-b-06-26-2020.pdf>

⁹⁴ "IDEA Part B Procedural Safeguards in the COVID-19 Environment." U.S. Department of Education, June 30, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-procedural-safeguards-idea-part-b-06-30-2020.pdf>

⁹⁵ "IDEA Part C Procedural Safeguards in the COVID-19 Environment." U.S. Department of Education, June 30, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-procedural-safeguards-idea-part-c-06-30-2020.pdf>

⁹⁶ "IDEA Part C Evaluation and Assessment Timelines in the COVID-19 Environment." U.S. Department of Education, July 6, 2020. <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-evaluation-timeline-idea-part-c-07-06-2020.pdf>

⁹⁷ Shortened URLs generated using: "Generate," Op. cit.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



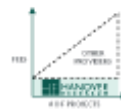
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



www.hanoverresearch.com