



The COVID-19 pandemic has forced many school districts to move to remote or hybrid education, impacting students, their families, and educators. Families are taking responsibilities for their child's learning needs much more than ever before.

The Bresnahan-Halstead Center at the University of Northern Colorado would like to offer support for families of students with disabilities during remote learning.

Bookmark-Worthy Resources

Self-Management Resources

- ❖ [8 Apps to help improve self-management](#)
- ❖ [Self-determined schedule making](#)
- ❖ [Time management during distance learning](#)
- ❖ [Ideas for family routines](#)
- ❖ [Tips for parents for developing homeschool routines](#)

Online and Offline Activities – PK – 12

- ❖ [Wide open school](#)
- ❖ [Effective specially designed instruction in distance learning](#)

Brain Breaks during Remote Instructions

- ❖ [PK – 5 active breaks](#)
- ❖ [Grades 6 - 12 active breaks](#)
- ❖ [Brain break bank](#)
- ❖ [List of IEP accommodations](#)

If my child's school has moved to remote learning, what should I know about special education guidelines and services that will be offered for my child?

- ❖ Note that ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should NOT prevent any school from offering educational programs through distance or virtual instruction¹.
- ❖ Meet with your child's multi-disciplinary team to determine how remote services will be different or similar to in-person services.
- ❖ For related services like speech, physical therapy, and/or occupational therapy, contact the teachers and therapists directly for remote service guidance. Your child's needs must be evaluated based on observations and data from both school and home².
- ❖ Make sure you prioritize "social interaction" in your child's curriculum over clocking six hours of services online³.
- ❖ Ensure that your child's IEP teams make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations⁴.

What can I do to best support my child during remote schooling?

- ❖ Know your child's daily remote school schedule. During school days, create a routine and visual schedule for your family⁵.
- ❖ Create a learning workspace for your child in your home. Avoid choosing areas where your child might get distracted.
- ❖ Budget time in your schedule for dealing with technology difficulties³.
- ❖ Maintain an open line of communication with your child's teacher to identify areas of support that you can provide⁶.
- ❖ Show your child that you care about his/her/their learning. Children feel supported when they receive positive reinforcement for task completion⁷.

Bookmark-Worthy Resources

Discussing Teaching

Approaches with Teachers

- ❖ [5 conversation starters for discussing teaching approaches with teachers](#)
- ❖ [Getting unstuck when stuck with remote learning](#)
- ❖ [I do, we do, you do – explicit instruction model](#)
- ❖ [Family guide to at-home learning](#)

Social Emotional Learning

- ❖ [Social interaction while social distancing](#)
- ❖ [Resources to families of children with challenging behaviors](#)

Accommodations during Distance Learning

- ❖ [List of IEP accommodations](#)

Online Learning Module for Parents

- ❖ [IRIS Center: Supporting learning during the COVID19 Pandemic](#)

What if I cannot be with my child during remote instructions?

- ❖ Juggling remote learning and full-time jobs can be a struggle for many working families. Finding a balance that works for your family is crucial. Try to seek support from your employer to arrange your workday schedule based on your child's remote learning expectations⁸.
- ❖ Reach out to school leaders and technology teams to document the remote learning game plan for your child. The document should contain passwords for all online applications used by your child during remote school day. It should also include troubleshooting guide for those platforms⁹.
- ❖ Communicate with your child's IEP team about your concerns and they may be able to assign educational assistants to guide your child during remote instructions.

What is the recommended "remote learning" time for my child during a typical school day?

- ❖ There is no "one-size-fits-all" approach to all families for scheduling school time. Your child does not need to be in front of a screen the entire day to make progress in his or her learning goals.
- ❖ Include "learning blocks" instead of hour-by-hour schedules. Schedule learning blocks of 3-4 activities in a day with your child's teachers and therapists. The duration of these activities/sessions can be anywhere between 15 minutes to 1 hour based on your child's age and needs. Note that any activity longer than 20 minutes online has a diminishing return on your child's attention¹⁰.

What if my child is not focused/engaged during remote instructions?

- ❖ Provide frequent breaks from learning. When breaks are predictable, children will be less likely to request a break and more likely to stay on task⁷.
- ❖ Use timers and visual schedules to help your child understand when a learning task begins and ends⁷.
- ❖ Attention and engagement to remote instructions may be impacted if your child does not have all accommodations in place. Understand the tools and accommodations available to your child. Ensure that those accommodations are transferred to a virtual setting¹¹.

1. "Education: From Disruption to Recovery" (UNESCO, September 20, 2020), <https://en.unesco.org/covid19/educationresponse>

2. "The Condition of Education for Students with Disabilities" (IES: National Center for Education Statistics, May 2020),

https://nces.ed.gov/programs/coe/indicator_cgg.asp#:~:text=In%202018%E2%80%9319%2C%20the%20number,percent%20had%20specific%20learning%20disabilities.

3. "Addressing the Risk of COVID19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities" (United States Department of Education: Office for Civil Rights, March 21, 2020),

<https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf>

4. "5 Tips for Teaching Special Education Online" (Learners Edge: The Chalk Blog, March 19, 2020),

<https://www.learnersedge.com/blog/5-tips-for-teaching-virtual-special-education>

5. "Accessible Materials for All Students" (SETDA: eLearning Coalition, September 20, 2020), <https://www.setda.org/main-coalitions/elearning/accessibility/>

6. "New website offers tips for teachers about virtual special education" (EdSource: Highlighting Strategies for Student Success, September 20, 2020), <https://edsources.org/2020/new-website-offers-tips-for-teachers-about-virtual-special-education/628741>

7. "Explicit Instruction: What You Need to Know" (Understood, September 20, 2020), <https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-explicit-instruction>

8. "Virtual Special Education Meetings Popular in Some Districts, But a Major Hurdle in Others" (EdSource: Highlighting Strategies for Student Success, September 20, 2020),

<https://edsources.org/2020/virtual-special-education-meetings-popular-in-some-districts-but-a-major-hurdle-in-others/632332>

9. "Remote Learning for Students with Significant Intellectual or Multiple Disabilities" (Illinois State Board of Education, April 2020), <https://www.isbe.net/Documents/Intellectual-Disabilities-Ideas-During-Pandemic.pdf>

10. "5 Tips to Promote Access for Students Who Use Assistive Technology during Distance Learning" (Johns Hopkins School of Education, September 20, 2020),

<https://education.jhu.edu/2020/04/5-tips-to-promote-access-for-students-who-use-assistive-technology-during-distance-learning/>

11. "IEP Progress Reporting Distance Learning" (Educating All Learners Alliance, September 20, 2020), <https://drive.google.com/file/d/1svxGXDftrFuve8irgCJnTmi6fLJnHY/view>