Questions & Answers and Suggested Resources from the NTACT/WINTAC Sponsored Webinar: Strategies and Resources for Students with Complex Support Needs in Distance Learning Environments
4-14-2020

Webinar Q & A

? During the presentation, you shared some ideas and resources for working on IEP goals. What if you can't address a student's IEP goal as it is written in their IEP?

Response: Depending on how the measurable annual IEP goal is written there may need to be changes/adjustments made to an IEP goal especially in the "condition" and/or "behavior" indicated in the goal. Any changes/adjustments that would need to be made to the IEP would require that FAPE was being maintained and that any changes were an agreed upon IEP Team decision.

In the March 21, 2020 OSEP Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities the following guidance is provided:

"Most importantly, in making changes to a child's IEP after the annual IEP Team meeting, because of the COVID-19 pandemic, the parent of a child with a disability and the public agency may agree to not convene an IEP Team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. 34 C.F.R. §300.324(a)(4)(i)."

"The Department understands that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided. While some schools might choose to safely, and in accordance with state law, provide certain IEP services to some students in-person, it may be unfeasible or unsafe for some institutions, during current emergency school closures, to provide hands-on physical therapy, occupational therapy, or tactile sign language educational services. Many disability-related modifications and services may be effectively provided online. These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing."

"It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency. 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. Where, due to the global pandemic and resulting closures of schools, there has been an inevitable delay in providing services – or even making decisions about how to provide services - IEP teams (as noted in the March 12, 2020 guidance) must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations."

In addition to the OSEP Guidance the Council of Administrators of Special Education has provided the following guidance: CASE - COVID 19 - Considerations for Special Ed. Administrators

? You mentioned the benefit of including students in the decision-making process. Can you share some ideas for the types of decision-making opportunities to provide to students? Or strategies for supporting students to make decisions from afar?

Response: Before engaging a student in supportive decision making opportunities it is important to consider where the student is in this process (current levels of independence, past experiences in making choices) and what type of supports and/or assistive technology they require to be successful. As we discussed during Tuesday's webinar the utilization of choice boards and engagement of the student in developing a weekly schedule are both great ways of engaging a student in decision making. Also, looking specifically at critical decision-making areas that an individual has not had an opportunity to develop should be a starting point. For example, if an individual really needs to develop their decision-making capacity in relation to finances, explore phone apps/youtube/websites related to financial decision-making. There are so many online resources available for all of the critical decision-making areas. Also, simply asking the individual what skills they'd like to develop is opening up an opportunity to practice supported decision-making.

? You all indicated that now is a good time to focus on person-centered planning or bring up the topic of supported decision-making. Both of these are personal and potentially sensitive conversations. What are some suggestions for making these conversations meaningful and respectful in an online environment?

Response: Undertaking discussions regarding supported decision making and person centered planning should be conducted by someone trusted and familiar to the student and family.
Sometimes starting by asking about areas of concern can segue into what families are doing (or not doing) to prepare for age of transition. Also, keep in mind, that a lot of parents aren't having these conversations with anyone else, so our role as service providers and educators is to start these conversations and be that resource. It would also be helpful to be strategic in both the planning and implementation regarding these discussions making sure to meet the student/family where they are in this process and keep good documentation and provide necessary follow up as needed.

? When is the best time to begin starting the conversation regarding supported decision making, guardianship, etc.?

Response: It is important for family members to start the conversation regarding supported decision making, guardianship and alternatives as early as possible and ideally at least by age 13. As discussed in

this webinar www.supporteddecisionmaking.org website contains great information regarding this topic.

? Are there HIPPA compliance considerations that we need to follow regarding the use of social media and virtual/distance learning?

Response: While NTACT cannot provide you with policy guidance, there is some guidance available. These articles in Education Week (Article 1, Article 2) examine the issues noted. (Viewing these articles may require a free login and pop-up ads from Education Week.) Additionally, the U.S. Department of Education's Student Privacy Policy Office published a Frequently Asked Questions document in March, 2020. Finally, CEC has developed some guidance for educators moving to online instruction, including insuring privacy and compliance with privacy regulations including CEC - Quick Takes - Online Instruction During COVID-19

? Is there a free, fast, and easy way to develop a website for students to develop and use?

Response: While NTACT cannot endorse any specific product a number of our stakeholders have found wix.com to be an easy platform to support students in building their own websites - it's free with options to upgrade for additional features.

<u>Resources Discussed During the April 14, 2020 Webinar</u>

Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - English

Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - Spanish

Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - Haitian Creole

Considerations for State, District, & School Leaders per Parent Communications

www.supporteddecisionmaking.org

Stop-Look-and-Listen-Supported Decision Making Tool

Promoting Financial Health & Resiliency for People with Disabilities During COVID-19

Plain Language Booklet on Coronavirus – created by the Self Advocacy Resource and Technical Assistance Center

Información de COVID-19 Por y Para Personas con Discapacidades

Important Things to Know About COVID-19 – created by the Lurie Institute for Disability Policy

[Coronavirus: What Is It and What Can I Do?](#) – created by The Arc Maryland

[Coronavirus Prevention Flyer](#) – created by the New Jersey Self-Advocacy Project

[Cornell-COVID-19 and Social Insurance & Benefit Programs](#)

[Strategies & Resources in Distance Learning - Linda O'Neal Resource Document](#)

[The Watson Institute LIFE Resources](#)

[Pictorial Interest Inventory](#)

[N2Y- Unique Learning System - Transition Passport Curriculum Example](#)

[Phones, Texts, & Video Chat-Communication](#)

[Chores Activities & Visuals](#)

[First-Then Pix Board Example](#)

[Charting the LifeCourse](#)

Kentucky Works - Brighter Futures Vision Statement

[Health Care Transition Readiness Assessment](#)

[Health Care Transition Sample Goals](#)

[5 Steps to Prepare for Health Care Transition](#)

[www.GotTransition.org](#)

[Supporting Individuals with Autism through Uncertain Times](#)

[Autism Society - Coronavirus: Response & Resources](#)

[MN Low Incidence Projects Helping Your Child with ASD Learn at Home During Covid19](#)

[Autism Society of Florida](#)

[NAMI COVID-19 - Information and Resources](#)

[Iowa - Mental Health & COVID-19 - It's OK to not be Ok](#)

[The ARC - COVID-19 Resources for People with Intellectual and/or Developmental Disabilities](#)

[The ARC - COVID-19 Resources for People with Intellectual and/or Developmental Disabilities](#)

[Distance Learning for Special Education Resources for Significant Disabilities](#)

[Virtual Activities for Teachers and Families - TX Sensory Support Network](#)

[Blindabilities.com](#)

[The National Homework Hotline](#)

[Deafverse: Online American Sign Language (ASL) Accessible Game for Teens](#)

[Described and Captioned Media Program](#)