Promising Practices in Distance Learning for Students with Disabilities

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Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
4. Go local.
5. Follow the money.
7. Monitor implementation of standards.
8. Value people.
10. Give students options.
What is Universal Design for Learning (UDL)?

UDL is a framework.

Based on learning and brain research mapping to three brain networks;

- Affective network “why we learn”
- Recognition network “what we learn”
- Strategic network “how we learn”

Implementing UDL principles Increase access for individuals with disabilities and increase usability for all.
The Three Principals of UDL

Multiple means of engagement
  • to tap into learners’ interests, offer appropriate challenges, increase motivation

Multiple means of representation
  • to give diverse learners options for acquiring information and knowledge

Multiple means of action and expression
  • to provide learners options for demonstrating what they know

UDL Principles and Practice
Multiple means of engagement

Guideline 7: Provide options for recruiting interest

Guideline 8: Provide options for sustaining effort and persistence

Guideline 9: Provide options for self-regulation
Multiple means of representation

Guideline 1: Provide options for perception

Guideline 2: Provide options for language and symbols

Guideline 3: Provide options for comprehension
Multiple means of action and expression

Guideline 4: Provide options for physical action

Guideline 5: Provide options for expressive skills and fluency

Guideline 6: Provide options for executive functions
Click on the links below to learn more about CAST and UDL.

UDL Guidelines from CAST (http://udlguidelines.cast.org/)

UDL Self-check (http://udlselfcheck.cast.org/)

UDL Book Builder (http://bookbuilder.cast.org/)

UDL Lesson Builder (http://lessonbuilder.cast.org/)

UDL Principles and Practice (https://youtu.be/pGLTJw0GSxk)
Alternative Delivery of Specialized Educational Services (ADSIS) During Distance Learning
Is a funding source districts can use to implement practices that provide **direct instructional services** to K-12 pupils who:

- need additional academic or behavioral support to succeed in the general education environment; and
- may eventually qualify for special education or related services if the intervention services were not available.
Districts Using ADSIS Funds

Number of Local Educational Agencies (LEAs) Supported by ADSIS Funds

<table>
<thead>
<tr>
<th>Year</th>
<th>LEAs Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2007</td>
<td>35</td>
</tr>
<tr>
<td>2007-2009</td>
<td>70</td>
</tr>
<tr>
<td>2009-2011</td>
<td>52</td>
</tr>
<tr>
<td>2011-2013</td>
<td>91</td>
</tr>
<tr>
<td>2013-2015</td>
<td>93</td>
</tr>
<tr>
<td>2015-2017</td>
<td>144</td>
</tr>
<tr>
<td>2017-2019</td>
<td>176</td>
</tr>
<tr>
<td>2019-21</td>
<td>192</td>
</tr>
</tbody>
</table>
1.75+ Million Service Hours

176 LEA’s

31,276 Students
ADSIS Promising Practices

1. Site specific leadership teams making local decisions

2. Identifying specific roles for Special Education and ADSIS

3. Intentional pivots in curriculum and data collection strategies
Schoolwide and Classroom-wide Positive Behavior Supports
Practical and proactive systems of support for all three learning models
PBIS – Evidence-based framework for:
- Preventing problem behavior
- Providing instruction and support for positive, prosocial behaviors
- Supporting social, emotional and behavioral needs for all students

PBIS initiative – Evidence-based implementation for:
- Distributed, team-based implementation of PBIS
- Building capacity, skills, competency and beliefs to sustain implementation beyond initial training
Resources to Support Students During the Pandemic

- Responding to the Novel Coronavirus (COVID-19) Outbreak Through PBIS
  - March 2020
- Supporting Families with PBIS at Home
  - March 2020
- Creating a PBIS Behavior Teaching Matrix for Remote Instruction
  - March 2020
- Getting Back to School After Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive

Source: https://www.pbis.org
First, be kind to yourself and everyone else who is trying something new, or returning to something less familiar.

Then continue to consider these strategies:

Use the same language.

Define expectations, including online.

Practice expected behaviors.

Continue positive, familiar routines.
<table>
<thead>
<tr>
<th>Distance Learning Behavior Matrix</th>
<th>Preparation: How ready are you?</th>
<th>Respect: How do you treat others?</th>
<th>Integrity: Who are you when no one is looking?</th>
<th>Discipline: Are you following the rules?</th>
<th>Effort: Are you being your best you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning</td>
<td>I am:</td>
<td>I am:</td>
<td>I am:</td>
<td>I am:</td>
<td>I am:</td>
</tr>
<tr>
<td>Technology</td>
<td>Have all the materials I need.</td>
<td>Taking turns to comment during on-line/zoom lessons.</td>
<td>Turning in my own work.</td>
<td>Attending all my classes, every day.</td>
<td>Always persevering and trying my best.</td>
</tr>
<tr>
<td></td>
<td>Attend Zoom/online Meetings on time.</td>
<td>Honoring one voice.</td>
<td>Helping younger siblings if needed.</td>
<td>Following class procedures.</td>
<td>Asking for help when I need it.</td>
</tr>
<tr>
<td></td>
<td>Completing and turning in assignments on time.</td>
<td>Making respectful comments on-line/zoom</td>
<td>Using Zoom for school use only.</td>
<td>Checking my calendar.</td>
<td>Actively participating.</td>
</tr>
<tr>
<td></td>
<td>I am appropriately dressed during Zoom video conferencing.</td>
<td>Respectful facial expressions online/zoom.</td>
<td>Always THINKing before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?)</td>
<td>Completing my homework each day.</td>
<td>Creating thoughtful and neat work.</td>
</tr>
<tr>
<td></td>
<td>I am in a learning environment that is not distracting to me nor my online classmates.</td>
<td>Valuing school property.</td>
<td>Supportive of my classmates and opinions.</td>
<td>Spending time helping my family.</td>
<td>Helping others who might need assistance.</td>
</tr>
<tr>
<td>Technology</td>
<td>I am:</td>
<td>I am:</td>
<td>I am:</td>
<td>I am:</td>
<td>I am:</td>
</tr>
<tr>
<td></td>
<td>Coming to class with Chromebook charged.</td>
<td>Respectful of myself and others online.</td>
<td>Always citing sources of pictures &amp; information used.</td>
<td>Staying on task when using technology.</td>
<td>Using Chromebooks for school use only.</td>
</tr>
<tr>
<td></td>
<td>Using technology appropriately.</td>
<td>Keeping login, passwords, and private information private.</td>
<td>Always THINKing before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?)</td>
<td>Avoiding and reporting inappropriate sites and unsafe use.</td>
<td>Taking PRIDE in completing my best work.</td>
</tr>
<tr>
<td></td>
<td>Taking good care of my Chromebook.</td>
<td>Avoiding eating or drinking while using Chromebook.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Report students and staff who are showing **PRIDE** during our Distance Learning!

**Click this link to the online form to report PRIDE!**
King Elementary School – Distance Learning Matrix
Deer River Schools ISD 317

<table>
<thead>
<tr>
<th>Be Respectful</th>
<th>School Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use kind words</td>
</tr>
<tr>
<td></td>
<td>Encourage others</td>
</tr>
<tr>
<td></td>
<td>Allow others to work/learn during their time</td>
</tr>
<tr>
<td></td>
<td>Follow directions of your adults/caregivers</td>
</tr>
<tr>
<td></td>
<td>Communicate with your teachers according to their plan</td>
</tr>
<tr>
<td></td>
<td>Handle equipment with care</td>
</tr>
<tr>
<td></td>
<td>Follow teacher directions</td>
</tr>
<tr>
<td></td>
<td>Remember everything you publish on the internet can be seen forever</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Responsible</th>
<th>School Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Complete your schoolwork as assigned</td>
</tr>
<tr>
<td></td>
<td>Give your best effort</td>
</tr>
<tr>
<td></td>
<td>Use time wisely</td>
</tr>
<tr>
<td></td>
<td>Be organized</td>
</tr>
<tr>
<td></td>
<td>Use devices as an educational tool</td>
</tr>
<tr>
<td></td>
<td>Only download school approved material</td>
</tr>
<tr>
<td></td>
<td>Use your usernames and passwords</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>School Work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Use materials appropriately</td>
</tr>
<tr>
<td></td>
<td>Follow the safety rules wherever you are</td>
</tr>
<tr>
<td></td>
<td>Comply with social distancing and safety recommendations per Centers for Disease Control.</td>
</tr>
<tr>
<td></td>
<td>Keep personal information private</td>
</tr>
<tr>
<td></td>
<td>Only trust people you know</td>
</tr>
<tr>
<td></td>
<td>Only go on approved websites and apps</td>
</tr>
</tbody>
</table>
Returning to School Settings

Source: https://www.pbis.org
Considerations During Transition to In-Person, Hybrid and Contingency Planning

- Focus “prior to return, initial return, and post-initial return” with your action items.
- Capacity and fidelity are vulnerable during times of transition or disruption.
  - If you have had a lot of staff changes since the spring, may want a fidelity assessment in early fall to assess impact and action plan if needed to strengthen implementation.
- Incorporate lessons learned during distance learning (e.g., expanded expectation matrices, use of technology for connecting with students, etc.).
- Multi-Tiered System of Supports (MTSS) structures can be an important tool during times of transition and should be used to identify and address issues related to equity.
Positive Greetings at the Door (PGD):
No-Cost, Classroom-wide Intervention to Introduce During Transition

Four (4) components – *layered up from Tier 1*

4. **Behavior-specific praise** statements to certain students to reinforce desired behavior,

3. **Privately pre-correcting** and encouraging individual students who struggled the previous day,

2. **Pre-corrective statements** for all students as they transition into the classroom, and

1. **Specific positive interactions** with each student as they enter the room.
Equity in PBIS
Native Voice for PBIS
Promising Practices for Engaging Vulnerable Communities

1. Engagement and Capacity built for Indian Education within district plan for Distance Learning

2. Relying on strong relationships

3. Continuing to provide culturally relevant curriculum for American Indian Students and Families

Mission Statement

Duluth American Indian Education Program's mission is to promote youth leadership, provide academic support and encourage career development for American Indian students based on American Indian values, culture and language.
Local, national and international mourning for George Floyd is about more than one tragic incident.

• Result of generations of systemic racism that threaten the dignity of our state’s Black communities, Indigenous communities, and communities of color.

“We will not wake up one day and have the disease of systemic racism cured; we must do everything in our power to come together to deconstruct generations of systemic racism in our state so that every Minnesotan – Black, Indigenous, Brown, or White – can be safe and thrive.”

- State of Minnesota Proclamation, Tuesday, June 9, 2020
Five-Point Intervention Approach for Enhancing Equity

1. Use of **disaggregated** discipline data
2. School-wide PBIS for **culturally responsive** behavior support
3. Effective instruction
4. Effective policies
5. Reducing bias in discipline decisions

Center on PBIS, National Technical Assistance Center
(McIntosh, Girvan, Horner, Smolkowski, and Sugai, 2018)
Core Components

**Check & Connect** is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of **Check & Connect** is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to **Check & Connect** when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

- Mentor
- Check
- Connect
- Family Engagement
Partnerships to improve graduation outcomes for American Indian and black students with disabilities through the implementation of an evidence-based practice with fidelity.
"Connecting" Suggestions

• Check in via text
• Call students at home
• Have “virtual” connect meetings via Skype, Zoom, Google Hangout/Phone, Snap Chat or others
• Send a message through your schools gradebook or student information system
• Send a postcard, note or letter
• Send an email of encouragement
• Start a closed Facebook group for your students to check in with you and each other
‘Check’ Suggestions

- Set up regular mentor/coordinator check-ins via Skype, Zoom, Google hangout or others
- Contact teachers, school staff to gather information about students who may need additional support
- Document contacts and other supports provided on using existing district systems or other available forms
Maintaining Fidelity of Implementation

• Continue weekly check-ins

• Collect available data

• Connecting with student support systems: families and other school staff

• Supporting students academically, emotionally and socially
Check & Connect [Website]

- http://checkandconnect.umn.edu/

How to join the [Check & Connect Slack Community]

- https://attendengageinvest.wordpress.com/2020/03/27/join-our-slack-community/
Thank you!

...for all you do for Minnesota students

Questions?

mde.special-ed@state.mn.us