MARCH 2020

Oregon's Extended School Closure Guidance

DISTANCE LEARNING FOR ALL:

ENSURING CARE, CONNECTION AND COTINUITY OF LEARNING FOR STUDENTS WHO EXPERIENCE COMPLEX LEARNING NEEDS

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DEPARTMENT OF EDUCATION

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Acknowledgement

We wish to acknowledge that our guidance has been informed by State Education Agency (SEA) leadership across the nation, the Council of Chief State School Officers (CCSSO), the Michigan Virtual Learning Research Institute, and the Center on Online Learning and Students with Disabilities. We wish to explicitly acknowledge that educators and leaders in Oregon and across the nation have been critical thought partners. We wish to express our gratitude to the Regional Management Team and external district and ESD partners in helping to create this document.

In the context of shared thinking and problem solving, our own thinking and planning has been enhanced. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

This document is intended to be used in coordination with "Extended School Closure Guidance" to support Individualized Education Program (IEP) teams during school closure under the Governor's Executive Order 20-08. The Department's guidance during school closure centers on Care, Connection, and Continuity of Learning. We urge school teams to focus first on the health, safety, and well-being of students and to prioritize this before compliance standards. While the IEP team must make considerations and plans to provide for the provision of Free Appropriate Public Education (FAPE), to the extent possible, the Department encourages flexibility and believes services will look significantly different while schools remain closed under the Executive Order.

Introduction

Oregon's commitment to **Distance Learning for All** signals our deep commitment to out-of-school learning and maintaining an educational pathway for students during this critical time. As educators and leaders, you know the value of school and the importance of learning and social connection. Faced with the challenge of school closure, we have an opportunity to harness new ways of teaching and learning through a distance learning model. Maintaining momentum and connection with educators will ensure care, connection, and continuity in learning for our students.

The purpose of this Supplemental Guidance on Meeting the Needs of Students with Complex Needs through Distance Learning for All is to provide a shared definition of the Distance Learning for All requirement, to help districts and schools assess capacity for distance learning, and to introduce a sample plan that districts and schools can use to implement distance learning. This guidance includes initial steps for districts to launch distance learning, and as we learn and know more, we will continue to develop and provide resources to districts, schools, families, students, and communities.

This is part of a series of guidance[1] to be released to support districts in the delivery of Distance Learning for All, as required by Governor Brown's Executive Order 20-08. As contexts change and needs evolve, we will continue to update this guidance and link it to the ODE COVID-19 webpage.

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[1] Please note, if a topic is included in multiple rounds of guidance, the most current guidance will supersede prior guidance. Our FAQs will be updated frequently to reflect the most current information guidance. ODE will be organizing a webinar to provide clarification around Distance Learning for All requirements. Please send any questions about implementing this guidance to: DistanceLearning4All@ODE.state.or.us

Guiding Principles

As we lead for distance learning across Oregon, the following principles will anchor our state in common values and help generate collective action during a critical time of need:

- **Ensure safety and wellness.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.

- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.

- **Center in Equity and Efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens).

- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practice.

Overview

This document provides resources for education leaders to determine access and eliminate barriers for students with the most complex needs during school building closures. There is an opportunity to grow our thinking as a field in how we provide equitable access to Distance Learning for All.

The particular student groups addressed in this document are students experiencing barriers to Distance Learning for All due to the complexity of their needs. For example:
- Autism Spectrum Disorder
- Deafblindness
- Deaf and Hard of Hearing
- Intellectual Disability
- Other Health Impairment
- Orthopedic Impairment
- Traumatic Brain Injury
- Visual Impairment

Communication Tools and Resources for Families

We start from the lens of presuming competence in the individual, and presuming assets in the home. Just as we value families in our home-school partnerships, Distance Learning for All also leans heavily on families and home cultural and linguistic assets.

Distance Learning for All will require districts to reconsider how they partner with families to support students in this unprecedented time. Districts should identify communication channels and communicate expectations and plans for students who experience disabilities through proactive and ongoing communication with parents and families.

Resources for Educators/School Districts to Communicate with Families
- Inclusive Schools How Do We Build Effective Parent-School Partnerships in Inclusive Schools?
- Request a sign language interpreter or real-time captioner, from the Oregon Department of Human Services
- Tele-intervention and the Routines-Based Model
- University of Minnesota Parent-School Partnerships- Resources
- Access to Interpreters in Multnomah County
- Certification and Ethical Standards for Language Interpreters and Translators
- Developmental Disability services to complement educational supports

Behavior as Communication
For students with complex needs, who may have limited verbal communication, many families may report or be experiencing an increase in behavior with their child. It is important to remember that behavior serves as a means of communication, especially for some students with complex needs. Schools should approach such situations with empathy and understanding, while also guiding parents to be investigators into the meaning behind their child's behaviors. This communication may be a result of increased or unexpected new demands within different contexts and environments, of skills not yet fully generalized, or skills not able to be accessed in times of stress. The following resources could be used by families to support students in this unprecedented time.

Resources for Parents and Families
- ABI Community family support and training, best practices resources, and UDL coalition
- ECTA Center: Disaster Planning and Trauma Response
- FACT Oregon: COVID-19 Response and Resources
- Frequently Asked Questions Regarding Providing Interpreter Services to Individuals who are Deaf, Deaf-Blind, Hard of Hearing or Individuals with Limited English Proficiency, from the Oregon Health Authority, Office of Equity and Inclusion
- Personal Support Workers (PSWs) assigned through ODDS who are coming into the home are a potential source of support and respite care. Though their primary function is not to support education, families should partner with them at this time as appropriate.

General Education Responsibility towards Students with Complex Learning Needs

Oregon is committed to Distance Learning for All. As such, all of the resources developed in support of this commitment aim to address the needs of all students, including those with complex needs. Therefore, those seeking to lead Distance Learning for All programs for students with complex needs should begin with the guidance available for all students, as applicable in individual situations. However, in recognition that barriers to access exist for some students, this document provides additional guidance for students with complex needs to be used in conjunction with other guidance that supports districts in the delivery of Distance Learning for All. It is important, therefore, that this guidance not be considered the primary source of guidance for students with complex learning needs.

Rather, ODE recommends that Distance Learning for All offerings provided by districts to any student be examined through the lens of Universal Design for Learning (UDL). The Center on Online Learning and Students with Disabilities provides this UDL Scan Tool "to support the examination of K-12 online curriculum and learning—beyond traditional examinations for accessibility." The vast majority of students, including those who have complex learning needs, can access Distance Learning for All when it is designed to provide multiple means of engagement, representation, and action & expression at the outset.

District and Program Considerations when Providing Distance Learning for All

As we co-construct a new pathway to educate our students during this school closure, we must hold an aspirational vision for *distance learning* that ensures educator efficacy and system capacity for delivering a quality out-of-school experience.

> **For the purposes of this guidance, "distance learning" is defined as: instruction in which the student and instructor are in different locations. Students engaging in distance learning have access to appropriate educational materials and receive ongoing interaction with their licensed teacher(s). It is important to note that distance learning includes multimedia communication and blended learning strategies, not just digital/online learning. School districts will enter into distance learning along a continuum based on their readiness.**

Districts must plan how they will meet IDEA requirements consistent with their provision of Distance Learning for All. School building closure does not remove the responsibility of an LEA or designated program for providing the free appropriate public education (FAPE) guaranteed under the Individuals with Disabilities Education Act (IDEA) to students who are eligible for special education services. **For more comprehensive guidance about meeting IDEA requirements during this period, please review the Guidance for Ensuring Care, Connection, and Continuity of Learning for Students who Experience Disabilities.**

Equity and Access

Design and deliver accessible services. Services should include a variety of modes, resources, and strategies to provide accessible educational opportunities and supports for each student. Planning for resource development using the tenets of Universal Design for Learning will ensure the greatest access for all students.

- Ensure equity and access to inform all aspects of school design and experience
- Comply with Federal and State Civil Rights laws
- Provide Free Appropriate Public Education (FAPE)
- Provide accommodations/modifications for students with IEPs or 504 Plans
- Provide accommodations/modifications for students who qualify for English Language services
  - *This may include provision of compensatory educational services and/or extended school year services to maintain and/or recoup skills, as determined by the IEP team.*
  - *Districts should examine the effect of the closure on the student's progress toward their IEP goals and review the guidance for tracking goals during the closure.*
  - *Districts must implement students' IEPs to the maximum extent possible and make appropriate modifications in consultation with a student's IEP team, if necessary.*
- Provide full range of English Language services

Supporting Complex Student Needs While Providing Distance Learning for All (By Area of Need)

The following tables include suggested strategies for meeting the needs of students who experience complex disabilities when Distance Learning for All is provided through offline and online technologies. Sources of professional development and parent support are also included.

Washington State compiled an [inventory of online professional development](#) opportunities for educators. Additional area specific professional development resources are included for each area of need.

Area of Need: Communication

Distance Learning for All will require school districts to serve students who have Complex Communication Needs. School districts should begin planning and delivering Distance Learning for All to students who have Complex Communication Needs by reviewing the resources provided for all students. Educational professionals working with a student who has Complex Communication Needs should consider, for that student, how appropriate access can be provided to the same Distance Learning for All that is available to all students. The resources and supports listed in this section are intended to provide districts with additional context to support that access. Where such access is inappropriate given the unique needs that arise from the student's disability, the school team, following meaningful consultation with the parent, will need to determine comparable Distance Learning that is accessible and provides the student with the opportunity to pursue appropriately ambitious objectives.

Pedagogical Considerations for Distance Learning for All for Students with Complex Communication Needs
Adapted from [Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

For any student with complex communication needs, offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, the mentor's perspective, or from a technology integration perspective. Distance Learning for All presents different opportunities for students with communication needs. Many prefer and may require the low stress and impact of reduced face-to-face interactions while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned, and office hours are one way of monitoring progress.

For students with complex receptive communication needs:
- Reduce auditory and visual distractions within the Distance Learning for All environment. Extra stimuli in the learning environment can confuse and interfere with the student's ability to attend to instruction, listen to comments, follow directions, and respond appropriately to interactions.
- Provide cues to students so they can distinguish when instruction has begun, so they can better focus on the interactions during that segment of the course.

- Provide visuals and concrete examples during instruction. These provide supports for when the verbal components of the instruction have been completed.
- Make sure that your speech can be heard and understood by the student. Speak slowly and clearly, at a reasonable pace, and provide opportunities for questioning.

For students with complex expressive communication needs:
- Provide students opportunities to demonstrate competency of the content by using alternative methods for assignments. Have multiple ways to assess course content and provide students options for task and assignment completion.
- Provide students extra time to respond when they ask or answer questions.
- Realize that students might have difficulty participating in discussions or group work due to their difficulties with articulation, fluency, or voice.
- Work closely with the assistive technology support team to minimize the exacerbation of the student's speech production problems by the auditory hardware that is used by all the students. It may be necessary to work the issue out through technological intervention.

To assist with providing Distance Learning for All for students with Complex Communication Needs, educators should become familiar with these professional development resources:
- [Assistiveware Learn AAC](#)
- [Functional Communication Training](#)
- [Picture Exchange Communication System (PECS)](#)
- [Making AAC Work: Implementation Classes](#)
- [American Speech-Language-Hearing Association (ASHA): Telepractice](#)
- [Tips & Tricks for Virtual Therapy with Children who Use AAC](#)
- [Teletherapy Resources: The ULTIMATE Master List](#)
- [SpeechPathology Inc. (free) Teletherapy Bootcamp](#)

Additionally, the resources and supports listed in the below table can help Students with Complex Communication Needs access Distance Learning for All.

	Offline Resources	Online Resources	Parent Supports
Supports for All *Students with Complex Communication Needs will benefit from these Resources/Supports to Access Distance Learning for All*	The supports and resources available to all students through the district's Distance Learning for All should be the primary consideration used to support students with Complex Communication Needs.		
	- AAC device - Visual supports for schedule, routines, or sequences - Visual supports to communicate emotions, and reasons for feelings or behavior	- LAMP Words for Life online access - Picture Cards - Improving Conversational Skills - Pyramid Model Resources for Emergencies and Disasters - Create visual supports	- Prompting hierarchy - Practical AAC - Video on importance of modeling with AAC - Video on using AAC devices at home - Video on how to use a visual schedule for routines

Area of Need: Visual

Distance Learning for All will require school districts to serve students who have Complex Visual Needs. School districts should begin planning and delivering Distance Learning for All to students who have Complex Visual Needs by reviewing the resources provided for all students. Educational professionals working with a student who has Complex Visual Needs should consider, for that student, how appropriate access can be provided to the same Distance Learning for All that is available to all students. The resources and supports listed in this section are intended to provide districts with additional context to support that access. Where such access is inappropriate given the unique needs that arise from the student's disability, the school team, following meaningful consultation

with the parent, will need to determine comparable Distance Learning that is accessible and provides the student with the opportunity to pursue appropriately ambitious objectives.

Pedagogical Considerations for Distance Learning for All for Students with Complex Visual Needs
Adapted from [Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

Students with complex visual needs will probably need the support of specially trained professionals to assist the educational team in identifying ways to support students in online and blended learning environments. These additional areas should also be considered for supporting students in an online or blended learning environment:

- Identify the team members responsible for providing students with visual impairments assistive technology and personnel supports for appropriate programming. Make sure that the system is compatible for all Distance Learning for All instruction and activities. Double-check the impact that any new programmatic instructional elements add to the course content.
- Work closely with Assistive Technology staff to ensure that all systems are compliant with the technical standards necessary to provide appropriate supports for the student.
- Provide the students proactively with the training necessary for them to feel comfortable with assistive technology systems so they are competent users of those supports.
- Provide the student screen readers and supports when appropriate to meet their level of visual needs in online and blended learning environments.
- See that teachers take the time to work proactively so that course design is consistent throughout all Distance Learning for All materials, visual clutter is reduced on the pages, contrast of texts and colors is maximized, the use of frames on the page is limited, and proper heading structures are used for content.
- Realize that students with vision loss might have difficulty seeing the entire screen or instructional content. Often, they learn in a linear fashion since they only receive information from specific parts of the screen.
- Take the time during instruction to summarize the content that is covered in text form, highlighting the main features that you would like the students to focus on or that form the basis of the content being read.
- Consider the [Web Content Accessibility Guidelines](#).
- Offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or from a technology integration perspective. Some students prefer the low stress and impact of reduced in-person interactions in the online and blended learning

environments while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned.

To assist with providing Distance Learning for All for students with Complex Visual Needs, educators should become familiar with these professional development resources:

- Virtual Expanded Core Education Learning (ExCEL) Academy for Students with Visual Impairments- Daily lessons on ECC Skills - Virtual Expanded Core Education Learning (ExCEL) Academy for Students with Visual Impairments
- Tips for Creating Accessible Curriculum - 5 Accessibility Actions You Can Take When You're Moving Your Conference or Classes Online
- Accessibility Tip Sheet
- Tips for teaching students with vision impairments in virtual environment - Teaching Students Through Virtual Services

Additionally, the resources and supports listed in the below table can help Students with Complex Visual Needs access Distance Learning for All.

	Offline Resources	Online Resources	Parent Supports
Supports for All *Students with Complex Visual Needs will benefit from these Resources/Supports to Access Distance Learning for All*	**The supports and resources available to all students through the district's Distance Learning for All should be the primary consideration used to support students with Complex Visual Needs.**		
	• Tactile symbols/objects • Braille books • Manipulative supports	• Text to Speech • Described and Captioned Media Program • National Emergency Library • Zoom (enlargement software) • State Library of Oregon : BARD & BARD Mobile	• Embedding CVI Strategies into Everyday Family Living • CVI Scotland- Guide for Parents • Bookshare… Learning from home for parents • Let's Play!: Home Classical Guitar Braille Lessons

Area of Need: Hearing

Distance Learning for All will require school districts to serve students who have Complex Hearing Needs. School districts should begin planning and delivering Distance Learning for All to students who have Complex Hearing Needs by reviewing the resources provided for all students. Educational professionals working with a student who has Complex Hearing Needs should consider, for that student, how appropriate access can be provided to the same Distance Learning for All that is available to all students. The resources and supports listed in this section are intended to provide districts with additional context to support that access. Where such access is inappropriate given the unique needs that arise from the student's disability, the school team, following meaningful consultation with the parent, will need to determine comparable Distance Learning that is accessible and provides the student with the opportunity to pursue appropriately ambitious objectives.

Pedagogical Considerations for Distance Learning for All for Students with Complex Hearing Needs
Adapted from [Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

The ability of teachers and educational staff to support students with complex hearing needs effectively in Distance Learning for All might be outside of the experiential base of most educators. It is important that teams consult with professionals trained in the educational programming for students with complex hearing needs, as well as professionals who are trained in the use of assistive technology, both on the learner's systems, the teacher's systems, and with the Distance Learning for All platform. Other considerations include:

- Work closely with Assistive Technology staff to ensure that all systems are compliant with the technical standards necessary to provide appropriate supports for the student. In Distance Learning for All environments this might include, but is not limited to, sign language interpreters, interveners, closed captioning, or assistive technology devices.
- Taking the time to provide students with the training necessary for them to feel comfortable with assistive technology systems so they are competent users of those supports within the online or blended learning environments. Having staff, faculty, parents, as well as students receive training on these supports provides a basis of understanding for program assessment and evaluation.
- Augmenting instruction through written materials. Instructional staff should also ensure that there are written supports for any social interactions that occur through Distance Learning for All. These supports should be embedded within every aspect of Distance Learning for All.
- Being proactive in ensuring that the auditory aspects of the instructional environment are compatible with any student hearing aids or cochlear implants. Know that instructional faculty, support faculty, and the students will need to "test drive" any systems at the outset of Distance Learning for All.

- Ensuring that the acoustics of both the student's learning environments, as well as that of the teacher, are well suited for instructional effectiveness. Attend especially to the background noise that might result when other students participate auditorily. Providing all students technological dos and don'ts related to the need to minimize background noise when speaking benefits all students but is especially important for students with complex hearing needs.
- Remembering that students who are deaf or hard of hearing often use visual cues and are tuned in to the lips and face of the speaker for cues. Ensure that all participants in online or blended learning environments used during Distance Learning for All face the video camera and speak in a way that supports the visual needs of the students.
- Using appropriate lighting to support the student's ability to gain visual information, thus making better sense of the educational and social expectations within the online and blended environments.
- Being aware that providing visually busy content to students with hearing impairments may cause confusion and create misunderstandings of content that could be difficult to remediate.
- Ensuring that the visuals used to support instruction in online or blended learning settings used during Distance Learning for All focus on the key instructional goals, objectives, and elements.
- Offering one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or from a technology integration perspective. Some students prefer the low stress and impact of reduced in-person interactions in online and blended learning environments while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned.

To assist with providing Distance Learning for All for students with Complex Hearing Needs, educators should become familiar with these professional development resources:
- ASL Literacy Resources
- Online Accessibility for Deaf and Hard of Hearing: 10 Tips for Educators - Remember Accessibility in the Rush to Online Instruction: 10 Tips for Educators
- Deafblind Intervener Modules - Open Hands Open Access - Open Hands, Open Access (OHOA): Deaf-Blind Intervener Learning Modules
- A Practical Guide to the Use of Tele-Intervention in Providing Early Intervention Services to Infants and Toddlers Who Are Deaf or Hard of Hearing (NCHAM)
- Tele-Intervention 101: Providers
- Tele-Intervention 101: Administrators

- [Virtual Education for Students who are Deaf/Hard of Hearing Resources](#)
- [Activities to Encourage Speech and Language Development](#)
- [John Tracy Center Resources](#)

Additionally, the resources and supports listed in the below table can help Students with Complex Hearing Needs access Distance Learning for All.

	Offline Resources	Online Resources	Parent Supports
Supports for All *Students with Complex Hearing Needs will benefit from these Resources/Supports to Access Distance Learning for All*	**The supports and resources available to all students through the district's Distance Learning for All should be the primary consideration used to support students with Complex Hearing Needs.**		
	• Books with ASL icons	• [The Described and Captioned Media Program](#) • [Educational Resource Center on Deafness YouTube Channel- ASL Videos](#) • [eLearning for Deaf Kids – Educational Videos for DHH Students](#) • [Literacy activities for children who are deafblind](#) • [COVID-19 Information National Deaf Center](#)	• [Talking to Kids about Coronavirus: ASL & English Resources](#) • [Resources for early learning](#) • [DPAN TV The Sign Language Channel Kids Stories in ASL](#) • [Early Childhood ASL videos](#) • [The Listening Room Activities](#)

Area of Need: Mobility and Motor Skills

Distance Learning for All will require school districts to serve students who have Complex Mobility and Motor Skills Needs. School districts should begin planning and delivering Distance Learning for All to students who have Complex Mobility and Motor Skills Needs by reviewing the resources provided for all students. Educational professionals working with a student who has Complex

Mobility and Motor Skills Needs should consider, for that student, how appropriate access can be provided to the same Distance Learning for All that is available to all students. The resources and supports listed in this section are intended to provide districts with additional context to support that access. Where such access is inappropriate given the unique needs that arise from the student's disability, the school team, following meaningful consultation with the parent, will need to determine comparable Distance Learning that is accessible and provides the student with the opportunity to pursue appropriately ambitious objectives.

Pedagogical Considerations for Distance Learning for All for Students with Complex Mobility and Motor Skills Needs
Adapted from [Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

Students affected by physical impairments will probably require a great deal of physical environmental modifications to support their mobility and learning needs. When providing Distance Learning for All to support students who have complex mobility and motor skills needs, educators must have a solid understanding of the ways that the student's educational functioning might be affected by physical conditions and be able to adapt learning environments creatively to meet their specific educational needs.

In general, educators might want to consider the following when providing supports to students affected by physical disabilities in their online and blended learning environments:

- Make sure that all learning environments, including the student's educational space in the home, are physically accessible and not mobility-limited.
- Make considerations for students who use wheelchairs, walkers, prosthetics, or other mobility aids and structure the learning environments to support the adaptive equipment.
- Understand how the impact the physical issues related to their impairment affects students' stamina for educational programming.
- Take the time to understand the complexities that the student will experience when using assistive technology aids, devices, programs, and machines.
- Be cognizant of the impact that limited physical mobility, both gross and fine motor activity, might have on the student's ability to participate fully in Distance Learning for All opportunities with their peers when provided through online or blended activities.
- When teaching or providing content, pace your instruction at a speed that supports the physical limitations of the student.
- Provide copies of all notes, lectures, and handouts to assist with note taking in class. Have other students provide copies of their notes for use by the student with physical disabilities.

- Realize that the student might have difficulty with both expressive and receptive aspects of learning. Depending upon the impact of the student's complex mobility and motor skills needs, they might have difficulty actively participating in group activities, group discussions, or in direct social situations.
- Offering one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or from a technology integration perspective. Online and blended learning present different opportunities for some students with complex mobility and motor skills needs. While the low stress and impact of reduced in-person interactions may make it easier to focus more intentionally on the content, the loss of physical proximity could contribute to confusion about performance for all concerned, and office hours are one way of monitoring progress.

To assist with providing Distance Learning for All for students with Complex Mobility and Motor Skills Needs, educators should become familiar with these professional development resources:

- [Video modeling](#)
- [PTs in Schools](#)
- [American Physical Therapy Association (APTA): Telehealth](#)
- [American Occupational Therapy Association (AOTA): Telehealth Resources](#)

Additionally, the resources and supports listed in the below table can help Students with Complex Mobility and Motor Skills Needs access Distance Learning for All.

	Offline Resources	Online Resources	Parent Supports
Supports for All *Students with Complex Mobility and Motor Skills Needs will benefit from these Resources/Supports to Access Distance Learning for All*	**The supports and resources available to all students through the district's Distance Learning for All should be the primary consideration used to support students with Complex Mobility and Motor Skills Needs.**		
	● Adapted games ● Adapted yoga routines ● Download these lessons School Moves and print to send home ● Fine Motor: participation in home routines such as food preparation, cooking, cleaning and laundry; art activities at home; drawing or writing on your belly, etc.	● Play with a Purpose blog ● Video modeling ● Adaptive yoga ● Video on using household items for motor practice ● Motor Skills Apps ● Vooks animated storybooks	● Positive communication with parents and school blog ● Access to adaptive equipment or guidance on how to modify household items to support positioning or other activities (slant boards for writing, etc.)

Area of Need: Behavior/Social Emotional Learning

Distance Learning for All will require school districts to serve students who have Complex Behavior/Social Emotional Learning Needs. School districts should begin planning and delivering Distance Learning for All to students who have Complex Behavior/Social Emotional Learning Needs by reviewing the resources provided for all students. Educational professionals working with a student who has Complex Behavior/Social Emotional Learning Needs should consider, for that student, how appropriate access can be provided to the same Distance Learning for All that is available to all students. The resources and supports listed in this section are intended to provide districts with additional context to support that access. Where such access is inappropriate given the unique needs that arise from the student's disability, the school team, following meaningful consultation with the parent, will need to determine comparable Distance Learning that is accessible and provides the student with the opportunity to pursue appropriately ambitious objectives.

Pedagogical Considerations for Distance Learning for All for Students with Complex Behavior/Social Emotional Learning Needs
Adapted from [Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

Most teachers have the ability to meet the affective needs of their students in the general education environment. However, students who have complex behavior/social emotional learning needs often require more nuanced attention to the way in which social interactions occur within the learning environment, since these have the distinct potential of having a dramatic impact on student academic achievement. To this end, teachers providing Distance Learning for All through online and blended environments might want to consider the following:

- Recognize that how complex behavior/social emotional learning needs manifest are different. Some students might exhibit extremely outgoing behaviors, while others might exhibit behaviors that are very withdrawn and isolated. This might be difficult to identify in your interactions with the students in Distance Learning for All settings. Working closely with the student's team to identify how the student presents themselves in in-person settings might provide ideas for ways to support behaviors effectively during Distance Learning for All.

- Make expectations clear and be very consistent in routines in order to provide a structured environment. This can best be done by having rules, procedures, policies, or expectations specifically addressed in educational materials.

- Provide the students with self-monitoring resources, such as checklists, rubrics, or planning guides. This helps them visually scaffold expectations and provides cognitive supports when affective challenges present themselves. Using multimedia examples that focus on the expected work and behaviors is a good way to assist students' understanding.

- Be proactive in your schedule and pacing of content to ensure that unstructured time and activities have clear parameters and expectations for personal, as well as interpersonal behavior. Proactively providing clear examples of acceptable behavior is a good way to support expectations for social interactions.

- Realize that students might need to be introduced to some instructional formats or delivery systems gradually due to specific aspects of their disability. For example, group work might need to wait until the student is able to demonstrate the ability to work productively with others on tasks. Differentiate or personalize student responses or assignments when the assigned format might be a challenge to the student.

- Encourage students to engage in the identification and labeling of their own internal emotional states, and to share those in an appropriate way with the instructional staff. Allowing the students to address issues before they become problems is particularly important to establish and maintain accepting and supportive learning environments. Having student supports built into the structure of Distance Learning for All can be useful when students need extra support or assistance during synchronous and asynchronous sessions.

- Offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or from a technology integration perspective. Online and blended learning opportunities can be a welcome option for students with complex behavior/social emotional learning needs. Many prefer and may require the low stress and impact of reduced in-person interactions while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned.

The strategies and suggestions contained within the student's IEP will go a long way in helping to support and structure learning expectations during Distance Learning for All.

To assist with providing Distance Learning for All for students with Complex Behavior/Social Emotional Learning Needs, educators should become familiar with these professional development resources:
- SEL and students with complex disabilities
- National Association for School Psychologists: Health Crisis Resources
- Self-Management

Additionally, the resources and supports listed in the below table can help Students with Complex Behavior/Social Emotional Learning Needs access Distance Learning for All.

	Offline Resources	Online Resources	Parent Supports
Supports for All *Students with Complex Behavior/Social Emotional Learning Needs will benefit from these Resources/Supports to Access Distance Learning for All*	**The supports and resources available to all students through the district's Distance Learning for All should be the primary consideration used to support students with Complex Behavior/Social Emotional Learning Needs.**		
	- Zones of Regulation lessons and tools - Second Step lessons and tools - Printed social stories - Books about emotions, social thinking, problem solving, emotional regulation - Escalation Cycle with baseline supports and de-escalation strategies - Visual problem solving worksheet with picture supports	- Character Isn't Canceled - Conscious Discipline - CounSEL Learning: - Pyramid Model Resources for Emergencies and Disasters: - OregonYouthLine.org - Centervention - Social Skills Toolbox - Meditation Apps - Self Regulation Visual - Social Interaction Apps - Social stories library	- Infographic Supporting parent self-care and co-regulation; also in Spanish - Video Teaching anger management and self-regulation techniques - Oregon's Community Parent Resource Centers (CPRCs) - Build structure at home

Area of Need: Sensory

Distance Learning for All will require school districts to serve students who have Complex Sensory Needs. School districts should begin planning and delivering Distance Learning for All to students who have Complex Sensory Needs by reviewing the resources provided for all students. Educational professionals working with a student who has Complex Sensory Needs should consider, for that student, how appropriate access can be provided to the same Distance Learning for All that is available to all students. The resources and supports listed in this section are intended to provide districts with additional context to support that access. Where such access is inappropriate given the unique needs that arise from the student's disability, the school team, following meaningful

consultation with the parent, will need to determine comparable Distance Learning that is accessible and provides the student with the opportunity to pursue appropriately ambitious objectives.

Pedagogical Considerations for Distance Learning for All for Students with Complex Sensory Needs
Adapted from [Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

- Ensure the multimedia that you use in online learning are not going to have a negative impact on the instruction due to sights or sounds that impede processing of content. This may require gathering additional information from the student, parents, or counselor if the IEP is not available for the online instructor or the mentor supporting the student.
- Provide students opportunities to demonstrate competency of the content by using alternative methods for assignments. Have multiple ways to assess course content and provide students options for task and assignment completion.
- When you design instruction, make sure that you provide multiple ways to consider content using visuals, auditory files, texts, and multimedia content.
- Ensure that the acoustics of both the student's learning environments, as well as that of the teacher, are well suited for instructional effectiveness. Attend especially to the background noise that might result when other students participate auditorily.

To assist with providing Distance Learning for All for students with Complex Sensory Needs, educators should become familiar with these professional development resources:

- [Sensory strategies in schools](#) by OT Toolbox

Additionally, the resources and supports listed in the below table can help Students with Complex Sensory Needs access Distance Learning for All.

	Offline Resources	Online Resources	Parent Supports
Supports for All *Students with Complex Sensory Needs will benefit from these Resources/Supports to Access Distance Learning for All*	**The supports and resources available to all students through the district's Distance Learning for All should be the primary consideration used to support students with Complex Sensory Needs.**		
	• Visual schedule with predictable routines • Frequent breaks • Calming spaces • Adjusting levels of visual, audio, physical stimulus	• GoNoodle for increasing sensory input • Headspace for calming meditation • Stop Breathe & Think Kids for identifying feelings teaching mindfulness and meditation to children • Organization Apps	• Creating a sensory diet at home • Video on how to use a visual schedule for routines • How to Explain a Global Health Crisis to Children with Autism

Area of Need: Adaptive/Functional

Distance Learning for All will require school districts to serve students who have Complex Adaptive/Functional Needs. School districts should begin planning and delivering Distance Learning for All to students who have Complex Adaptive/Functional Needs by reviewing the resources provided for all students. Educational professionals working with a student who has Complex Adaptive/Functional Needs should consider, for that student, how appropriate access can be provided to the same Distance Learning for All that is available to all students. The resources and supports listed in this section are intended to provide districts with additional context to support that access. Where such access is inappropriate given the unique needs that arise from the student's disability, the school team, following meaningful consultation with the parent, will need to determine comparable Distance Learning that is accessible and provides the student with the opportunity to pursue appropriately ambitious objectives.

Pedagogical Considerations for Distance Learning for All for Students with Complex Adaptive/Functional Needs
Adapted from Supporting Students with Disabilities in K-12 Online and Blended Learning

Those wanting to provide appropriate educational programs and supports for students complex adaptive/functional needs might want to consider the following pedagogical suggestions:

- Attempt to provide repetition of content using multiple modalities when providing instruction. Most educational materials are written; during Distance Learning for All, capitalize on the wide variety of multimedia capabilities afforded by online or blended environments to help demonstrate content concepts.

- Take the steps necessary to assess student understanding of content in appropriate ways. Written reports may not allow students to provide the breadth or depth of their understanding in a way that a verbal presentation might. Additionally, online or blended environments provide students with complex adaptive/functional needs the opportunity to use differentiated output through technological tools.

- New or novel situations may cause confusion and have an impact on educational performance. Realize that students may have issues with adaptive behavior. Take the time to explain changes in instructional routines and use this as an opportunity to pre-teach content. Providing instructional videos or screenshots of the specific behaviors that are expected in online or blended learning environments used as part of Distance Learning for All to assist in the development of new skills. Communicate the changes to the family so they can provide support and answer questions the student may have.

- Be explicit in letting the students know what is expected of them for educational performance. Provide examples from past student work projects so the students with cognitive impairments has a better understanding of the features they must attend to.

- When appropriate, let students work with peers or mentors so they have another perspective on the academic content. Using the chat, discussion board, or video conferencing features that are part of the online or blended environment will allow students the opportunity to socially interact with peers or mentors as they collaboratively work through the assignment.

- Many students prefer the low stress and impact of reduced in-person interactions while being able to focus more intentionally on the content. This loss of physical proximity can also contribute to confusion about performance for all concerned. It is strongly suggested that Distance Learning for All program personnel provide direct one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or from a technology integration perspective.

To assist with providing Distance Learning for All for students with Complex Adaptive/Functional Needs, educators should become familiar with these professional development resources:

- Task Analysis
- Modeling

- Video Modeling
- Autism Distance Education Parent Training (ADEPT)

Additionally, the resources and supports listed in the below table can help Students with Complex Adaptive/Functional Needs access Distance Learning for All.

	Offline Resources	Online Resources	Parent Supports
Supports for All *Students with Complex Adaptive/Functional Needs will benefit from these Resources/Supports to Access Distance Learning for All*	**The supports and resources available to all students through the district's Distance Learning for All should be the primary consideration used to support students with Complex Behavior/Social Emotional Learning Needs**		
	• Daily schedule for activities • Use of visuals to support daily activities • Use a task analysis to break a task into teachable steps • Use of visuals to teach individual steps of a task	• LINKS Curriculum • Visual tools to support behavior, self-regulation and independence • School Closure Toolkit • Columbia Regional ASL Videos Basic, Routines, Functional ASL	• Virtual check-in on progress and needs • Columbia Regional Program Videos for home routines

Additional Pedagogical Considerations for Specific Student Populations
Adapted from Supporting Students with Disabilities in K-12 Online and Blended Learning

ODE believes that it is primarily important to focus on and solve the barriers that arise from student disabilities, rather than the disability category itself, when seeking to make Distance Learning for All a reality. For that reason, the majority of this document is framed around the complex needs students may have as a manifestation of the unique needs that arise from the nature of their disability, regardless of their eligibility category(ies) under the IDEA. However, it is also important to note that there are some pedagogical considerations for educators that can make Distance Learning for All more successful for students in specific populations.

Traumatic Brain Injuries

The reasons for eligibility under traumatic brain injury vary widely. Each student presents a differing educational scope of need. Make sure that you consult with appropriate medical personnel to understand how the student's injury might affect functioning within Distance Learning for All environments. We know more than ever before about brain anatomy and the impact that insult or injury to specific regions have on the processing of information. Although we have come a long way, the science of learning and understanding localized to sections of the brain are not exact. Some broad considerations that teams should attend to include:

- It is important to realize that the student has acquired this injury because of a traumatic event. Emotional issues in dealing with the acceptance of their condition might get in the way of cognitive ability. Make sure that appropriate team members are available to assist with any affective or behavioral manifestations that might occur due to acceptance of their injury. In Distance Learning for All environments, this might present itself in anger, depression, or withdrawal from the academic work, or the people within the setting.

- The area of brain that has experienced the trauma will have a dramatic impact on the needs and the abilities of the student in Distance Learning for All environments, including online or blended learning. To support this, provide content that allows students to experience their content in the modalities they are most capable of using, and minimize the use of content in modalities they find more challenging.

- When you design instruction, make sure that you provide multiple ways to consider content using visuals, auditory files, texts, and multimedia content.

- During instruction, focus instructional materials in the student's least affected modality, while still providing instruction in the modalities that are affected by the injury. This multisensory approach to instruction helps the student receive content and information in multiple channels.

- Provide the students with the opportunity to restate back to you what it is covered in class and for the requirements for activities.

- Offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or a technology integration perspective. Online and blended learning opportunities may present a comfortable alternative for students with traumatic brain injuries. Many prefer and may require the low stress and impact of reduced in-person interactions while being able to focus more intentionally on the content; however, the loss of physical proximity could contribute to confusion about performance for all concerned, and office hours are one way of monitoring progress.

Other Health Impairments

The complexity and multiplicity of issues that students eligible for services under the other health impairments category requires professionals to consider a wide variety of pedagogical interventions. Some of these might include:

- Understand the impact that the student's condition has on their stamina, patience, and ability to interact with others in the environment. Students that are emotionally or physically stressed may not have the ability to process content at the moment, and the use of recorded content either for instruction or student assignments might allow them to participate more fully in the program. At times, Distance Learning for All settings may cause a great deal of stress on the student experiencing the impact of their health impairments.

- Educational programs, even those delivered in online or blended learning formats, often require students to attend to long periods of content or activity. For students with Attention Deficit Hyperactivity Disorder (ADHD) it might be important for them to have instructional content or activities broken into smaller segments, thus allowing them to focus on the objectives in a way that does not cause undue stress or anxiety.

- Often, students with other health impairments are unable to meet deadlines for tests and assignments due to medical issues related to their impairments. Medical conditions and the progression of disease or injury affect students differently. Recognize these situations when putting together units of instruction and personalizing instruction for these students.

- It is important for the IEP Team members and instructional staff to understand the ways that the progression of the disease might affect the educational functioning of students during Distance Learning for All. Different seasons, or stages of the disease, might deleteriously impact the student's functioning more than other times.

- Due to the variety of health-related issues that could be covered under this eligibility category, recognize that the incorporation of specialized equipment or assistive technology might be necessary for instruction during Distance Learning for All. It is important for all members of the team to be familiar with the extra supports that the assistive technological capabilities provide, the limitations of the systems, and the impact the assistive technology has on both learner and teacher behavior.

- Ensure that all systems are compliant with the technical standards necessary to provide appropriate supports for the student.

- Provide an appropriate level of adult or peer supports necessary to help assist the student with medical issues to better understand initial content, to practice or rehearse instructional strategies, or to appropriately assess educational functioning.

- Online and blended learning opportunities often are the saving grace for students with health impairments. Many prefer and may require the low stress and impact of reduced face-to-face interactions while being able to focus more intentionally on the content. This loss of physical proximity could contribute to confusion about performance for all concerned. It is strongly suggested that online and blended program personnel provide direct one-on-one "office hours" or tutorials, at least initially,

until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or from a technology integration perspective.

Autism Spectrum Disorder

Since autism is a spectrum disorder, educators will find themselves dealing with a wide range of situations that have an impact on appropriate educational functioning and abilities in a Distance Learning for All environment. When developing programs and services to meet the needs of students who have autism, the following pedagogical considerations should be discussed:

- Be ready to support students to help them understand the nuances of social interactions. They may need support dealing with any misunderstanding of meaning or intent of interactions with others. Students with autism tend to have significant issues related to social interactions with teachers and peers. During Distance Learning for All, this might require the teacher to monitor interactive opportunities (e.g. discussion boards) closely and carefully compose communications with the student, whether it be email or comments on assignments. Family members may also be able to help the student understand and address challenging situations.

- Put requests or directions in writing. Since students with autism tend to be very visual, making instructions and directions as specific as possible helps alleviate any misunderstandings.

- Remember that online learning environments can often be complex learning environments, depending upon the technologies and multitasking of activities that occur. Provide students with enough support to help them direct or redirect their attention to the most salient aspects within the instructional moment. Teachers may use phone calls, online chat, or other direct communication to support strategies for time management and study habit development.

- Students with autism often have difficulty with change. Establish a system that provides students enough notice about change in expectations or schedules, since students with autism tend to be very rule bound and like to have routines established and followed. These changes can be easily added to the announcements section of the Learning Management System (LMS), although you may need to remind the student to check that area regularly. Using the calendar feature within the LMS provides a visual for due dates, test dates, and content that is expected to be read. Inform the on-site mentor and parent of changes, as well, so they can provide support to the student if necessary.

- Know the issues students with autism may have with sensory input. Ensure the multimedia that you use in online learning are not going to have a negative impact on the instruction due to sights or sounds that impede processing of content. This may require gathering additional information from the student, parents, or counselor if the IEP is not available for the online instructor or the mentor supporting the student.

- Realize that students with autism might have a distorted understanding of their abilities. They might overplay their cognitive strengths and underplay their areas of educational need. Be aware of this potential situation when providing feedback and correction to the student. This might be difficult to deal with in an online environment due to the relative anonymity that often exists within the learning environment.

- Work with your planning team members to get a better understanding of how verbal social interactions might affect the student, especially during times of stress. Be sure to include relevant general and special education staff in these discussions. Students with autism often are very concrete and literal in their understanding of conversations, and things such as smiles, metaphors, idioms, inflection, or intonation might be lost.

- Include the student, to the greatest extent possible, in planning for instruction. This provides an opportunity to discuss what will be done to meet the student's needs and gives the student an opportunity to create a trusting relationship with the people supporting the instructional programs.

- Online learning opportunities often are the saving grace for students with autism educationally. Many prefer the low stress and impact of reduced face-to-face interactions while being able to focus more intentionally on the content. However, this loss of physical proximity can also cause the staff to misread the student's responses or progress. It is strongly suggested that online program personnel provide direct one-on-one "office hours" or tutorials for the faculty and staff, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, the family's perspective, or from a technology integration perspective.

Specific Learning Disabilities

Students affected by specific learning disabilities often have difficulty in areas of academic performance, and meeting the demands placed upon them in the learning environment. Quite often, students exhibit inconsistent patterns of school performance, having strengths and abilities in some areas of school performance, but not in others. Educators interested in providing appropriate instructional and program supports in online learning environments are encouraged to look at the student's functioning in the areas of written expression, reading ability, and mathematics. More specific suggestions include attending to the following:

- Allow students to slow down the rate or pace of content provided in online or blended learning environments through the use of assistive technology. This provides students opportunities to review content they might have missed due to speed of presentation or the complexity of the content.

- Incorporate assistive technology programs and devices when necessary and appropriate to support individual student success. Ensure that all systems provide appropriate supports for the student.

- Realize there is a great deal of variance in the academic performance of students identified as having specific learning disabilities. This variance requires educators to be extremely specific in their orientation to meeting academic needs based upon individual student academic need in the online learning environment.
- Align text with the depth of cognitive load. This helps students with reading deficits deal with the complexity of text and ensure that materials provided in instruction are written at the level needed to meet academic curricular criterion.
- Provide students opportunities to demonstrate competency of the content by using alternative methods for assignments. Have multiple ways to assess course content and provide students options for task and assignment completion.
- Understand that real time chat sessions and lectures might need to be augmented or personalized in online learning environments because some students may not be able to understand accurately what is being shared due to the speed of the verbal or written content.
- Encourage group study supports outside the main instructional setting. Providing and encouraging student peer groups helps students process content and practice skills away from class.
- Provide an exam format in the student's most successful modality or response format. Online learning offers multiple ways for instructors to support differentiated student output, using software and apps, for student work product, as well as assessments.
- Offer one-on-one "office hours" or tutorials, at least initially, until all involved have a better feel for the areas of strength and need that might exist from the learner's perspective, the instructor's perspective, or from a technology integration perspective. Online learning presents different opportunities and challenges for students with specific learning disabilities. While the low stress and impact of reduced in-person interactions may make it easier to focus more intentionally on the content, the loss of physical proximity could contribute to confusion about performance for all concerned, and office hours are one way of monitoring progress.

Concluding Considerations

Supporting education for students who have complex needs in this time must start with well-considered, universally designed Distance Learning for All programs. Distance Learning for All should be designed at the outset to meet the needs of all learners to the greatest extent possible. Effectively including all students within district Distance Learning for All programs will require intentional collaboration, a spirit of inquiry, and a willingness to continuously adapt and overcome as new challenges arise. ODE stands ready to partner with districts in making Distance Learning for All happen.

Statewide Contacts for Support

[Candace Pelt, Ed.D.](#)
Assistant Superintendent, Office of Enhancing Student Opportunities

[Special Education County Contacts](#)