



**Illinois State Board of Education
Special Education Services Department**

Resource

**Remote Learning for Students
with Significant Intellectual or
Multiple Disabilities**

This document is intended to provide information on the subject matter listed above during the suspension of in-person instruction due to the COVID-19 pandemic.

For specific questions, please contact the Illinois State Board of Education.

April 2020

Introduction

The Illinois State Board of Education (ISBE) recognizes the difficulties at-home instruction and remote learning pose for teachers as well as the parents/guardians of students who have intellectual or multiple disabilities. For some, this situation is complicated by the lack of reliable internet access and/or the unavailability of technology in the home.

We also recognize the fact that all students with disabilities are entitled to a free, appropriate public education (FAPE). Teachers have the responsibility to provide ongoing learning opportunities to their students during this mandatory suspension of in-person instruction in our state's classrooms.

Successful remote learning opportunities are contingent, however, on a number of factors including not only technology and access, but also involve teacher and parent schedules, responsibilities, and personal factors as well as other logistics.

ISBE would like to provide you with some suggestions and ideas related to remote learning opportunities for students who have intellectual or multiple disabilities, including ideas that do not depend on technology. We would also like to provide you with resources for additional information related to services, programming, and information intended to enhance learning opportunities and the functional development of students who have intellectual or multiple disabilities.

General Considerations

All students benefit from continuity and ongoing communication between their schools and families. For students who have intellectual or multiple disabilities with significant support needs, this consistency in routine and expectations, as well as an open, collaborative relationship between the school and parents is essential. Fortunately, many school staff and parents already work very closely together on behalf of a child who has significant support needs, and these previously established relationships can be an asset in times when students are unable to attend classes in school building for long periods.

In this document, we will explore general strategies school staffs and families can use that may be beneficial in maintaining consistent expectations between the home and school environments, sustaining progress toward goals, and easing the transition back to regular school after the COVID-19 crisis is over. Obviously, these are merely ideas and suggestions drawn from a variety of sources; the decisions about how to provide remote education for

individual students is an IEP team decision as well as the product of ongoing collaboration between the school and the student's parents.

Remote Learning for Students with Technology and Internet Access

When students have access to technology at home, options for delivery of instruction and services as well as opportunities for the student to engage with staff and peers are certainly increased. Below are some potential ways in which technology can be leveraged to enhance the remote education and socialization of students who have intellectual or multiple disabilities with significant support needs. Also included are important considerations when using the technology. Means of access (e.g., use of keyboard, adapted keyboard, mouse, touch screen devices, switches, etc.), types or levels of assist required, and positioning needs while using technology are decisions the IEP team, which includes the parents, must make for individual students.

Important Notes: *As a neutral government agency, ISBE cannot endorse any specific product, service, or organization unless they are affiliated with a government entity, grantee, or partner. Also, please be mindful of potential privacy, licensing, and cyber security issues that can present themselves when engaging in use of some shared platforms or social media as well as sharing of information or images over the internet.*

- Establish regularly scheduled connections, even if brief, between the student and school staff and/or other students via live, interactive platforms so that the student regularly sees and hears people he or she associates with school. If possible, incorporate this into the student's daily remote school schedule.
- If the student is engaging in virtual one-to-one, small group, or class gatherings, use the opportunity to reinforce social bonds by reviewing who is present (image, name, or voice) and having the student point to the image and name and greet participants.
- To foster ongoing social connections, assist the student, as needed, to engage in chat with staff and peers via secure/limited social media platforms moderated by school personnel.
- Give the student opportunities to practice a variety of skills such as speaking/listening; use of technologies; fine motor skills (e.g., using keypad to type); letter, number, word, or name recognition; and other skills by phoning or texting with peers and staff, with assist as needed.
- High- and low-tech devices can be used to establish structure to the daily schedule or routine. Timers of various types can be effective in keeping a student on task. Egg

timers, cell phone sand timers, stop watches, alarm clocks, computer timing functions, and clocks are examples of items that may provide auditory, visual, or tactile (vibration) alerts.

- One size does not fit all when it comes to technology use with individual students, so it is critical to objectively consider the student's needs related to technology based on observations and data from both school and home. While technology opens many wonderful opportunities for instruction, reinforcement of concepts, and socialization, some students need limited screen time due to other priorities such as essential medical or behavioral interventions, alternate positioning that is not compatible with use of some types of technology, sensory breaks, fresh air/sunshine, or physical activity. For other students, factors such as level of physical, sensory, or visual tolerance for hi-tech based activities; fine and visual motor abilities; communication skills; and level of conceptualization (concrete to abstract) will define the types of technology to be used and the extent of use appropriate for the child.
- If a student was in the process of experimenting with the use of a certain augmentative communication or assistive technology device at school prior to the school closures, it is possible that the device was on loan from a vendor or lending library on a trial basis or that the device was being tested with a variety of students at the same time. In either case, the device may not be available for use in the home setting. Vendors, lending libraries, or disability service organizations may have some devices available on a trial basis, and schools may wish to explore these possibilities.
- Use replicas of augmentative communication device screens/grids (e.g., hardcopy or touch screen approximations) the student might have been experimenting with at school before the stay-at-home order if such communication devices are not available for use at home. For example, the student might have begun to experiment at school with the use of a rocker switch with voice output to choose between two activities represented by pictures/symbols. In its place at home, two picture cards set side by side and voice output ("I want to play with Fido" or "I want to play with my Legos.") from the adult assisting the student may be sufficient in helping the student retain the cause/effect relationship. Also, if the images are on a computer or touch screen, it may be possible to attach animations, recorded voice messages, or links to additional/more specific options to mimic multi-level functions and features of some communication devices.
- Technology can directly aid in the provision of adaptive recreation (physical education) or movement-based activities or, in some cases, digital resources, ideas, or linkages

found online can provide ideas for activities that can be adapted to a home environment.

- There are countless exercise and dance videos or interactive movement-based games available online, through gaming systems, or in DVD format. These sometimes provide specific programs or accessibility features for individuals with various disabilities.
 - Many public entities provide online resources, guidance, or ideas for recreational or movement-oriented activities that may be adaptable to the home environment. These are some potential resources:
 - Locally or regionally governed park district special recreation programs <http://specialrecreation.org/find-my-services.html>
 - The Illinois High School Association (IHSA) site <https://www.ihsa.org/Sports-Activities/Athletes-With-Disabilities>
 - Special Olympics – Illinois <https://www.specialolympics.org/> and <https://www.soill.org/>
 - Great Lakes Adaptive Sports Association <https://www.glasa.org>
 - College or universities with an emphasis on adaptive physical education, recreation, or sports such as Illinois State University, University of Illinois, Western Illinois University, Vanderbilt University, etc.
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- Devices with touch screen features may be beneficial for students who have difficulty using standard keyboards or the mouse.
 - Use scanning, picture editing software, smartphone camera, and similar technologies to create printed picture cards of familiar objects, activities, people, emotions, etc. These cards can be used for many educational purposes such as increasing vocabulary, identifying people or common objects, identifying roles or relationships (e.g., father, mother, friend, teacher, mailman, delivery driver, etc.), sorting, categorizing, showing cause/effect or if/then relationships, sequencing steps to a task or events in a story, identifying characters in a video or a story, creating a story board, developing a social story, recognizing emotions, communicating needs, and more.
 - Involve the student and/or other students in creating videos or pictures for picture cards that can be used with or by the student to reinforce vocabulary, curricular concepts, or skills related to specific tasks (e.g., identifying emotions, 1-5 key vocabulary or concepts from a science unit, familiar people, a sequence of 3-5 main plot points in a story, steps for completing a familiar task, social expectations for video conferencing, etc.).

- Provide prerecorded videos or webinars with multisensory components to demonstrate physical tasks (e.g., art projects, daily living skills, physical and vocational tasks, expectations for completing assignments, etc.). Consider developing videos or webinars that use a variety of instructional methodologies (e.g., engage in task analysis and break down projects into clusters of 3-5 steps or chain tasks by first showing all the steps, then all but the final step, then all but the final two steps, etc. so the student finishes the project each time, etc.). Provide accompanying picture checklists or sequence cards, manipulatives, or actual objects, etc.
- There are a wide variety of peripheral devices (e.g., adapted keyboards, touch screens, switches, etc.) that allow better access to computers for students with different disabilities; however, it is important to keep in mind that what works in the school environment may not work at home. For example, a student may have optimal positioning at school (e.g., a desk that is the perfect height, a seat that allows stability, a place to securely mount the device so he or she can activate it with a hand, head, knee, etc. as needed) to allow him or her to use certain devices effectively, but he or she may not have the same options for positioning at home. Ongoing collaboration and problem solving between the school and family are essential.
- Provide digital learning activities and digital learning platform assignments (e.g., watch videos or read online books and create a 3-5 step plot summary using word or picture cards, play web-based games to teach/reinforce cause/effect relationships, and complete online documents such as a picture or graphics-based book report).
- Use real time interactive platforms such as live webinars or video conferencing to allow practice in communication (e.g., articulation, use of sentences or words, use of augmentative communication systems, use of modified sign language, conversational give and take, etc.), social skills (e.g., turn taking, recognizing faces or voices of staff and peers, conversational etiquette, observing group norms, listening/contributing, etc.), or as a multisensory means of delivering live instruction.
- Assist the student to create an animated book or a history or science report using applications that allow video or graphic insertions and animations representing the main concepts.
- Assist the student, to the degree appropriate, to access digital/electronic media to complete assignments (e.g., use slides with symbols, pictures, or words to create his or her social story, sequence strip, story board, or sentence builder; record a video with the student using words, signs, symbols, or pictures to tell a story for language arts or demonstrate a cause/effect relationship for science; etc.).
- Assist the student, to the degree appropriate, to create his or her own tools for learning, printing them out if he or she benefits from hard copies.

- Assist the student, to the degree appropriate, to scan or photograph, then share with the teacher, images of assignments, artwork, visual schedules, etc. Assist the student, to track his or her own work and progress by maintaining an online file of images/copies of work, visual schedules, checklists, and tangible products of various educational activities.
- Public libraries may have online resources such as previously recorded story times, audio books, and videos available.
- Zoos, theme parks, museums, and other common field trip destinations often provide virtual field trip-like activities, including webcasts and live interactive events or virtual tours, and these sometimes provide some degree of flexibility in terms of accessibility features (e.g., zoom in, captioning, sign language interpretation, narration, etc.).
- Use videos, video games, movies, or television as a means to reinforce key concepts from school work (e.g., counting, vocabulary, social skills, cause/effect (if/then), sequences of events, communication skills, life skills, identifying jobs or roles, etc.).
- Videos, video games, movies, or television can also be effective motivators for some students. Have the student complete a specific amount of work followed by a specific interval of down time or a reward. Reasonable intervals from work with a reward or down time, as well as choices provided for reward or down time activities, are decisions that should be made on an individual basis and should constitute an important discussion between the school and each student's parents.
- Always be flexible and have a Plan B. Technology sometimes doesn't work, and in these times of uncertainty and restrictions, it may not be possible to repair problems or to do so quickly.

Remote Learning for Students without Technology and/or Internet Access

The home environment provides a wide variety of opportunities for students to practice skills and work on IEP goals without the use of technology. Below are ideas for ways in which practice of various kinds of skills can be embedded in common activities at home, as well as factors that may be helpful to consider. The educators and parents of each individual student will need to discuss what materials are appropriate and needed, what levels and types of assist will help the student to maintain skills, what positioning needs the student might have, and other factors that may impact the following.

- Use work packets provided by the school/district with modified curricular materials as per the student's IEP, including manipulatives and other supplies as appropriate. It is possible that common household objects (e.g., plastic bottle caps, toys, food items, clothing items, office supplies, cotton balls, spoons, or others, can be safely repurposed to use for tasks such as counting, sorting, matching, categorizing, making art projects, etc.).
- Use multisensory materials and materials that provide opportunities to practice fine, visual motor, or occupational skills. What are real world tasks in the home or community that the student may need to complete, and what skills do those require? What materials are necessary to complete those tasks?
- Common household tasks can often be made into project-based activities that are opportunities to work on IEP goals. For example:
 - Cooking/baking, preparing lunch, putting away groceries, or gardening/yardwork may be opportunities to work on counting, sorting, identifying sight words, matching, increasing vocabulary, measuring, discussing cause/ effect relationships, time concepts, fine motor skills, or to provide a variety of sensory experiences.
 - Walking the dog can provide opportunities to work on fitness, recreation/leisure, gross motor, social distancing, social/communication, self-care/animal care, math (e.g., time, counting), community orientation, safety, vocabulary, and other skill domains, as well as providing a variety of sensory experiences.
 - Hygiene routines such as showering, changing clothes, brushing teeth, or washing hands are perfect opportunities to increase vocabulary or visual recognition of common objects or practice fine motor skills or sequencing.
 - Basic repair (assembly or disassembly), opening jars or cans, loading water bottles into the refrigerator, etc. can provide opportunities to practice fine motor skills, sequencing, and independent living skills.

Visual supports for the above tasks such as picture, symbol, or word sequence strips and picture or word checklists may be beneficial.

- This may be an opportunity to explore new hobbies, leisure activities, and sensory experiences with the child (e.g., helping plant flowers, playing in a sandbox, collecting items, caring for a pet, going for a walk in a nature preserve, etc.).
- Arrange with the teacher or other parents for socially distanced walk-by or drive-by visits with staff or peers to maintain social connections and practice social or communication skills.

- Read a book to/with the child and create story boards with words or pictures to capture main plot points or characters. This might also be possible with content from school text books (e.g., social studies or science). Look at pictures in a magazine and create a collage or visual story line with the pictures.
- Treasure hunts in the house or yard are a way to increase vocabulary, visual recognition of named objects, matching, and directional skills. Use of picture, symbol, or word cards to match to objects is one way to facilitate this. This is also a way to engage the student in planning lessons by helping find materials to use in certain lessons (e.g., UNO, playing cards, or bottle caps for math skills; magazines for a language activity; and markers or crayons for an art activity, sorting, or color/name recognition).
- Set up task baskets/boxes or other vocational duties with items available in the home that mimic tasks performed in school or the work place (e.g., sorting, counting, assembly, etc.). Role play different types of occupations, employment scenarios, or job interviews.
- To provide a variety of sensory experiences, as well as to tap into the multiple channels by which a student might learn, incorporate the arts into instruction to the degree appropriate for, and tolerated by, the individual student. Consider playing music, dancing, singing (e.g., karaoke), collaborating to compose a song to reinforce concepts, doing art projects (e.g., collages with a variety of materials, coloring, painting, clay, etc.), using playdough or slime, playing instruments, creating mobiles or wind chimes, having sing-alongs, producing drama and puppet shows, acting out stories with dolls, making art from mud and other items in the yard, etc.

Frequently Asked Questions

Question 1: What are some general strategies, considerations, or tips for educating students with intellectual or multiple disabilities and significant support needs at home during the COVID-19 crisis?

Answer: It is important to maintain some flexibility and to keep in mind that it is not realistic to expect that an environment in the home will exactly mirror that with which the student is familiar at school. That being said, the following approaches will benefit many students if implemented in the home school environment *to the extent possible*.

- Maintain routines and environmental factors similar to those the student would experience on a normal school day. For example:
 - Continue usual bedtime and wakeup routines and times.

- Continue usual “get ready for school” routines such as dressing for school, eating breakfast, brushing teeth, packing a backpack with school materials, etc.
- Establish a specific location in the house/apartment as “school” or at least to start and end the remote school day (e.g., a kind of homeroom or basecamp) in that location.
- Set up the “school” space to resemble the school environment. For example, if the student has visual schedules, picture/picture symbol cues, Picture Exchange Communication System (PECS) posted, bright or dim lighting, a certain kind of seating, task baskets/bins, sensory items (e.g., stress relief ball), a reward menu/choice board, or a desktop organized in a certain way in his or her usual school environment, it might be beneficial to have as many of those items or similar ones available in his or her remote school environment.
- Create a daily schedule that includes activities similar to those at school and in the order they occur in school. If the student is used to having a morning meeting, homeroom, or circle time first thing in the morning, followed by vocational task boxes, a math lesson, and PE, he or she may benefit from a similar routine at home even if the activities need to be abbreviated.
- Create a visual schedule and calendar if the student normally has one at school and talk through the schedule at the beginning of each day to establish a routine and expectations. Timers, clocks, or other tangible markers of time can also be helpful in establishing routines and parameters for work.
- If the student usually works at his or her desk during math, for example, it might be helpful in the long term to attempt, when possible, the same type of expectation for him/her while schooling at home.
- If part of a normal school day, don’t forget to build in activities such as recess, lunch, sensory or movement breaks, art, and music time.
- Remember that the home environment may present distractions or realities not present in a school environment (e.g., pets, favorite video games, a cozy couch, the smells of food being prepared, multiple people needing to use the computer for school or work, etc.). Activities may need to be shortened or broken into smaller segments than at school to accommodate. For example, a 15-minute reading activity at school may need to be divided into three 5-minute segments at home.
- If activities need to be broken up into shorter segments and spread over multiple days, it may benefit the student to review the last session’s activity or content. This review could take a lot of forms, such as a social

story, picture/symbol journal entry, a casual conversation, repeating previous instruction, or drill and practice of previous content.

- If siblings are also being taught at home, they can be an asset in modeling routines and expected behaviors.
 - To the extent possible, use materials with which the student is already familiar from school (a favorite notebook, communication books, textbooks/workbooks, manipulatives, gadgets, etc.), or at least pictures, electronic copies (when allowed), or similar items. Many school districts have arranged means for parents to pick up or receive packages of instructional and related materials from school on a onetime or ongoing basis.
 - Use social stories, picture schedules, sequence strips, or other concrete tools to reinforce the carry-over of routines from the school to the remote school environment. These might also help some children understand that the current circumstances are temporary and that someday they will be returning to school.
 - Be mindful of positioning. At home, sitting or lying on beds, floors, couches, etc. may be normal positioning, but they may not be conducive to doing school work for some students. Students with low muscle tone, balance issues, difficulty maintaining posture, or difficulty with fine motor tasks, for example, may need supports while sitting (e.g., rolled up towels/pillows to prevent tipping, a chair with arms and low to the floor to provide a way to brace with arms and feet, a table or desk that is stable and the right height, etc.) to be able to do certain types of tasks.
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- View the time at a home as an opportunity to reinforce skills mastered in the school setting and assist the child to generalize skills into multiple environments. Collaborate (school and family) to prioritize key concepts or skills to practice in the home setting.
 - Seize the opportunity to teach life skills all persons, children or adults, need to learn to adapt to our current circumstances (e.g., social distancing, proper handwashing, not touching faces, avoiding germs/dirty surfaces, etc.).
 - Embrace the teachable moments associated with the use of phones, social media, and interactive computer platforms. These provide countless opportunities to teach or reinforce a variety of communication, social, fine motor, safety, and other skills.

- Incorporate practice of concepts and skills into everyday home activities such as categorizing while sorting laundry, identifying symbols or sight words when putting away the groceries, cause and effect (if/then) or sequencing skills when making lunch, fine motor skills when putting away toys, social skills when walking the dog, etc.
- The current circumstances present a great opportunity for parents and the school to work collaboratively to gather data and information about the student's strengths and needs, generalization of skills, levels and types of assist needed, and other important data. Sharing of such information can be accomplished in a variety of ways, and schools and parents may benefit from developing a formal plan for monitoring progress (e.g., how, how often, etc.).

Question 2: What are some practical, proactive steps schools and parents can take to ensure they are prepared for circumstances, such as the current COVID-19 crisis, in which students with significant support needs are required to stay at home for long periods?

Answer: Educators and parents can consider the following steps to ensure adequate supports for students with significant intellectual or multiple disabilities during the current health circumstances:

- **Consider the student's priority needs.** Examine the student's IEP, current progress data, the curriculum, and other information and establish priorities. What skills, content, or services are most important to maintain during the student's time away from school? What kinds of skills can reasonably be reinforced at home? For instance, if the student normally has weekly community-based instruction to work on independent living skills, what related skills can be practiced at home, given the current restrictions? Be realistic and flexible, recognizing that families face a variety of challenges when attempting to set up a school environment in a home.
- **Gather information from the family about what resources are available at home to use for home instruction.** What technology is available and when is it available? Are technology, space to work, and adults to help/supervise available at specific times? What manipulatives and other items tied to the curriculum and specific IEP goals are available in the home, what can be created or approximated, and what can be sent or picked up from the school? What time does the family have to dedicate to instruction and what

family dynamics might impact this (e.g., newborn baby in the home, daily errands, check-in with elderly relative, parents' essential worker status with the student in childcare part of the day, computer needs of parents and siblings, sick family members, etc.). What support might parents need from the school to use specific materials or devices, follow specific lesson plans or procedures, address challenging behaviors, and use certain methodologies familiar to the student at school?

- **Collaboratively develop and communicate a plan.** How, how often, and when (e.g., day of the week, time of day) will the teacher check in with the parents/student? Who will be involved in those check-in meetings besides the special education teacher (e.g., general education teachers, case manager, paraprofessionals, physical therapist, etc.) and how often will they be involved? What staff or school personnel will be the point of contact if a parent has a question or concern? Document all contacts and ensure that all members of the IEP team are part of the same conversation or are receiving the same information. What forms of communication will be used between school and home? What products or information will the school need from the parents in order to monitor progress and plan? How will parents/caregivers receive materials or equipment needed?

Question 3: My child/student has difficulty generalizing key concepts from one environment or context to the next. How can I ensure that he or she sustains the growth made while at school when not in that environment for a sustained period? Conversely, how can I ensure that he or she will be able to transfer skills gained while at home to the school environment once on-site attendance resumes?

Answer: While many students struggle to transfer skills between environments, this is a good opportunity to provide skill practice and instruction across multiple environments and to take data. The school and parents can then collaborate to identify skills that aren't transferring as well as to problem-solve ways to ensure skills are generalized. Continuity between environments, as described in Question 1 above, is a key first step in helping the student to generalize skills. As the student shows success when the environments are as similar as possible, it may be possible to maintain generalization by differentiating the environmental factors gradually (e.g., let the student practice the same skills in other settings that do not look as much like school).

Question 4: For students with already identified extended school year (ESY) needs, how will

school closures related to coronavirus impact the provision of these services?

Answer: The need for extended school year (ESY) services is a decision made on an individual student basis by the IEP team. If the student was already determined, before the interruption of the COVID-19 crisis, to need ESY services following the regular 2019-20 school year, then those services must be provided whether or not Illinois is still in stay-at-home status. If Illinois students are still to remain at home this summer, then similar arrangements as are in place now will need to be extended for students eligible for ESY. If it has not yet been decided if ESY services are appropriate for a student, those IEP teams (which include parents and, if appropriate, students) will need to gather data and anecdotal information about the student's progress to determine whether ESY is appropriate.

Question 5: What rights and options are afforded to a student who must stay at home when schools reopen because his/her other medical considerations present risks for the student in public places due to ongoing COVID-19 concerns?

Answer: The U. S. Department of Education's Office for Civil Rights (OCR) indicates that districts should make provisions for educational services to be maintained for the child. During long absences, if the school is open and serving other students during that time, the school must ensure that the student receives a free appropriate public education (FAPE), to the extent feasible, while protecting the health and safety of the student and those providing that education to the student. The student's IEP team, or the personnel responsible for ensuring FAPE to a student for the purposes of Section 504, can be utilized to assist with the effort to determine if some, or all, of the identified services can be provided through alternate or additional methods.

Question 6: My child/student normally receives related services while at school, and sometimes these services are integrated with instruction or activities in the classroom (e.g., while the student is working on a reading lesson at the computer, the occupational therapist works with him/her on optimal positioning and fine motor skills necessary for that task). How can I ensure my child/student receives the needed therapies as well as completing other school work while schooling at home?

Answer: In reality, it may be difficult to embed therapeutic elements while the student is doing other school work at home. The school staff on the IEP team, along with the

parents, will need to plan for how a student will receive ongoing therapeutic benefit during the school closures. In what elements (e.g., positioning, range of motion, sensory integration, etc.) have parents or caregivers received training from therapists? What are the critical components that must be provided? How can the student receive therapeutic benefit from activities of daily living at home instead of formal therapies? What activities would be beneficial? How will parents receive support from the therapists during the school closures? What equipment is involved and what options are available or possible in the home? Often, school therapy personnel and parents/caregivers have already collaborated and planned to ensure for continuity between the school and home for times when there are school breaks.

Resources

The Illinois State Board of Education would like to thank the following for ideas, information, and resources harvested from their websites for this document.

California Department of Education

<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>

University of Florida

- CEEDAR Center
<https://ceedar.education.ufl.edu/>
- CEEDAR Center: Literacy Instruction for Students With Multiple and Severe Disabilities Who Use Augmentative/Alternative Communication
<https://ceedar.education.ufl.edu/wp-content/uploads/2016/10/IC-Literacy-multiple-severe-disabilities.pdf>

Center for Applied Special Technology (CAST)

<http://www.cast.org/>

Center on Online Learning and Students with Disabilities

<http://www.centeronlinelearning.res.ku.edu/>

Center on Technology and Disability

<https://www.ctdinstitute.org/>

Council for Exceptional Children (CEC)

CEC Division on Autism and Developmental Disabilities

<http://www.daddcec.com/>

- CEC Division for Physical, Health, and Multiple Disabilities
<https://community.cec.sped.org/dphmd/home> and Facebook page at
<https://www.facebook.com/CECComplexandChronicConditions/>
- CEC Resources for Teachers Tip Sheets
<https://community.cec.sped.org/dphmd/teacherresources>
- CEC Resources for Teaching Remotely
<https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely>
- CEC Teaching Remotely During COVID – 19
<https://cec.sped.org/teachingonlineduringcovid19>

Teaching Special Education Online During COVID -19 Webinar

<https://www.youtube.com/watch?v=EgO6k8-I4vQ>

Florida Department of Education

<http://www.fldoe.org/>

Florida Department of Education Resources for Families and Teachers

<http://www.fldoe.org/em-response/resources-families.stml>

National Center for Learning Disabilities

<https://www.nclld.org/covid19>

National Center on Accessible Educational Materials (AEM)

<http://aem.cast.org/>

National Rehabilitation Information Center:

<https://naricspotlight.wordpress.com>

New York State Education Department

<http://www.nysed.gov/coronavirus>

<http://www.p12.nysed.gov/specialed/publications/2020-memos/nysed-covid-19-provision-of-services-to-swd-during-statewide-school-closure-3-27-20.pdf>

State Educational Technology Directors Association (SETDA)

<https://home.edweb.net/webinar/elearning20200409/>

Texas Education Association

- COVID-19 Resources for Students in Life Skills
<http://www.livebinders.com/play/play?id=2645245>
- Modified Lessons for Students with Intellectual Disabilities
https://www.livebinders.com/b/2522900?fbclid=IwAR0BVLEIMd_s3U99X9aUdc7OiRA7E05LQfGiZ6U6bUoHrZqGk-zub2EXG6s
- Distance Learning for Special Education
<https://sites.google.com/view/distance-learning-specialed/home/online-resources?authuser=0>
- Supporting Students with Complex Needs, Texas Education Agency
https://tea.texas.gov/sites/default/files/COVID-19%20Support%20for%20Students%20with%20Complex%20Needs_April%209_Final.pdf

The National Center on Disability and Access to Education
<http://ncdae.org/>

U.S. Department of Education

- <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
- <https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/#Q-A-1>
- https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term=

Vanderbilt University

<https://cft.vanderbilt.edu/guides-sub-pages/creating-accessible-learning-environments/>