

Workshops for Parents & Families weac.org/parents



Special Education Needs

for parents & families
by





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Topics we will be covering:

1. What to do at Home
2. Supplementary Aids and Services
3. Accommodations & Modifications
4. My child Struggles with...
5. Specially Designed Instruction
6. Goals
7. IEP Meetings in a Virtual World

Purpose of an IEP (Individualized Education Plan)

1. Identifies where the student is currently, strengths
2. Identifies a student's educational needs,
3. Contains learning goals based on the student's needs,
4. Describes the services a student will receive in order to progress towards learning goals

Students who have individual Education Plans are diverse and virtual learning can be created to meet the specialized needs of these students.

Collaboration between families and school is critical to a students learning opportunities.

Tip 1: Collaboration between families and Special Education teacher

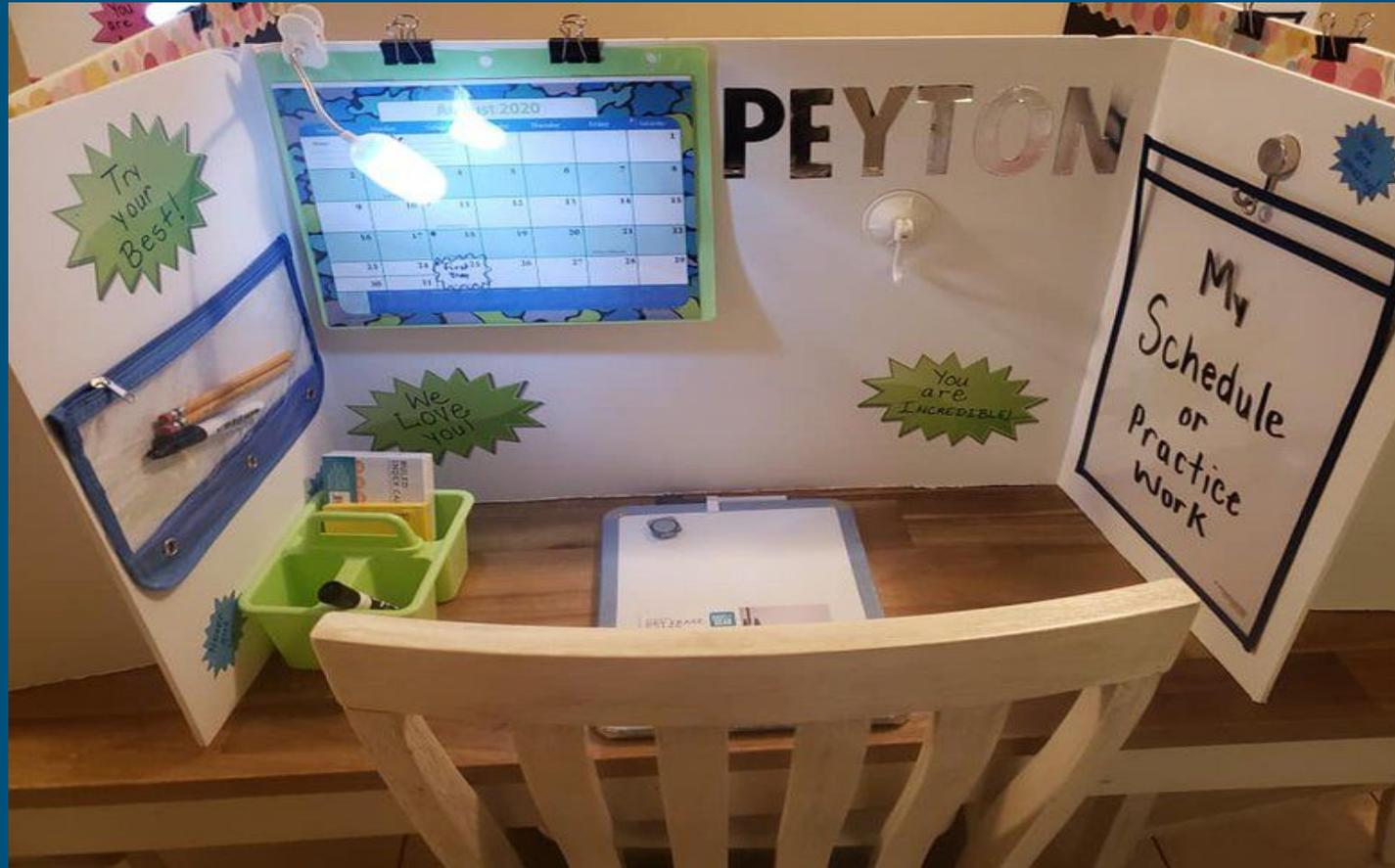
Set up regular meetings with families to discuss progress and adjust learning plan if necessary

Make personal connections with special education teacher via zoom, google meets, explain your preference of communication (phone calls, texting)

Tell teachers successes, struggles, and any questions with the learning activities

Setting up a Learning Environment

Try to have a separate place/space where school is done at home



Create a Daily Routine/Schedule

1. When will synchronous (live instruction) be happening
2. When will asynchronous (videos) be happening
3. When movement breaks occur
4. Break times
5. Teacher check-in times

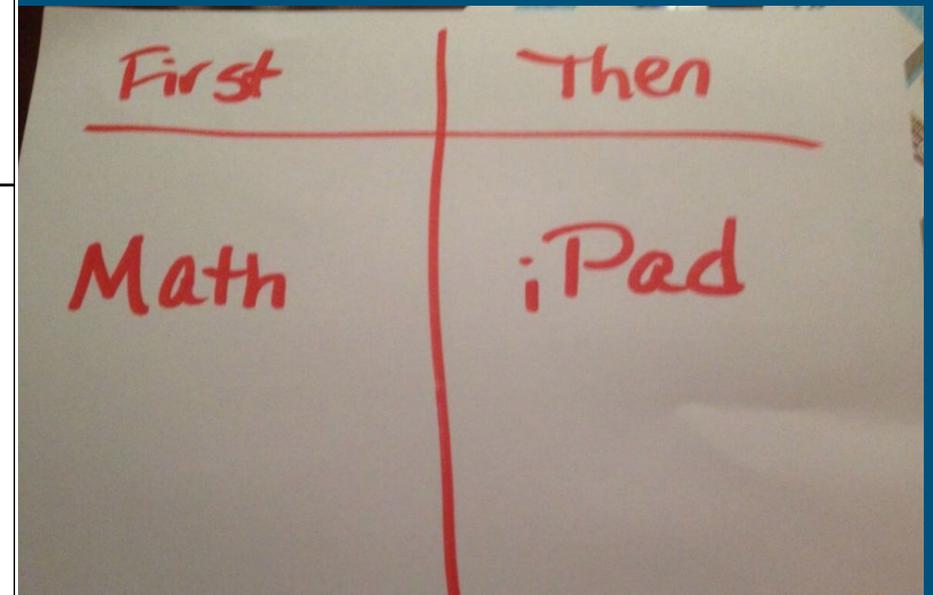
Must Do:	Can Do
<ul style="list-style-type: none">● Problem of the Week● Video Notes● Math Assignment- Lesson 1	<ul style="list-style-type: none">● Achieve article “The Other Elections”<ul style="list-style-type: none">○ Complete 5 step routine



Having a daily Visual Schedule

Class	Activities	Person
Advisory	<ul style="list-style-type: none">  Canvas  Zoom    	
Language Arts	<ul style="list-style-type: none">  Canvas  Zoom  Read "Because of Winn Dixie"  Questions 	 

	A Day	B Day
9:00-9:30	Advisory -Ms. Murray	Advisory -Ms. Murray
9:30 - 10:45	Social Studies Ms. Olson	Science Ms. Schlemgen
10:45-11:35	Info Tech Ms. Huttner	Orchestra Mr. Klimek
11:35- 12:35	Lunch / Break Time	
12:35-1:50	Math Ms. Olson	Language Arts Ms. Murray



Movement/Calming Breaks:

WORKOUT FOR BEGINNERS
what's your name!

SPELL OUT YOUR FULL NAME AND COMPLETE THE EXERCISE LISTED FOR EACH LETTER. FOR A GREATER CHALLENGE INCLUDE YOUR MIDDLE NAME & DO EACH ONE TWICE! FOR VARIETY YOU CAN USE A DIFFERENT HISTORICAL PERSON'S NAME OR A FAMILY MEMBER'S NAME EACH TIME.

A 10 jumping jacks	N 10 second jump rope
B 5 push-ups	O 10 russian twists
C 1 burpee	P 5 plie squats

BREATH YOUR NAME

Take a deep breath in. Then, blow out slowly, while moving your head, to draw the letters of your name in the air with your breath.



Every IEP Includes: Supplementary Aids & Services

These are: supports & services that a student with a disability receives so they can be with their peers to the maximum extent possible.

Accommodations	Modifications
Changes the “how”	Changes the “What”
Does not change what the student is expected to know	Changes what the student is expected to know.
Examples: Extra time, Audiobooks	Example: Reduced problems, lowered reading level

Supplementary Aids & Services

Access to word banks, outlines/graphic organizers, checklists	During writing tasks longer than 2--3 sentences	All environments	From 03/02/2020 to 02/10/2021
Typing, speech-to-text, available for items not assessing writing	100% of the time on tasks not assessing writing	All school environments	From 03/02/2020 to 02/10/2021
Additional adult support in science/social studies	20 mins/day	Regular education environment	From 03/02/2020 to 02/10/2021
Check out at the end of the day for materials to complete homework	10 mins/day	Regular Education setting	From 03/02/2020 to 02/10/2021

Tip 2: What does your child need to be successful:

Work with sped teacher to see if they need a printed off versions or hard copies

Do they need physical manipulatives need to be set home?

- Supply pickups or drop-offs

<ul style="list-style-type: none">● Blocks/hundreds charts● Whiteboard/ whiteboard markers	<ul style="list-style-type: none">● Headphones● Stylus pen● Adaptive cases, better stands for kids to use.
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Reading Programs Verona uses:

Verona Examples:

[Raz Kids](#)

Literacy Footprints

Epic



Platforms

Elementary Level:

SeeSaw

Narration built-in features

(Quick time) Upload multiple videos

Middle School:

Canvas

[Reading Slides Aloud](#)



My Child Struggles with Reading?

Use Audiobooks (Check with school library)

‘ Text to Speech



Example: [Read & Write for Google Chrome](#)

My Child is Struggling with Writing

Google Docs

Text to speech- [CoWriter](#)



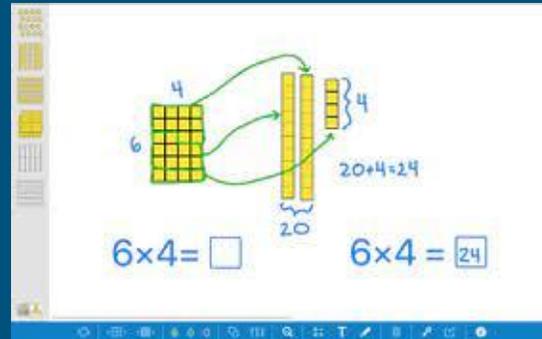
My Child is Struggling with Math

Do they hands on manipulatives?

Are they tech savvy?

[Number Pieces](#)

IXL



Tip 3: Every IEP Includes: Specially Designed Instruction (SDI)

SDI-What instruction the general education teacher can't do on a regular basis.

Usually in a small group or individualized

Content

Methodology

Delivery

Specially Designed Instruction

B. Specially-Designed Instruction	Frequency	Amount	Location
Specialized Instruction in Executive Function Skills To help with homework completion and organization	2 time(s) Weekly	15 min	Special Education
Specialized Instruction in Social Skills/Behavior Development Specially designed instruction in self-regulation strategies	2 time(s) Weekly	15 min	Special Education
Specialized Instruction in Readiness, Self-Help and Social Skills (When in-person instruction is full days)	2 time(s) Weekly	30 min	Special Education

What does SDI look like in a virtual world

Normally: 15-20 minutes max per session

Usually: 1-2 sessions a day

What can this look like:

After “whole group instruction”

Sent to a break out a room with a paraprofessional or special education teacher.
(Reteach or supportive)

Small group/individualized instruction with the special education teacher

Take a look at your child's GOALS:

Encourage collaboration of the IEP team to translate the child's IEP goals to the new distance learning environment.

Focus on Mastery of concepts and skills. Students should get personalized supports to match their individual learning needs that builds on the mastery of a concept so that the material is motivating and developmentally appropriate.

Ask "How will that be measured in a virtual world"

Tip 4: IEP Meetings

Virtual

Work with your school to get connected with zoom or google meetings

When you receive invite start thinking about goals or what your child needs

Ask questions if something is unclear

S's Greatness

energetic seventh-grader who loves to be around her peers.

advocate for herself and is able to ask questions to help her better understand.

Great sense of humor and is fun to be around.

Loves the 1, 2, 3 "S's Choice"

great singer and really enjoys choir class.

loves asking people to make emotional facial expressions

Reading

1st grade passage, S' was able to read 89/91 words correctly. She got 5/5 comprehension questions correct and was able to re-tell the story missing the main idea and why.

2nd grade passage S's 90/110 words correct, 2/5 comprehension questions and was able to retell the story missing the main idea and why. Lexile level for 2nd grade is; 420-650.

able to answer literal questions with 50% accuracy (who, what, where, when) but is still working on strategies for comprehending inferential questions (How, why)

3 events beginning, middle, end S is able to do this 80% accuracy, when given 4 events her accuracy decreases to 35% because she often mixes up the events in the middle

Reading

NEED:

needs to improve her decoding and fluency skills so that she can improve her comprehension skills to read the grade-level text in order to access and engage in grade-level reading activities.

GOAL:

will be able to independently read a second-grade level text (Lexile 420-650) and answer 4 of 5 literal comprehension questions and 2/5 inferential comprehension questions correctly *EE.RL.7.1*.

OBJECTIVE:

S will use decoding strategies (chunking, visuals, sounding out) to decode words in 3/4 opportunities.

When reading an instructional text at S's level, she will be able to sequence 4 events in a story with 90% accuracy in 4/5 stories

References

- [Distance Learning Brain Breaks - Check it out](#)
- [Heavy work/Movement Ideas for teachers & families](#)
- Visuals: [Movement/Calming Activities for the classroom and virtual learning](#)
- [Exercises - Spell your name out](#)
- <https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/iep-planning-accommodations-modifications/>

Thank you!

