Distance Learning for Students with Significant Support Needs: Promising Practices

Amy Hanreddy
Cal State University, Northridge

Rachel Woodward
WISH Charter Schools

Diana Fannon
Culver City Unified School District
What do we know about family and student support needs during distance learning?

What *should* distance learning look like for students with more support needs?

---

**Distance Learning and Students with Significant Support Needs: Parent Survey**

**Distance Learning and Students with Significant Support Needs: Parent Survey**

Thank you for participating in this survey! If you have an infant, toddler, or school-aged child with significant support needs, this survey is for you! Survey results will be shared with family members and educators and will be used to develop guidelines and online training materials related to distance learning for children like yours. If you would like to be added to an email list for more information and resources, please provide your email at this link.

---

What are your hopes for a distance learning program with your child?

---

- To focus on communication and/or literacy skills: 75.24%
- To remain connected with peers: 65.71%
- To continue to develop academic skills in all areas: 63.81%
- To remain connected with teachers: 60.95%
- To follow a routine with increasing independence: 51.43%
- To remain physically active and/or sustain physical stamina: 49.52%
- To participate in activities with our family: 43.81%
- To engage in some activities independently: 42.86%
- To enhance knowledge/use of technology: 37.14%
- To contribute to our household by helping with daily tasks: 30.48%
- To develop fine motor skills: 24.78%
- To be able to entertain him/herself independently: 23.81%
What are your greatest challenges during this time?

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing support to my child while managing other responsibilities</td>
<td>77.14%</td>
</tr>
<tr>
<td>Encouraging my child to participate in/completed school-provided activities</td>
<td>57.14%</td>
</tr>
<tr>
<td>Personal fatigue, anxiety, and/or stress</td>
<td>51.43%</td>
</tr>
<tr>
<td>Activities/materials provided by school not accessible and/or motivating</td>
<td>51.43%</td>
</tr>
<tr>
<td>Supporting for multiple children/individuals needing care in one household</td>
<td>50.48%</td>
</tr>
<tr>
<td>Experiencing burnout/frustration with the demands of supporting my child</td>
<td>47.62%</td>
</tr>
<tr>
<td>Not familiar with strategies to support my child in academic tasks</td>
<td>34.23%</td>
</tr>
<tr>
<td>My child prefers to do schoolwork with others (not parents)</td>
<td>28.57%</td>
</tr>
<tr>
<td>Keeping my child safe and/or healthy</td>
<td>21.71%</td>
</tr>
<tr>
<td>Ensuring my child’s safety due to their challenging behavior</td>
<td>22.86%</td>
</tr>
<tr>
<td>Concerns regarding finances and/or living situation</td>
<td>19.05%</td>
</tr>
<tr>
<td>Ensuring safety of myself/others due to my child’s challenging behavior</td>
<td>19.05%</td>
</tr>
<tr>
<td>Not familiar with strategies to support communication skills for my child</td>
<td>18.10%</td>
</tr>
<tr>
<td>Not familiar with the technology used for distance learning.</td>
<td>13.33%</td>
</tr>
</tbody>
</table>

Which of the following are important to you in a distance learning program?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educators schedule live times to interact with my child via phone/video</td>
<td>68.00%</td>
</tr>
<tr>
<td>Educators send regular videos and updates to connect with my child</td>
<td>53.33%</td>
</tr>
<tr>
<td>Educators include my child in general distance learning opportunities</td>
<td>51.43%</td>
</tr>
<tr>
<td>Educators provide me with interactive activities to do with my child at...</td>
<td>50.48%</td>
</tr>
<tr>
<td>Educators schedule times for interaction between my child and peers</td>
<td>46.71%</td>
</tr>
<tr>
<td>Educators hold live class meetings with my child’s class</td>
<td>46.71%</td>
</tr>
<tr>
<td>Educators record themselves providing instruction for us to watch at a...</td>
<td>43.81%</td>
</tr>
<tr>
<td>Educators send recordings demonstrating activities I can do with my...</td>
<td>43.81%</td>
</tr>
<tr>
<td>Educators provide me with online activities for my child to do</td>
<td>40.95%</td>
</tr>
<tr>
<td>Educators send resources to help me learn strategies for teaching my...</td>
<td>36.19%</td>
</tr>
<tr>
<td>Educators send packets or worksheets for my child to complete</td>
<td>34.29%</td>
</tr>
<tr>
<td>Educators encourage my child and peers to share recordings of...</td>
<td>27.62%</td>
</tr>
<tr>
<td>Educators provide me with a schedule for my child’s day</td>
<td>24.76%</td>
</tr>
<tr>
<td>Educators schedule live times to interact with me (phone or video cont)</td>
<td>24.76%</td>
</tr>
</tbody>
</table>
Which of the following have been a part of a distance learning program for your child thus far?

- Educators provide me with online activities for my child to do: 66.05%
- Educators send packets or worksheets for my child to complete: 41.75%
- Educators hold live class meetings with my child’s class: 34.95%
- Educators provide me with interactive activities to do with my child at home: 34.95%
- Educators schedule live times to interact with my child via video: 28.16%
- Educators provide me with a schedule for my child’s day: 26.21%
- Educators include my child in general ed distance learning opportunities: 25.24%
- Educators send resources to help me learn strategies for teaching my child at home: 25.24%
- Educators record themselves providing instruction for us to watch at a later time: 21.36%
- Educators schedule live times to interact with me (phone or video call): 19.42%
- Educators schedule times for interaction between my child and peers: 14.56%
- Educators send regular videos and updates to connect with my child: 10.68%
- Not Applicable: Distance Learning has not yet started for my child: 10.68%
- Educators encourage my child and peers to share recordings of themselves learning: 9.71%
- Educators send recordings demonstrating activities I can do with my child: 5.83%

How much time is your child currently spending on distance learning activities?

- 4 or more hours per day: 6.73%
- 2-4 hours per day: 13.46%
- 1-2 hours per day: 19.23%
- 30-60 minutes/day: 22.12%
- Less than 30 minutes/day: 24.04%
- No time: 9.62%
- N/A: Not started distance learning: 4.81%
To what degree does your child appear to enjoy their distance learning program?

What are some ways you are currently collaborating with your child's school team?
Guidelines for Distance Learning for Students with Significant Support Needs

1) Tailor learning and support plans for each student and family
   - Sample Family Support Plan
   - Family Support Plan in Spanish
   - Consider IEP goals as well as the family's immediate needs, concerns, and capacity for support.
   - Sample weekly schedule based on family support plan

2) Invest direct support to family members via Zoom (or phone or text -

https://padlet.com/amy_n_hanreddy/OnlineSigDis
Goal: Collaboratively developed and implemented individualized programs that result in students who are motivated, engaged and continuing to learn despite disruptions to traditional school structures.

In This Together

**Administration:** Please go easy on your students and try not to overwhelm them with information.

**Also Administration:** Here are 75 emails linking to brand new resources you’ve never used before. Please spend time getting familiar with them. Also, we’re holding a Zoom faculty meeting at 8 A.M. and your PLCs will continue as normal.

“...who aren’t getting much done... who have to wait until their kids nap to record any video lessons... who feel like a failure to their students...”

“My students correctly completing the work I assigned this week is making me tear up. Self-conscious learning has made me so...”

“To the TEACHER MOMS...”
Connect with your Team

- What **is working**
- What is **not working**
- Your biggest **concern**
- Your greatest **hope**
- “Can we make some time to problem solve this together?”

Problem Solve

- **Schedules**
  - Individualized
  - Work with your family’s needs & supports
  - Include opportunities for social interaction

- **Social Connections**
  - Can teachers share your phone number, email, TikTok username with classmates and/or their parents?

- **IEP Goals**
  - Prioritize
  - Ask for ways to connect those goals to activities at home
  - Give feedback on progress
Communicate your priorities

Learning
- How can the home team and school team work together so the learning continues?
- What, if anything, is preventing learning from occurring in this new environment?
- What IEP goals should be the focus?

Support
- What types of social, emotional, and other support(s) can be provided?

Services
- How is the new form of service delivery meeting the needs of the student?
- What changes need to be made?

How can we access support?

District
- Technology needs: device pickup; device exchange
- Meals (breakfast, lunch)
- Community/mental health resources

Families
- If you have time, participate in District meetings: advisory groups, board meetings/workshops
- Reach out to your director/coordinator of special education and schedule a meeting
- Other families at your school: connect with them! You’re not alone!

Students
- Utilize teacher office hours
- Schedule virtual time with peers if/when possible (complete classwork, draw, play, etc.)
Questions or feedback:

- amy.hanreddy@csun.edu
- rwoodward@wishcharter.org
- dianafannon@ccusd.org