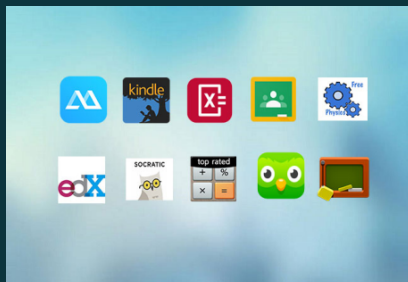
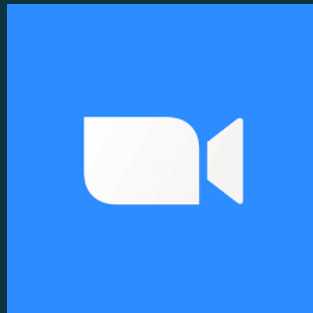


# Distance Learning for Students with Significant Support Needs: Promising Practices

Amy Hanreddy  
Cal State University, Northridge

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WISH Charter Schools

Diana Fannon  
Culver City Unified School District



What do we know about family and student support needs during distance learning?

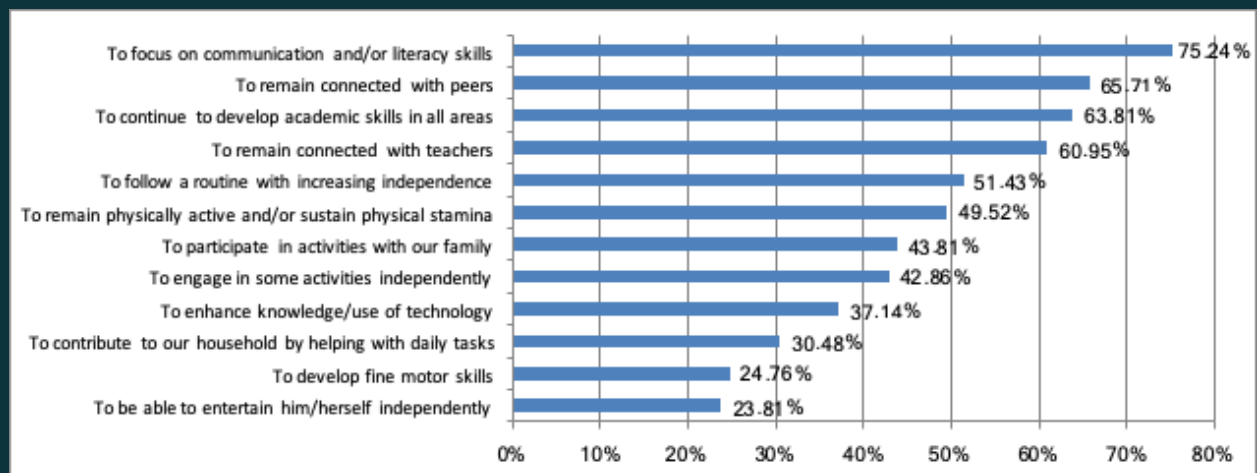
What *should* distance learning look like for students with more support needs?

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

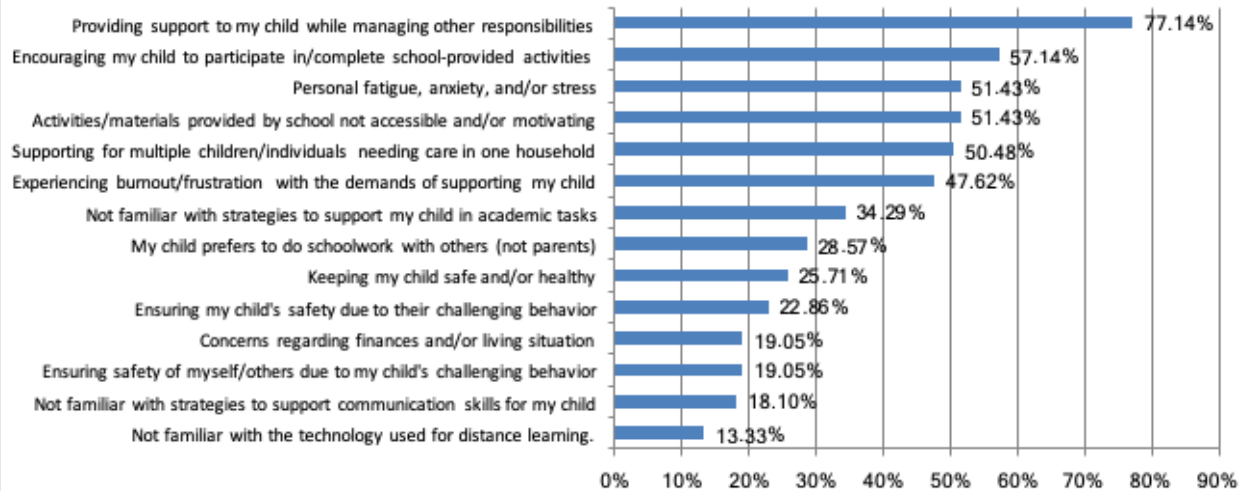
**Distance Learning and Students with Significant Support Needs: Parent Survey**

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?



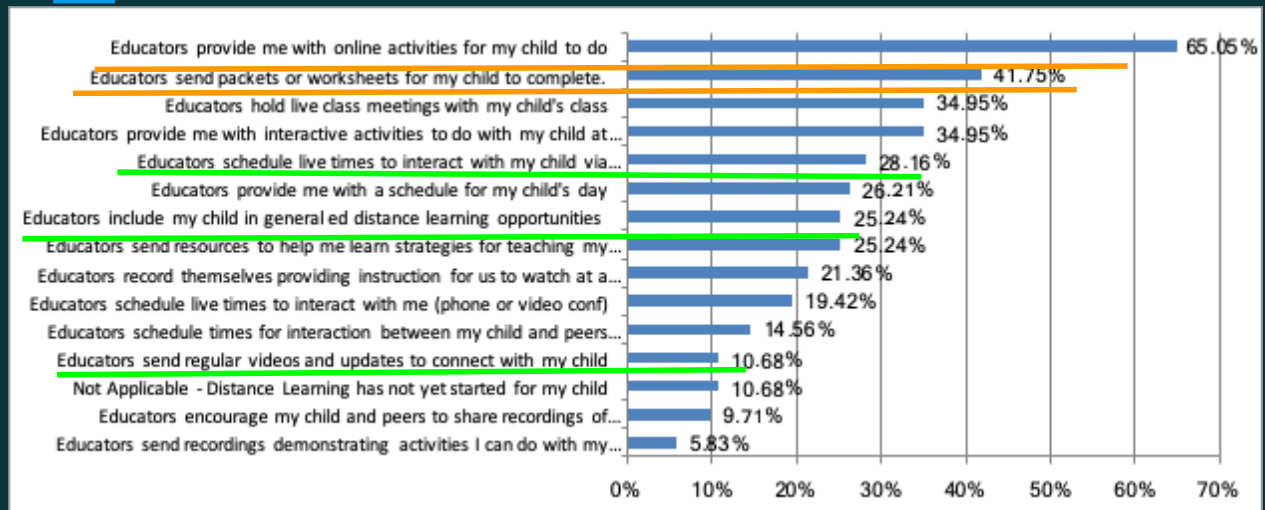
## What are your greatest challenges during this time?



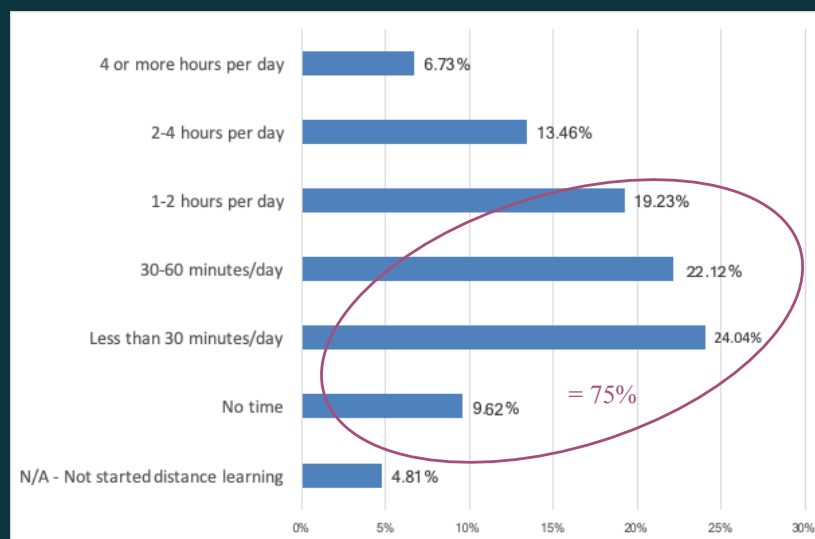
## Which of the following are important to you in a distance learning program?



Which of the following have been a part of a distance learning program for your child thus far?



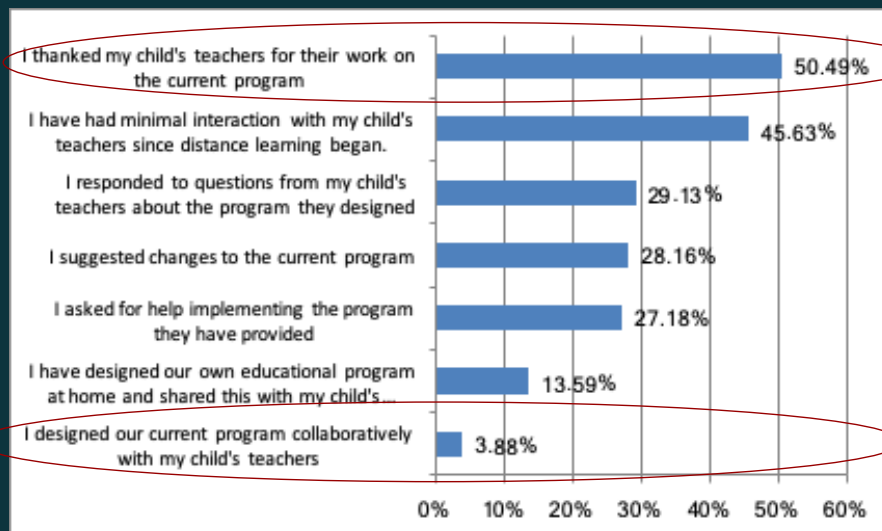
How much time is your child currently spending on distance learning activities?



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?





Please send any proposed additions/changes to [amy.hanreddy@csun.edu](mailto:amy.hanreddy@csun.edu)

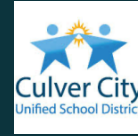
## Guidelines for Distance Learning for Students with Significant Support Needs

*Students with significant support needs are highly diverse, and distance learning programs must be tailored to meet the unique needs of these students. These students' access to their learning programs will be dependent on the support they receive from families. For this reason, we recommend that distance learning programs for these students begin with a **family support plan** to collaboratively design a program that will simultaneously support family members' capacity to provide access to learning, while increasing the student's learning opportunities.*

### 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](https://padlet.com/amy_n_hanreddy/OnlineSigDis)

## Guidelines for Distance Learning for Students with Significant Support Needs

- 1) Tailor learning and support plans for each student and family
- 2) Invest **direct support** to family members
- 3) Collaborate with families to identify a **daily routine** that can work for them and their children
- 4) Identify **engaging interactive activities** that families can do with their children
- 5) Work with families to develop strategies to **connect IEP goals to activities**
- 6) Work with general education teachers to ensure students can stay connected to teachers and classmates.
- 7) Make **regular, personal connections** with the student



Here's [redacted] connecting with peers and teachers over a Zoom classroom meeting. She lights up when she sees their faces! She doesn't understand the reasons for this new normal, but she has adjusted like a trooper. Schooling this child from home is no easy task. I am indebted to the incredible team of teachers, service providers, and staff members at her school for the lesson plans, the schedules, the social engagement, the tech support, the emotional support, and EVERYTHING they are providing to support our family during this time. We love [redacted] r



*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.



Neil Webb  
@neilmwebb

"You are not working from home; you are at your home during a crisis trying to work."

I've heard this twice today. I think it's an important distinction worth emphasising.



ilove1stgrade I am [redacted] on a daily basis. It changes throughout the day. I need to see the [redacted] at the end of the tunnel! How are you doing? [redacted] all 67 comments

## To the TEACHER MOMS...

...who aren't getting much done  
...who are having to be SAHMs and teachers  
...who can't do zoom meetings without crying or loud singing in the background  
...who have to wait until their kids nap to record any video lessons  
...who feel like a failure to their students

You're doing a great



elle  
@badsteel707

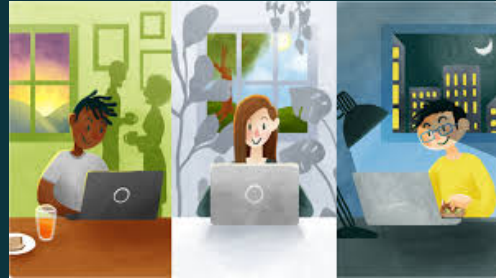
My students correctly completing the work I assigned this week is making me tear up.

#distancelearning has made me so self conscious about my abilities as a teacher. I don't want to fail them. We're all just trying to figure this out.

4/14/20, 11:01 PM

## 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:

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[dianafannon@ccusd.org](mailto:dianafannon@ccusd.org)