



Charmaine Thaner  
Educator & Advocate

# Inclusive Distance Learning

## HOW TO USE GOALS AND ACCOMMODATIONS FOR INCLUSION



WEDNESDAY, OCTOBER 7, 2020

Jamie Burch  
Project & Community  
Coordinator



**NW** DISABILITY  
SUPPORT



# Welcome & Introduction

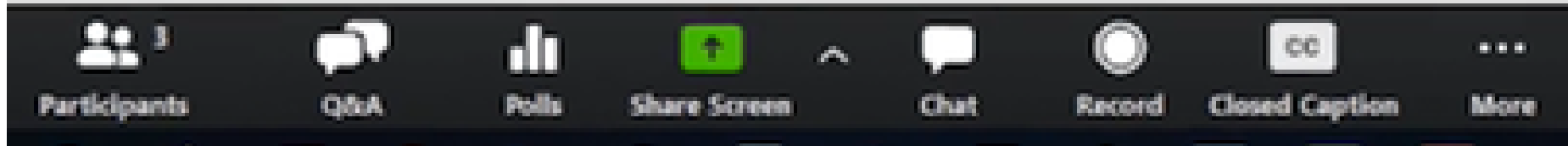
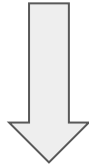
- Jamie Burch
- NWDSA/ABI Projects and Community Coordinator, NW Disability Support
- Parent
- Co-presenting with guest presenter
- Recorded session will be available on [abicommunity.org](https://abicommunity.org)
- Live Spanish interpretation is available



PROGRAMS OF NW DISABILITY SUPPORT

# Webinar Features

- Zoom control bar
- Q&A
- Chat (everyone versus direct)



# What to Expect

Goal to provide you information and support for inclusive distance learning

Looking at goals and accommodations

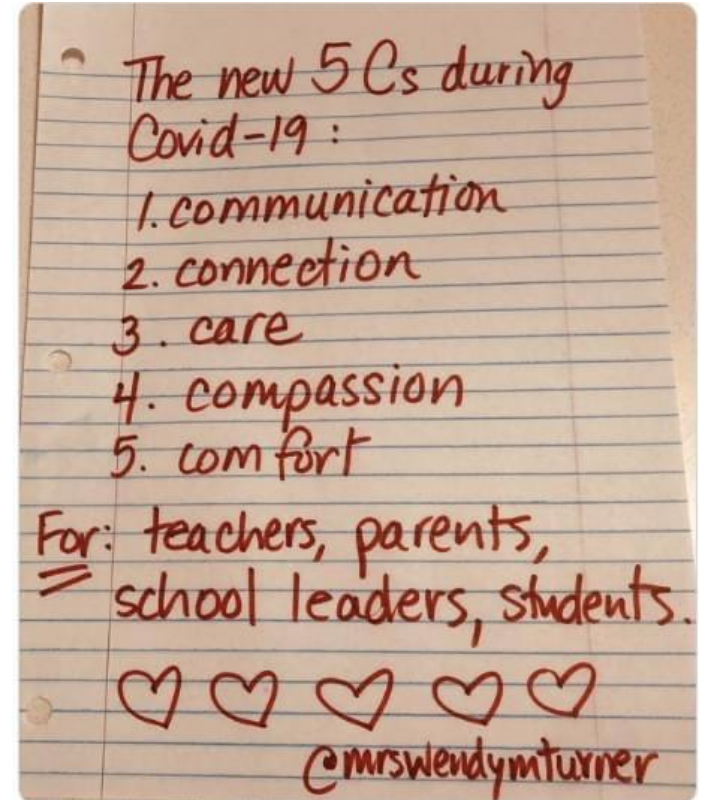
Q&A - Chat raffle - Evaluation

Resources

Creativity to individualize learning

Maximize general education access and inclusion for students with disabilities

Active participant and open mind



# Ignite the Spirit to Advance Learning

Where are you and where do you want to go in your thinking?

Grounding ourselves with possibility thinking

Coming from a place of choice and power

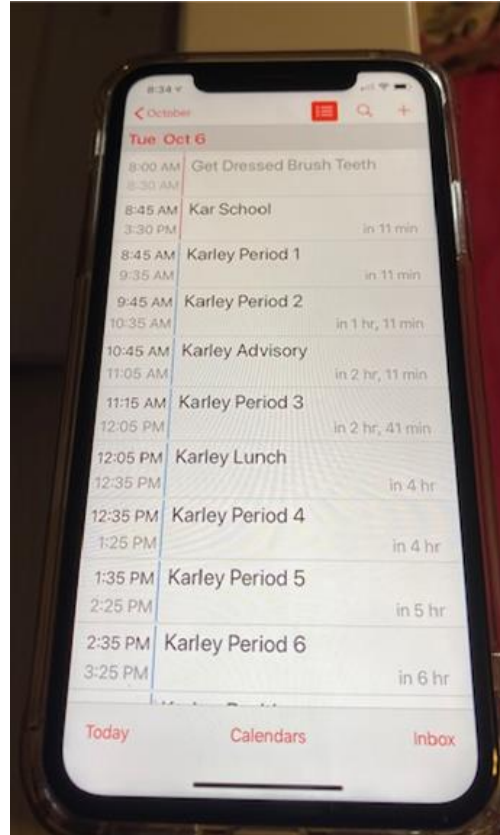
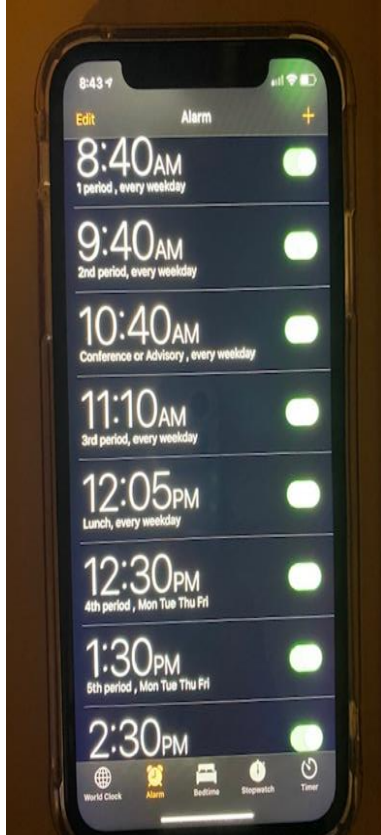
Possibilities that didn't exist before

What is one thing that has gone well with distance learning so far?



# What Has Worked

Period Time Class Teacher	Monday 10/5/20	Tuesday 10/6/20
1 8:45 am - 9:35 am Directed Study Nilles	-Live class -attendance check	-Para Assist class -attendance check
2 9:45 am - 10:35 am English 11 Bovarnick	-Para Assist class -PN draft -attendance check -PN final draft due	-Live class
Conference or Advisory 10:45 am - 11:05 am	-Para Assist class -attendance check	-Live class
3 11:15 am - 12:05 pm Theatre Kelly	-Live class	-Para Assist class -attendance check



# Guest Presenter

- Charmaine Thaner
- Collaborative Special Education Advocacy
- Advocate, Parent, Retired Educator
- Shares belief in inclusive education for all students including students with intellectual/developmental disabilities



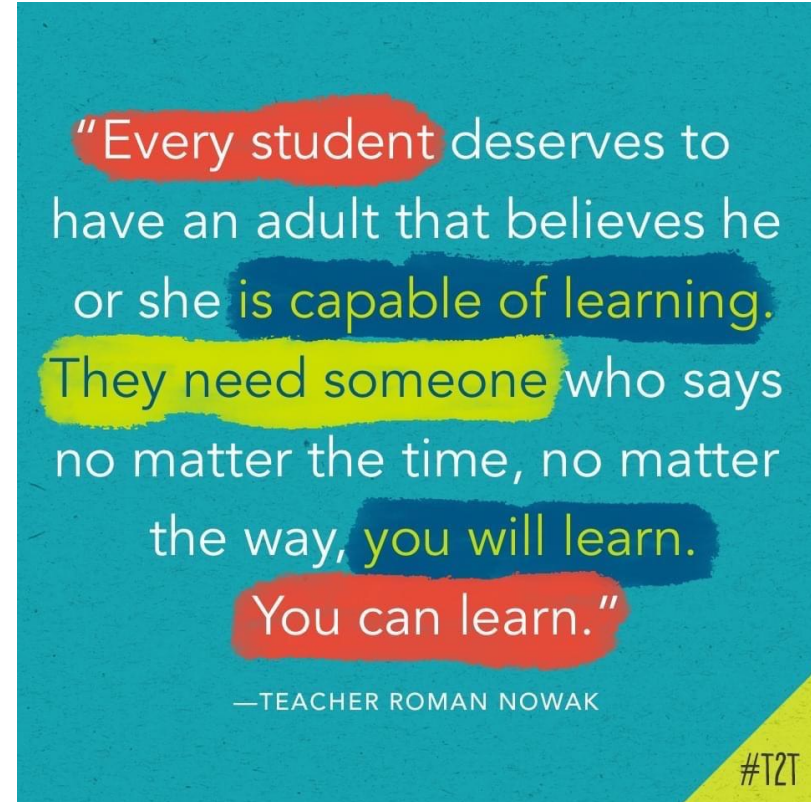


May 22, 2020



# Poll 1: Child/student(s) Main Setting

- What setting is your child/student(s) on an IEP in the most during distance learning?
  - General education academic classes online
  - General education specials/electives online and special education resource classes online
  - General education specials/electives online and special education self-contained class online
  - Self-contained class online
  - Self-contained class in person
  - Other



A yellow grid representing a schedule with time slots and sticky notes. The grid is divided into two columns and five rows. The time slots are as follows:

9:30 - 10:00 AM	10:00 - 10:30 AM
10:30 - 11:00 AM	11:00 - 11:30 AM
11:30 - 12:00 PM	12:00 - 12:30 PM
12:30 - 1:00 PM	1:00 - 1:30 PM
1:30 - 2:00 PM	2:00 - 2:30 PM

Sticky notes are placed on the grid:

- A pink sticky note with the text "spanish videochat" is placed over the 9:30 - 10:00 AM slot in the first column.
- A green sticky note with the text "science lab report" is placed over the 10:00 - 10:30 AM slot in the second column.
- A green sticky note with the text "exercise" is placed over the 10:30 - 11:00 AM slot in the first column.

# Shift Happens

# Shift Happens

9:30 - 10:00 AM	spanish videochat	10:00 - 10:30 AM	science lab report
10:30 - 11:00 AM	exercise	11:00 - 11:30 AM	social studies chapter
11:30 - 12:00 PM	math q's	12:00 - 12:30 PM	Lunch!
12:30 - 1:00 PM		1:00 - 1:30 PM	
1:30 - 2:00 PM		2:00 - 2:30 PM	



Setting



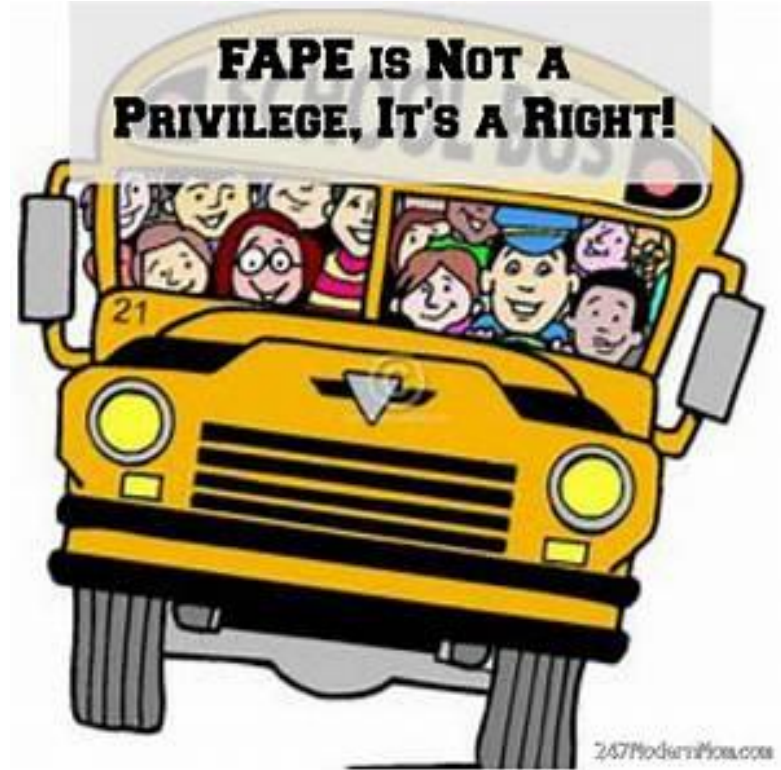
How curriculum is delivered and accessed



Distance Learning Plans

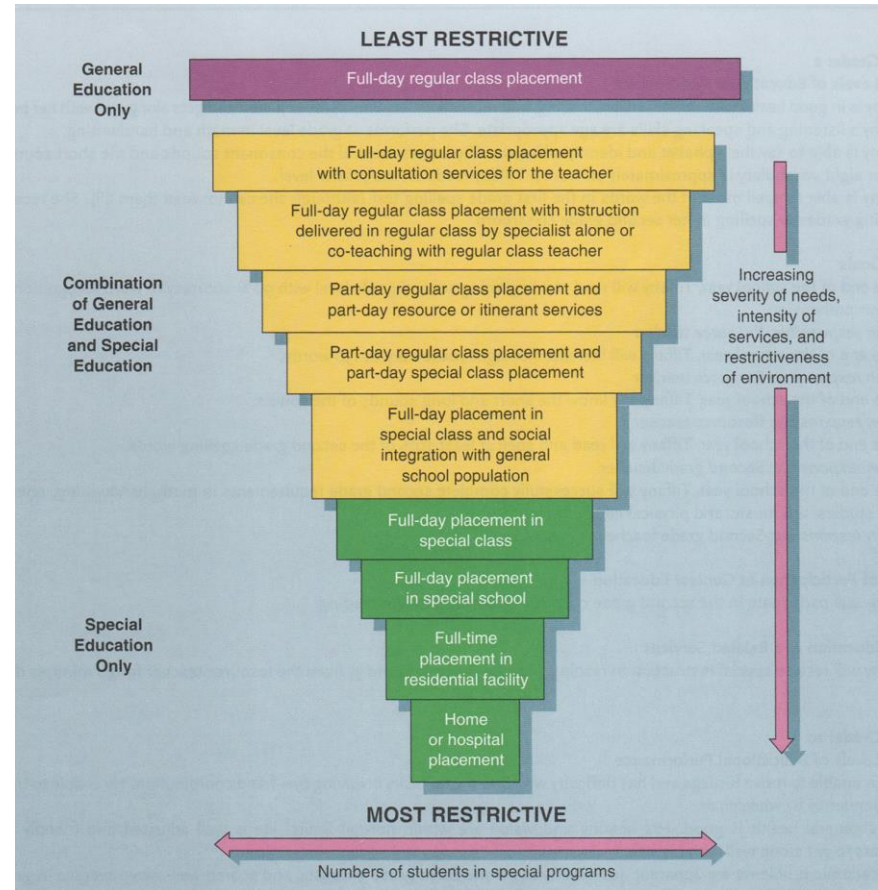
# FAPE Has Stayed the Same

- Federal law: Individuals with Disabilities Education ACT (IDEA)
- FAPE: **F**ree **A**ppropriate **P**ublic Education
  - Education designed to meet student needs
  - Prepares student for further education, employment, and independent living
  - Entitled to FAPE by being eligible for special education services and supports
  - IEP must enable student to be involved with and make progress in general education



# LRE Is the Same

- LRE: **L**east **R**estrictive **E**nvironment
  - To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled
  - Special classes and separate schooling or other removal of children with disabilities from the regular educational environment occurs only if education in regular classes with the use of supplementary aids and services cannot be achieved



# Individualized Education Programs Are the Same

- IEP creates a legal document with a formal process, that drives services and supports, even with distance learning plan in place
- IEP meeting a formal process
- IEP team includes student, parent, special educator, general educator, related service providers, admin, someone who can interpret evaluation results like a school psychologist and the team must meet each year
- IEP purpose is for a student to make educational progress as compared to them self
- IEP document includes child's strengths, present levels, goals, services, and supports



# Inclusive School Focus is the Same

- Inclusive education requires a cultural shift in philosophy and practice
- Prioritize schools where all children learn and make progress
- Build an inclusive school culture
- Engaged in inclusive best practices in action
- Equitable learning for all student access
- Schools are committed to continuous improvement

“  
**WE DO NOT "DO" INCLUSION  
"FOR" PEOPLE WITH  
DISABILITIES. RATHER, IT IS  
INCUMBENT UPON US TO  
FIGURE OUT HOW ALL THE  
THINGS WE DO CAN BE  
INCLUSIVE.**

LISA FRIEDMAN; REMOVING THE STUMBLING BLOCK

”

# What is Inclusion?

www.louinaodptin.com

inclusion is

being a part of what everyone else is, being welcomed and embraced as a member who belongs.

~ Kids together Inc.



## Inclusion is...

**A sense of belonging:**

Feeling respected, valued, and seen for who we are as individuals;

There is a level of supportive energy and commitment from leaders, colleagues, and others so that we—individually and collectively—can do our best work.

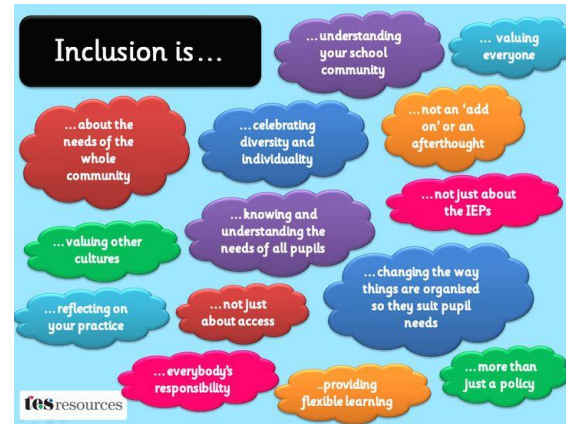
THE KALEEL JAMISON CONSULTING GROUP

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“**INCLUSION** is based on the belief that students of all abilities have the right to an education that is meaningful, appropriate, and equivalent to that of their peers.

From *Inclusion in Action* by Nicole Eredics

BROOKES PUBLISHING CO



## Inclusive:

It does NOT mean, "If you want to participate, conform to the cultural/social norm of the majority."

It means, "Diversity is so vital that every person will have his needs met so that all have access to the same opportunities to learn, play, and live."

facebook.com/ParentingAutisticChildrenWithLoveAcceptance



# Things to Think About

- How do we scaffold independence?
- What are opportunities for pre-teaching and multiple exposure?
- How do we support access and remove barriers?
- How do we increase engagement and participation?
- How do we increase joy of learning & togetherness (school community)?
- What is good distance learning?
- What is an inclusive distance learning IEP?



# Inclusive Distance Learning IEPs

“

**HIGH**  
EXPECTATIONS  
are the **KEY** to  
**EVERYTHING**



”



# Inclusive Distance Learning IEPs

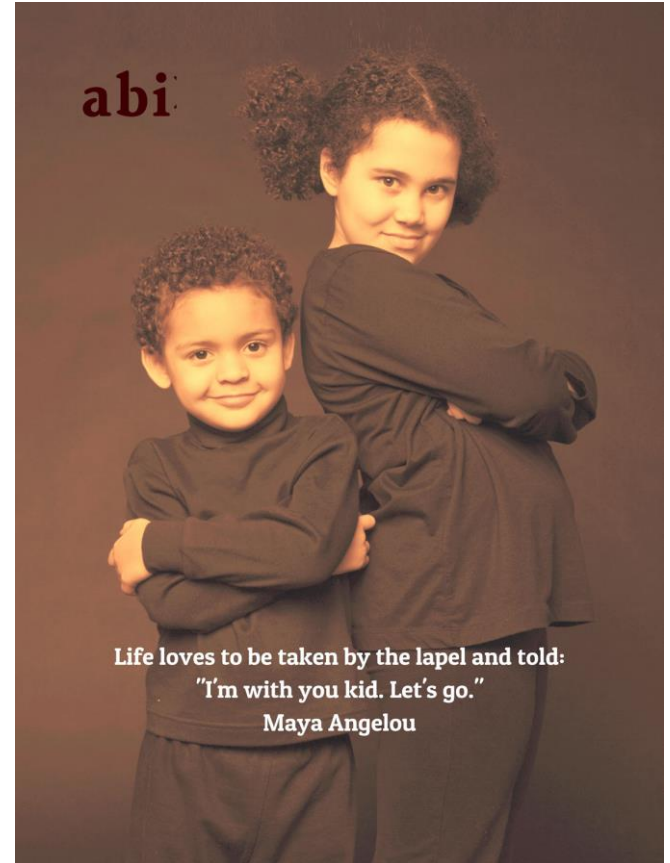


**14%**

Natural Proportions

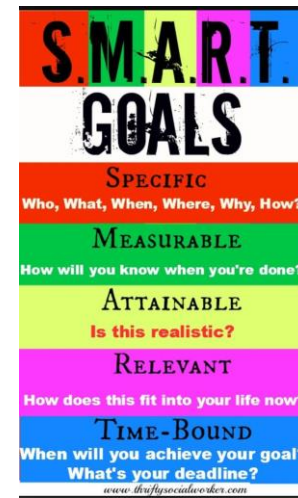
# Poll: Beginning Confidence and Knowledge

- How confident/knowledgeable are you around sharing ideas for goals and accommodations with your child's/student's IEP team during distance learning?
- Select an answer that shows how you feel about this statement:
  - I feel confident and knowledgeable about sharing my ideas for goals and accommodations with my child's/student's IEP team during distance learning
- Do you strongly agree? Are you neutral? Do you strongly disagree with this statement?

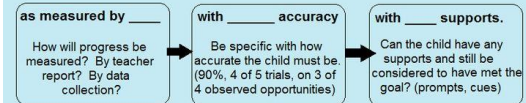
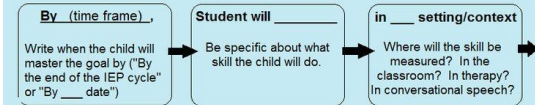


# What Are Inclusive Goals?

- Tied to grade level curriculum and state standards
- SMART (specific, measurable, active/attainable, relevant/results oriented, time limited)
- IDEA requires annual academic and functional goals designed to meet the child's needs and enable the child to participate and make progress in general education curriculum
- Goals drive services and placement



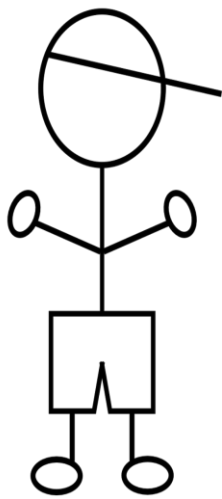
## IEP Goal Formula



By (time frame), Student will \_\_\_\_\_ in \_\_\_\_\_ setting/context as measured by \_\_\_\_\_ with \_\_\_\_\_ accuracy with \_\_\_\_\_ supports.

Including Baseline (Optional): If your employer requires you to include baseline in goals, add this "...student will increase/decrease \_\_\_\_\_ from a baseline of \_\_\_\_\_ to \_\_\_\_\_."

By (time frame), Student will increase/decrease \_\_\_\_\_ from a baseline of \_\_\_\_\_ with \_\_\_\_\_ supports to \_\_\_\_\_ with \_\_\_\_\_ supports with \_\_\_\_\_ accuracy as measured by \_\_\_\_\_.



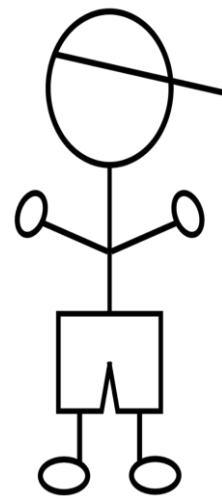
**Is 10 years old, only reads at 3rd grade level.**

**Doesn't understand basic math.**

**Has hard time listening.**

**Distracts others from learning.**

**Rarely turns in homework.**



**Is 10 years old, reads graphic novels.**

**Can add & subtract with manipulatives.**

**Listens well with classmates.**

**Very engaged with accommodations.**

**Is learning to email homework.**



## **DEFICIT BASED**

**Is 10 years old, only reads at 3rd grade level.**

**Doesn't understand basic math.**

**Has hard time listening.**

**Distracts others from learning.**

**Rarely turns in homework.**



## **STRENGTH BASED**

**Is 10 years old, reads graphic novels.**

**Can add & subtract with manipulatives.**

**Listens well with classmates.**

**Very engaged with accommodations.**

**Is learning to email homework.**

# Some IEP Goals Won't Need to Change For Distance Learning

## Inclusive IEP Goal

Given the fifth grade reading group in Nathan's general education classroom, he will listen as the story is read aloud by classmates and then he will verbally answer five inferential listening comprehension questions with 80% accuracy, on 4 consecutive opportunities.

## Inclusive Distance Learning Plan Goal

**No change needed.**

The reading group could happen in a Zoom breakout room.



# Some IEP Goals Won't Need to Change For Distance Learning

## Inclusive IEP Goal

Nathan will use his communication device to answer one open-ended question from a peer during a small group discussion in Earth Science class while staying on the topic with 80% accuracy on 3 consecutive opportunities.

## Inclusive Distance Learning Plan Goal

**No change needed.**

A peer could ask him a question while the class is online.

# Some IEP Goals Will Need to Change For Distance Learning

## Inclusive IEP Goal

Nathan will transition from the general education classroom to Art class while using his strength of modeling peers to arrive on time with 80% accuracy on 4 consecutive opportunities.

## Inclusive Distance Learning Plan Goal

**Change needed.**

This goal could be amended to model a family member and be ready to participate in a virtual lesson on time.

# Some IEP Goals Will Need to Change For Distance Learning

## Inclusive IEP Goal

Nathan will ask one peer to play on playground equipment during each recess time on 4 consecutive days.

## Inclusive Distance Learning Plan Goal

**Change needed.**

If Nathan does not have any peers in his neighborhood this goal could be changed to asking a brother or sister to play with him.

# Your Inclusive Goals Ideas

- Think about three inclusive goals that could work for your child/student
- Type your goal ideas in the chat
- We want to share your ideas

**GROWTH MINDSET & INCLUSION**

**INSTEAD OF THINKING... (FIXED MINDSET)**

- HE IS NOT READY FOR SCHOOL.
- WE DON'T HAVE ENOUGH RESOURCES.
- SHE NEEDS TO BE PULLED OUT TO A SEPARATE SETTING.
- I NEED MORE EDUCATION ASSISTANT TIME.
- WE HAVE TRIED THIS STRATEGY BEFORE.
- I WASN'T TRAINED FOR THIS.

**TRY THINKING... (GROWTH MINDSET)**

- HOW CAN WE GET SCHOOL READY FOR HIM?
- WHAT CAN I DO WITH THE RESOURCES I HAVE?
- HOW CAN I MAKE SURE SHE HAS A SENSE OF BELONGING?
- WHAT CAN HE DO INDEPENDENTLY?
- DID ANY PART OF IT WORK?
- WHERE CAN I LEARN MORE?

**WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER.**

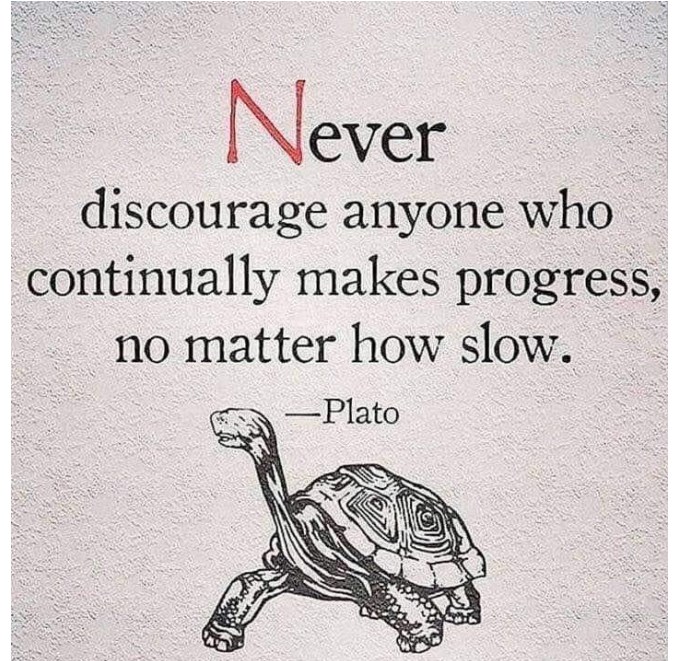
Alex Den Hojjer

FREE DOWNLOAD: northstarpaths.com

The infographic features a central banner with the title 'GROWTH MINDSET & INCLUSION'. Below the banner, two columns of text compare fixed and growth mindsets. The fixed mindset column is accompanied by a drawing of a brick wall, while the growth mindset column is accompanied by a drawing of a sunflower growing from soil. The quote 'WHEN A FLOWER DOESN'T BLOOM YOU FIX THE ENVIRONMENT IN WHICH IT GROWS, NOT THE FLOWER.' is written in the center, with the author's name 'Alex Den Hojjer' below it. At the bottom left, the text 'FREE DOWNLOAD: northstarpaths.com' is visible.

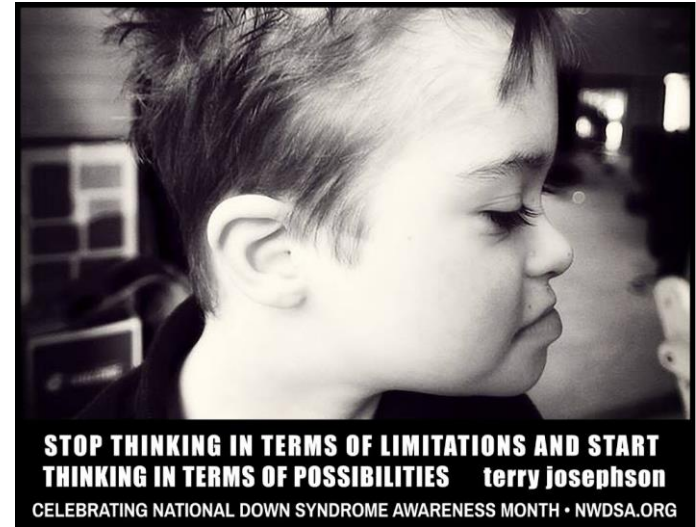
# What Are Accommodations?

- An accommodation allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation
- Accommodations do not alter in any significant way what the test or assignment measures



# Accommodations for Inclusive Distance Learning

- Visual schedule
- Hundreds chart, number line, calculator
- Fidgets and sensory tools
- Watch the movie for the book
- Use audio recording
- Preteaching
- Multiple means of exposure



# Some Accommodations Won't Need to Change For Distance Learning

## Inclusive IEP

### Accommodations

### Accommodations

Only 6 math problems on a page so Nathan isn't visually overwhelmed and can be proud of finishing a page of work.

## Inclusive Distance Learning Plan

**No change needed.**

Make sure any math worksheets sent home only have 6 math problems on a page.

# Some Accommodations Won't Need to Change For Distance Learning

## Inclusive IEP

### Accommodations

### Accommodations

Nathan will have a sensory break before any writing assignment so he will be able to concentrate better.

## Inclusive Distance Learning Plan

No change needed.

He can have a sensory break at home. May want to ask the teachers what kind of sensory breaks he liked at school.



# Some Accommodations Will Need to Change For Distance Learning

## Inclusive IEP

### Accommodations

### Accommodations

Nathan will use speech to text software, such as Google Read Write for school newsletter writing assignments.

## Inclusive Distance Learning Plan

Change needed.

If no internet service, but have cell phone, use a phone app such as otter.ai to record school newsletter writing assignments.

# Specific Accommodations Needed For Distance Learning

## Presentation Accommodations



Visual checklist of step by step directions to starting laptop, logging in, and opening link for virtual lesson.



Hands-on activities instead of screen learning



Use online platforms such as, Newsela.com and sciencenewsforstudents.org, which allow teachers to set the reading level.

# Specific Accommodations Needed For Distance Learning

## Response Accommodations



Provide choice of virtual math manipulatives or actual math manipulatives.



Student can choose if he wants his camera on or off.



Use highlighter function when reading pdfs online instead of taking notes.

# Some Specific Accommodations Needed For Distance Learning

## Setting Accommodations



One-minute mask break during each hour.



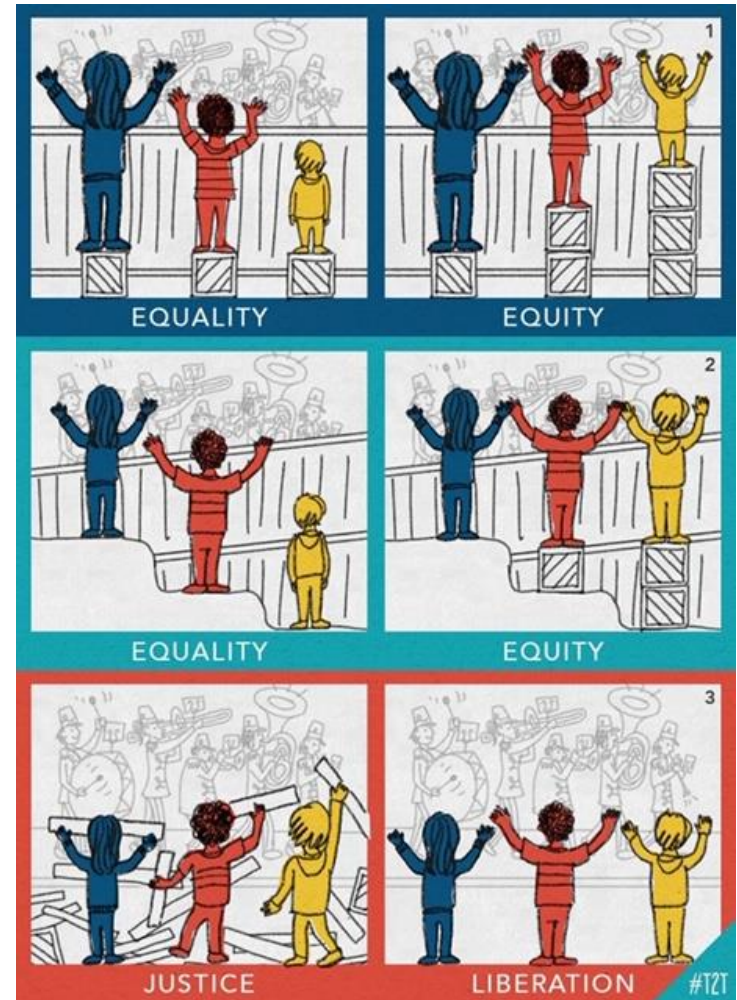
Verbal reminder from a tool such as Alexa for student to sign on to virtual lesson.



Choice of standing, sitting on exercise ball, sitting on chair, laying in hammock chair.

# Your Accommodations Ideas

- Think about three accommodations that could work for your child that could work for your child/student
- Type your accommodation ideas in the chat
- We want to share your ideas



# Building Engagement during Distance Learning

## Participating in Routines and Transitions

- When the class is meeting online, a student is responsible for finding a quiet spot in the home, collecting appropriate materials and setting up a workspace for themselves, turning on their computer/device, and logging into the virtual classroom on time with increasing levels of independence, with prompts as necessary (imagine them sitting at the kitchen table, what skills could they be learning that are lifelong and essential to be online, with their class, more independently?).
- Following a schedule with increased independence (using high or low tech options such as online calendars and alerts, visuals, oven timers, handwritten list, or even post-it notes around the home) to plan, coordinate and engage in activities across the day;
- Begin, engage in, and sustain work (especially non-preferred activities) for increased amounts of time, and work toward needing varied or fewer prompts.

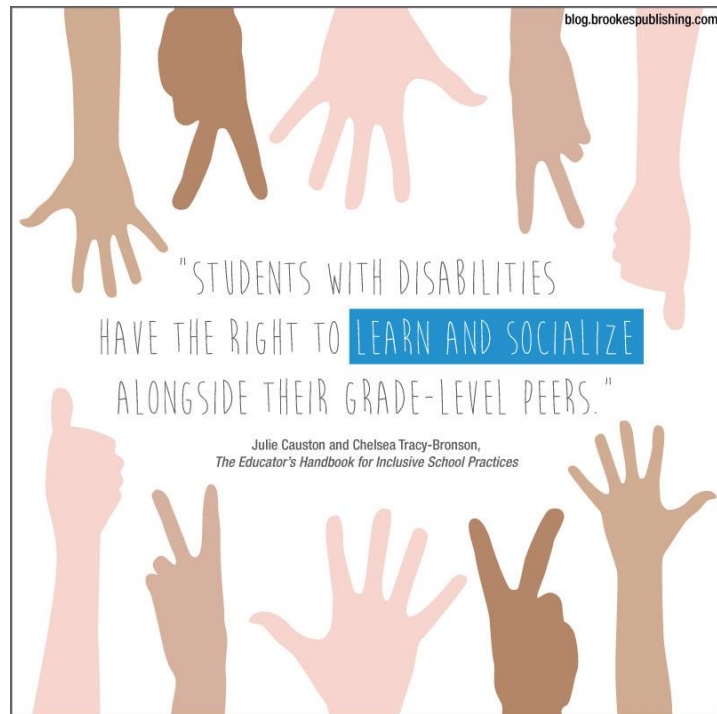
## Engaging in Grade Level Academics and Other Essential Skills

- Engaging in universally designed academics to the greatest degree possible, with the assistance of graphic organizers, word banks, visuals, audio and speech to text options, project-based learning, and support from instructional team members including paraprofessionals, siblings, and parents.
- Using technology in an increasingly independent fashion (for example use of Google Classroom or Schoology; Google Suite or Microsoft Office apps; Zoom; emailing teachers and peers about what they are learning, questions they have, turning in assignments and continuing the email conversation by checking in and responding).
- Using Alternative and Augmentative Communication (AAC) systems to participate during online class discussions (preparing beforehand if necessary) and during home routines; use of a switch to show choice/preference; use of various devices such as iPad, Chromebook, laptops, watches.
- Increasing self-advocacy skills through realizing they have an issue that requires assistance, identifying who they could ask for help (parents, teacher, peers, siblings), and then seeking assistance for the issue more independently across the day.
- Using communication (verbal, AAC, or both) to express frustration, anger, or anxiety rather than less appropriate refusal or disengagement behaviors

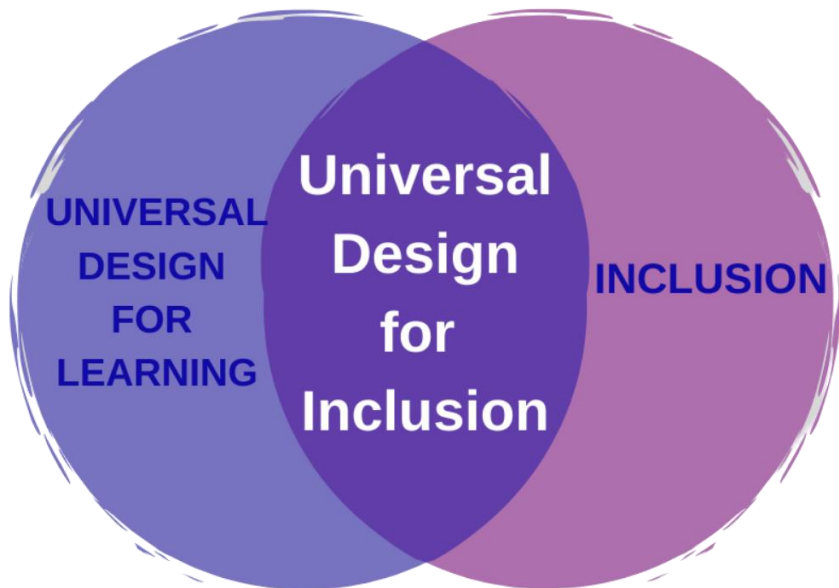
## Interacting With Others

- Participating in small and large group learning with peers online (morning meetings, meetups, class discussions, peer partner opportunities, projects)
- Learning how, and engaging in, age-appropriate means of staying in touch with peers and creating community with one another (for example text, FaceTime, other social media options, e-pals, recreation/leisure activities such as online gaming)
- Using an AAC device to ask/answer questions during online discussions or classes; offer answers prepared in advance or in the moment; tell a joke of the day, or check in on people they care about.

Please check out all the articles in the DL series for practical illustrations. New articles will be added periodically. We are also soliciting suggestions and questions via the [TIES Facebook page](#).



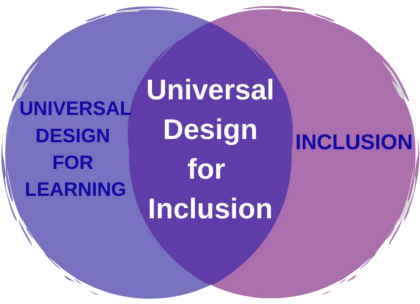
## Does the Distance Learning Plan include:



A variety of ways the student will be presented the curriculum?

Multiple ways the student can show what they've learned?

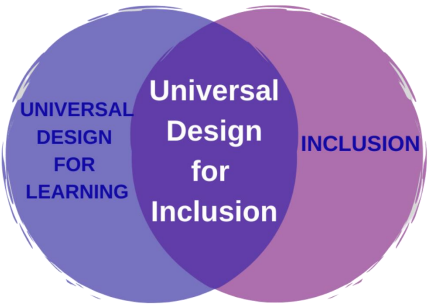
A variety of ways to keep the student engaged?



## Examples of how to present lessons during Distance Learning

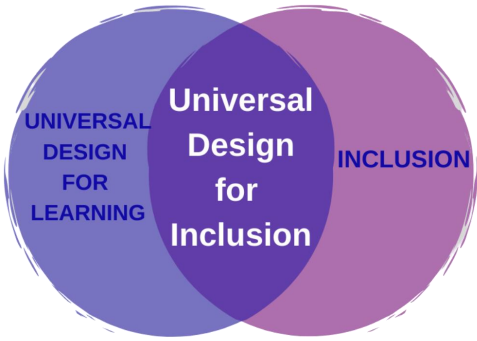






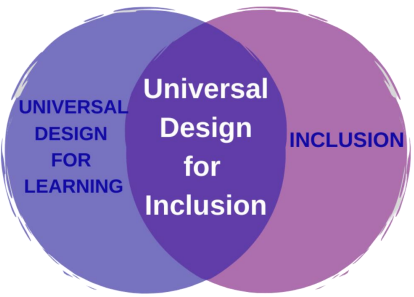
## Examples of how to present lessons during Distance Learning



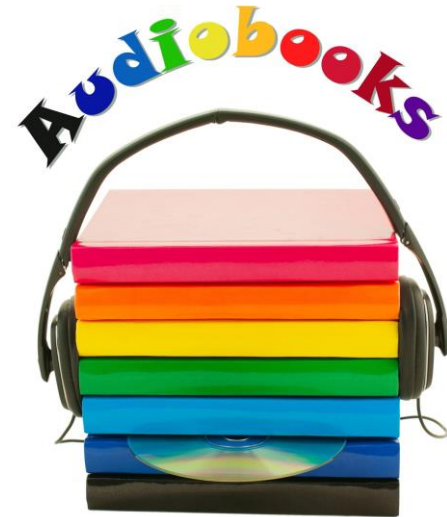


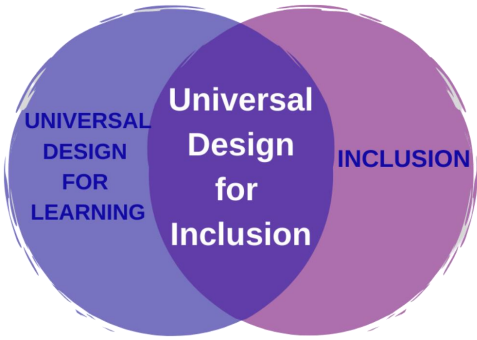
## Examples of how to present lessons during Distance Learning





# Examples of how to present lessons during Distance Learning





**Examples of ways student can show what they've learned.**



**Make a video**



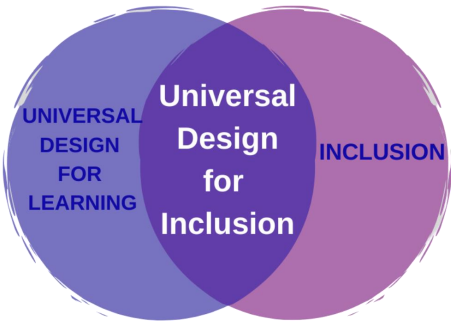
**Record a podcast**



**Invent new game**



**Build a virtual tour**



**Examples of ways student can show what they've learned.**



**Design a comic**



**Tell a story**

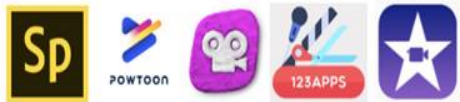


**Write a blog post**



**Make a mindmap**

## Make a Movie or Music Video



## Design an Interactive Video



## Create a Screen Recording



## Record a Podcast



## Create Music



## Tell a Story



## Make a Mindmap



## Code a Song or Game



## Design an Infographic



## Create a Meme or Poster



## Design a Comic



## Create a Graphic or Sketchnote



## Put Together a Slideshow



## Curate a Digital Wall of Resources



## Build a Website or Blog



## Design a Timeline

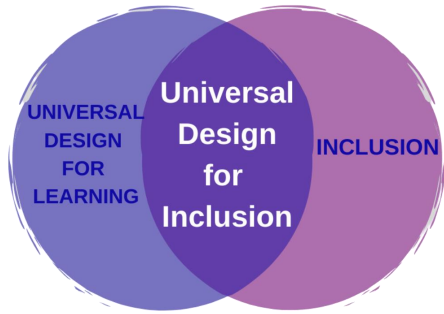


## Build a Virtual Tour or World



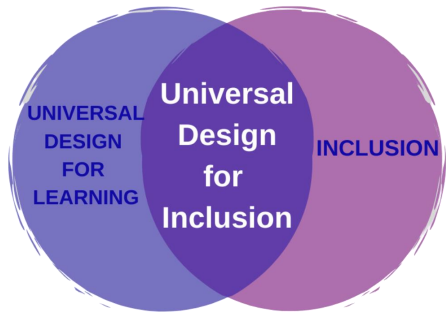
## Create a Whiteboard Presentation





# Examples of ways to keep students engaged

Your Voice Matters



# Examples of ways to keep students engaged



Speaking, writing,  
communication device, draw



What's working and not working



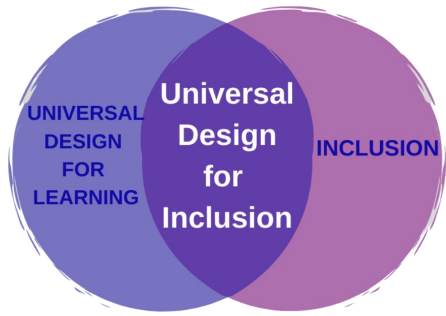
"I noticed \_\_\_\_\_, What's up?"



Attend IEP meetings

Your  
Voice  
Matters





# Examples of ways to keep students engaged



Creating own *All About Me* profile



Ideas for accommodations

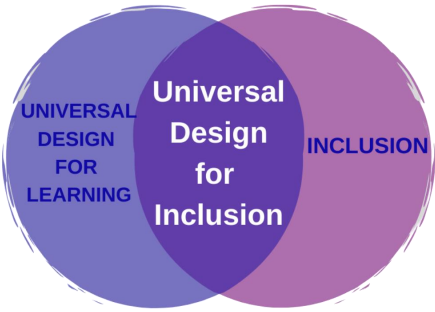


Embedding interests in curriculum



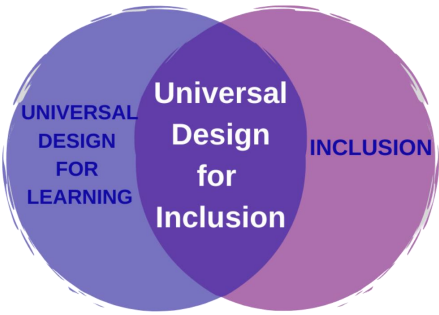
Build on their strengths

Your  
Voice  
Matters



# Examples of ways to keep students engaged





# Examples of ways to keep students engaged



Where to sit



What to sit on

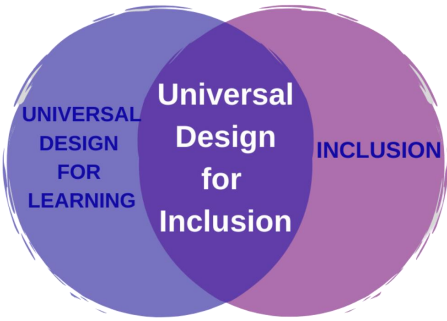


When to take a break



What to work on first

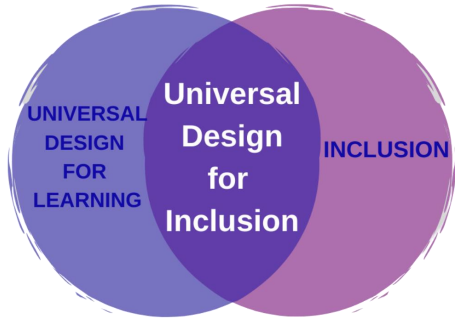




# Examples of ways to keep students engaged

- ◆ Mic/camera on or off
- ◆ Choice in topics to research
- ◆ What to do when work is done





# Examples of ways to keep students engaged

**Student Choice = Ownership**

**Ownership = Value**

**Value = Engagement**

**Engagement = Learning**

@smarterteacher

cspeda.com

# Poll 3: Confidence and Knowledge

- How confident/knowledgeable are you around sharing ideas for goals and accommodations with your child's/student's IEP team during distance learning?
- Select an answer that shows how you feel about this statement:
  - I feel confident and knowledgeable about sharing my ideas for goals and accommodations with my child's/student's IEP team during distance learning
- Do you strongly agree? Are you neutral?



The horizon  
leans forward  
offering you  
space to place  
new steps of  
change.

Maya Angelou

**(abi)**

# Questions?

- 10 minute Q&A
- Click on Q&A button and type your questions
- We will try to get to as many questions as possible
- If you speak Spanish type your questions in Spanish
- What do you want to know more about?
- What would you like to clarify?
- What questions come to mind?

“We all worry that we’re not doing this right:

As a parent, am I doing enough?

As a general ed teacher, am I meeting the needs of my students?

As a special ed teacher, am I differentiating in the right ways?

But there isn't a blueprint for this. We need to cut ourselves some slack and know that **if we are keeping at it, if we are making changes as we go, then we are doing enough.** We truly are all in this together.”

—TEACHER KELLIE HOLM MAY

#T2T

# Evaluation

- We want your feedback
- Please fill out our online post evaluation  
<https://www.surveymonkey.com/r/GTFVVGR>
- Include questions you may still have
- Link in chat box and in follow up email
- Your input is important

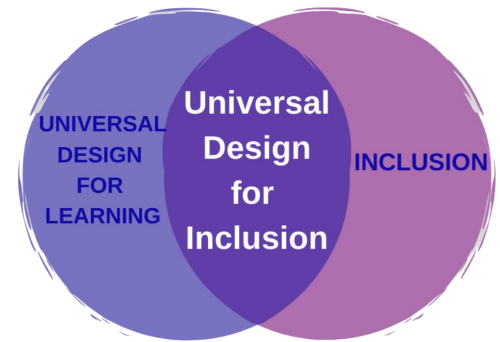
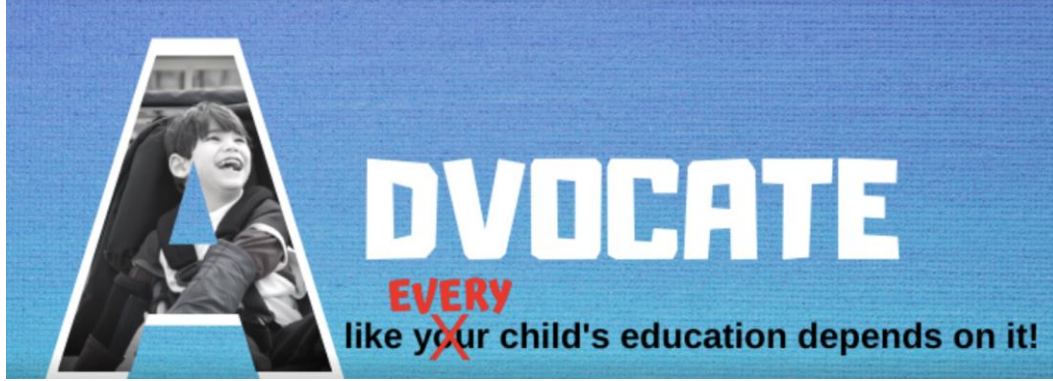




# Chat Raffle

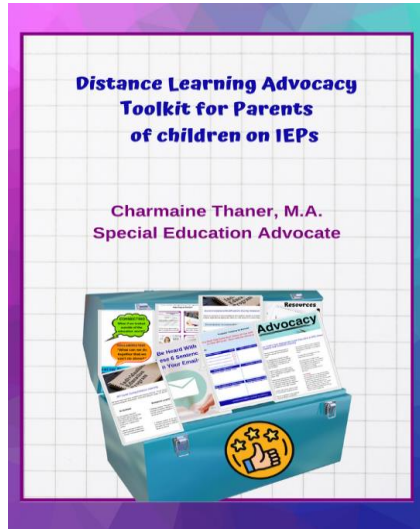
- Randomly pick two people from the chat
- Mail you a prize for your chat participation
- The two people I stop scrolling on will receive Charmaine's book *The Art of Advocacy: A Parent's Guide to a Collaborative IEP Process* in the mail
- We appreciate your participation in chat and engagement throughout this session



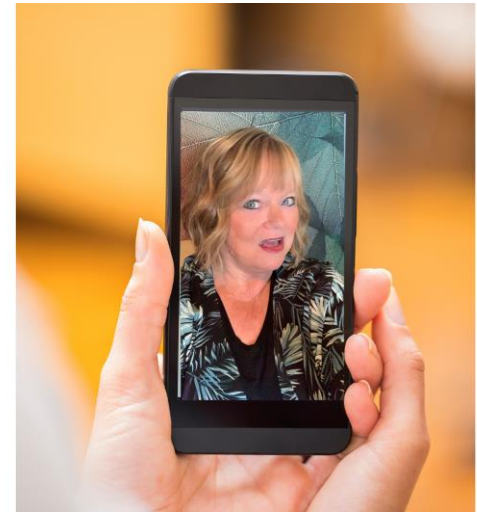


[facebook.com/VisionsandVoicesTogether](https://facebook.com/VisionsandVoicesTogether)

FB Group:  
Universal Design for Inclusion



[charmaine@cspeda.com](mailto:charmaine@cspeda.com)



[bookme.name/charmaine](https://bookme.name/charmaine)

# NW Disability Support

- 1:1 support by phone, email and Zoom
- IEP review, plan for a meeting, understand rights, receive information and resources, answer questions
- Maria Rangel (Spanish) [mrangel@nwdsa.org](mailto:mrangel@nwdsa.org) 503-262-4029
- Jamie Burch (English) [jburch@nwdsa.org](mailto:jburch@nwdsa.org) 503-238-0522
- Register here for an [IEP drop in](#) or go to our events calendar on our website [www.abicomcommunity.org](http://www.abicomcommunity.org)
- IEP drop-in 12-2 pm (PST) each Thursday



# Resources

- [Ten Tips for Inclusive Equitable Schools During COVID-19 and Beyond](#)
- [TIES Distance Learning Engagement Framework Overview](#)
- [Adjusting Your Child's IEP or 504 Plan for Distance Learning](#)
- [6 Ways to Transition IEP Goals to Remote Learning](#)
- [How to Improve Distance Learning for Students With IEPs](#)
- [IEP Accommodations During Distance Learning](#)
- [IEPS & REMOTE LEARNING PLANS: WHAT'S THE DIFFERENCE?](#)
- [TIES Distance Learning #12: Promoting Engagement for Students with Significant Cognitive Disabilities on Group Learning Platforms](#)
- [T.E.A.M. EduAction, Digital Media Design Student Choice Board](#)
- [Decoding the IEP Plan So You Can Be an Informed and Active Partner](#)
- [Final Breaking Barriers to Inclusion](#)
- [School Accommodations and Modifications](#)
- [Digital Media Design Student Choice Board](#)

# Thank You!

- Thank you Charmaine!
- Thank you everyone for joining us!
- Glad you joined this session
- Stay safe and healthy
- We look forward to talking to you soon
- Bye!

**"My goal is to know my students well enough to understand and believe in their hopes, dreams and goals. Once I understand their goals, I want to work collaboratively to achieve them, advocate urgently if their aspirations are threatened, and ultimately, celebrate with genuine joy as their hopes, dreams, and goals progress towards realization."**

—EDUCATOR CARL OLIVER



#T2T