200 West Baltimore Street, Baltimore, Maryland 21201

Technical Assistance Bulletin

MarylandPublicSchools.org

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

Division of Early Intervention and Special Education Services | **Supplement to TAB #20-03 and #20-07**

☐ Birth – Age 4	☐ Birth – K	☐ Age 3 – K	☐ Birth – 21	☒ Age 3 – 21

Date: August 10, 2020

Supporting Students Who Require Extensive, Intensive, Individualized Instruction and Supports through Alternative Service Delivery Models

This document is a supplement to Technical Assistance Bulletin (TAB) #20-03, *Providing Continuity of Learning to Students with Disabilities during Extended School Closure due to the COVID-19 Pandemic*, and TAB #20-07 *Providing Continuity of Learning for Students with Disabilities who require Extensive, Intensive, Individualized Instruction and Support during the COVID-19 Pandemic*. Please refer to these TABs for additional information and guidance on the provision of special education services to students with disabilities during this unprecedented time.

For students with disabilities who require extensive, intensive, individualized instruction and support, there is a heightened need for proactive planning and intentional emphasis on the norms, routines, and practices necessary to build a foundation of continuous learning regardless of the instructional delivery model. Recovery planning scenarios for these students must be grounded in the following understandings:

- Special education services are the specially designed instructional supports necessary to ensure meaningful, active, and engaging participation in the general education curriculum and to address the individualized academic, behavioral, and/or functional learning priorities unique to the student's disability.
- Academic, behavioral, and/or functional learning priorities are specific to the individual student and are linked to long term goals and objectives. Learning priorities do not change simply because the learning environment changes.
- Collaborative partnerships among students, families, and service providers are necessary to develop and support all aspects of the student's recovery plan. Clear, concise, and coherent communication is essential for learner success.

Maintaining continuity of norms, routines, and practices across learning environments build continuity of learning, enhances engagement, and increases learner flexibility. Continuity is achieved by strategically identifying the tools, resources, and procedural options available to the student across instructional settings (virtual, hybrid, and in-person learning).

Continuity of Norms, Routines, and Practices across Learning Environments
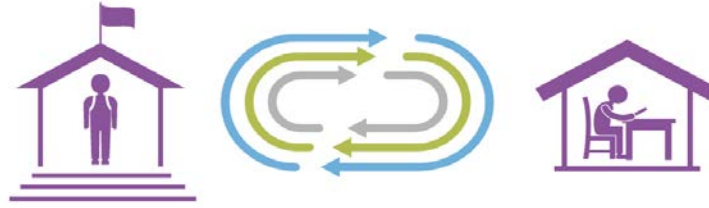
Figure 1: Continuity of Norms, Routines, and Practices across Learning ([Planning for Instruction both at School and Distance Learning: The 5C Process (DL #17).TIES Center](#))

The following **Tips/Strategies for Support** offer an array of options to facilitate the processes necessary for the successful transitioning of students who require extensive and intensive individualized instruction and support across instructional delivery models (virtual, hybrid, and in-person learning).

	Tips/Strategies for Support

Identify Learning Goals and Priorities	● Identify the major learning priorities for the student relative to:
	  ○ Access and engagement with academic, behavioral, and/or functional learning
	  ○ Routines and transitions
	  ○ Meaningful interaction with others (including non-disabled peers)
	● Respond to the question: "What IEP goals and objectives are to be the primary focus?"
	  ○ Determine:
	    ■ Which goals and objectives occur naturally within the context of the curriculum/Essential Elements and the designated learning environment?
	    ■ Which goals and objectives need to be intentionally embedded within the student's instructional day based on varying learning environments?

Reinforce a Continuity of Norms, Routines, and Practices	● Prioritize, sequence, and pace the introduction of "new" norms and practices to ensure student and family engagement, and success in the transition/return to school. ("New" norms may include responding to changes to learning platforms for home learning or hybrid environments, low-tech and high-tech accessibility tools to supplement learning, transitions in daily or weekly schedules, transportation routines/procedures, and class environments.) [Learning Continuity Planning Considerations for School Leaders](#)

	Tips/Strategies for Support
	- Identify and plan for Connecting Core Words, Aided Language Modeling, and Literacy using a variety of communicative forms, for a variety of purposes, based on a range of language intents and the student's response to routines, practices, and instruction (requesting, imitation, receptive identification, vocal skills, and pre- and advanced conversation skills). - Use explicit instructional strategies, including interactive communication and social skills instruction throughout the day (social stories, video scripting, social scripting, and social thinking practices) to help the student prepare for and respond to changes. - Use student-specific wait time; cueing for a response; visual, tactile, or kinesthetic supports; to process information and make a response. Create a learners' toolkit of resources, manipulatives, and other supports that are essential for student access and reinforcement of learning across environments. - Provide explicit instruction, visual schedules, social stories, and modeled practice opportunities necessary to engage in and sustain required safety and health protocols (handwashing, wearing a mask/shield) across learning environments.
Planning for Transitions	- Identify student-specific use of visual supports, video presentations, virtual "meet and greets" or interactive tours of the learning environment prior to returning. - Plan for multiple opportunities for explicit instruction and rehearse change scenarios so the student understands the changes that will be in place when he or she returns (emphasis on "new" norms, routines, and practices). If possible, provide pictures ahead of the reentry process. - Utilize concrete boundary markers to reinforce social distancing norms (hula hoops, tape, pool noodles, or structural barriers). - Adapt learning routines and practices for appropriate peer interactions within revised norms, including travel training, social distancing, and alternatives to physical interactions such as hugs or handshakes, based on data across settings. - Develop demonstration videos or a photo gallery of "who's who" at school with pictures of friends and staff wearing personal protective equipment (PPE). - Prepare communication devices or systems with key vocabulary to allow students to participate in activities aligned with the "new" normal (personal space, social distancing, face mask, face shield, PPE).

	Tips/Strategies for Support
	● Ensure staff has knowledge and skills to reopen with a whole child focus (social-emotional and academic needs of students), including training on self-care and trauma-informed practices.
Collecting Data and Adjusting Instructional Practices to Meet Learner Needs	● Utilize informal and formal assessments to adjust lesson delivery and content (i.e., the teacher identifies the point in a task analysis where adjustments are needed and revise the activity accordingly). NCEO Brief: Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities (#20) ● Implement the use of a least-to-most prompt hierarchy to promote independence and success in relation to specific learning norms or routines. Record and track student responses in order to remove scaffolded supports once they are no longer needed. ● Document natural regressions, gaps, or inconsistencies within and across skills that have previously been learned, maintained, and generalized (Formative Assessment for Students with Disabilities). ● Distinguish patterns, routines, and needs that are emergent and/or changing based on the shifts in the learning environment (scheduling, staffing, class/grouping configurations). ● Consider the use of embedded assessments such as the Dynamic Learning Maps (DLM) testlets to provide individualized feedback to address each student's needs (DLM Instructionally Embedded Assessments) CORRECT They are applicable across all learning environments. ● Examine where Social Emotional Learning (SEL) efforts have been impactful and where more support is needed (adjust the Behavior Intervention Plan, if needed). ● Monitor environmental concerns that promote or interfere with learning so they can be modified, if possible, or documented to understand student performance.
Collaborative Partnerships	● Develop a shared understanding of specific learning goals and routines to explicitly identify the *what*, *how*, and *why* of learning using an intentional schedule of collaborative meetings (virtual morning meetings or office hours, co-planning for instructional delivery, defining roles and responsibilities across learning environments).

	Tips/Strategies for Support
	- Utilize a structure for organizing student data and input from all team members. The Learning Matrix Tool and/or Creating a PBIS Behavior Teaching Matrix for Remote Instruction may be used to support this collaboration and planning. - Anticipate challenges or barriers (social-emotional, behavioral, or adaptive skills) to the application of norms, routines, and practices (Supporting Students with Disabilities at School and Home). - Utilize ZOOM or Google Meets parent groups to share strategies, supports, and resources as a community in an informal setting. - Work with families to try different styles and materials of face coverings for students with sensory needs. Consider face shields that can be attached to baseball hats. Have the student practice wearing the mask in a variety of settings prior to returning to school; provide praise and rewards as appropriate. - Consider safety concerns or individualized supports necessary for the student that are specific to the instructional setting (virtual, hybrid, and in-person learning). Identify the roles and responsibilities of individuals providing supports.
Capacity Building/Supports to Staff	- Utilize a needs assessment process to determine the training support needs of families, paraeducators, teachers, and/or related service providers in response to roles and responsibilities across learning environments (COVID – 19 Crisis Response Resource by Topic/Area). - Leverage local expertise to provide the high-quality professional development, coaching, and resources necessary to support training relative to specific needs (changes to learning platforms, low-tech/high-tech accessibility, travel training, and transportation, trauma-based interventions) across learning environments. - Provide an orientation prior to the implementation of the learning model (virtual, hybrid, and in-person learning). Identify and model norms, routines, and practices necessary for a successful transition for students, families, and school personnel. - Communicate and calibrate expectations for staff responses to student behavior associated with health and safety requirements, such as the use of PPE, social distancing, physical contact, and interactions consistent with additional health and safety requirements. (Adjust classroom management plans or Behavioral Intervention Plans [BIPs].)

	Tips/Strategies for Support
	- Establish an instructional hub or resource bank of [High Leverage Practices](), strategies, supports, and lesson seeds, emphasizing continuity of learning priorities across learning environments. - Set aside time for staff to process emotions and experiences and reflect on their learning and application of social and emotional competencies to effectively collaborate on the support of students' SEL throughout in-person or distance learning. - Provide training and resources to all staff, providers, and family members to ensure the cleanliness of communication devices and laptops that may need to travel between the home and school (whenever possible, provide duplicate or stay at home resources).

Resources

- [Building Engagement with Distance Learning: TIES Center Learning Series](#)

- [Dynamic Learning Maps: Teacher Learning Modules for ELA, Mathematics, and Science](#)

- [Supporting Individuals with Autism through Uncertain Times](#)

- [University of Kentucky Human Development Institute – HDI Learning SPLASH MODULES](#)

For more information, call 410-767-0249

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