

# Inclusive Practices for Students Receiving Special Education Services during COVID-19

## Continuum of Closure Efforts Closed, Instructing

When schools cease normal operations, children no longer come to the school site and are instead provided support to receive instruction at home or off-site. Staff may be providing instruction from the school, remotely, or some combination of the two.



### Packets

Learning activities are pencil-and-paper tasks provided by the school; parents and guardians play a primary role in support.



### Continuous Learning Opportunities

Multiple learning activities are provided in multiple formats by teachers and service providers who are actively checking on students. Parents and guardians support learning.



### Distance/e-Learning

Learning activities are continuous and structured and are guided by teachers and service providers through ongoing scheduled class meeting times. Little parent support is necessary.

Sources: <https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/COVID19ConcernsforAdmins>  
<https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>

## Examples of How to Design Accessible Instruction for Learners

### Considerations for Choice

- Activity/assignment
- Variations of length
- Activities designed for all modality preferences
- Students choose their role in the learning activity
- Give options for response (e.g., write, type, draw, etc.)
- Option of manipulatives (e.g., virtual, concrete, pictorial, etc.)
- Provide multiple strategies for students to choose from
- Choice in materials to use
- Choice of available resources to use (e.g., note-taking guide and style, graphic organizers, format of activity)

### Considerations for Design

- Purpose is clear to students
- Age- and ability-appropriate
- Information is meaningful
- Culturally relevant and appropriate
- Use flexible goals separating the *what* from the *how*
- Color, design, and graphics of layouts are easy to read
- Embed reflection opportunities
- Choice in materials to use
- Visuals used along with text
- Chunk information
- Font size is easy to read
- Embed support for vocabulary and symbols (e.g., hyperlinks, definitions, illustrations, etc.)

### Considerations of Scaffolds and Flexibility

- Level of challenge
- Context and content
- Students set personal goals with the teacher
- Provide question and reflection stems for conversations
- Multiple ways for students to respond and participate
- Offer text to speech
- Embedded support for vocabulary and symbols within text (e.g., hyperlinks, footnotes to definitions, explanations, illustrations)
- Provide questions for students to respond to in multiple ways before check-in (e.g., question stems, drawing reflections, cut and paste, etc.)

# Examples of How to Provide Accommodations from the IEP during COVID-19

Lead/Point of Contact—General and Special Educators

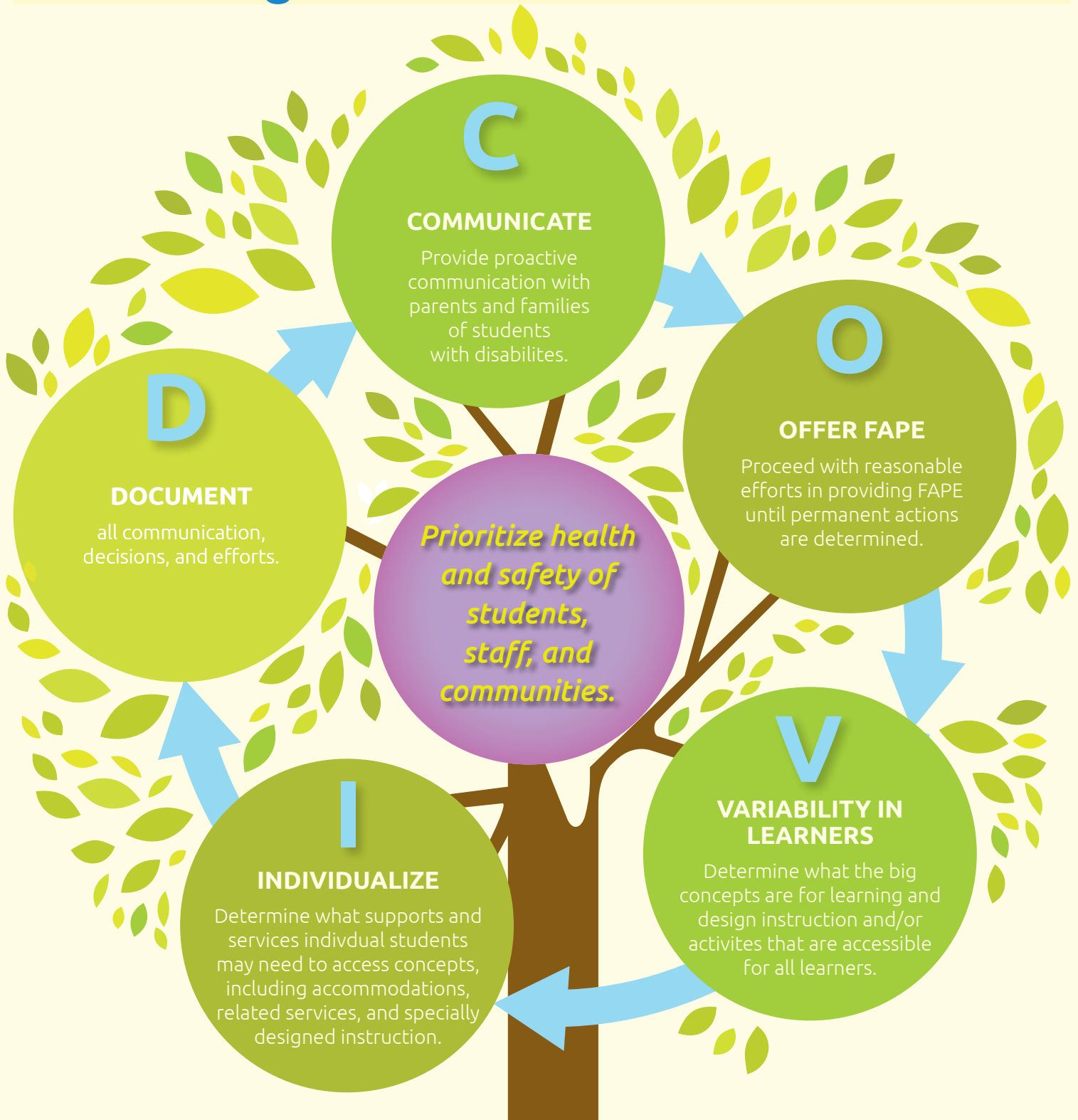
	Packets	Continuous Learning Opportunities	Distance/e-Learning
Use of graphic organizer	Include graphic organizers in students' individual packets	Provide a copy to student(s) via e-mail attachment and discuss use during check-in	Embed opportunities and prompts to use graphic organizer in class instruction
Chunking assignments	<ul style="list-style-type: none"> <li>Provide students a chunking folder to self-select work</li> <li>Cut packets into half sections</li> <li>Break packets up into several chunked packets</li> </ul>	<ul style="list-style-type: none"> <li>Break assignments into manageable chunks for student</li> <li>Provide guidance through an e-mail, phone call, or message for how to chunk assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li>Assign work in manageable chunks</li> <li>Break teaching time into topics rather than units</li> </ul>
Check for understanding	Embed questions along with a self-check sheet throughout packet	Call student to check in and clarify instructions	Use whole-class response to check for understanding
Pre-teach concepts	Provide pre-packet information building background knowledge	Design and provide videos to pre-teach concepts; check in for understanding	Provide a small-group online class prior to whole-group instruction to pre-teach concepts
Assistance with note-taking	Provide notes to guide students in completion of assignment	Send an electronic version of notes to follow along with recorded lesson	Send an electronic version of notes to follow along with the lesson in a cloze format or with highlighted blanks
Oral administration	Provide parents with directions to orally read assignment	<ul style="list-style-type: none"> <li>Embed recorded audio files to pair with written instruction</li> <li>Read answer choice either through a recording or via phone call</li> </ul>	Use a system that allows for oral recordings

# Examples of How to Specially Design Instruction during COVID-19

Lead/Point of Contact—Special Educators

	Packets	Continuous Learning Opportunities	Distance/eLearning
Teaching a specific strategy	Place sticky notes with ordered steps in packet as guidance in using a provided strategy tool	Call student to explain tool or answer any questions	Provide short video to student on how to use tool/resource
Teaching a skill explicitly and/or facilitating application and generalization	<p>Provide step-by-step analysis on how to use a strategy and how to use the skill/strategy across subjects</p> <ul style="list-style-type: none"> <li>Embed reflection/generalization questions throughout the process</li> </ul>	<p>Call a student to explicitly teach a skill and facilitate generalization.</p> <ul style="list-style-type: none"> <li>Teach a skill that can be used across subjects using slide shows with embedded videos</li> </ul>	<p>Online chats (e.g., Zoom, Google™ Meet-Ups)</p> <ul style="list-style-type: none"> <li>Call a student to explicitly teach a skill and facilitate generalization</li> <li>Provide additional slide shows with embedded videos</li> </ul>
Teaching a student to use a mnemonic-based strategy	Embed notes and examples on how and when to use the strategy throughout the packet.	Provide links for students to review that teach and provide examples of the mnemonics (e.g., on YouTube™, Teacher Tube, etc.)	<p>Use a system with video conferencing capabilities</p> <ul style="list-style-type: none"> <li>Provide visual cues on when to use a mnemonic during instruction</li> </ul>
Provide more support than is provided to all students.	Provide more instructions, steps, and visual examples than are provided to all students.	<p>Schedule more frequent check-ins.</p> <ul style="list-style-type: none"> <li>Provide additional chunked tools for instruction.</li> </ul>	Schedule extended learning times for more detailed instruction/practice (e.g., video chat, phone conference).

# Special Education Inclusive Instructional Considerations during a Closed Instructing Environment



For more detailed information, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/special-education-and-special-populations>.