SUPPORTING STUDENTS WITH DISABILITIES FOR ALL EDUCATORS AND PROVIDERS

Districts should ensure all online learning platforms meet confidentiality and student privacy, and electronic content accessibility standards. Consult your district's acceptable use policy (AUP) for more information.

GENERAL GUIDANCE TO ALL EDUCATORS

- DESE reminds all teachers to make a reasonable effort, in instructional planning and student resource selection, to differentiate by providing provide multiple means of:

    - Representation

    - Engagement

    - Action and expression

        Accompanying Resource(s)

        - [7 Ways to Make Remote Learning Accessible to All Students](#)

        - [Universal Design for Learning (UDL) At a Glance](#)

- Choose teaching and learning resources that meet your district's acceptable use policy (AUP) for using online resources and are already made universally accessible, when possible.

    - When it is not possible, ask for help from colleagues in adding accessibility through *low tech options* e.g. reading aloud/recording yourself reading aloud, additional telephone communication/support; or *high tech options* e.g. using [accessibility features in google docs](#) and [Google Tools for Struggling Students](#), [adding captions in You Tube](#), audio files with transcripts, etc.

    - Accessible Materials for All Students: https://www.setda.org/main-coalitions/elearning/accessibility/

- Choose a diverse selection of teaching and learning resources so that students can use their preferences to choose how to engage in learning. You will notice that the DESE [Educational Resource Page for Students and Families](#) include not only readings, videos and audio files, but also games, music, visual art, and physical activity.

- [Virtual Toolkit: Easing Faculty Transition to Online Instruction](#) *(CEEDAR Center)* CEEDAR Center has collected information on online collaboration platforms, online meeting engagement, online courses and modules for teacher candidates and more.

Special education teachers, general education teachers, related service providers, and administrators are encouraged to reach out to students and families by phone, email, and other means of communication in order to ensure that students with disabilities can access educational resources provided by the district.

SPECIAL EDUCATION TEACHERS & RELATED SERVICE PROVIDERS:

Serving students with disabilities: Remote Service Delivery and Teaching Resources

- USED has designated the [National Center for Systemic Instruction (NCSI)](#) as a resource hub for remotely provided special education services and supports during this period of school closures. The Department encourages educators and administrators to refer to the [site](#) NCSI has specifically created to share instructional resources and service delivery solutions. NCSI anticipates continually adding resources and content to support remote special education learning options.

    - NCSI website: https://ncsi.wested.org/

    - Resource library for educators and administrators: https://ncsi-library.wested.org/resources?t_id=all Many resources are applicable to multiple grade levels and multiple disability categories; however, resources for specific grade level span or disability category are available here.

- [Free Council for Exceptional Children (CEC) membership](#): CEC is opening its doors to the special education community in need of resources.

    - [Resources for Teaching Remotely](#): This page is a collection of suggested resources you can use as you determine the best means to provide services to your students and their families, including but not limited to: adapting your current lesson plans for remote teaching and learning, quick turnaround high leverage practices for teaching online, toolkits, resources to improve access for low incidence disabilities, social-emotional and academic content, and transition (early childhood and secondary). These resources have been curated and will be regularly updated.

○ The Massachusetts Council for Exceptional Children (MCEC) has created an [open-access resource folder](#) for Massachusetts educators in order to exchange educational resources. General education and special education teachers are encouraged to share resources through this online forum. For ease of use, MCEC has created individual folders by grade level, from preschool through secondary transition.

To Support Students with Mild to Moderate Disabilities

- https://www.khanacademy.org/

- https://listenwise.com/#

- https://www.getepic.com/

- https://www.kqed.org/education/533275/remote-in-a-hurry

- https://www.ncld.org/wp-content/uploads/2020/03/An-Educators-Guide-to-Virtual-Learning-4-Actions-to-Support-Students-With-Disabilities-and-Their-Families.pdf

- https://www.newsomatic.org/

- http://aem.cast.org/about/aem-center-covid-19-resources.html

To Support Students with Severe Disabilities

- https://afirm.fpg.unc.edu/afirm-modules

- http://www.ric.edu/sherlockcenter/wwslist.html

To Support Students with Social, Emotional and Behavioral Needs

- http://mindfulnessforteens.com/resources/videos-mindfulness/

- https://innerexplorer.org/

- http://www.schoolmentalhealth.org/COVID-19-Resources/

- https://masmhc.org/

To Support Young Students (Prek-K)

- https://dasycenter.org/

- https://ectacenter.org/topics/disaster/coronavirus.asp

Planning with Parents and Guardians

- [Parent Survey](#): Life in Your House

Other

- Boardmaker: [Coronavirus Resources](#)

- [Videos](#) of educators/therapists demonstrating functional skills

RELATED SERVICES AND TELEPRACTICE

Telehealth & Telepractice: *Early Childhood Education* providers and some *Related Service* providers may be allowed flexibility in service delivery as outlined in the Office of Civil Rights' [Notification of Enforcement Discretion for Telehealth Remote Communications During the COVID-19 Nationwide Public Health Emergency](#). It and additional resources are located on the U.S. Health and Human Services website at https://www.hhs.gov/hipaa/for-professionals/special-topics/hipaa-covid19/index.html.

Occupational Therapy

- American Occupational Therapy Association (AOTA): [Telehealth Resources](#)

- [The American Occupational Therapy Association Advisory Opinion for the Ethics Commission Telehealth](#)

Physical Therapy

- American Physical Therapy Association (APTA): [Telehealth](#)

- American Physical Therapy Association: [Coronavirus (COVID-19) Resources for the Physical Therapy Profession](#)

- American Physical Therapy Association (APTA) Massachusetts Chapter: [COVID 19 Resource Center](#)

Speech-Language

- American Speech-Language-Hearing Association (ASHA): [Telepractice](#) See ASHA's Practice Portal page on [Clinical Education and Supervision](#) for a detailed discussion of telesupervision.

- American Speech-Language-Hearing Association (ASHA) [COVID-19 Updates](#)

Behavior Analysis

- Behavior Analyst Certification Board: [BACB COVID-19 Updates](#)

- MassHealth: Applied Behavioral Analysis Provider Frequently Asked Questions

Counselors

- MassHealth: Children's Behavioral Health Initiative (CBHI) Provider Frequently Asked Questions

- Mental Health America Mental Health and COVID-19 – Information and Resources

- Practice Brief: Creating a PBIS Behavior Teaching Matrix for Remote Instruction

- Massachusetts Tools for Schools Supporting Students' SEL and Mental Health Needs in the COVID-19 Era

- Massachusetts Association of School Psychologists Covid-19 Resources

- FAQs for Behavioral Telehealth in Massachusetts 3/27/20 FAQ: COVID-19 and Behavioral Health Providers

- Association of Social Work Boards (ASWB) Regulatory provisions for social work emergency responders and COVID-19 policy

- Board of Registration of Allied Mental Health and Human Services Professionals Allied Mental Health Policy

- Massachusetts Board of Registration of Social Workers Practice Advisory regarding social work services by electronic means

Teletherapy for Young Children

- Additional Early Childhood Tele-Intervention and Distance Learning Resources are located at

  https://ectacenter.org/topics/disaster/coronavirus.asp

- Home visit: Video Conferencing 101

- Use of Technology with Evidence Based Early Intervention

- A Practical Guide to the Use of Tele-Intervention in Providing Early Intervention Services to Infants and Toddlers Who Are Deaf or Hard of Hearing *(NCHAM)*

  - Tele-Intervention 101: Families

  - Tele-Intervention 101: Providers

  - Tele-Intervention 101: Administrators

Other Programs and Resources

  - Federal Office of Rural Health Policy: Telehealth Programs *(HRSA)*

   o [National Consortium of Telehealth Resource Centers](#)

PRIVACY AND CONFIDENTIALITY CONSIDERATIONS

In selecting online programs or video platforms, use only those approved by the school district. Consider whether the online program or video platform is compliant with relevant privacy laws that may apply to students (FERPA, COPPA, PPRA, others) before beginning to use the program and entering into contracts/agreements with these vendors. Review the settings on the video platform so that you can restrict access and prevent uninvited users from accessing the chat and other security features.

   o [MA Student Privacy Alliance](#)

   o [Common Sense Privacy Program](#) (staring point)

   o [Helpful tips](#) on teachers using Zoom