

*OFFICE OF*

# **Student Support Services Exceptional Support Branch**

## **Update on the Impact of COVID-19**

SEAC Presentation

Friday, September 11, 2020

Presenter: Annie Kalama, Director, Exceptional Support Branch



# Agenda

- Overview of COVID-19 Impact Services: Updates and New Information
  - Review of Current Instructional Models
  - Review of Related Service Delivery Models
  - Timeliness of Evaluations, FBAs and IEPs
  - Assistive Technology Supports
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## Updates and New Information

- HIDOE announced it will continue the Learn from Home phase of distance learning til the end of the first quarter [HIDOE Extends Learn from Home](#)
- Specially Designed Instruction and Distance Learning for Students with Disabilities Memo, September 1, 2020 [SDI Memo](#)
- Homebound Placement and Provision of Services for Students with Disabilities Memo (DRAFT) [Draft HB Memo](#)
- Quarterly PLCs for Special Education Teachers of Students with Significant Disabilities Memo, September 10, 2020 [PLC Memo](#)
- Mandatory Special Education Training Modules Updates
- SPIN Infographics <https://spinhawaii.org/infographics/school-reopening-infographics/>





## Expectation of Current Instructional Models



*During Distance Learning*, schools must implement each student's Individualized Education Program (IEP) and provide special education, related services, and specially designed instruction (SDI). This also applies to students whose parents opt-in for Total Distance Learning (to the greatest extent possible).



# Current Instructional Models

Distance Learning	Face-to-Face	Hybrid/Blended Learning	Total Distance Learning
<ul style="list-style-type: none"><li>- Umbrella term for learning that does not occur in-person.</li><li>- Paper packets, online programs, or live virtual sessions (e.g. Webex).</li><li>- Use of Messaging apps, phone calls, video calls, discussion boards, or live virtual sessions.</li></ul>	<ul style="list-style-type: none"><li>- Students receive in-person instruction on campus.</li><li>- Priority is given to students with IEPs, English Learners, and students in grades preK-2.</li></ul>	<ul style="list-style-type: none"><li>- Students rotate between face-to-face instruction and distance learning.</li><li>- Various instructional strategies and resources are used.</li><li>- Models differ slightly across elementary, middle, and high school.</li></ul>	<ul style="list-style-type: none"><li>- Parents opt-in</li><li>- Students receive instruction via a self-paced and self-guided online curriculum</li><li>- Students are provided with a dedicated special education teacher to develop and implement SDI</li></ul>



# Asynchronous Versus Synchronous Instructional Models

<b>Synchronous</b>	<b>Asynchronous</b>
<ul style="list-style-type: none"><li>- Teacher delivers instruction to students using a computer platform such as Google Meet or Webex.</li><li>- Students interact with teachers and peers in real-time. Students can raise their hand to ask a question, participate in discussions, and learn alongside their classmates.</li></ul>	<ul style="list-style-type: none"><li>- Students work at their own pace without real-time interaction.</li><li>- Learning occurs through teacher assignments such as paper packets, collaboration on google documents, online learning programs (e.g., Khan Academy, iReady), workbooks (e.g., Wordly Wise, Stepping Stones), instructional videos, etc.</li></ul>



# Distance Learning Resources

- [\*Reopening Schools - Students with Disabilities Return to Learn\*](#)
  - [\*Addressing IEP Goals via Distance Learning\*](#)
  - [\*Distance Learning Considerations\*](#)
  - [\*Addressing Learning Loss and Provision of COVID-19 Impact Services\*](#)
  - [\*Telepractice Services\*](#)
  - [\*Contingency Plan\*](#)
  - [\*Total Distance Learning Plan\*](#)
  - [\*Additional Resources\*](#)
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# Review of Related Services

## Occupational Therapy Services



64% of students received the same or some of their OT services  
2% of parents declined

## Physical Therapy Services



53% of students received the same or some of their PT services

## Speech-Language Services



81% of students received the same or some of their SLP services  
2% of parents declined





Thank you for the packets. The lessons are so useful for him and for me to be able to guide him through the story. Thank you so much for the time and attention you gave xx. I found that our speech sessions even with the distance learning mode are fun and really effective!

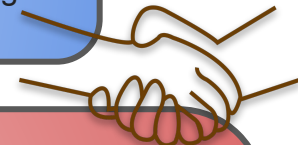
A mom was present during a writing exercise, whereby the student was having lots of trouble with lower case y. When I asked mom to write it for him for a demonstration, she wrote y like a "u with a tail" vs "short line, long line", he grasped that concept in a second, and mom was so happy to have helped she sent me a quick text to thank me

"Thank you very much for your help during this process. My husband and I are very appreciate with all your support. We are very grateful to have you as xx's speech teacher.





- We learn and practice: now I know how to cue my child...
- We're using therapy activities (scavenger hunt, rather \_\_\_ or \_\_\_?, make a jelly sandwich, sentence starters\_\_\_\_, etc.) during family time.
- I notice different expectations for speech in therapy vs at home...
- Through the virtual meetings my SLP engaged my nonverbal child using sign language or pointing...I'm so grateful!



- The parents have definitely stepped up to the plate and are amazing coaches and supporters of telepractice at my schools:)
- Almost all my students are showing up for speech, they work for ½ hour, the parents ask to reschedule if they miss or have work conflicts, the kids are so excited & respectful of their peers when we do groups, & I'm so glad that I can see progress.
- It has been wonderful to have the majority of the parents attend so that I can reinforce the skills that their children display during the session. For those who are unable to participate the full time, I have the opportunity to explain how to stimulate language, use picture symbols & model language
- Parents report that they feel supported by the various activities & explanations sent home.
- Parents report that they now understand their child's needs better and how they need to be the one helping the student at home



# Timeliness of Initial Evaluations Conducted

	<b>July 1, 2019- May 1, 2020</b>	<b>July 1, 2019- June 26, 2020</b>	<b>July 1, 2019- September 8, 2020</b>
Evaluations within Timeline	3,178 (81.76%)	3,270 (76.28%)	3,549 (75.77%)
Evaluations Over Timeline	213	333	742
Pending Evaluations	496	684	393



# Pending Assessments by Assessment Type

	Due as of May 1, 2020			Due as of June 26, 2020			Due as of September 8, 2020		
	Initial	Reeval	Grand Total	Initial	Reeval	Grand Total	Initial	Reeval	Grand Total
Observation	467	285	752	411	273	684	262	175	437
Academic	391	273	664	344	267	611	173	141	314
Cognitive	346	214	560	331	212	543	138	80	218
Speech/Language	246	118	364	224	118	342	117	55	172
Social/Family	130	67	197	97	56	153	50	27	77
Behavior/Emotional	115	77	192	109	75	184	73	68	141
Fine Motor	56	35	91	50	36	86	21	32	53
Functional Behavioral Assessment (05)	< 10	84	89	< 10	89	93	< 10	100	104
Audiological	< 10	< 10	13	< 10	< 10	13	< 10	< 10	< 10
Gross Motor	< 10	< 10	10	< 10	< 10	11	< 10	< 10	11
Functional Vision	< 10	< 10	< 10		< 10	< 10		< 10	< 10
Orientation and Mobility								< 10	< 10
<b>Grand Total</b>	<b>1767</b>	<b>1168</b>	<b>2935</b>	<b>1579</b>	<b>1143</b>	<b>2722</b>	<b>844</b>	<b>693</b>	<b>1537</b>



# Timeliness of Re-evaluations, FBAs and IEPs

Current Initial, Re-evaluations and IEPs are being delayed for the following reasons:

- Concerns in the educational environment need to be observed in their naturally occurring educational environment
  - Parental Requests due to health and safety
  - Conflicting Schedule issues
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# Defining Assistive Technology

Two parts of Assistive Technology:

- Assistive Technology Device (IDEA §300.5)
    - any item or product system that is used to increase, maintain, or improve the functional capabilities of our SWDs
  - Assistive Technology Service (IDEA §300.6)
    - any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device
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# Example of Assistive Technology Devices

- High Tech Tools

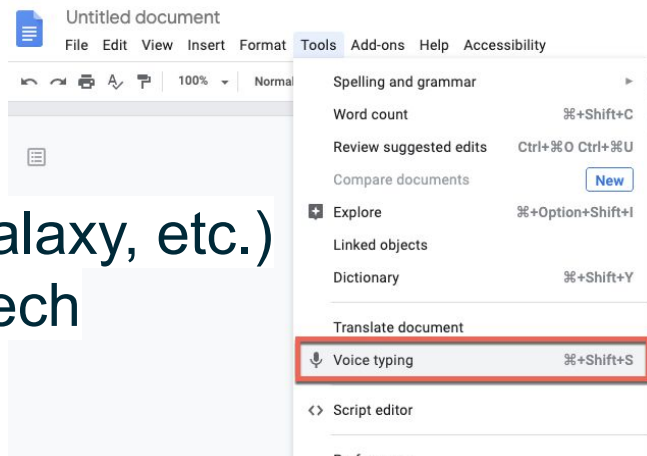
- a. Multiple functions

- i. electronic tablets (iPad, Galaxy, etc.)
    - ii. speech to text/ text to speech

- Low Tech Tools

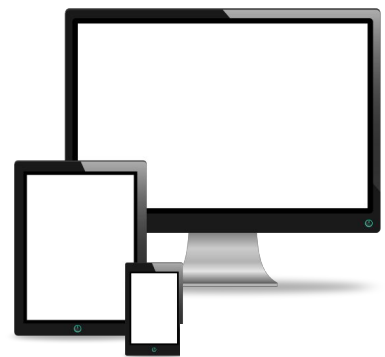
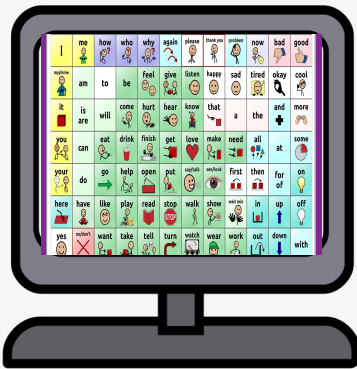
- a. Single function

- i. adaptive pencil
    - ii. graphic organizer





# Assistive Technology Supports







# Assistive Technology for Deaf and Hard of Hearing

- Remote Interpreters
  - Remote CART - Communication Access Realtime Translation
  - Remote CAN - Computer Assisted Note-taking
  - Captioning
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# Assistive Technology for Distance Learning

- [Assistive Technology for Reading](#)
  - [Assistive Technology for Writing](#)
  - [Assistive Technology for Math](#)
  - [Captioning in Google Slides](#)
  - [Read & Write for Chrome](#)
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**THANK  
YOU**