

November 2020

 **Special Education**

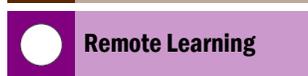
Resources and Tools

New [High-Leverage Practices in Special Education: Use Cognitive and Metacognitive Strategies](#)

Cognitive and metacognitive strategies help students become better problem-solvers. Show your teacher candidates what teaching students these strategies looks like in a distance learning environment.

New [The Role of Inclusive Principal Leadership in Ensuring an Equitable Education for Students With Disabilities](#)

This brief highlights key recommendations, examples, and resources to support educator preparation programs and Deans of Education in addressing the pressing challenges for school leaders posed by the COVID-19 crisis.



New [How COVID-19 Affected Education for Students with Disabilities and English Learners: The Latest Results from a National Survey](#)

During the webinar, AIR's experts shared the latest results from AIR's [National Survey on Public Education's Response to COVID-19](#). The superintendent of the Clark County (Nev.) School District, one of the nation's largest school districts, reflected on the survey results and how the district's leaders and educators responded.

[Faculty Professional Learning Series on Intensive Intervention](#)

NCII's Faculty Professional Learning Series is an opportunity for teacher preparation faculty and professional development providers to learn from colleagues and NCII experts about available tools and resources to enhance coursework, field experiences, and professional development opportunities related to intensive intervention.

[A Family Guide to At-Home Learning](#)

This guide offers practical strategies that work for helping children of all ages who may be struggling with an at-home learning task. Families may find these strategies useful when helping their children complete various reading, mathematics, and/or behavioral tasks at home.

New [Tips for Facilitating Successful Virtual IEP Meetings During the Pandemic and Beyond](#)

In this webinar, Dr. Tessie Bailey (PROGRESS Center Director), Emily Surapaneni (Process Coordinator for Columbia Public Schools in Columbia, MO), and Dr. Kevin Rubenstein (CASE Policy and Legislative Chair and Assistant Superintendent for Elmhurst Community Unit School District 205 in Elmhurst, IL) share resources and tips for implementing successful virtual IEP meetings during and after the pandemic.

[Virtual Individualized Education Program \(IEP\) Tip Sheets](#)

This resource was developed in response to requests from state and local educational agencies and parents about how to hold and participate in virtual IEP meetings. Designed to meet the needs of students with IEPs during the current COVID-19 pandemic, this content has broader application.

[Supporting Students with Intensive Needs during COVID-19](#)

During Fall 2020, educators are providing virtual, in-person, and hybrid intervention with an ongoing need to engage with and support parents and families. Here you will find National Center on Intensive Intervention resources that include example lessons, implementation videos, tip sheets, and data collection strategies.

[Using National Center on Intensive Intervention \(NCII\) Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Educators & Parents](#)

This series includes video examples and tip sheets to help educators and families use the reading and math sample lessons from the National Center on Intensive Intervention (NCII), operated by the American Institutes for Research (AIR), to support students with intensive needs. These lessons provide short instructional routines to encourage multiple practice opportunities through the use of explicit instruction principles.

- [Using Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Educators](#)
This video and tips are part of a series of products to support students with intensive needs in the face of COVID-19. The series illustrates how educators can implement NCII reading and math sample lessons through virtual learning and provide tips for their use.
- [Using Sample Lessons to Support Continuity of Learning During COVID-19: Tips for Parents](#)
These videos and tips are part of a series of products to support students with intensive needs during the COVID-19 pandemic. These videos illustrate how parents and grandparents can implement the NCII reading and math sample lessons to provide additional practice.
- [Using the NCII Lesson Plans in a Virtual Setting: Tips for Educators](#)
The NCII sample reading and math lesson plans are brief instructional routines and activities that provide additional practice opportunities in key reading and math skills for students receiving intensive intervention.
- [Using the NCII Lesson Plans Virtually: Tips for Supporting Parents](#)
The NCII sample reading and math lesson plans are brief instructional routines and activities that provide additional practice opportunities in key reading and math skills for students receiving intensive intervention.
- [Using the NCII Lesson Plans at Home: Tips for Parents](#)
The NCII provides free lesson plans that can be used at home to provide your child with extra practice in reading and math skills.

[TECH Matrix](#)

This resource is dedicated to improving the quality and integration of assistive and learning technologies to enhance the learning experience for students with disabilities and their classmates.

[Virtual/Distance Learning Supports](#)

AIR's Rhode Island Intensive Math Intervention project provides tools and resources for virtual learning.

[Supporting Students With Disabilities at School and Home: A Guide for Teachers to Support Families and Students](#)

The guide describes five key practices for teachers and families to support all students, including students with disabilities, at school and home. This is not an exhaustive list of “best practices.” Instead, the goal is to identify a small number of practices that have a big impact on student learning and social, emotional, and behavioral growth.

Policy and Program Resources

[Federal Guidance on Supporting Students With Disabilities](#)

To support the states we work with, the Region 1 Comprehensive Center (operated by AIR and serving Maine, Massachusetts, New Hampshire, and Vermont) pulled together key information and resources from the U.S. Department of Education on the provision of services to students with disabilities.

[Frequently Asked Questions on Collecting Progress Monitoring Data Virtually](#)

With the closure of schools due to the COVID-19 pandemic, educators and administrators need to rethink how they collect and analyze progress monitoring data in a virtual setting. This collection of frequently asked questions provides a starting place for consideration.

Podcasts

[AIR Informs Episode #5: The Economics of the Coronavirus for People With Disabilities](#)

The coronavirus pandemic is affecting everyone, but people with disabilities likely feel the effects more than people without. In this episode of “AIR Informs,” AIR economist Michelle Yin explains factors that make this population especially vulnerable—and discusses how the pandemic has the potential to shift all workplaces to be more inclusive and flexible.

[AIR Informs Episode #6: Meeting the Needs of Students With Disabilities During COVID-19](#)

Remote learning requires adjustment for all students, but students with disabilities face additional challenges during the COVID-19 quarantine. In this episode of “AIR Informs,” Allison Gandhi describes some of these obstacles, as well as strategies to help students, schools, and families make the most of this challenging time.

Blogs

[Plan and Deliver: Educating Students With Disabilities in Remote Settings](#)

In response to the COVID-19 pandemic, the Regional Educational Laboratory (REL) Midwest (operated by AIR) is featuring a blog series on supporting specific student populations as schools shift to remote learning. In this blog post, we focus on the unique needs of students with disabilities.

[Digital Accessibility: How Schools and Teachers Can Support Students With Disabilities in Remote Learning](#)

The rapid shift to remote teaching and learning necessitated by the global coronavirus pandemic exposed areas of significant need in schools and districts. Specifically, the shift has underscored previously unknown or poorly understood gaps in equity, access, tools, and infrastructure in schools and districts nationwide. Educators had to accelerate technology implementation plans and professional development to move their curricula online, while simultaneously building educator and family capacity to use technology. Of equal importance was the need to ensure that students with disabilities and English learners had the supports necessary to work remotely.

[Leaders Must Design Covid-19 Recovery Programs To Be ‘Readi’ For the Highest Need Schools](#)

The new focus on equity requires leaders to look closely at the initiatives and programs they are implementing. Education leaders can use the READI framework to think through resource deficiencies, educator support, accountability requirements, disparities in working conditions, and implementation capacity of staff.

[How Washington State's Teacher of the Year Is Supporting Expressive and Receptive Communication for Students at Home](#)

In this *Voices From the Field* piece, the National Center on Intensive Intervention (NCII) talks with Amy Campbell. Mrs. Campbell has been teaching special education for 12 years in the Camas School District in southwest Washington state, working with students who experience moderate to profound impact from expressive and receptive communication barriers as well as other disabilities or conditions (e.g., Down syndrome, cerebral palsy, autism). Mrs. Campbell works with multiple forms of augmentative and alternative communication (AAC) and teaches in a special education program that promotes inclusive experiences, referred to as the Integrated Communication Program.



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