

Distance Learning for *Little Ones!*

IFSP: What You Need to Know



You are a critically important member of your child's IFSP team *and* should be included in discussions on what Distance Learning will look like for your student, including transition meetings that may occur during Distance Learning.



We encourage you to prepare and share your parent input and one-page profiles as you would in any IFSP meeting. Review 'Written Parent Input Statement for Distance Learning' for more suggestions on things to consider.



Special education services your child receives *WILL* look different during distance learning. (Examples: speech or occupational therapy via the computer, online learning, no additional *in-person* instructional support)



Discussed and agreed upon necessary changes to the IFSP should be noted and specific, including the dates for the period of time we are engaged in distance learning.



Keep a log or journal. Use a calendar, piece of paper, notebook or even voice memos on your phone. It will be important when teams reconvene to discuss whether compensatory education and services are needed to ensure the provision of FAPE. See 'Suggestions of what to "log" or write down during Distance Learning'.



You are not alone...FACT Oregon is here for you!

Our parent-led staff is experiencing this *WITH* you! Our support team is available to help answer your questions, brainstorm solutions and navigate this unprecedented time together! Connect with us!



Connect with us!

Call 503-786-6082 or email support@factoregon.org

Suggestions of what to "log" or write down during *Distance Learning*



Contact by the school or the Educational Service District (ESD)

- Who contacted you? Examples: Speech therapist, Case Manager, Occupational Therapist
- When and how often did they contact you?
- Note if the information was timely, helpful, manageable or unrealistic



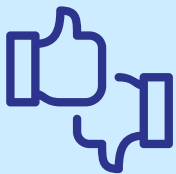
Obstacles or barriers

- Parents/caregivers working
- Siblings providing care
- No internet access
- Behavior was unregulated and your child is unable to engage in learning
- English language learners - parents and/or students



What was worked on

- List pre academic activities (3-5 years): counting, color by numbers, pencil grip
- Games or puzzles
- Using utensils
- Physical Activity: Sitting up, crawling
- Music
- Communication- Signing (please, thank you, more)



What worked or didn't work with learning

- Kids were engaged and able to focus
- Kids were not interested or too distracted being home
- Unable to complete work because of barriers
- I didn't understand how to support the service or learning



Remember to give yourself a break!

We are all doing the best we can! Whether it's an extra cup of coffee or tea, a piece of chocolate, going for a walk or run, don't forget to give yourself a break! Also check out the flip side for *Special Education and Distance Learning: What You Need to Know!*



Written Parent Input Statement for Distance Learning

Creating a parent input statement is easy and straightforward when you use an outline approach.

Opening paragraph:

- Start with an “opening” paragraph of a few sentences that acknowledges that we are creating a distance learning plan during an unprecedented time (pandemic).

What Works and What Doesn't Work:

- Include some examples of what works and what doesn't work during this time.

What Works:

- What works for your child during this time? Think about a good (given the circumstances) day. What occurs that seems to work? (For example: consistent routine, meeting with my teacher via a virtual platform on a regular basis, assignments and learning that are modified for success, etc.?)

What Doesn't Work:

- What doesn't work for your child during this time. Think about a challenging day. What occurs that causes the challenges? (For example, change in routine, increased stress in isolation, parent in the role of teacher, etc.?)

Concerns for your child's distance learning education during an extended school closure:

- This is where to list your concerns about your child's education during this time. It's important to be brief and specific.
- Look for themes in your concerns and try to word a few sentences that will address that theme. (Ex., “We are concerned that without access to his therapist, he will not make progress towards his”) “We are concerned that without access to her speech therapist, she will get further behind in talking”)

Considerations for the school about my child's education during extended school closure:

This is where to include how your capacity, schedules and availability should be considered in the individual plan. Examples include:

- Family bandwidth or capacity
- Working from home
- Lack of technology or internet
- Amount of communication being received from all teachers
- Lack of space

Input, suggestions and proposed solutions:

- This is your opportunity to show that you want to work toward solutions and that you understand your role on the IEP team.
- You know your child best! This is an opportunity to contribute to the plan by sharing what works and doesn't work with your child. Examples might include:
 - One point of contact
 - Face to face virtual sessions
 - Reduced work

Closing sentence:

- A sentence or two emphasizing working together as a team.



Written Parent Input Statement for Distance Learning Example

Date

IFSP Team,

We look forward to working with the team to create a distance learning plan for Sam to provide him with the services and support that will assist him and our family during this historical time of the pandemic.

What Works for Sam:

- Knowing what to expect/routine
- Learning by watching

What Doesn't Work for Sam:

- New environments
- Being told what to do

Concerns for my child's education during extended school closure:

- We are concerned that during the transition to kindergarten Sam may not have opportunities to tour his new school, meet his new team, or interact with his peers.
- We are concerned that Sam will not have opportunities in an inclusive preschool or a general education classroom.

Considerations for the school about my child's education during extended school closure:

- We are working from home (40 hours a week) and do not have the ability to be providing one on one teaching throughout the day.
- We do not understand the instruction.

Input, suggestions and proposed solutions:

- Sam's team will have high expectations and set a trajectory for Sam that includes inclusive placement options.
- Sam be provided video walkthroughs and video introductions of new team members.

We look forward to working as a team to create a distance learning plan during the extended school closure.

The Smiths

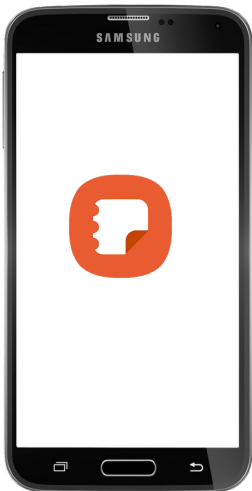
Examples of Distance Learning "Logs"

Use a calendar, piece of paper, notebook or even voice memos on your phone.

4/13/20	<ul style="list-style-type: none"> Talked to Mr. Jones - just checking on us Tried to work on using utensils - Meltdown Had to work half a day too
4/14/20	<ul style="list-style-type: none"> Couldn't do anything...had to work - kids not able to focus
4/15/20	<ul style="list-style-type: none"> <u>5 emails</u> from two therapists! Able to color and read book

APRIL 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13 Mr. Jones called Tried to work on utensils - Meltdown Had to work 1/2 day	14 Couldn't do anything...had to work - kids not able to focus	15 <u>5 emails</u> from two therapists! Able to color and read book	16	17	18
19	20	21	22	23	24	25



4/13/20

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Tried to work on utensils - Meltdown
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