

LEGAL ALERT

The Office of Special Education Programs (OSEP) Has Established a “Reference Library” for Remote, Virtual and Blended Learning Resources

The development of the actual remote learning models and tools that may be needed in the fall continues to present significant challenges. While there is recent guidance from the Illinois State Board of Education regarding the issues posed by reentry to partial or complete in-person learning, much of it focuses on helping schools identify issues, without necessarily providing guidance on the actual delivery of instruction by remote or virtual learning to date. While schools await possible greater detail on programming guidance, the Office of Special Education Programs (OSEP) does have a “reference library” that it has compiled with a wide range of research-based products, publications, and resources intended to assist schools and parents with supports for students with disabilities, in addressing altered instructional methodology during the pandemic. The resources can be accessed through the link below, which includes the following resources, links, and other information relevant to OSEP’s research to practice efforts:

https://osepideasthatwork.org/continuity-learning-during-covid-19?field_covid_19_age_tid%5B%5D=381&field_covid_19_audience_tid%5B%5D=378&=&=Apply

The above OSEP website provides live link access to the following resources:

[10 Strategies for Online Learning during a Coronavirus Outbreak](#)

This report from the International Society for Technology in Education (ISTE)’s professional learning networks identifies key practices for successful online learning.

[A Parent’s Guide to Virtual Learning – 4 Actions to Improve Your Child’s Experience With Online Learning](#)

Provides a brief list of four things that parents should know, and actions they can take, to guide children’s learning in a virtual setting, including links to additional resources.

[Accessible PEEP](#)

A product of the OSEP-funded DIAGRAM Center and WGBH, this page includes videos with captions and descriptions and games that are keyboard navigable. All videos are captioned in Spanish.

[American Occupational Therapy Association \(AOTA\) – Telehealth Resources](#)

For any questions or comments you might have regarding this newsletter, please feel free to contact:

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This organization provides guidance for OT practitioners, educators, and students to incorporate telehealth into their practice in the absence of opportunity for face-to-face therapy.

[American Physical Therapy Association \(APTA\) – Telehealth](#)

This page provides guidance for using telehealth and e-visits to conduct services for PT and PTA.

[American Speech-Language-Hearing Association \(ASHA\) – Telepractice](#)

This page links to resources and information for conducting speech-language-hearing services using telepractice.

[An Educator’s Guide to Virtual Learning: 4 Actions to Support Students With Disabilities and Their Families](#)

Provides a brief list of four things that teachers should know, and actions they can take, to guide children’s learning in a virtual setting, including links to additional resources.

[Bedtime Math](#)

Presents math word problems geared toward children from preschool to late elementary school. A new vignette with built-in math problem is posted daily, with a full archive of problems.

[Behavior Strategies to Support Intensifying Interventions](#)

These behavior strategies from the National Center on Intensive Interventions (NCII), organized around antecedent modification, self-management, and reinforcement strategies, can be used to support with primary academic deficits and challenging behaviors.

[Best Practices for Educating Online](#)

This document from the Council for Exceptional Children (CEC) lays out steps for preparing and executing an online course that can meet the needs of students with disabilities.

[Best Practices in K-12 Online and Hybrid Courses](#)

This report from Hanover Research outlines best practice approaches in the development and implementation of high quality online and hybrid courses for K-12 students. It includes four profiles of exemplary district-level online and hybrid programs and details the elements of the online learning options offered to secondary students.

[Better Lesson: Guide to Starting with Distance Learning](#)

Provides tips and resources in response to the top eight questions you should consider before facilitating online learning.

[Core Knowledge Curriculum Series](#)

This website provides comprehensive, content-rich learning materials based on the Core Knowledge Sequence. Student readers, teacher guides, activity books, and other materials are available for Language Arts and History and Geography. Materials for Science, Music, and Visual Arts are in development.

[Creating a PBIS Behavior Teaching Matrix for Remote Instruction](#)

This practice brief shares tips for maintaining continuity of learning through defining classroom expectations for remote (i.e., distance) instruction and online learning environments. With a few adaptations, teachers can use a PBIS framework to make remote learning safe, predictable, and positive.

[Distance Learning Resources from the Smithsonian](#)

The Learning Lab provides teachers access to millions of digital resources from across the Smithsonian's museums, research centers, libraries, archives, and more. Collections include lessons, activities, and recommended resources made by Smithsonian museum educators and classroom teachers and are supported by trainings, office hours, and models of best practice.

[Do2Learn](#)

Do2learn provides thousands of free pages with social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material, and transition guides for employment and life skills.

[Doing the Math – Supporting Students With Disabilities in Online Courses](#)

This article from the Council for Exceptional Children (CEC) describes specific considerations and strategies for parents when supporting their students with disabilities in beginning online instruction.

[Early Learning and Educational Technology Policy Brief](#)

Recognizing the growth of technology use in early learning settings, the U.S. Department of Education and U.S. Department of Health and Human Services collaborated in the development of the Early Learning and Educational Technology Policy Brief to promote developmentally appropriate use of technology in homes and early learning settings.

[Eight Ways to Build Blended Learning Class Culture](#)

This webpage details eight strategies for building and maintaining a community of learners in a virtual environment.

[Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)

Students experiencing trauma, such as from public health crises, weather disasters, or other upsetting events, may have been exposed to unpredictable schedules, inconsistent supervision, or food insecurity and desperately need school to be their safest, most predictable, and most positive setting, especially if they have been displaced or are without utilities or basic comforts. Multi-tiered Systems of Supports (MTSS), such as PBIS, are ideal frameworks for implementing strategies to support students coming back to school and to prevent and address further challenges. We recommend the following six strategies for school teams to ensure a safe, predictable, and positive school year. These strategies are beneficial for all students if the school has been closed, as well as for individual students returning from extended time away from school.

[GoNoodle – Good Energy at Home](#)

A free online resource that provides ways for kids and families to move and learn together. The fun videos can help students at home stay active, focused, and calm while infusing good energy in their remote learning environment.

[Help Your Child Develop Early Math Skills](#)

Presents the early math skills that children will need to have when they enter school, and how everyday interactions and informal activities done at home can help build those skills.

[How to Keep School Rhythm and Routines for Young Children at Home](#)

Shares what parents, caregivers, and teachers can do to provide hour-to-hour care and learning opportunities as they co-teach young children sheltering-in-place at home and provides links to additional resources.

[Integrating Technology into Early Learning – Checklist](#)

This checklist, offered in Chinese and Spanish as well as English, provides early childhood educators with practical information about integrating educational technology in their classrooms – and can be adapted for out-of-class use

[Learning at Home for Educators and Parents](#)

Bookshare is a leading provider of print materials for students with dyslexia, blindness, cerebral palsy, and other reading barriers, these pages provide resources to continue learning remotely.

[Learning computer science when schools are closed](#)

Code.org offers supports for teachers currently teaching these computer science courses and provides resources to help students learn from home.

[Literacy Strategies to Support Intensifying Interventions](#)

These lessons from the National Center on Intensive Interventions (NCII) cover phonemic awareness, alphabetic principal or phonics, fluency, vocabulary, and comprehension and are examples of brief instructional routines that include sample scripts, activities and necessary materials to complete the activities.

[Living Well With Autism](#)

Living Well With Autism is an online resource that provides parents and caregivers with ideas, and free or inexpensive resources for living well with autism. Here, you will find social stories, visual helpers, tips, and recommended resources.

[Making Everyday Curriculum Materials Accessible for All Learners](#)

This article includes five modules that show ways of making online learning more accessible so that everyone has a fair opportunity to learn.

[Making the Most of COVID-19 School Closures](#)

This website outlines how to create positive and productive environments in our homes while so many schools are closed.

[Mathematics Strategies to Support Intensifying Interventions](#)

This website provides lessons and activities from the National Center on Intensive Interventions (NCII) are organized around six mathematics skill areas and include descriptions of sample lessons, activities, worksheets, and supplemental materials. Additional videos illustrating the concepts covered in the lessons are also included.

[National Deaf Center on Postsecondary Outcomes Resources](#)

This page links to resources, tips, and materials to ensure that online instruction is accessible and meaningful for students who are deaf or hard of hearing.

[National Geographic Kids](#)

This website features resources including videos and documents topics from on science, nature, history and more.

National Standards for Quality Online Programs

This infographic depicts the National Standards for Quality (NSQ)'s K-12 online and blended learning community openly licensed standards to help evaluate and improve online courses, online teaching and online programs.

Online Education and Website Accessibility Webinar

This pre-recorded webinar provides a message from the Office for Civil Rights (OCR) on online education and website accessibility.

Online Learning for Students with Disabilities – Recommendations for Parent Engagement

This information brief helps parents of children with disabilities understand how virtual instruction will meet the needs of their child and what their level of engagement will be in supporting their child's learning.

Online Teaching Support Group

This virtual professional learning community from the Mathematics Leadership Programs offers teachers and administrators support as they transition to online learning. The free collection includes live online training as well as archived videos and other support as needed.

Open Up Resources

Resources to Support Teaching & Learning During COVID-19 School Closures - Makes top-rated curricula freely available to districts, and currently features virtual learning plans in both English/Language Arts and Math.

Personalized Learning with Digital Devices

This document provides information on digital tools and practical examples that educators can use both to create a personalized learning environment for students and to focus that learning on skills needed for success in the 21st century.

Planning for Virtual/Distance School Counseling During an Emergency Shutdown

This brief from the American School Counselor Association (ASCA) contains guidelines for conducting counseling support from a distance. Links to additional resources are included.

Preparing for COVID-19 School Closures – Checklist for Distance Learning, Questions You Should Ask Now

This checklist for the American Federation for Teachers (AFT) outlines the steps teachers and school leaders should take to ensure learning can continue as instruction shifts to virtual platforms.

Protecting Student Privacy While Using Online Educational Services – Requirements and Best Practices

Official communication from the US Department of Education with policy and guidelines for ensuring and maintaining student privacy during online and virtual learning.

Providing Distance Family Support: What do I say? How can I help? A Conversation with NCPMI Faculty

Have you asked yourself: *Are you providing early intervention or preschool services using distance technology? Do you have questions about how you can support families as they help their children with learning activities or conducting intervention within routines?* During a pre-recorded webinar the National Center for Pyramid Model Innovations (NCPMI) faculty address these questions and challenges related to

assisting families. They share ideas on checking in with families, how to respond to difficult questions, and resources that might be shared.

[Reading Rockets](#)

This website provides research-based strategies to teachers, parents, administrators, librarians, childcare providers, and anyone else involved in helping a young child become a strong, confident reader.

[Research-Based Resource Toolkits for Special Populations: At Home Accommodations & Activities](#)

Education Modified: Provides two research-based strategy bundles for families of special populations students (or all students) that contain strategies and activities parents can use at home to complete schoolwork or provide enrichment learning activities for their children.

[Responding to the Novel Coronavirus \(COVID-19\) Outbreak through PBIS](#)

One of the key principles of Positive Behavioral Interventions and Supports (PBIS) is to focus on building prosocial skills, not simply attempting to eliminate challenging or problem behavior. We encourage all schools to continue that focus, as well as other key principles of PBIS, as you address the COVID-19 pandemic. The following are a few simple recommendations educators can embed across a continuum of supports.

[Scaffolded Learning in the Online Classroom](#)

This article explains instructional scaffolding and how it can be implemented in a virtual learning environment.

[Scholastic Learn at Home](#)

This website provides day-to-day projects and activities to keep kids reading, thinking, and growing.

[Seven NSF-supported STEM resources that are perfect for at-home learning](#)

This website from the National Science Foundation, offers STEM activities for learners of all ages that can be practiced online.

[Seven Practices to Swiftly Move Learning Online](#)

This website offers quick and easy-to-implement tips to help teachers move their instruction to online platforms.

[Story Mentors](#)

This online intervention library is for beginning and struggling readers and includes 25 leveled beginning readers, mentor guides, at-home resources, and more.

[Storyline Online](#)

This website streams videos featuring celebrated actors reading children's books alongside creatively produced illustrations. Videos can include captions as desired.

[Supplemental Fact Sheet - Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)

Official communication from the US Department of Education with policy and guidelines for serving students with disabilities during disruptions to education caused by COVID-19.

[Supporting Families with PBIS at Home](#)

Families and caregivers should consider using positive behavioral interventions and supports (PBIS) in their homes on a daily basis. It is especially helpful when events disrupt normal routines – events like worldwide health pandemics. This practice brief provides recommendations for families and caregivers on how to use PBIS to continue to support their students’ social and emotional growth and minimize behavioral disruptions in the home.

[Supporting Individuals with Autism through Uncertain Times](#)

This packet details 7 support strategies that are designed to meet the unique needs of individuals with autism during this period of uncertainty.

[Supporting Young Children: Building Social Skills in Young Children](#)

Outlines strategies for supporting the social skills development of babies and toddlers. Includes links to information briefs in both English and Spanish.

[Talk, Read, and Sing Together Every Day!](#)

Tip Sheets for Families, Caregivers and Early Learning Educators: Made specifically for families, caregivers and early educators, these US Department of Education-created resources provide research-based tips for talking, reading, and singing with young children every day beginning from birth. All tip sheets are available in English and Spanish and can be downloaded for free.

[Teaching with Technology – Educators’ Perspectives and Recommendations for Successful Blended Instructional Strategies](#)

This article provides an overview of the experiences of a range of teachers who are using technology in their classrooms and recommendations on digital learning strategies.

[Teaching Writing to Students with Autism Spectrum Disorders](#)

This website provides strategies and resources to help students with autism, who can struggle both because of organizational deficits and motor or coordination difficulties, with written expression.

[Technology That Supports Early Learning – Three Examples](#)

Provides guidance on applying the principles of development and learning when considering if, how, and when to use technology and new media with young children.

[Teletherapy Tips from eLuma](#)

This website offers brief videos for speech-language pathologists (SLPs), School Psychologists, occupational therapists (OTs), physical therapists (PTs), Mental Health Services providers, and other related service providers providing tips and tricks for conducting this work remotely.

[The Dos and Don’ts of Distance Learning in a Pandemic](#)

In this article, to help schools and school systems navigate the sudden transition to distance learning, FutureEd Director Thomas Toch explored the new education landscape with Brad Rathgeber, the head of school and chief executive of One Schoolhouse, a highly regarded, nonprofit online school that partners with 160 public and private schools worldwide to supplement their school-based instruction and to provide professional development for faculty members working in the online space.

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[The Learning Innovation Catalyst Remote Learning Resource Center](#)

This website features an online learning assessment and other tools to support remote learning that are grounded in research.

[Using Video for Flipped Learning Environments](#)

This website helps teachers create learning videos support that students to work at their own pace, with personalized embedded supports and checks for understanding.

[Virtual School Counseling Ethics FAQ](#)

This Q and A document addresses questions counselors may have in conducting their work virtually following the closure of schools.

[Virtual Toolkit from OSEP Collaboration for Effective Educator Development, Accountability, and Reform](#)

This virtual toolkit includes a number of suggested platforms, tips and resources to ease the transition to online instruction.

[What Online Teachers Have Learned From Teaching Online](#)

In this article, online instructors offer wisdom they've gathered -- what to do and what not to do -- from years of experience teaching in the modality.