



# Promising Practices in Distance Learning for Students with Disabilities

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August 2020



Ten  
Minnesota  
Commitments  
to Equity

**1. Prioritize equity.**

**2. Start from within.**

**3. Measure what matters.**

**4. Go local.**

**5. Follow the money.**

**6. Start early.**

**7. Monitor implementation of standards.**

**8. Value people.**

**9. Improve conditions for learning.**

**10. Give students options.**



# Universal Design for Learning

# What is Universal Design for Learning (UDL)?

UDL is a framework.

Based on learning and brain research mapping to three brain networks;

- Affective network “why we learn”
- Recognition network “what we learn”
- Strategic network “how we learn”

Implementing UDL principles Increase access for individuals with disabilities and increase usability for all.

# The Three Principals of UDL

## Multiple means of engagement

- to tap into learners' interests, offer appropriate challenges, increase motivation

## Multiple means of representation

- to give diverse learners options for acquiring information and knowledge

## Multiple means of action and expression

- to provide learners options for demonstrating what they know

[UDL Principles and Practice](#)

# Multiple means of engagement

Guideline 7: Provide options for recruiting interest

Guideline 8: Provide options for sustaining effort and persistence

Guideline 9: Provide options for self-regulation

# Multiple means of representation

Guideline 1: Provide options for perception

Guideline 2: Provide options for language and symbols

Guideline 3: Provide options for comprehension

# Multiple means of action and expression

Guideline 4: Provide options for physical action

Guideline 5: Provide options for expressive skills and fluency

Guideline 6: Provide options for executive functions



# CAST Online Tools and Resources

Click on the links below to learn more about CAST and UDL.

[UDL Guidelines from CAST](http://udlguidelines.cast.org/) (http://udlguidelines.cast.org/)

[UDL Self-check](http://udlselfcheck.cast.org/) (http://udlselfcheck.cast.org/)

[UDL Book Builder](http://bookbuilder.cast.org/) (http://bookbuilder.cast.org/)

[UDL Lesson Builder](http://lessonbuilder.cast.org/) (http://lessonbuilder.cast.org/)

[UDL Principles and Practice](https://youtu.be/pGLTJw0GSxk) (https://youtu.be/pGLTJw0GSxk)



# **Alternative Delivery of Specialized Educational Services (ADSIS) During Distance Learning**

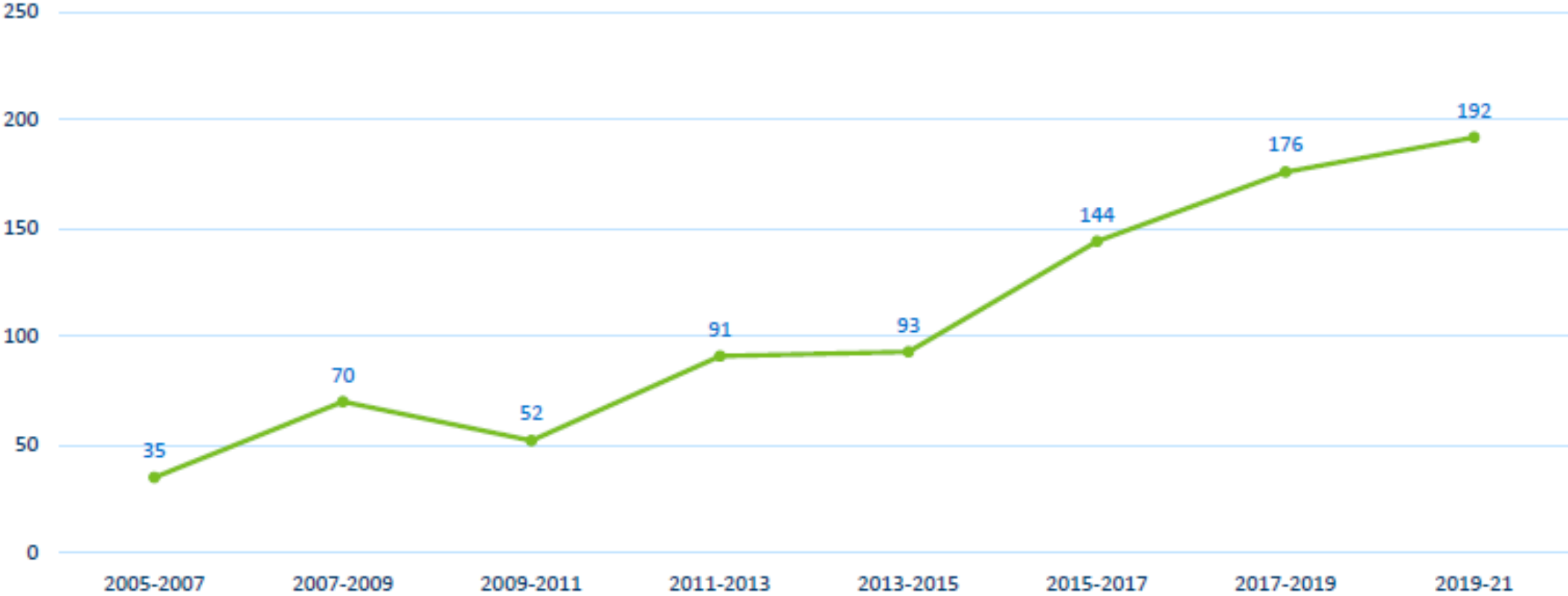
# Purpose of ADSIS

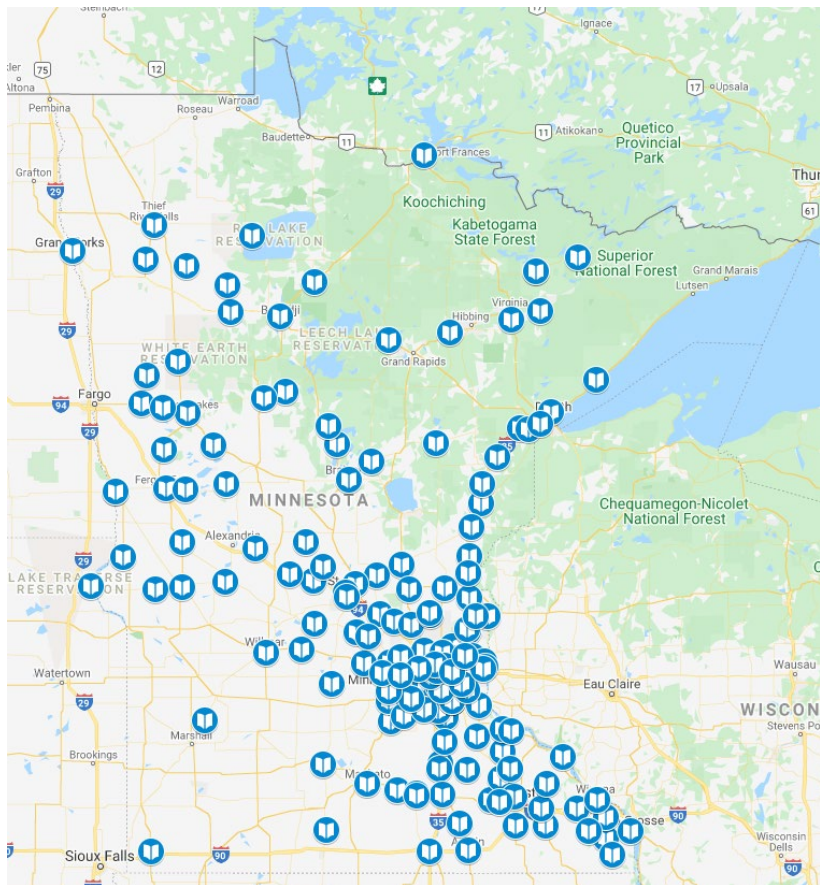
Is a funding source districts can use to implement practices that provide **direct instructional services** to K-12 pupils who:

- need additional academic or behavioral support to succeed in the general education environment; and
- may eventually qualify for special education or related services if the intervention services were not available.

# Districts Using ADSIS Funds

## Number of Local Educational Agencies (LEAs) Supported by ADSIS Funds





1.75+ Million  
Service Hours

176 LEA's

31,276  
Students

# ADSIS Promising Practices



1. Site specific leadership teams making local decisions
2. Identifying specific roles for Special Education and ADSIS
3. Intentional pivots in curriculum and data collection strategies



# Schoolwide and Classroom-wide Positive Behavior Supports

Practical and proactive systems of support for all three learning models

# Purpose of Schoolwide Positive Behavioral Interventions and Supports (SW-PBIS) and Initiative

2005-20

## **PBIS** – Evidence-based framework for:

Preventing problem behavior

Providing instruction and support for positive, prosocial behaviors

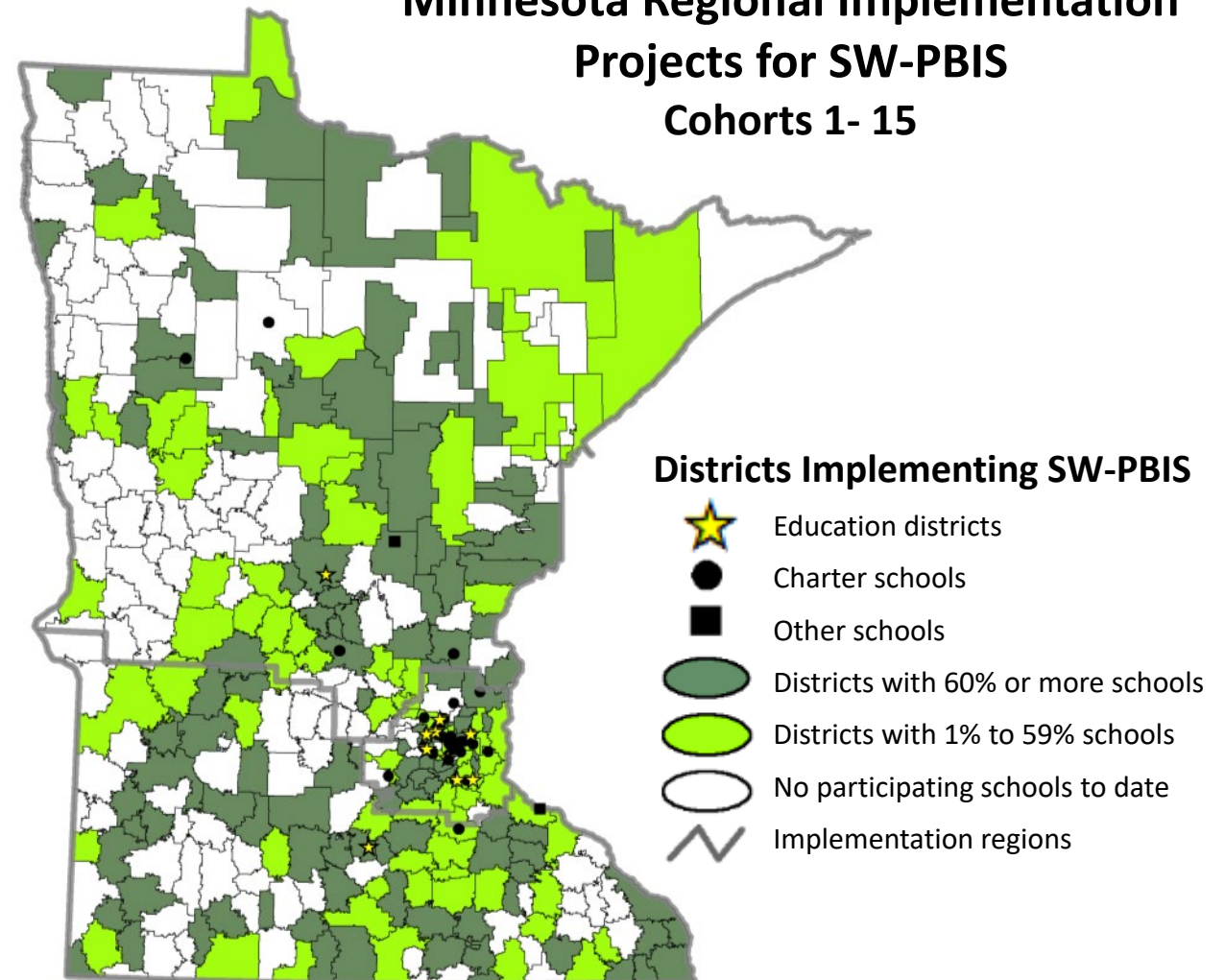
Supporting social, emotional and behavioral needs for all students

## **PBIS initiative** – Evidence-based implementation for:

Distributed, team-based implementation of PBIS

Building capacity, skills, competency and beliefs to sustain implementation beyond initial training

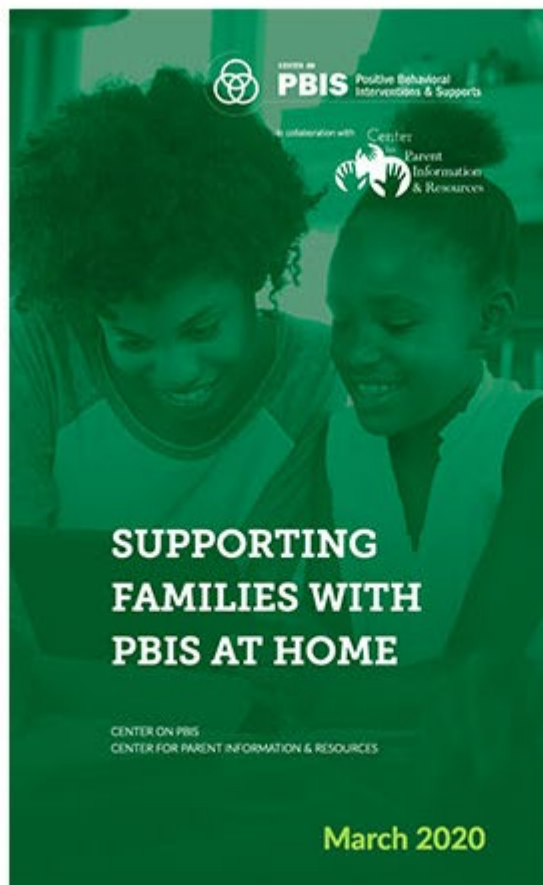
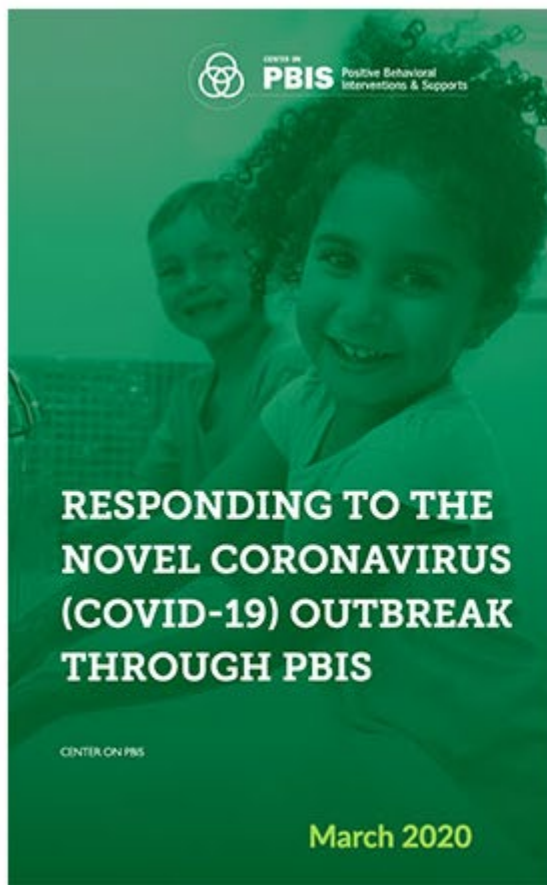
## Minnesota Regional Implementation Projects for SW-PBIS Cohorts 1- 15







# Resources to Support Students During the Pandemic



Source: <https://www.pbis.org>

# Tips to Make Distance Learning, Hybrid and the Return to In-Person Safe, Predictable and Positive

**First, be kind to yourself and everyone else who is trying something new, or returning to something less familiar.**

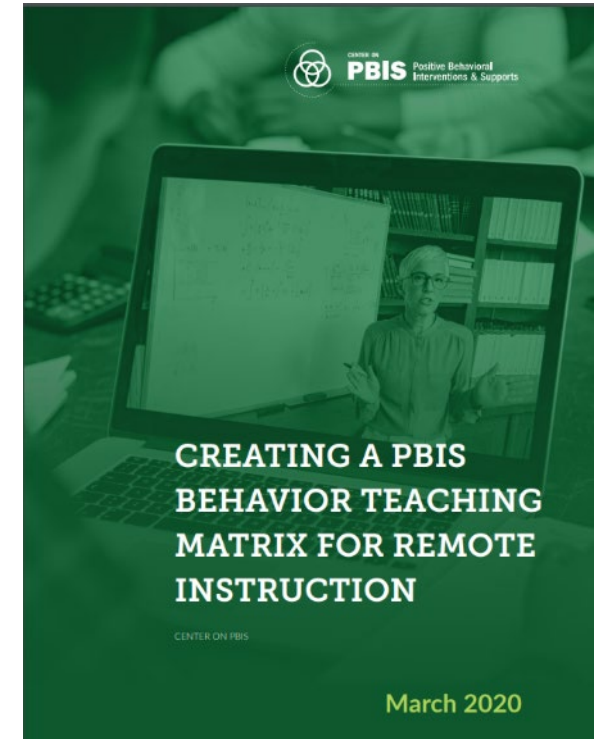
**Then continue to consider these strategies:**

Use the same language.

Define expectations, including online.

Practice expected behaviors.

Continue positive, familiar routines.





# Grandview Middle School – Distance Learning Matrix

## Westonka Public Schools ISD 277



Distance Learning Behavior Matrix	<b>Preparation</b> <i>How ready are you?</i>	<b>Respect</b> <i>How do you treat others?</i>	<b>Integrity</b> <i>Who are you when no one is looking?</i>	<b>Discipline</b> <i>Are you following the rules?</i>	<b>Effort</b> <i>Are you being your best you?</i>
<b>Distance Learning</b>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Have all the materials I need.</li> <li>• Attend Zoom/online Meetings on time.</li> <li>• Completing and turning in assignments on time.</li> <li>• I am appropriately dressed during Zoom video conferencing.</li> <li>• I am in a learning environment that is not distracting to me nor my online classmates.</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Taking turns to comment during on-line/zoom lessons.</li> <li>• Honoring one voice.</li> <li>• Making respectful comments on-line/zoom</li> <li>• Respectful facial expressions online/zoom.</li> <li>• Valuing school property.</li> <li>• Wash hands and maintain social distances.</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Turning in my own work.</li> <li>• Helping younger siblings if needed.</li> <li>• Using Zoom for school use only.</li> <li>• Always THINKing before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?)</li> <li>• Supportive of my classmates and opinions.</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Attending all my classes, every day.</li> <li>• Following class procedures.</li> <li>• Checking my calendar.</li> <li>• Completing my homework each day.</li> <li>• Spending time helping my family.</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Always persevering and trying my best.</li> <li>• Asking for help when I need it.</li> <li>• Actively participating.</li> <li>• Creating thoughtful and neat work.</li> <li>• Checking over my work.</li> <li>• Helping others who might need assistance.</li> </ul>
<b>Technology</b>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Coming to class with Chromebook charged.</li> <li>• Using technology appropriately.</li> <li>• Taking good care of my Chromebook.</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Respectful of myself and others online.</li> <li>• Keeping login, passwords, and private information private.</li> <li>• Avoiding eating or drinking while using Chromebook.</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Always citing sources of pictures &amp; information used.</li> <li>• Always THINKing before posting. (Is it True, is it Helpful, is it Inspiring, is it Necessary is it Kind?)</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Staying on task when using technology.</li> <li>• Avoiding and reporting inappropriate sites and unsafe use.</li> </ul>	<p><b>I am:</b></p> <ul style="list-style-type: none"> <li>• Using Chromebooks for school use only.</li> <li>• Taking <b>PRIDE</b> in completing my best work.</li> </ul>

**Report students and staff who are showing PRIDE during our Distance Learning!**




**[Click this link to the online form to report PRIDE!](#)**



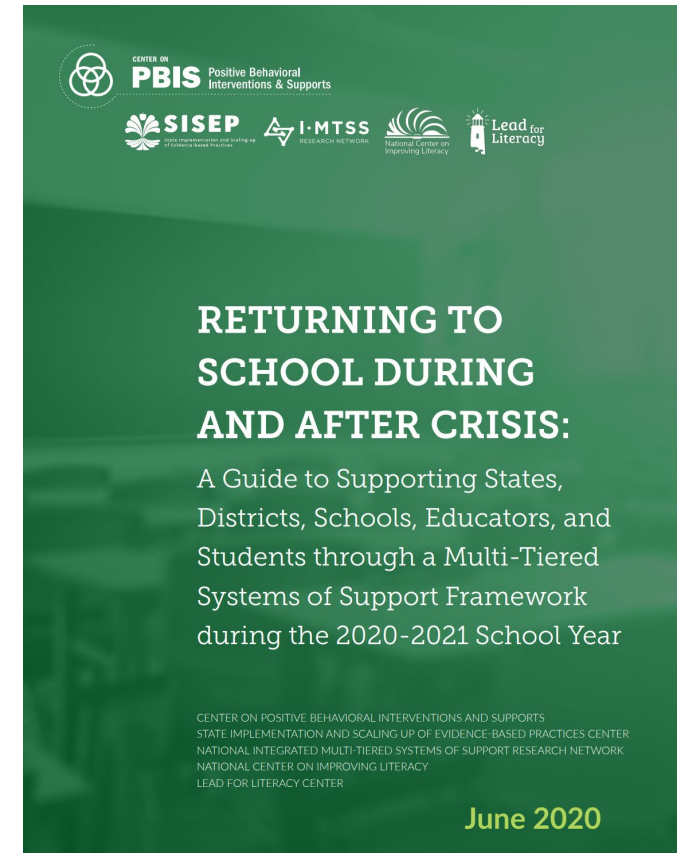
# King Elementary School – Distance Learning Matrix

## Deer River Schools ISD 317



	School Work	Technology
<b>Be Respectful</b> 	<ul style="list-style-type: none"><li>➤ Use kind words</li><li>➤ Encourage others</li><li>➤ Allow others to work/learn during their time</li><li>➤ Follow directions of your adults/caregivers</li><li>➤ Communicate with your teachers according to their plan</li></ul>	<ul style="list-style-type: none"><li>➤ Handle equipment with care</li><li>➤ Follow teacher directions</li> <li>➤ Remember everything you publish on the internet can be seen forever</li></ul>
<b>Be Responsible</b> 	<ul style="list-style-type: none"><li>➤ Complete your schoolwork as assigned</li><li>➤ Give your best effort</li><li>➤ Use time wisely</li><li>➤ Be organized</li></ul>	<ul style="list-style-type: none"><li>➤ Use devices as an educational tool</li><li>➤ Only download school approved material</li><li>➤ Use your usernames and passwords</li></ul>
<b>Be Safe</b> 	<ul style="list-style-type: none"><li>➤ Use materials appropriately</li><li>➤ Follow the safety rules wherever you are</li><li>➤ Comply with social distancing and safety recommendations per Centers for Disease Control.</li></ul>	<ul style="list-style-type: none"><li>➤ Keep personal information private</li><li>➤ Only trust people you know</li><li>➤ Only go on approved websites and apps</li></ul>

# Returning to School Settings



Source: <https://www.pbis.org>



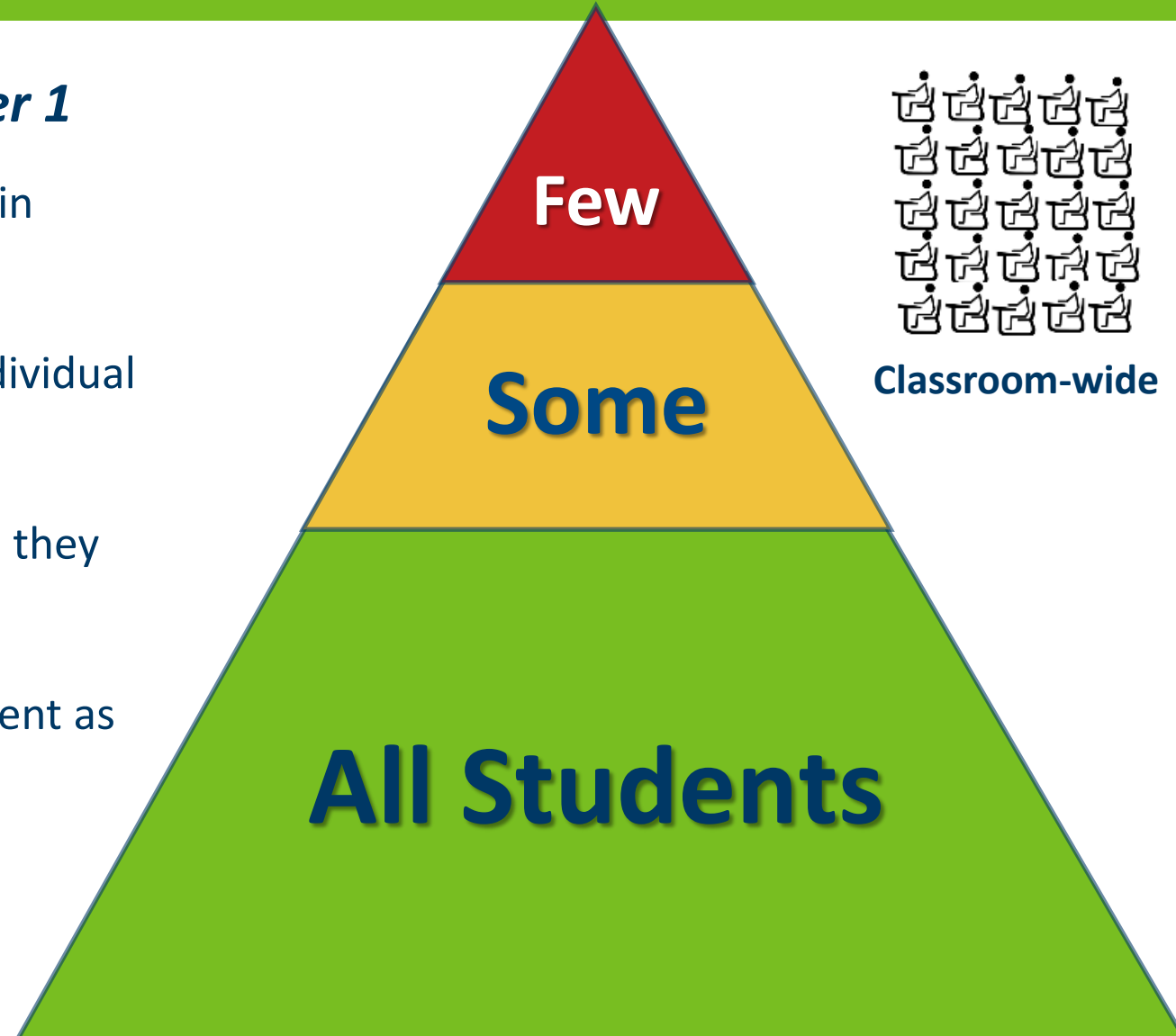
# Considerations During Transition to In-Person, Hybrid and Contingency Planning

- Focus “prior to return, initial return, and post-initial return” with your action items.
- Capacity and fidelity are vulnerable during times of transition or disruption.
  - If you have had a lot of staff changes since the spring, may want a fidelity assessment in early fall to assess impact and action plan if needed to strengthen implementation.
- Incorporate lessons learned during distance learning (e.g., expanded expectation matrices, use of technology for connecting with students, etc.).
- Multi-Tiered System of Supports (MTSS) structures can be an important tool during times of transition and should be used to identify and address issues related to equity.

# Positive Greetings at the Door (PGD): No-Cost, Classroom-wide Intervention to Introduce During Transition

## Four (4) components – *layered up from Tier 1*

4. **Behavior-specific praise** statements to certain students to reinforce desired behavior,
3. **Privately pre-correcting** and encouraging individual students who struggled the previous day,
2. **Pre-corrective statements** for all students as they transition into the classroom, and
1. **Specific positive interactions** with each student as they enter the room.





# Equity in PBIS



# Native Voice for PBIS



# Promising Practices for Engaging Vulnerable Communities

1. Engagement and Capacity built for Indian Education within district plan for Distance Learning
2. Relying on strong relationships
3. Continuing to provide culturally relevant curriculum for American Indian Students and Families



## Mission Statement

Duluth American Indian Education Program's mission is to promote youth leadership, provide academic support and encourage career development for American Indian students based on American Indian values, culture and language.

# Honoring the Life of George Floyd, and Lives of Every Person That Were Cut Short due to Racism

Local, national and international mourning for George Floyd is about more than one tragic incident.

- Result of generations of systemic racism that threaten the dignity of our state's Black communities, Indigenous communities, and communities of color.

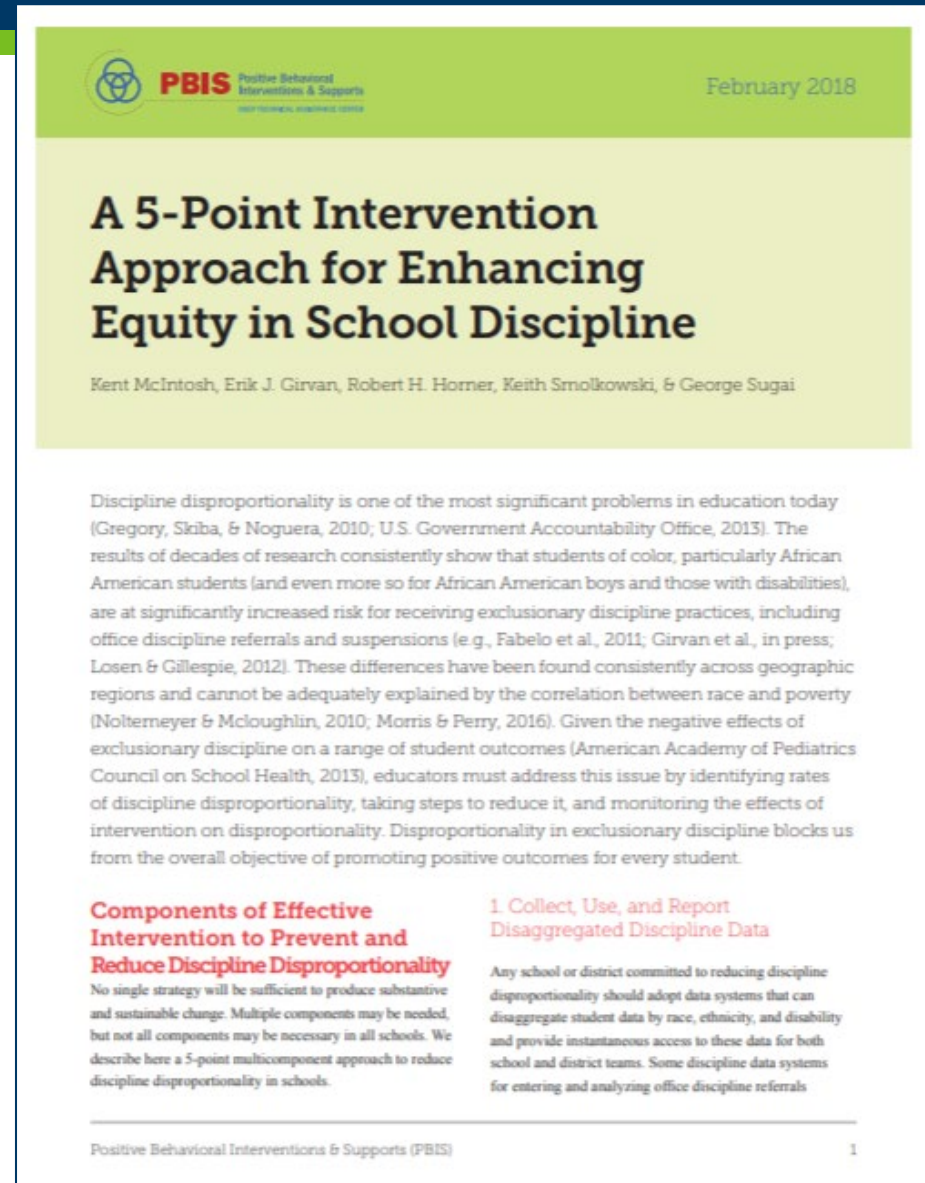
“We will not wake up one day and have the disease of systemic racism cured; we must do everything in our power to come together to **deconstruct generations of systemic racism** in our state so that **every Minnesotan – Black, Indigenous, Brown, or White – can be safe and thrive.**”

- State of Minnesota Proclamation, Tuesday, June 9, 2020

# Five-Point Intervention Approach for Enhancing Equity

1. Use of **disaggregated** discipline data
2. **School-wide PBIS** for **culturally responsive** behavior support
3. Effective **instruction**
4. Effective **policies**
5. **Reducing bias** in discipline decisions

Center on PBIS, National Technical Assistance Center  
(McIntosh, Girvan, Horner, Smolkowski, and Sugai, 2018)



The image shows the cover of a report titled "A 5-Point Intervention Approach for Enhancing Equity in School Discipline" published by PBIS (Positive Behavioral Interventions & Supports) in February 2018. The cover is green and white. The title is in large, bold, black font. Below the title, the authors are listed: Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai. The main text on the cover discusses discipline disproportionality and its impact on students of color. It also lists the five components of an effective intervention to prevent and reduce discipline disproportionality, with the first component being "1. Collect, Use, and Report Disaggregated Discipline Data".

**PBIS** Positive Behavioral Interventions & Supports  
NATIONAL TECHNICAL ASSISTANCE CENTER

February 2018

## A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in education today (Gregory, Skiba, & Noguera, 2010; U.S. Government Accountability Office, 2013). The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Girvan et al., in press; Losen & Gillespie, 2012). These differences have been found consistently across geographic regions and cannot be adequately explained by the correlation between race and poverty (Noltemeyer & McLaughlin, 2010; Morris & Perry, 2016). Given the negative effects of exclusionary discipline on a range of student outcomes (American Academy of Pediatrics Council on School Health, 2013), educators must address this issue by identifying rates of discipline disproportionality, taking steps to reduce it, and monitoring the effects of intervention on disproportionality. Disproportionality in exclusionary discipline blocks us from the overall objective of promoting positive outcomes for every student.

**Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality**

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce discipline disproportionality in schools.

**1. Collect, Use, and Report Disaggregated Discipline Data**

Any school or district committed to reducing discipline disproportionality should adopt data systems that can disaggregate student data by race, ethnicity, and disability and provide instantaneous access to these data for both school and district teams. Some discipline data systems for entering and analyzing office discipline referrals

Positive Behavioral Interventions & Supports (PBIS) 1



**CHECK &  
CONNECT**

Check & Connect  
in Distance Learning

UNIVERSITY OF MINNESOTA  
**Driven to Discover®**

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of *Check & Connect* is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to *Check & Connect* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

- Mentor
- Check
- Connect
- Family Engagement

# Check & Connect—Partner Districts



Partnerships to improve graduation outcomes for American Indian and black students with disabilities through the implementation of an evidence-based practice with fidelity.

- Check in via text
- Call students at home
- Have “virtual” connect meetings via Skype, Zoom, Google Hangout/Phone, Snap Chat or others
- Send a message through your schools gradebook or student information system
- Send a postcard, note or letter
- Send an email of encouragement
- Start a closed Facebook group for your students to check in with you and each other



- Set up regular mentor/coordinator check-ins via Skype, Zoom, Google hangout or others
- Contact teachers, school staff to gather information about students who may need additional support
- Document contacts and other supports provided on using existing district systems or other available [forms](#)

# Maintaining Fidelity of Implementation

- Continue weekly check-ins
- Collect available data
- Connecting with student support systems: families and other school staff
- Supporting students academically, emotionally and socially



## Check & Connect Website

- <http://checkandconnect.umn.edu/>

## How to join the Check & Connect Slack Community

- <https://attendengageinvest.wordpress.com/2020/03/27/join-our-slack-community/>

# Thank you!



*...for all you do for Minnesota students*

Questions?

*[mde.special-ed@state.mn.us](mailto:mde.special-ed@state.mn.us)*