



Protecting Equity & Access: Online Learning, Special Education, and Serving Students with Disabilities

Ace Parsi

Sean Smith

April 27, 2020



Presenters



Ace Parsi

**Director of Innovation,
National Center for
Learning Disabilities**



Sean Smith

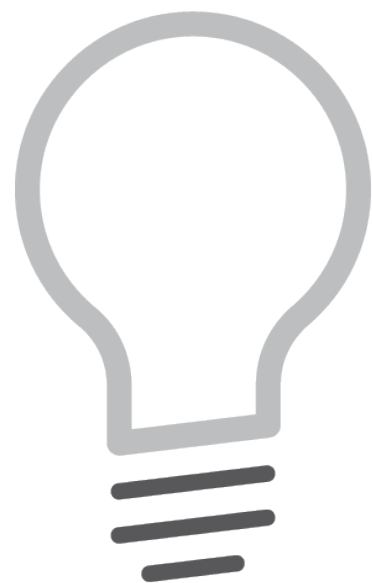
**Special Education
Professor, University of
Kansas**

Getting Started

- ❖ Please introduce yourself in the chat box
- ❖ We welcome any comments and questions in the chat box – we'll have breaks for Q&A
- ❖ Share on social media: #COVIDEdu
- ❖ Today's slide deck and webinar will be recorded and available at <https://aurora-institute.org/past-events/>



Ace Parsi



Protecting Equity & Access:

Online Learning, Special Education, and Serving Students with Disabilities



April 27, 2020



INCLUSIVE EDUCATION: A HISTORICAL CONTEXT



Full Exclusion Lens

Early to
mid 20th Century



Rehabilitation Lens

Post-World War II
to Late 20th Century



Full Inclusion Lens

Early to
mid 20th Century

CHALLENGES BY THE NUMBERS, STUDENTS WITH LEARNING AND ATTENTION ISSUES ARE...



3x

as likely to **drop-out** of high school



41%

college completion rate



2x

as likely to be **jobless**



50%

chance of involvement with the **criminal justice system**



What does this all mean post COVID-19?



ED TECH'S DIFFERENT USES FOR SWDS



Accommodation



Learning Enhancement



Learning Environment

BENEFITS OF ED TECH FOR STUDENTS WITH DISABILITIES



Technology can...
Help identify and pinpoint student needs
Increase accessibility and reduce stigma by decreasing barriers to learning
Improve achievement, engagement, and outcomes
Increase accountability by providing more detailed data on student performance
Reduce costs by increasing efficiency

BENEFITS AND CHALLENGES OF ED TECH FOR STUDENTS WITH DISABILITIES



Technology can...	Technology can...
Help identify and pinpoint student needs	Fail to identify disability by ignoring social cues of disability
Increase accessibility and reduce stigma by decreasing barriers to learning	Decrease accessibility and increase stigma by not accounting for accessibility and/or singling students out
Improve achievement, engagement, and outcomes	Reduce achievement, engagement and outcomes
Increase accountability by providing more detailed data on student performance	Decrease accountability through proprietary data and lack of subgroup accountability
Reduce costs by increasing efficiency	Increase costs by adding inefficiency

EDUSPEAK, DISABILITY, AND COVID

Key Terms Regarding Online Learning and Education Technology: A Resource for Educators and Parents During the COVID-19 Disruption



As an educator or as the parent of a student with a disability, you may hear a lot of new terms being thrown around during the COVID-19 crisis. Education is notorious for having a lot of terms of art (what's often called "eduspeak"). Here are definitions of some of those terms and their implications for students with disabilities.

Accessibility

What it means	The implication for students with disabilities
Accessibility is the "ability to access" the functionality and benefit of some system or entity. This term is used	The creators of many education technologies that were conceived and used before COVID-19 likely didn't envision the scale to which these tools

Find it at: ncld.org/covid19

CIVIL RIGHTS, DISABILITY, AND COVID

- ADA
- ESSA
- IDEA
- Tech Act
- The Rehabilitation Act

Relevant Laws and Best Practices Related to Accessibility and Technology as Schools Respond to COVID-19



As schools close doors in response to COVID-19, you should be aware of key laws that protect your child's rights to a free appropriate public education (FAPE) and existing frameworks that can support accessibility. As parents, it's important to know that your child's rights don't disappear when the doors of the physical building close. Schools will inevitably need to change the way they provide instruction and services—and might even need to resort to providing compensatory services for students with disabilities. But students' rights do not go away. Schools and educators can use a number of tools and frameworks to help them provide high-quality experiences for all learners during time away from school buildings.

Major Laws You Should Know

Find it at: ncld.org/covid19

KEY CONSIDERATIONS FOR DISABILITIES

1. The interplay of anonymity, personalization, and accountability
2. Effectiveness for which students under which circumstances?
3. Connecting accessibility, rigor, and capacity
4. Innovation outpaces policy safeguards... for now
5. Can't get to Bloom without going through Maslow

RECOMMENDATIONS

1. Ensure data and student outcomes are transparent
2. Do not use personalization as an excuse to water down accountability or advance tracking
3. Don't procure technology without training educators to serve all students
4. Ensure systems accessibility: rigorous, technologically and pedagogically accessible investments
5. And.....

Education Reform
systems should include
students with disabilities *now*.



Avoid retrofitting!



What is EALA?

To help ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators, an alliance of national education organizations has come together to ensure equity for all learners. EducatingAllLearners.org creates a hub of curated tools, strategies, tips and best practices for supporting students with disabilities online. Our goal is to both curate and create special education resources for educators to serve students who learn differently during this time of challenge.

Learn more at educatingalllearners.org

EDUCATING ALL
LEARNERS
EDUCATINGALLLEARNERS.ORG

Close to 40 partners and growing!!!



Thank you!





Q&A

The background of the slide features a blue-to-purple gradient. Overlaid on this are dark silhouettes of several people, likely graduates, with their arms raised in celebration. Several graduation caps are shown in mid-air, having been tossed by the graduates. In the bottom-left corner, there is a solid teal-colored rectangular box containing the name 'Sean Smith' in white text.

Sean Smith

Protecting Equity & Access: Online Learning, Special Education, and Serving Students with Disabilities



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Agenda for the Session

- ❑ What do we Know & How do we Apply
- ❑ Supports for Educators & Parents/Families
- ❑ Tips, Strategies, & Solutions



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Content Management Systems



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Learning Management Systems



Google Classroom



Blackboard



Seesaw



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Remote Learning



Google Hangouts



GoToMeeting



zoom



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The New Normal

- Home = Classroom
 - Structure
 - Organization
 - Schedule
 - Distractions



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Online Instruction

- Teacher's Role

- Instruction
- Methods & Materials
- Curriculum & Content
- Teacher Aide – Paraeducator – Related Service Provider = Adult in Home



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Role Reversal – Parent/Family as Teacher

- ✓ Parents are the Eyes & Ears
- ✓ What we are seeing...
- ✓ Observe the challenges...
- ✓ The antecedents...
- ✓ What is working...



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Parent/Family Member as Learning Coach

- Structuring the Day
- Supporting the Learning
- Organizing the Schedule – Environment
- Problem Solving
- Collecting Data



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Online Instruction

- Digital Learning
- Digital Instruction
- Digital Materials
- Accessible vs. Available



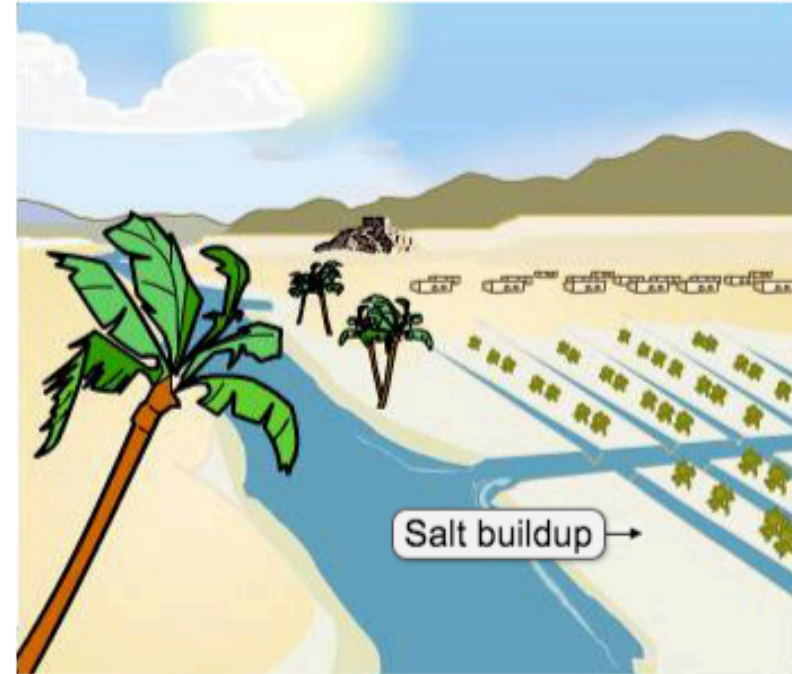
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Digital Text? Digital Content? Digital Instruction?

Have you ever noticed a whitish crust on the surface of soil? What is it?

The white crust forms when salt accumulates on the surface of the soil. The build up of salt in the soil is called **salinization**. In humid areas of the world, rain flushes the salt from the soil and carries most of it away in rivers and streams. But in arid places there isn't enough rain to flush away the salt.

When soil becomes salty, the roots of plants can't take up water effectively. If there is too much salt, the soil can even become toxic to plants!



Digital – Text-to-Speech

➤ Text-to-Speech Tools

- Read Write
- Bookshare
- Learning Ally
- Snap & Read



The image shows a Google Docs interface with several red arrows pointing to specific features. The browser tabs at the top include 'My Drive - Google Drive' and 'advance post for 4/9 - Google Docs'. The address bar shows the URL: <https://docs.google.com/a/speechtechie.com/document/d/1mISs05R14mx-ieAxqfvcueRNZWmUmwGRXUzzbzQyONo/edit>. The toolbar includes icons for text-to-speech, dictionary, and highlighting. The menu bar includes File, Edit, View, Insert, Format, Tools, Table, Add-ons, and Help. The document content includes the text: 'Book it, Part 26: The Way to A...Better Day' and 'Many children we work with do not see a link between their behavior and immediate positive consequences they can receive, let alone the connection between their behaviors and their long-term impressions on others. As SLPs, these students can be challenging in many ways, not only because it can be difficult for us to get them to participate in activities that improve'.

Turn word prediction on/off

Access word or picture dictionary

Play/Pause/Stop text-to-speech

Add or remove highlights

Collect highlights or highlighted vocab words into separate Google Doc

Customize features such as speaking voice, # of predicted words

Leveled Digital Text and More...

- Fewer items per page—
 - ❑ Newsela
 - ❑ Smithsonian Tween Tribune
 - ❑ Lalilo
 - ❑ McGraw Hill Connect



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Design/Plan for Distance & Online Learning

- Learner Variability
- Goals/Big Ideas
- Barriers Our Students are Facing?
- Barriers in the New Medium?
- Barriers in the Content and Curriculum?



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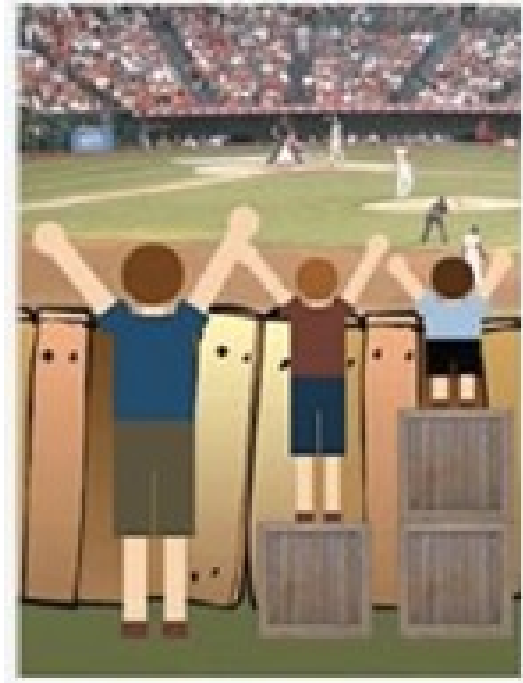
EQUALITY

Everyone is treated the same because it is assumed the same supports will benefit everyone.



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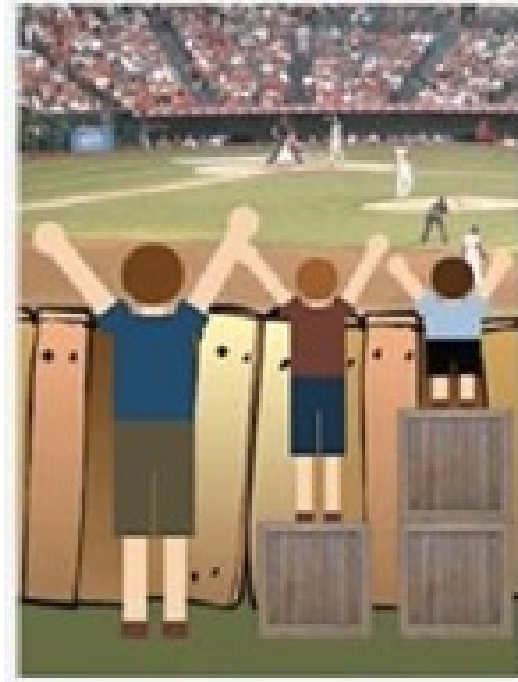
EQUITY

Everyone is given different supports to have access. They are treated equitably.



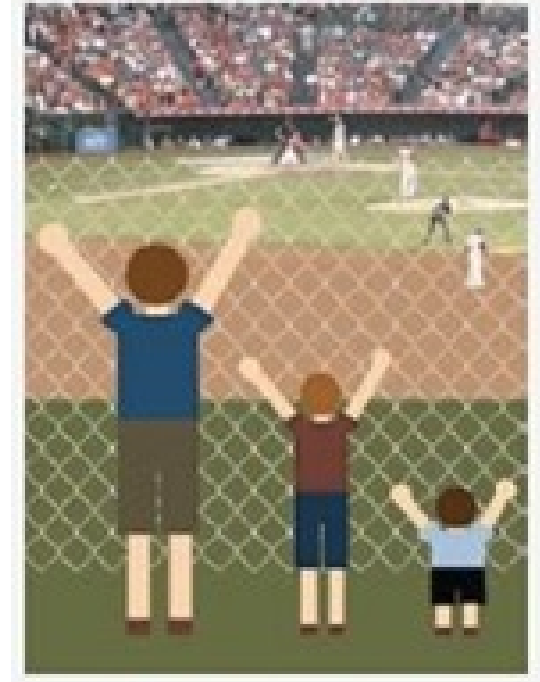
EQUALITY

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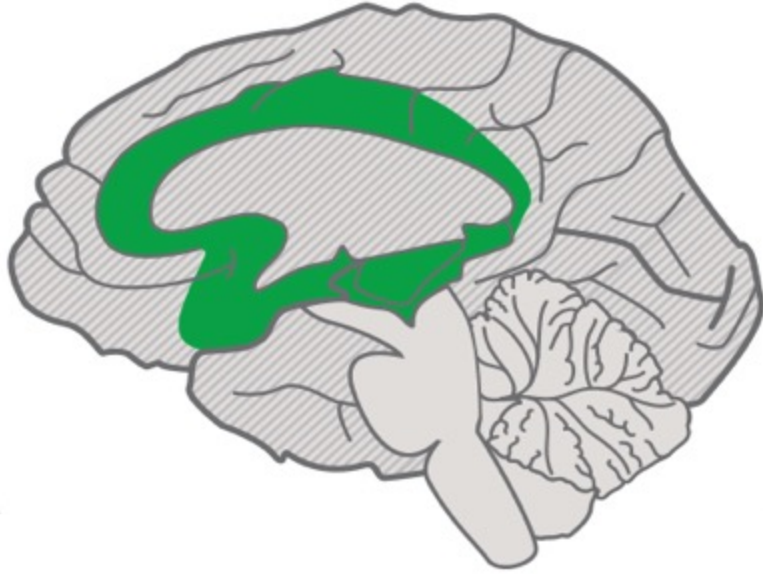
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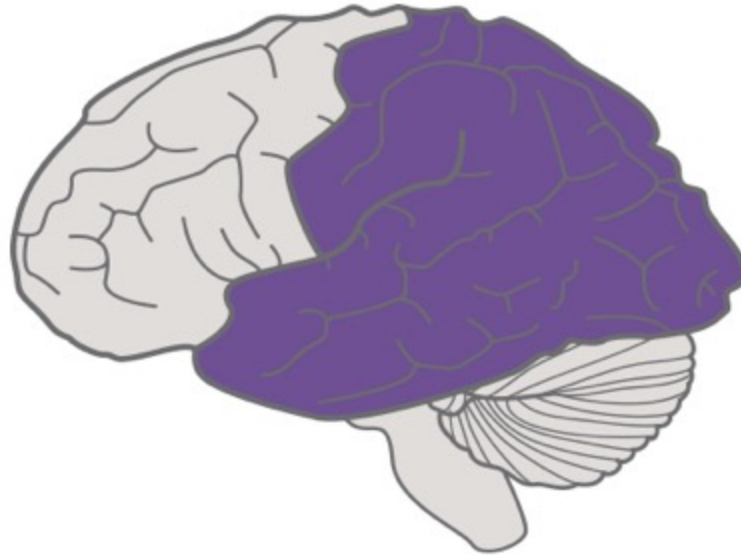
UDL

The cause of the inequity has been addressed. The systemic barrier has been removed.



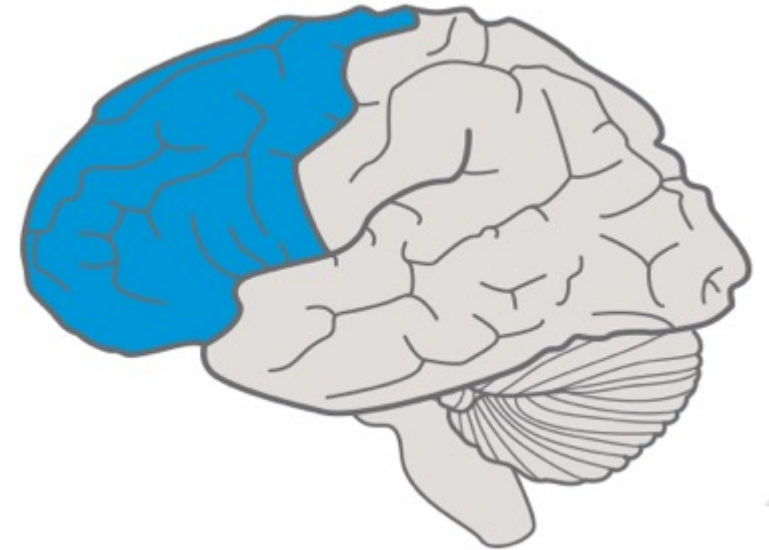
Affective Network
The “WHY” of Learning

**Provide Multiple
Means of Engagement
Principle**



Recognition Network
The “WHAT” of Learning

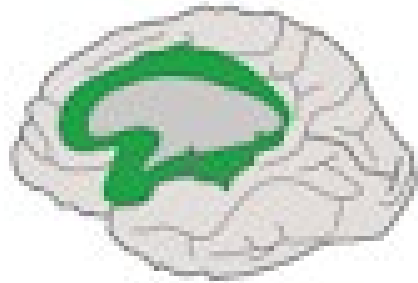
**Provide Multiple
Means of
Representation
Principle**



Strategic Network
The “HOW” of Learning

**Provide Multiple
Means of Action and
Expression
Principle**

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge



Provide Multiple Means of Representation

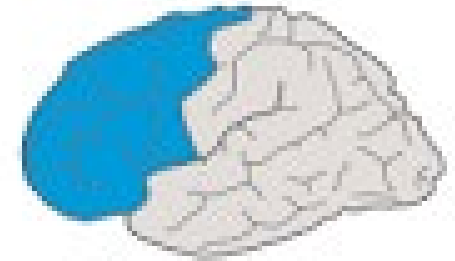
Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition

Digital – Text-to-Speech



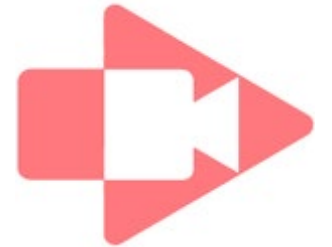
➤ Text-to-Speech Tools

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Home Movies Aren't What They Used to Be!



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Design – Digital Tools for Expression

- Digital Story Books – *Book Creator* – *Tar Heel Reader*
- Multimodal Presentations – *VoiceThread* – *Explain Everything*
- Infographics – *Canva* – *Adobe Spark*
- Cartoons - *Toontastic*



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Design – Digital Tools for Expression



- Speaking Assignment– *Voki– Speech to Text*
- Video Forum– *FlipGrid – iMovie*
- Writing Supports – *Co:Writer – Grammarly*
- StoryBoards – *Story Board That*



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Resources for Next Steps



The Bigger Picture: Plan for Online Learning

- [Making a Quick Switch to Distance Learning](#)
- [Plan & Communicate](#)
- [Prioritize Learning Goals](#)
- [Schedule Distance Learning](#)



Design Online Lessons

- [Flipping Instruction Online](#)
- [Online Learning Experience Design Worksheet](#)
- [UDL Online: Providing Multiple Means of Representation](#)
- [UDL Online: Providing Multiple Means of Action and Expression](#)
- [UDL Online: Providing Multiple Means of Engagement](#)



Technology, Tools and Strategies

- [Technology and Universal Design for Learning \(UDL\)](#)
- [Digital Tools for Representation](#)
- [Digital Tools for Action and Expression](#)
- [Digital Tools for Engagement](#)
- [Low Tech and No Tech Approaches to Distance Learning](#)



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Q&A



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