

COVID-19, SCHOOL CLOSURES, AND REMOTE LEARNING

TIPS TO SUPPORT CHILDREN WITH FASD

SCHOOLS CLOSING AND CLASSES TAUGHT REMOTELY BECAUSE OF COVID-19 ARE NEW EXPERIENCE FOR CHILDREN, FAMILIES, AND SCHOOLS AND MAY BE CHALLENGING. WITH PATIENCE, FLEXIBILITY, AND COMMUNICATION, LEARNING REMOTELY CAN WORK. UNDERSTANDING WHAT TO EXPECT AND HOW TO SUPPORT YOUR CHILD WITH FASD MAY HELP WITH THESE TEMPORARY CHANGES.

WHAT TO EXPECT FOR REMOTE OR ONLINE LEARNING

LEARNING AND PROGRESS WILL BE DIFFERENT THAN IN SCHOOL. HERE ARE SOME EXAMPLES OF THE CHANGES AND WHAT TO EXPECT. TIPS TO SUPPORT YOUR CHILD MAY BE FOUND ON PAGE 2.

Changes	Expect for Remote or Online Learning
Schedules and School Times	Flexible schedules (e.g., face-to-face or live online classes, fewer days a week, shorter class periods, more independent work)
Instruction	Use of live online classes, recorded videos, podcasts, web searches, online games, and/or work packets that were mailed, e-mailed, delivered, or picked-up at school
Assignments	Increases in independent work, project-based assignments
Materials	Online activities, worksheets, multi-step projects. Expect technological glitches or delays getting materials
Tasks	Some assignments may not be successful. Need for alternative tasks

EDUCATIONAL REGULATIONS, SCHOOL SERVICES, AND COVID-19

504 ACCOMMODATION PLANS AND SPECIAL EDUCATION SERVICES

IF YOUR CHILD HAS A 504 ACCOMMODATION PLAN OR RECEIVES SPECIAL EDUCATION SERVICES, THEY SHOULD CONTINUE. BUT, THEY MAY BE ADJUSTED TO FIT REMOTE LEARNING AND TO FOLLOW THE GUIDELINES TO PREVENT THE SPREAD OF COVID-19 (WWW.CDC.GOV/CORONAVIRUS/2019-NCOV/INDEX.HTML).

THE US DEPARTMENT OF EDUCATION HAS A QUESTION AND ANSWER SHEET THAT TELLS ABOUT SPECIAL EDUCATION SERVICES AND 504 ACCOMMODATION PLANS DURING THE COVID-19 CLOSURES. IT CAN BE FOUND AT THE WEBSITE [HTTPS://SITES.ED.GOV/IDEA/DEPARTMENT-RELEASES-COVID-19-IDEA-RELATED-Q/](https://sites.ed.gov/idea/departments-releases-covid-19-idea-related-q/)

IN BRIEF,

- SCHOOLS SHOULD CONTINUE TO PROVIDE 504 ACCOMMODATIONS AND SPECIAL EDUCATION SERVICES IF THEY PROVIDE REMOTE LEARNING TO THE GENERAL EDUCATION POPULATION DURING SCHOOL CLOSURES.
- SCHOOLS SHOULD PROVIDE SPECIAL EDUCATION SERVICES TO THE EXTENT POSSIBLE GIVEN THE UNUSUAL CIRCUMSTANCES RELATED TO COVID-19. SERVICES MAY BE SOMEWHAT DIFFERENT DURING THIS TIME THAN DURING THE REGULAR SCHOOL YEAR.

FOR MORE INFORMATION ABOUT SCHOOL SERVICES DURING COVID-19 CLOSURES, PLEASE CONTACT YOUR LOCAL SCHOOL DISTRICT. ADDITIONAL INFORMATION MAY BE FOUND AT [HTTP://WWW.ED.GOV/](http://WWW.ED.GOV/)

SPECIAL EDUCATION SERVICES AND INDIVIDUALIZED EDUCATION PROGRAM (IEP)

IF YOUR CHILD HAS AN INDIVIDUALIZED EDUCATION PROGRAM (IEP), CONTACT YOUR CHILD'S SPECIAL EDUCATION TEACHER OR THE SCHOOL'S SPECIAL EDUCATION COORDINATOR TO TALK ABOUT THE PLAN

- IF LEARNING IS ONLINE, TALK WITH YOUR CHILD'S TEACHER AND/OR SPECIAL EDUCATION TEACHER ABOUT TECHNOLOGICAL SUPPORTS. MAKE SURE SPEECH-TO-TEXT, SCREEN READERS, OR OTHER NECESSARY PROGRAM FEATURES ARE ACTIVATED
- TALK WITH YOUR CHILD'S TEACHER AND/OR SPECIAL EDUCATION TEACHER TO MAKE SURE THAT MATERIALS AND INSTRUCTION ARE ON THEIR LEARNING LEVEL
- TALK WITH YOUR CHILD'S IEP TEAM WHETHER THE SPECIAL EDUCATION TEACHER NEEDS TO BE PRESENT FOR LIVE ONLINE GROUP SESSIONS AND/OR IF YOUR CHILD NEEDS SMALL GROUP OR ONE-ON-ONE BREAK OUT SESSIONS
- DISCUSS WITH THE IEP TEAM IF EDUCATIONAL RELATED SERVICES, LIKE SPEECH AND LANGUAGE THERAPY, OCCUPATIONAL THERAPY, PHYSICAL THERAPY, AND OTHER SERVICES CAN BE PROVIDED REMOTELY

504 ACCOMMODATION PLAN

IF YOUR CHILD HAS A 504 ACCOMMODATION PLAN, CONTACT YOUR CHILD'S TEACHER TO DISCUSS HOW ACCOMMODATIONS WILL BE PROVIDED

STRATEGIES TO SUPPORT REMOTE LEARNING FOR CHILDREN WITH FASD

AREAS OF CONCERN	SUGGESTIONS
Online or Remote Learning	<ul style="list-style-type: none"> • Do a practice run to see how the program works • Ask for clear guidelines if using other types of remote learning (e.g., mailed packets)
Schedule and Routines	<ul style="list-style-type: none"> • Maintain a consistent, daily routine • Establish set hours each day for remote learning (unless provided by the school) • Have times for movement breaks, snacks, lunch, and free time (students will not be online the entire time) • Set up frequent communication with teachers
Supervision of Internet and Online Work	<ul style="list-style-type: none"> • Make sure parent controls are activated for internet browsers and devices • If your child has difficulties with peer exchanges, request responses to be sent to the teacher for the teacher to post • Monitor unstructured, online exchanges with peers
Instruction	<ul style="list-style-type: none"> • Ask to record live, online sessions for review • Monitor the assignment expectations. Too much work or work that is too hard may influence resistance to participate • Ask for alternative assignments
Responses	<ul style="list-style-type: none"> • Request extra time to respond during live, online group sessions • Vary the types of responses for assignments or tests. Ask to respond orally, create videos, or infographics to show understanding • Print out or request paper and pencil activities for times when devices do not support learning • Define exactly how much extended time is needed for assignments and tests
Activities	<ul style="list-style-type: none"> • Develop checklists with your child to break tasks into manageable pieces • Ask for rubrics and/or grading criteria to understand expectations. Discuss with teachers if grading modifications are needed