



Transcript: 2020 Continuity of Learning Webinar Series

Webinar 3: *Highlighting Resources and Practices to Support Back to School and Continuity of Learning During COVID-19 for Children with Disabilities*

August 4, 2020

Logistical Information

Hello, and welcome to Highlighting Resources and Practices to Support Back to School and Continuity of Learning during COVID-19 for Children with Disabilities. Before we begin, just a few logistics. All attendees will be muted for the duration of this webinar. To submit questions for speakers, please use the questions icon on your GoToWebinar control panel. This questions box should only be used for questions related to the webinar content. For help with GoToWebinar and technology issues, please e-mail osep-meeting@air.org. If you're joining us from our YouTube livestream, please e-mail your questions to osep-meeting@air.org. A link to closed captioning for the webinar is available in the chat. It can be found in the YouTube live stream's description.

A tip sheet for accessing captioning can be found under the handouts tab on your GoToWebinar control panel. Links to the resources that our presenters share can be found on the handouts tab on the GoToWebinar control panel as well.

This webinar will now begin and we will turn it over to OSEP Director Laurie VanderPloeg. Director VanderPloeg.

Introduction

Laurie VanderPloeg

Welcome to the final webinar in our OSEP COVID-19 Continuity of Learning series. I am Laurie VanderPloeg, Director of the U.S. Office of Special Education Programs. In our first webinar, we focused on resources and strategies to enhance distance learning and school and family collaborations to provide services to infants, toddlers, children, and youth with disabilities. The second webinar addressed the important role of related service providers. We collaborated with several professional organizations to share resources and strategies.

Today, we will focus on back to school, sharing resources and strategies for children with disabilities pre-K through grade 12. Usually back to school would mean a return to our school buildings and classrooms. But as we all know, it appears that the 20-21 school year will begin like no other in our memories. For some, it may be a smaller difference as you greet your new



students from a distance and get to know them primarily by their eyes above face masks. You will sit a bit further apart. Shared supplies may no longer be a standard in elementary schools, and high school traffic patterns may be managed more like airport runways. For others, the challenges of distance learning may continue awhile longer until schools and the communities they serve determine it is safe to resume in person learning. Many more teachers and students may be in some hybrid model for the beginning of the school year with a combination of in-person and distance learning. We all know the importance of participation in school. The lessons learned and benefits received go far beyond reading, math, and writing. Our shared goal is to return to school as soon as possible. As we begin the 20-21 school year, how educators spend their time with children will be more important than ever before. Good instruction is good instruction, whether received in a traditional classroom setting or through the computer.

Teachers must spend their time on the evidence-based practices we know make the biggest impact on student achievement. School leaders will need to step up like never before to provide the support that our teachers need to make up for the lost skills during the abrupt closures of last school year and to get students back on track, as soon as possible, to meet expected milestones. Additional support will also be needed for the thousands of teachers just starting their professional careers.

We also know that children with disabilities, children of color, and children in rural and low socio-economic neighborhoods have been disproportionately impacted by the school disruptions at the end of the last school year. Teachers, families, and students have all been challenged by the sudden change. And so many have stepped up in unprecedented ways to minimize the impact on children. Despite these efforts, many of these students may need additional supports this fall.

How schools and districts conceptualized multi-tiered systems of supports prior to March may need to be rethought this year. Not only adding new procedures and practices to address new safety protocols, like social distancing, mask wearing, and hand washing, but also based on new community and student needs, such as additional supports for addressing the trauma of loss of friends and relatives. What all children needed in school in the beginning of March may be very different from the supports and services that are needed now, given our current circumstances. These discussions must also address how we as special educators respond to the racial discord and discussions occurring in homes and communities across the country. I hope that we can see this time as an opportunity for us all to think about schooling in America and how we should strive to create a better way forward for teachers, leaders, children, and families. We've heard many positive comments on the previous webinars, and appreciation for resources and strategies shared to support teachers, leaders, and families.

OSEP-funded technical assistance centers have developed high-quality, relevant, and useful products to be used to improve outcomes for children with disabilities, not just during these unprecedented times, but especially during these times when each minute of instruction has to be



best used. I encourage you to access the resources we share today and others at osepideasthatwork.org.

As I said earlier, today's webinar will focus on back to school strategies. We will hear from several of our technical assistance centers. We will also hear from several experts answering questions many of you have asked us to address. As you may have noted, this final webinar is a bit longer than previous ones, and I will be joined after the center presentations for a live panel to discuss some of the most pressing back to school issues.

Thank you for joining us today. Please continue to let us know how we can support your efforts, and now I will turn it over to our first center.

Mary Brownell
CEEDAR Center

Hi, I'm Mary Brownell and I'm the director of the CEEDAR Center. And today, I'm joined by Michael Kennedy, a faculty member at the University of Virginia, and Sean McDonald, a former teacher and new doctoral student at the University of Virginia.

Today we are going to be describing two of the CEEDAR Center's many resources for supporting teaching and learning in universities and in school districts, and we even have a new resource about supporting families at home.

We know that in spring 2020, many school teachers and families were scrambling to help students learn in remote environments. One resource CEEDAR developed that can be useful is the family guide to at-home learning, developed by CEEDAR staff member Abby Foley.

In this resource, Abby provides families with strategies they can use to support their children's learning in online and face-to-face environments. The great thing about this resource is that it's available in both English and Spanish. It's clear and easy to use. Abby highlights strategies that are fundamental to supporting instruction in schools:

- Model
- Provide clear directions
- Support
- Staying on task
- Specific feedback
- and Goal setting

These strategies are components of high-leverage practices that the CEEDAR Center and the Council for Exceptional Children have developed and disseminated widely. For each strategy, Abby provides examples of how parents can apply the strategy in their daily lives and how it can



help their child learn. We encourage school districts to present these strategies at their parent conferences and meetings as ways that families can help to support learning at home.

Michael Kennedy
University of Virginia

I'm Michael Kennedy from the University of Virginia. In the second resource, we explain how the high-leverage practices can be used in face to face, online, and hybrid learning environments. Many of you are already familiar with the HLPs, and the critical role they play in providing high-quality instruction and behavioral supports for students with disabilities. My team at UVA has developed a series of videos that teachers and teacher educators can use to learn about the HLPs and help with implementation.

This spring, I witnessed many teachers using these practices in their online instruction. Mr. Sean McDonald was one of those teachers. Last spring, Sean was teaching social studies to students with and without disabilities when COVID hit. Like teachers across the country, Sean had to quickly figure out how to deliver high quality instruction in the online environment. Sean knew he could turn to the HLPs to help support his students' individualized needs. Let's listen to Sean discuss, then see an example of him implementing these critical practices.

Sean McDonald
University of Virginia

Hi, my name Sean McDonald and I taught at a high school, teaching inclusive classrooms for students with and without special needs, including English language learners as well as students with learning disabilities. When we first went online because of COVID, we didn't know what to do. We were very uncertain about what the future would hold, and we were very uncertain about how our practices would transfer from in-person classroom setting to the online setting. I wanted my instruction to stay really relevant and high quality, so being able to use HLPs was huge because I was still able to provide vocab instruction and text comprehension strategies I would have done in the classroom, but now it's flexible enough to do in the online platform,

In the following clip you'll see me teach, explain and model one of our strategies called the Are You Asking Strategy, a cognitive strategy that we did through explicit instruction. My hope was that it would be able to replicate what we did in the classroom online.



(Video.)

(Sean) So, Megan, let's go to the second step. Obviously, you see the image. Using the visual tool on the screen, what does U stand for again?

(Megan) Underline.

(Sean) Underline the what?

(Megan) The choice made.

(Sean) Underline the choice that Deante is making. Good. Now I'll locate the choice made, and I can do this best by quickly scanning the paragraph for action verbs, action verbs like decide, choose, making a decision. Any time the character is using those actions, that's where I can best find where he's going to make the choice.

So I'm just going to find those action verbs.

Another hint is, will his choice likely be at the beginning of the story or the end of the story, do you think?

(Megan) At the end.

(Sean) At the end, exactly. So I'll start from the bottom and scan my way up, scanning, scan, and I find the action verb "chooses". He chooses to stay after school to get help for science. Can we underline that sentence as the choice being made?

(Megan) Yeah.

(Sean) Absolutely. Excellent. So I'm going to underline that. Now let's go to the third and final step.

(End of video)

In addition to explicit instruction and cognitive strategies, I also included opportunities to respond as well as checks for understanding that helped my students actively engage. This was in an individual setting. In whole group settings I would often use chat box on Zoom, thumbs up, and other mechanisms of technology to allow students to stay engaged.

Initially the task of teaching online to students with various needs was a bit daunting to us, to me and other teachers. However, fortunately, HLPs gave a really good structure that I was able to pull from of great practices that allowed me to push my students forward, even in the face of adversity.



Michael Kennedy

As Sean showed us, HLPs can be used in online and face-to-face environments. As schools plan for the fall, it's our sincere hope that teachers, principals, and other educators will work in collaboration to help figure out how to implement these HLPs within the online learning environment. We also urge educators to use the family resources introduced in the first part of the video.

In conclusion, we presented several of CEEDAR's resources available to teachers, parents, faculty, State Department leaders, and administrators. To learn more about all of these resources, please visit www.CEEDAR.org. Once on the site, please go to the resources tab where you'll be able to find all the resources CEEDAR has to offer. Stay tuned for more resources from the CEEDAR center that can support implementation of high leverage and other effective practices that can be used in online and other face-to-face environments. If we work together, we can ensure students with disabilities can achieve important outcomes regardless of the environment in which they're taught.

Laurie VanderPloeg

All right. Next we have Todd joining us from the University of Northern Colorado. And he is the chair of the Association on Rural Special Education. The first question, Todd, "I work with schools in rural settings. They have limited access to educational technology. How can we best support teachers and families to ensure students continue to have access to quality instruction?"

Todd Sundeen University of Northern Colorado, ACRES

Thank you, Laurie, for inviting me to share time with you on this webinar. That is an excellent question. I want to first emphasize that whenever we discuss rural issues, we must acknowledge the complexity and diversity of each rural community and rural school. No two rural settings are the same. Let me share some quick facts about rural education.

More students in the U.S. attend rural schools than the nation's 85 largest school districts combined. In fact, one-in-5 students are enrolled in rural schools, representing about 9.3 million students. It's important to note that 1-in-6 of rural students lives below the poverty line. 14% of rural students attend high poverty schools. Many school districts are underfunded and some lack a steady funding revenue stream.

However, during the current pandemic, rural areas have experienced substantial issues related to internet connectivity. So let me share the internet struggles that we were able to observe prior to the COVID-19 pandemic. 97% of Americans in urban areas had access to high-speed internet broadband service. In rural areas, the access falls to about 65%. On tribal lands, barely 60% have



access. So 55 million Americans cannot reap the benefits of the digital age. The digital divide was truly exposed during the COVID-19 crisis.

Teachers and families have been observed sitting in their cars outside of schools trying to use the school's broadband system so that their children can receive their education and avoid regression in learning. So what can we do during the short term in the pandemic?

If students are being taught mostly online, make sure that students have access to a computer and the internet.

Collaborate with parents to make sure that they are included in the conversations.

Follow up with students who are not attending online. The issues may be more serious than we expect.

Provide parents with their own learning opportunities so they can help their children at home. They may need help with technology, scheduling, managing the learning schedules of their multiple children.

Fund school districts and their efforts to provide technology to schools and students.

Make sure that funding formulas fully include rural areas.

Mandate that internet providers provide coverage in rural areas. Internet coverage mapping has been a major issue.

If students are returning to their schools, here are a few suggestions for supporting families and students. Make sure each student has access to their own computer. Check in with families to make sure they have access to the internet. Sometimes it can be very spotty in rural areas. Rural poverty is also a very real issue, and families will choose food and shelter over internet connectivity. Promote collaboration with families regarding student learning and health issues. Provide online homework support sessions and assess students in low impact settings whenever possible and with as much social distancing and wearing masks as possible.

Again, Laurie, thank you for the opportunity to contribute.

Laurie VanderPloeg

Thank you. Now we will hear from another one of our centers.



Sarah Sako
National Center on Improving Literacy

Hello, my name is Sarah Sako, and I'm the Deputy Director of the National Center on Improving Literacy. The National Center on Improving Literacy is a partnership among literacy experts, university researchers, and technical assistance providers with funding from the United States Department of Education.

Our mission is to increase access to and use of evidence-based approaches to screen, identify, and teach students with literacy-related disabilities including dyslexia. Today we are presenting our work to provide educators and families with an evidence base and information on how to best serve students with literacy related disabilities during and following the novel coronavirus pandemic.

Students with disabilities are likely to have regressed more than others during COVID related school shutdowns and distance learning. Now more than ever it's essential that schools provide students with disabilities an education based on evidence and using principles of effective instruction, regardless of the mode of instruction.

For literacy, this includes explicit and systematic instruction focused on the five big ideas of reading. Specifically, all students should receive instruction on phonological awareness, phonics, fluency, vocabulary, and comprehension. Students with disabilities should be provided with additional intervention time devoted to their specific areas of need. Small group or one on one intervention should be provided 3 to 5 times per week. It is important that schools use evidence-based practices when delivering literacy instruction and intervention to students with disabilities.

Guidance on the evidence base of particular programs can be found on the academic intervention charts on the National Center on Intensive Intervention. Many features of effective reading intervention may still be successfully delivered in a distance learning setting. For example, interventions should be focused on all or a subset of the five big ideas of reading. For students that are behind, there is insufficient time to teach all of the content knowledge the student is missing, and all of the content knowledge the student needs to learn to meet grade objectives. Thus, big ideas focus on the most important content the students need to learn. Intervention should also emphasize high leverage explicit instructional practices, including explanations, models, frequent opportunities for student practice, checks for understanding, and immediate and specific feedback.

Finally, educators should continue to monitor student progress during reading interventions, whether the interventions are provided through a remote, onsite, or hybrid educational setting. Progress monitoring data allows educators to measure whether an intervention is of appropriate duration, quality, and intensity to support student success.



We have several resources for educators and families available on our website to support back to school and continuity of learning during COVID-19 for children with disabilities.

First, under our Tools and Resources drop-down menu, you can access our implementation toolkits. These toolkits provide educators and families with evidence-based information and resources to understand key foundational reading skills and how to support a child's development of these areas in and out of school.

Second, under our Tools and Resources drop-down menu, you can find and filter our "ask an expert" responses on a variety of topics. Answers to the questions: What are the characteristics of effective instruction? And what is the best way to teach the alphabetic principle? Are relevant to literacy instruction in both typical and atypical learning environments.

Third, under our tools and resources drop-down menu, you can access and filter our improving literacy briefs and infographics. For example, our remote literacy learning, families as partners, literacy brief, and infographic explains remote literacy learning, the roles of families and schools, tips for supporting remote literacy learning, and providing an environment conducive to it, and embedded hyperlinks to resources to learn more.

Fourth, our Kids Zone is a space where parents and children can access ebooks, audio books, and stream videos of stories read aloud. Children can also find games that focus on different literacy skills and our original comic series.

Finally, our resource repository is a searchable library of curated materials such as lesson plans, tools, activities, and videos from reliable sources. You can filter by audience, resource topic, and resource type to locate specific resources to meet your needs.

Please return to our resource repository often, as we're regularly adding new resources. Likewise, check our tools and resources areas on our website as we'll be releasing new NCIL resources in the future to support back to school and continuity of learning for children with disabilities, including a new remote literacy learning toolkit. Thank you for watching, and we hope you find these materials useful. For more information, please visit improvingliteracy.org.

Laurie VanderPloeg

So, Karen from the University of North Carolina-Chapel Hill, here's your question: "How can we provide services and supports to medically vulnerable children with complex disabilities through distance instruction or remote learning?"



Karen Erickson
University of North Carolina-Chapel Hill

That is a great question. And one that I'm fielding quite often these days. Administrators, educators, and parents are understandably concerned about meeting the educational needs of all children through distance instruction and remote learning. But children who have complex disabilities present particular concerns. Many are unable to interact directly with technology as a result of physical or sensory impairments. Others are just difficult to engage for a variety of reasons, and still others have health status that varies from moment to moment and certainly day to day.

Nonetheless, educators across the country found many innovative ways to provide supports and services to this group of children when they had to make the shift to remote learning this spring. In nearly every case, these supports and services required the active involvement of parents, siblings, or other caregivers. These families have experienced stress in a way that's often unimaginable to the rest of us. But many of these same families have also begun to engage in their child's education in a way that wasn't possible in the past. For example, I know of a group of parents who have become critical friends to one another as a result of the shift to remote and distance learning this spring. Recognizing the stress that the parents of our students were experiencing, this teacher started a Thursday evening parents group via Zoom. Over time, the parents began supporting one another and became active in supporting ways for their children to become meaningfully engaged as learners. In other cases, the teaching assistants in schools became the primary points of contact for the families of some of the students they supported. The teaching assistant scheduled synchronous times to support families and they could flex that time when needed since they were focused on just scheduling a couple of students instead of a whole classroom full. Prior to the planned synchronous sessions, these teaching assistants often send 30 to 90 second videos to families via text. The personalized videos helped families know what they would focus on in the sessions. This allowed families to orient their children as they were getting them set up and seemed to increase the families' commitment to engaging with their child during the synchronous sessions.

Some of the specific tools we're using to support this work come from two OSEP funded Stepping Up Technology Implementation projects. The first, Project Core, focuses on building early symbolic communication for students with complex disabilities. The strategies and supports in Project Core are helping families navigate their everyday routines more successfully, while simultaneously helping their children learn important symbolic communication skills.

We're also using tools like Tar Heel Reader, an online library of thousands of open source accessible books for beginning readers of all ages. Just before the onset of COVID-19 this spring, we added a shared reading version of Tar Heel Reader. Educators are using Tar Heel shared reader to create interactive shared reading lessons that they record for families to view on



demand. Educators model these during synchronous interactions with their students and share them with families so they can incorporate shared reading into their own daily routines. Providing supports and services to medically vulnerable children with complex disabilities really requires a focus on routines.

When we can be flexible with schedules, when we can be responsive to students' changing medical needs, we can help families, and we can increase access to the supports and services these children need.

Laurie VanderPloeg

Thank you. Now we will hear from another one of our centers.

Brandi Simonson
Center on Positive Behavioral Interventions & Support

Hi, my name is Brandi Simonson, and I'm the co-director of the Center on PBIS. I'm joined today by my colleague, Dr. Sharon Lohrmann who directs the New Jersey Positive Behavior Supports in Schools Initiative in partnership with the New Jersey Department of Education. Together we'll share a new resource from the Center on PBIS and give an example of how one state, New Jersey, is using the guidance to adapt their supports for districts and schools.

The Returning to School During and After Crisis Guide was developed in collaboration with the State Implementation and Scaling-up of Evidence-based Practice Center, the National Integrated MTSS Research Network, the National Center on Improving Literacy, and the Lead for Literacy Center. In this guide, we emphasize a focus on basic practices. The smallest number of things we can do well to support student growth.

In particular, we emphasize the importance of connecting, screening, supporting, teaching, monitoring to create positive, predictable, and safe learning environments that enhance all students' social, emotional, and behavioral growth. While this is critical for all students, it's especially critical for students identified as at-risk or with disabilities. To enable schools, districts, and states to implement these practices, we emphasize key system features represented in this graphic to include both executive team functions in blue boxes, and implementation functions in green boxes. Those implementation functions include training, coaching, and evaluation. I'm going to turn it over to Sharon, who will give examples of how her state has used this guidance to pivot into the new context and their support of districts and schools in New Jersey.



Sharon Lohrmann
New Jersey Positive Behavior Support in Schools

Thank you for the opportunity to share the planning that is occurring in New Jersey. My name is Sharon Lohrmann, and I'm the director of New Jersey Positive Behavior Support in Schools.

New Jersey Positive Behavior Support in Schools is a partnership between The Boggs Center, Rutgers University, and the New Jersey Department of Education, Office of Special Education. Since 2003 we have provided comprehensive professional development to support to personnel across the state to support the implementation and sustainability of positive behavioral interventions and support. We know that universal prevention provides an important foundation for all students, but especially students with disabilities who benefit from consistency in how adults communicate, support, and manage expectations.

One priority this year is to have school personnel translate features of their school based universal prevention plans to also apply across fully remote and blended schedules.

As the New Jersey Positive Behavioral Support Team moves forward with planning, we're focusing on how we can enhance training content and adjust training delivery to reflect the needs and priorities of this school year. Because the scope of transforming our professional and curriculum development is expansive, having resources like this PBIS Returning to School document helps us to ground decision making.

As Brandi just described, the PBIS Center Guidance on Returning to School Before, During and After a Crisis, offers states, districts, schools and educators with an opportunity to systematically reflect on what they have in place, and considerations needed for moving forward. This document provides the content from which a state team, like New Jersey Positive Behavior Support in Schools, can implement a crosswalk with their development plans, to ensure that the strategic plan for this unique school year reflects critical system features.

Reflecting on the extent to which the features guidance document are being addressed supports our efforts as a state training team to prioritize planning needs, select the best strategies, and ensure there aren't any gaps in our planning. This slide example illustrates a sample cross walk for the training feature. The left-hand column with the items from the guidance document on the training in the prior to return to school year phase. For example, develop training capacity at the state level will provide a plan to develop alternative training capacity.

The right hand column illustrates some of the New Jersey positive behavior support in schools activities that are currently underway to transform our professional development delivery system in a way that's flexible and allows learning to continue seamlessly regardless of the type of schedule a school or district is using.



Among the initial strategies we're working on now that address the critical features in this section, include:

Transitioning training materials, handouts and tools to an online course platform that provides user-friendly ways to access training materials remotely;

Reorganizing full day training content into modules that are more effective in an online format;

Creating short 15 to 30-minute video training modules that allow for flexible learning schedules;
And

Restructuring coaching support and coaching delivery protocols so that coaching can be delivered remotely.

Using the guidance document in this fashion allows us to ensure the plans being developed reflect the critical features before, during, and after the initial return to school. As the school year progresses, it will be important for us to continually assess the needs of schools and districts we serve and the ways in which we can meet those needs.

Brandi Simonson

Thank you, Sharon, for such a fantastic example. We invite you all to visit our website, PBIS.org, to view the resource we previewed today and to continue to explore additional resources to support the return to school. We'll be adding webinars, videos, and other supports at the state and district, school, and classroom, family, and student levels. Thank you for your time today. Take care.

Laurie VanderPloeg

Next we have Kacey. Kacey is a behavioral health therapist from California. Next question: "I'm worried about the social and interpersonal skills my child is missing. What are some strategies or practices we can do to support positive connections and relationships while being socially distanced?"

**Kacey Rodenbush
LMFT**

Great question, Laurie. As we all socially distance, parents are encouraged to implement PBIS strategies in the home, such as establishing consistent daily routines that help create a sense of safety, security, and predictability for our children. The interconnected systems framework weaves mental health into these PBIS strategies and emphasizes the importance of our children's social and emotional well-being so they can develop resilience for any traumas experienced during this time. Given that resilience is developed through loving relationships and positive connections, it's important that we build social connection into the daily routine for our children



so that they have regular contact to the people in their lives that they care about the most, and who can remind children they're cared for and valued. Encourage them to set up recurring virtual meetups, write letters or make phone calls, so that they can remain connected, and also use their interpersonal skills on a regular basis while they are socially distanced.

As parents and caregivers, you are the primary relationship and the most important one that helps them thrive, so it's also important that you spend time with them. Choose activities that foster engagement and connection, such as reading together, playing, and spending time outdoors together. Keep an open dialogue with them about how they're feeling, if they're experiencing any fears or worries while we're moving through these unprecedented times. If you're concerned about your child's mental health, reach out to their school and see what mental health supports are available to them.

You can also find resources on the [PBIS.org](https://pbis.org) website under "supporting students with disabilities at home: A guide to support families and students".

Laurie VanderPloeg

Thank you! Now back to more resources and strategies from our centers.

Teri Marx
National Center on Intensive Intervention

Hello, from the National Council on Intensive Intervention, or NCII. I'm Teri Marx. I co-lead NCII's intensive technical assistance focused on building the capacity of state and local education agencies, universities, practitioners, and other stakeholders to support the implementation of intensive intervention for students with severe and persistent learning and/or behavioral needs. Throughout this presentation, we will share center resources developed by and for educators, as well as hear from educators about their experiences supporting students during the COVID-19 pandemic.

Before we get started, we want to orient everyone to NCII's approach to intensive intervention delivery, called data-based individualization, or DBI. DBI is a process that begins with delivering an intervention or practice with fidelity. To determine when a student needs more supports, we monitor progress using valid and reliable tools. By analyzing this data, we generate a hypothesis about why a student is not adequately responding and use the hypothesis to inform how to adapt the intervention to better meet their needs. After adapting the intervention, we continue to monitor to determine if additional adaptation is needed. The DBI process is iterative and requires educators to effectively use student level data to guide interventional and instructional decisions.



Now we want to draw your attention to key components that will support the effectiveness of your DBI implementation. First, the use of explicit instruction across academic and social behavioral skills. Second, the use of progress monitoring and implementation fidelity data. Third, a focus on collaboration. We'll learn about these key components to intervention delivery, including ways that educators have adjusted their delivery in distance and remote settings.

At the core, explicit instruction uses an “I do, We do, You do” sequence paired with providing students multiple opportunities to respond and receive feedback. Explicit instruction often serves as the foundation of evidence-based interventions across literacy, mathematics, and social-behavioral skills, so it is essential to the DBI process we walked through earlier. No matter the setting in which you’re starting back to school, NCII has sample lessons that follow an explicit instruction sequence across literacy, mathematics, and behavior. Now we'll hear from North Carolina educator Daphyne Brown about how she has adapted her virtual instruction.

Daphyne Brown
Charlotte-Mecklenburg Schools, North Carolina

I'm finding I can tailor an individualized lesson just as I would in the classroom, and I'm also able to add other things, unlike having the videos, when you work with one group, you can tell one group to work with the videos while you are direct teaching others and then you can kind of flip flop and that is a way to get all instruction in at the same time.

Teri Marx

Now, we know data-based individualization is not possible without data. Educators implementing DBI use ongoing progress monitoring and implementation fidelity data to inform their instructional decisions. Lets’ watch as Oregon educator, Sarah, informs students of her modified approach to collecting oral fluency data through the Zoom platform. NCII will be sharing this content soon.

Sarah Thorud
Clatskanie School District, Oregon

So you all received an envelope in your packet this week. And just like Corbin said it had a message, super-secret, no peeking. Here's what we're going to do. Just like we do when we're at school and Ms. Heidi and I come to read with you for one minute. Usually we come to the classroom, and we tell you it's your turn, and we go out into the hallway. But we are in Zoom, and now there's no hallway in Zoom. But there kind of is. It's called breakout rooms. So in just a second I'm about to send each of you students into a breakout room with one of the adults here, and it will be like your own Zoom meeting with just you two. When you get there, that adult will have you open your envelope and we'll do a reading fluency assessment just like we do in school



where you get to read for one minute. Give me a thumbs up if you get it. You know what to do? Perfect.

Teri Marx

Last but not least is the need for collaboration and communication to ensure the success of students receiving intensive intervention. In fact, educators we work with through a recent community of practice highlighted the critical role of parents and families now more than ever. For example, community of practice members from Kennedy School in Providence, Rhode Island, shared various strategies that supported their ability to deliver core instruction and intervention without overwhelming educators or students, and families. They created visual schedules to communicate their schedule and routines, and the school principal Amy Burns created a YouTube channel to communicate with families with families to share messages from the principal that were translated into Spanish to promote equitable education.

The school psychologist also followed up with families whose students were not actively engaged during distance learning and continued to focus on students' social and emotional development virtually. We will now share an individualized lesson she developed within Google forms to support the co-development of a five point scale, a strategy featured in NCII's behavior guide on self-management.

Etmi Lopes Martins Providence School District, Rhode Island

This is an example of one of the lessons. This one is in three parts. You'll see Section 1 of 3, and the first section introduces the lesson. So I write a little blurb about the lesson and why I thought we would work on this lesson this week. Then I also asked for identifying information on this first section. Since I use it with different students, different grade levels, different classrooms, etc. The next section I usually add a video or a visual to help the students understand more about the topic. This lesson I used a short video by the author of the five-point scale, and it actually gives specific examples to help them understand what's a 1 rating or a 2 rating. And then the last section on this lesson, I added a sample five-point scale. Then I added some questions to help me and the student create their own five-point scale.

Teri Marx

Visit www.intensiveintervention.org to find out more about additional resources to support delivery of intensive intervention, no matter the setting. From videos of educators and family members using example lessons, to FAQ guides about progress monitoring, and implementation stories and lessons learned and our voices from the field, we've got you covered. Thank you.



Laurie VanderPloeg

Next we have Lynn from Vanderbilt University. If you could encourage educators to focus on one practice, what would it be at this time?

**Lynn Fuchs
Vanderbilt University**

Thank you. The What Works Clearinghouse supports multiple strategies for outcomes of students with disabilities. A brief on academic based supports for students with disabilities -- this is from the Gates Foundation's ed research for recovery project -- focuses on the current pandemic environment.

With explicit instruction, teachers or parents or paraprofessionals incorporate eight instructional principles for teaching a new strategy.

First, they ensure the student has the necessary background and skills to succeed with that strategy.

Second, they explain the strategy using simple, direct language.

Third, they make sure the strategy is efficient with as few steps as possible for tackling that academic task.

Fourth, they introduce a new strategy by demonstrating how they, the adult, uses that same strategy while the adult explains how and why each step of that strategy makes sense.

Fifth, the adult gradually increases student responsibility for executing and explaining the steps of the strategy in the student's own words.

Sixth, the adult provides lots of guided and independent practice so the student uses the strategy repeatedly to generate many correct responses.

Seventh, when the student does make an error, the adult provides a corrective response quickly.

Eighth, the adult conducts a systematic review across mastered skills so the student learns to distinguish among different types of words or different types of problems or different types of text structures and so on.



In this way, the student learns to apply the right strategy for the task at hand. It's also good to remember that effective practices for developing appropriate social behavior often draw from this same set of explicit instructional principles.

Finally, teachers and parents should know that packaged explicit instruction interventions are available to address academic and behavior problems. For example, our Vanderbilt website features peer assisted learning strategies, which is a suite of easy to implement reading and math programs rooted in explicit instruction which can be conducted in peer mediated or adult led fashion.

Further, the Office of Special Education Programs National Council on Intensive Intervention website at American Institutes for Research provides information on how to obtain explicit instruction reading and math interventions to address the performance gaps that many students with disabilities experience.

Laurie VanderPloeg

Thank you for that response. Now back to our centers for more strategies and resources.

Steve Goodman

Michigan Multi-Tiered Systems of Support (MTSS) Technical Assistance Center

When our nation initially shuttered the doors of business and schools in mid-March, school districts, regional agencies and departments, along with consultants, quickly started pumping out information for educators. The volume was staggering and often confusing. Michigan's Department of Education, along with Michigan's multi-tiered systems of support technical assistance center also got busy, but vowed two things. First, we'd help educators identify information that would be most beneficial at this time. Second, we were going to stay true to the science and research base for effective implementation.

Although there could be a host of things demanding teachers and administrators' immediate attention, most realize that initial efforts should be simplified and focused on a few things that make the biggest difference. Our best advice based on 20 years of supporting school wide implementation is to create a host environment that is safe, predictable, and supportive. This is best done through the teaching and utilization of social and academic routines. You will see this belief in routines to be a common theme in the resources we provide.

First, the technical assistance center has created a library of resources located on our website. The resources on the website are divided into supports for teachers and supports for school and district leadership teams. Also included are recently developed practice briefs intended to summarize the best information and research available on three key aspects of remote



instruction. Considerations for the use of instructional packets, for distance learning, and for online learning.

On the website, you will also find various videos and professional development resources educators may access whenever it fits their need.

In addition to our website, we are currently in the midst of a weekly four-part webinar series. Again, the emphasis is on routines to create that predictable, safe, and supportive environment. Registration for our webinar series was capped by our technology at 1,000 participants for each offering. All sessions filled weeks in advance of the live presentations. Recordings of each webinar, though, along with all supporting materials is also made available via our website.

The series contains four unique yet integrated topics to address the whole child. This graphic outlines the series and indicates the use of both national experts and state-level consultants and implementers.

The first webinar focuses on having a positive and effective school climate. A positive and welcoming school climate motivates students and educators to want to be in school and sets up environments conducive to learning.

The second focuses on social and emotional well-being, which helps to address the personal challenges experienced during the educational disruptions and return to school, creating a mindset for learning.

The third webinar pertains to high-leverage instruction. Effective instruction through high-leverage practices is always important, but crucial at this time as it directly addresses learning affected by the COVID slide and missed educational opportunities.

Our last webinar focuses on family engagement. Family engagement and home-school partnerships are essential in moving forward to address our current normal as well as ensuring student progress.

These four themes are integrated and aligned for a comprehensive approach to address the needs of all students. As you can see by the note in the lower left-hand corner, this series is just the beginning.

For us, the emphasis on promoting the use of academic and social routines always comes back to the individual child. Recent interviews with educators and administrators who have worked with us only to serve to reinforce that. I'll leave you with one special educator's comments on the impact.



Kate Smith
Portage North Middle School, Portage, Michigan

What do you notice about the classrooms using these interventions versus those that aren't using as many active participation strategies?

Yeah, when our teachers in our building have had years of training and being immersed and the expectation that they're using the active participation strategies, and the one that do it makes my job easy, but more importantly the kids are really able to engage in these classrooms. They feel comfortable participating because they know the strategy that's being used, and they now just have to apply or read or use whatever new information is there, because those strategies are already in place.

I see confidence, and I see them being able to really generalize what they've learned in the intervention class and see in a bigger, broader picture in the gen ed class. It really is beautiful to see them feel comfortable in that setting.

Laurie VanderPloeg

Next, we have Catasha from the OSEP early childhood technical assistance center. Your question is: "I work with young children. Engaging them in distance learning is hard to do. What ideas do you have to engage preschool children, including those with disabilities, in distance learning opportunities?"

Catasha Williams
Early Childhood Technical Assistance Center (ECTA)

Great question. We are in unprecedented times and we know that teachers and service providers face challenges when serving preschool children, including preschool children with disabilities. There is no one strategy to guide how we engage children. Instead, we need to draw on existing evidence-based practices to engage young children and ensure equity and inclusion for preschool children with disabilities.

To that end, I'd like to highlight two practices. First, it's critical to connect with families during this time to understand their preferences, their strengths and needs, and to make services accessible and appropriate to match the desires they have for their children. Be sure to explore the family's technology capabilities and explore resources and supports for increasing access to technology if needed. Be sure to recognize the current family context and the emotional and cognitive load that many families are undertaking during this time.



Second, commit to designing virtual learning activities that engage participation. Think about children with disabilities when you develop an activity. How might activities need to be adapted to ensure engagement from all children? Choices should not be disproportionately burdensome for children with disabilities and their families. Be mindful about facilitating activities from a distance and figure out how learning activities can fit into daily routines. Also consider how a blend of synchronous and asynchronous activities can be used to facilitate learning. Remember to always assume the best of families and help celebrate daily successes. At ECTA, we're updating our website to help support state and local programs during the pandemic. Thank you for your time and attention.

Laurie VanderPloeg

Thank you for that response. Now back to our centers for more strategies and resources.

Lise Fox
National Center for Pyramid Model Innovations

Hi, I'm Lise Fox, and the principal investigator of the OSEP early childhood TA center, the National Center for Pyramid Model Innovations. Our focus is to help states, programs, personnel, and families implement effective social, emotional, and behavioral interventions for young children.

As we consider the reopening of programs, school and program leaders have to make a host of difficult decisions as they create plans to meet the needs of children and family in the context of the variables affecting their community. Although there are many factors that are unknown, what we do know is that COVID has impacted the social, emotional, or mental health of all of us -- adults, children, and leaders.

As children return to brick and mortar services, or receive instruction remotely, we must pay attention to the promotion of everyone's social, emotional, and mental health. To address that concern with young children, we've developed some resources that early educators can use in their reopening or remote delivery. You can find these resources on our COVID-19 pandemic page.

The leadership team's guide to reopening programs provides guidance and considerations for returning to the program and offers hyperlinks to 29 different resources that are ready for use. The guide offers resources to help children adjust to new routines, such as wearing masks and handwashing, and provides social stories that can be used for instruction. In the reopening plan, we encourage the program to consider staff wellness in addition to the support of children and their families, and offer strategies and resources that might be use.



We think it is essential for programs to prioritize relationship-building with families as they welcome them back to the building or reconnect for remote learning.

A document "My Teachers Want to Know", offers a friendly welcome back and an inquiry to find out what has been happening at home and any concerns the family might have about the child's behavior or mental health. The guide includes classroom strategies on how to set up the classroom for success and focus on building relationships and establishing routines. For routines that must be changed, we've provided some ideas, like the no-touch greeting options. Helping children when they confront social problems, become frustrated, and need calm-down strategies or express their emotions should be a big focus as our children return to the building and for families at home. We have materials ready for teachers and family members to use to help children with those critically important social emotional skills.

For teachers who have been implementing the pyramid model, they have probably used Tucker the Turtle for teaching self-regulation of strong emotions, the kit for problem solving, talked calm down strategies, and used emotional visuals. We now have these resources for guiding families at home. For example, Tucker the Turtle book at home. Tucker helps children learn to pull in when they're frustrated or angry and take deep breaths to calm down before reacting. How to use social problem solving at home, including the use of the home edition of the solution kit. Using a calm down area and calm down strategies. And tips for families to support themselves and their child.

We have also provided guidance for connecting with families in the delivery of remote services. To touch base on their concerns and progress in supporting the remote instruction and social emotional health of the child.

We invite you to explore all of these resources on our website and sign up for our newsletter to receive updates as new materials are developed.

Laurie VanderPloeg

Welcome back. What great information that all of those technical assistance centers were able to share with us today. So we do hope that you will utilize them.

I'm glad to be joined by these panelists to discuss some considerations for making back to school 2020 more effective. And you can find out more about the panelists at our OSEP Ideas that Work website.

First question is for Glenna: "There are many challenges that state and local agencies face in getting students back to school. What strategies have you focused on for supporting students with disabilities that other states might find helpful, and is Washington doing something unique to support students with disabilities?"



Glenna Gallo
Washington Office of the Superintendent of Public Instruction

Thank you, Laurie. I think that as we went into the pandemic and we started to plan, we really had to remember the intent and purpose of IDEA. Not only that students needed to have access and make progress in the general ed curriculum, but also that they needed to be prepared for life after school, whether that's independent employment, education, or independent living.

The priority we've looked at is really making sure that districts and families understand that districts remain obligated to provide FAPE and offers of FAPE even during the pandemic. Our planning team involved members just like IEP teams, with administrators, educators, parents, related servers, advocates and community organizations, and also, importantly, school nurses, as we were dealing with a health issue. While developing and providing TA, we also needed to take a step back in our rush to deliver information and really offer the public the chance to provide input. What did they still need answered, and what did they agree or not agree with?

As we moved through the summer, the next important part of our technical assistance and support was around progress monitoring and making sure that districts and families knew where students were and the progress they had made or not made on the IEP goals. That allows them to spend the summer and go into the fall to design a system that's improved upon the system that they had in the emergency of the spring. We wanted to go into the fall even regardless of whether schools would be open in person or to remote learning, and really be able to prioritize in-person services safely to those students who were unable to access our make progress during the spring.

We also used the information that we gathered during the spring to identify gaps in our models so that as we went into the fall we could identify supports to address those gaps, such as making sure that we're providing instructional information to parents in their native language, looking at where we could provide hybrid, synchronous, and asynchronous lessons that meet the families' needs. Also looking at how is it that we can further our implementation of universal design for learning, accessibility, and the use of assistive technology, not only during COVID, but so that we're building in increased supports for when we return to full-time in person services.

We needed to look at professional development, and as it's been discussed previously, we put out resource links to free professional development around high-leverage practices, evidence-based practices, instructional design, as well as essential state standards.

Lastly, we really wanted to focus on effective use of funding. So looking at how we braid and blend the use of the CARES additional funds with our state and local funds, and making sure that we're all working together. That's going to be the key to support, to innovate, and to adapt to lead to the successful learning of our students. Thank you.



Laurie VanderPloeg

Thank you, Glenna. The next question is for Carolyn: “So, at the end of the school year last year, with the parents and guardians responsible for delivering instruction, we know that was not a sustainable option. What has to happen to make the return to school in 2020 more successful for parents and students with disabilities?”

Carolyn Hayer
Statewide Parent Advocacy Network

Thank you. Good afternoon. Thank you for that question.

I'd like to respond to that question from two perspectives. From the individual family perspective and from the program policy level.

First, on the individual level, schools must work closely with each individual family, parents as well as youth of transition age, to engage in two-way communication and conversation much more frequently than we've ever had to do in the past. We must take advantage of the many resources that are available, many of whom we've heard from today, from OSEP-funded technical assistance centers. Together, families and educators should develop truly individualized plans for each student with a disability. That plan should take into account all of the issues that must be considered and addressed in an IEP, both in more typical times as well as the issues that must be addressed that are due to complications from COVID-19. And I think most importantly we must all be willing to reconvene and re adjust if the plan is not working. It is important to have current information about the child's needs, whether those are academic needs, behavioral needs, as well as health and mental health and social emotional needs. That is the first step towards developing a plan for successful transition back to school and for instructional planning. Parents could provide this information prior to school starting and schools can continue to gather data once instruction begins. This information will guide the discussion around supports needed for the student's successful return to school in whatever format that might be -- in person, hybrid, or fully remote.

Secondly, at the school and district level, educators must deeply and meaningfully engage parents and families, representing the full range of diversity of children with disabilities. That includes race, ethnicity, language, socio economic status, type of disability, etc. And together discuss how to best meet the needs of students with disabilities in decisions about whether or not to re-open, and if so, how to reopen most safely and most effectively. We must take advantage of systemic resources such as those from the National Center for Systemic Improvement. We must provide staff development and coaching on how to provide more effective remote instruction and related services to students with disabilities. And finally, we must meet frequently to discuss how things are going and again be willing to make changes if and when they are needed.



I would like to invite you to visit the parentcenterhub.org, where you will find resources and tools for next steps. Other resources such as the easy to use Return to School Resource guide from the Tennessee Parents Center, as well as tips for parents who participate in a decision-making group, or questions to ask about returning to school. Both are available in English and Spanish, developed by the New Jersey PTI.

You can find these resources and more at the Parent Center Hub. We invite you to visit and see lots of resources there. I thank you for the opportunity to join today and be a participant in this critical conversation.

Laurie VanderPloeg

Great. Thank you, Carolyn.

Next question is for George: "Schools are challenged by the impact of COVID-19, and we are in the midst of reopening during a time of heightened racial tensions. What can schools do to promote a positive school climate focused on equity, given the already stressed situation?"

George Sugai
University of Connecticut Neag School of Education

I thank you, Laurie. Great question, and I'll try to do my best to answer that question for you. First of all, thank you for supporting these webinars. It's been great to have the chance to be part of this conversation, to listen to these presentations, and to share with you some considerations in response to this question. My goal is probably not going to specifically answer that question but to highlight other contributions, which have been great. The goal is, for the participants, to pick and choose what to take away from the last 90 minutes and all the great resources.

I'll share some guiding principles to answer your question and go into two buckets of action we can take into response to your question.

The first principle is, which this is true across the whole 90 minutes, is that words are really important. They provide us with focus and vision and communication. So our words must be precise, positive, contextually and culturally relevant, or they're just words.

Second is we need doable actions behind those words. Words have no meaning if there's no engagement in effective professional development, explicit instruction, and teaching. And teaching is not just content led and teaching safety and responsibility. It's also making sure we teach those across remote, hybrid, and even typical settings.

Principle three -- the individual has to commit to those changes, words and behavior. That is true at the student level, educator level, administrator level, family and so forth.



Principle number four. If those changes occur systematically and directly, we provide empowerment. Empowerment occurs when groups of individuals come together around a shared experience, like this webinar. The outcomes of an effective organization are one in which we have efficiency and effectiveness. But organizations don't change unless the individuals begin that change, and organizations don't become empowered without individuals working together.

I also wanted to go to the last principle, which is empowered individuals and groups have to engage in actions in order for there to be change. We need to act preventively and constructively by improving the precision of our own vocabulary, by writing just and equitable policies and procedures, by giving priority to evidence-based practices, and applying the same, all, and few MTSS logic to our work. It's important to remember that whether remote or at school, teaching must at minimum be explicit and culturally and racially equitable.

I have two major action buckets that I'd like all of us on this webinar and outside of it to think about. And the two action buckets fall into two categories. One is systems level and the second is going to be what you and I can do individually. And there are five of each. I'll go through them quickly.

At the systems level, I think it's really important for each of us to think carefully about how we endorse and vote for those people who will act on behalf of students with disabilities, their families, and students of color. The second is we have to endorse organizations that display equitable and just actions. So vote, and join. The third is to invest in educational initiatives that give priority and attention to educating students with disabilities and support for their families. The fourth item in this bucket is we have to give priority to smart selection and use of evidence-based practices, as mentioned by a number of people already. The last item in the first bucket is we have to on a daily basis become allies for our families, kids, and colleagues who may not have the opportunity to engage in the kind of opportunities we provide as educators and teachers.

Given those five big action buckets for the systems level, there are five that I quickly want to summarize for everyday acts. I really want to encourage people to pay attention to these because I'm going to give you a homework assignment when I'm done with this. The first one is, I think it's really important that when we wake up in the morning, we look in the mirror and make sure that we take our equity and justice temperature. We need to make sure we check our academic and social behavior actions through the lens of access, justice, equity, and student benefit. Because otherwise we develop prejudices that get in the way of maximizing our outcomes. The second big idea is that we on this call must model the words and actions or behaviors that represent a just, equitable, and harm-free culture. If we don't model those ourselves, we won't be able to defend what we ask other people to do. Third, we have to be smart enough to precorrect or act preemptively in predictable situations. We know when problems are likely to occur at the kid level and the school level and be smart enough to act preemptively to address those. At the start of school, many of you can anticipate some of the challenges. What are we thinking about to systematically address those? Fourth, it's incumbent on us to teach and act and recognize



equitable displays by others. Because if we don't teach people to know when things are just and equitable, it's unlikely they'll continue to do the same actions. Fifth, we have to reach kids on an active and ongoing basis. We know active engagement is important for kids with disabilities, but in fact are true for all kids.

Here's my homework assignment. Each of the people part of this webinar, I encourage you to write down on a piece of paper a commitment to do something tomorrow. Do something tomorrow that's doable, just, and equitable, based on what you heard everyone else presenting. It could be a phone call. It could be a drive by. It could be a yard sign. It could be a community video. It could be a website posting. It could be acknowledging somebody. It could be sending an e-mail to let them know what you appreciate about what they're doing. At minimum, these actions result in meaningful engagement, and when you have meaningful engagement, you develop enhanced relationships, and coming out of those enhanced relationships are maximum student benefit. You can't get student outcomes without a relationship, and you can't get a relationship without engagement.

So with that, I know there was a lot of little lists in there. I would encourage you to pick at least one thing to do, do it tomorrow, and commit to doing that. Please turn in your assignment to Laurie.

(Laughter.)

She'll check that you did it tomorrow. Thank you for this opportunity, and I want to thank all of you participating in this webinar, because you are the folks who will make this happen. Thank you.

Laurie VanderPloeg

Thank you, George. Great information and great tips. I'm looking forward to the homework assignments and I'll be happy to share the responses that I receive with the panelists.

We have a few minutes, so I wondered if anyone had any final considerations or thoughts to share as we go back into the back to school 2020 challenge. Any last tips that any of you would like to share with our group today?

Glenna Gallo

Yes, Laurie, thank you. One of the things that I think I have heard the most about following the spring is a lack of communication with parents and educators. And so I know that as we're going into kind of still unknown, we tend to retreat when we're scared, when we're nervous, and this is a time where we really need to move forward and engage with each other, as Dr. Sugai referenced. We need to build relationships and to focus on what we know and can do. And when we know better, we need to do better. And we need to keep communication flowing to benefit the student.



Laurie VanderPloeg

Great, thank you. Carolyn?

Carolyn Hayer

I couldn't agree more. I totally agree. I do think these are unprecedented times for families and educators. They are uncertain times, and that means they're fearful times. But the more we can continue to communicate and to share information -- I think this was a wonderful opportunity to hear from so many different experts in the field, and I think that that is helpful, because folks are looking for some information on which to base these very difficult decisions. So, appreciate the opportunity, and I thank you, Dr. Sugai, for the challenge and the homework assignment.

Laurie VanderPloeg

Great. George, any last comments that you would like to make?

George Sugai

I do. I want to reinforce the idea that Glenna and Carolyn were talking about. We need to communicate in a way that's culturally appropriate. We need to communicate in ways that are honest and be willing to correct ourselves when we make mistakes. The challenges right now are so engrossing, in the sense that there are some difficult things going on right now, and the COVID-19 context makes it even worse. And I think we have to engage. That engagement creates those opportunities for us to be able to teach well.

I want to say something that somebody else said earlier in the video, and that is: Good instruction is good instruction, whether it's academic or social, emotional or behavioral. What I encourage people to do, though, is be strategic about that. You can't teach everything, and you can't teach all the time, especially under these conditions of being in and out of school. So we've got to be really explicit. As my friend says, pick the smallest thing you can do to have the biggest effect, and make sure the student benefit is measurable, because without having some kind of positive changes, we can't defend our decisions. It's impossible to do what we did before, but we can do something meaningful for kids and families. I really think it's important that we pay attention to the issues around kids of color and their families and difficult social contexts in which we put a lot of families, given what is going on.

I'll end with that. Thanks.



Laurie VanderPloeg

All right, well, thank you panelists. Any last minute comments before we close out?

George Sugai

Thank you, Laurie, for doing these.

Laurie VanderPloeg

Yes, well, thank you. Unfortunately, our time is up. But I want to thank our presenters and you for joining us today.

Please share the link to these resources with others who may find them helpful and let them know how we can continue to support your efforts. Back to school 2020 is definitely going to be different, but I challenge us all to find the opportunities in this time. Opportunities to reconceptualize how we can make education work better for children and families.

Thank you for your commitment to the children. Thank you to the OSEP staff and AIR staff for their continued support in these very successful webinars. We really appreciate all of your efforts and support.

Be safe. Be healthy. And best wishes as you move into a very, very successful but challenging 20-21 school year. And again, thank you for joining us today.

(End of webinar)