



# Serving Students with Disabilities during Periods of Remote or Blended Learning

## *Technical Assistance Session 3: Developing Data-driven Supports*

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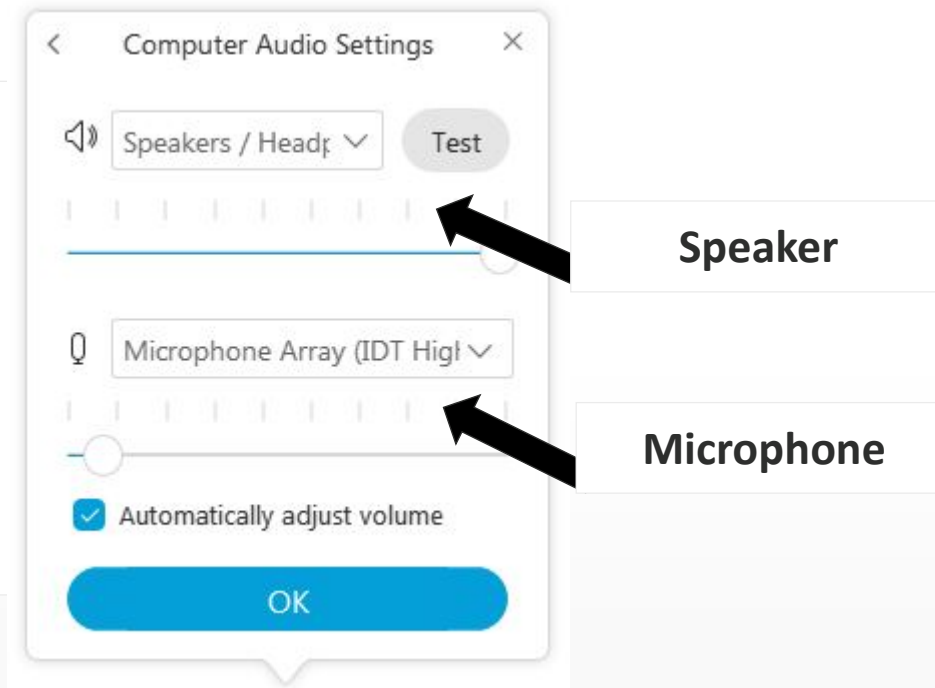
Summer 2020 | Jennifer Carpenter and Kelley Scholl

# No Computer Audio? Check connections

*WebEx Meeting will automatically connect to default audio sources*

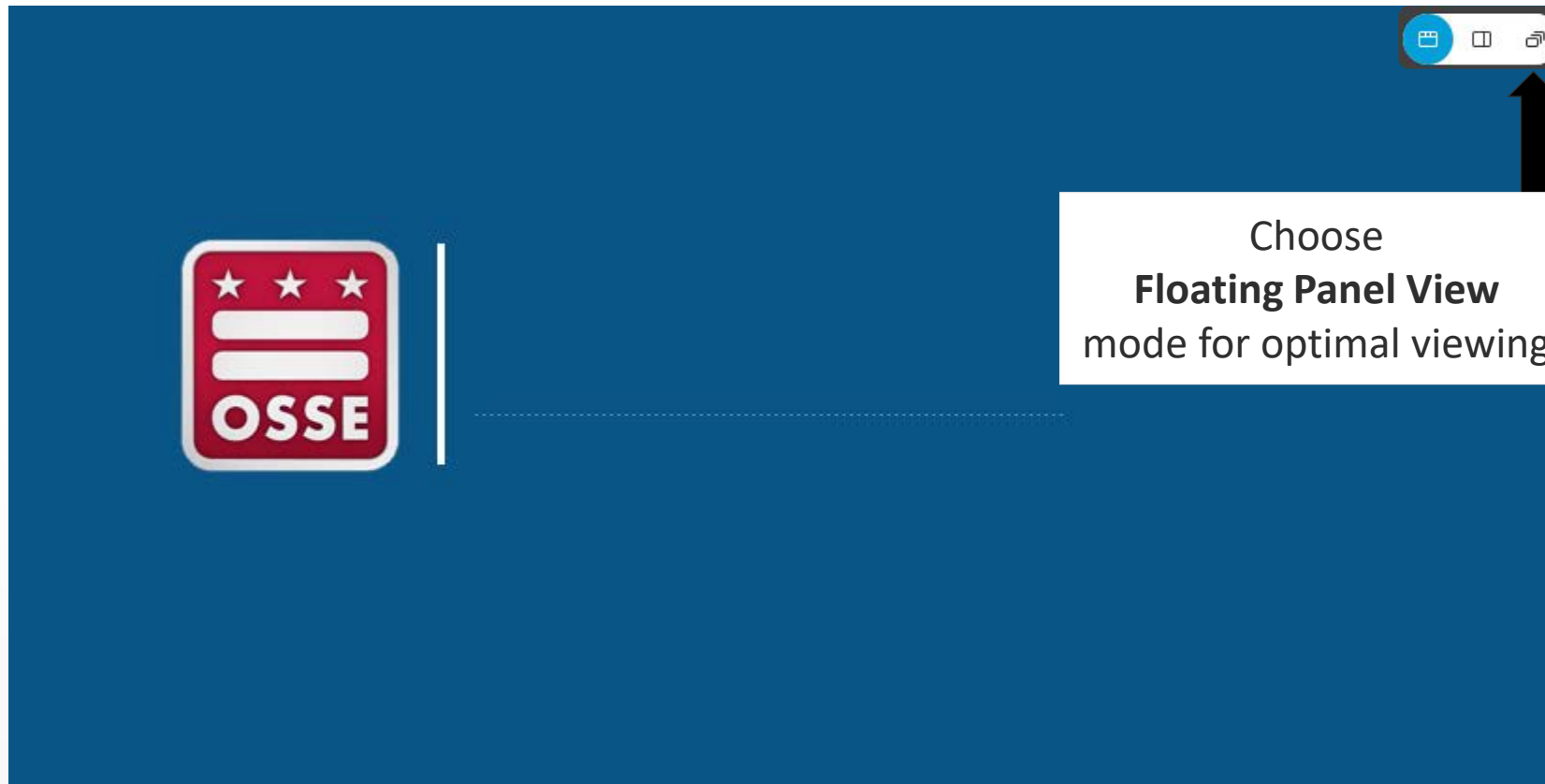
## Adjust Computer Audio Setting:

1. Select “...” icon
  2. Open **Audio Connections**
  3. Select **Change settings**
  4. Try connecting an alternate source from the “Speaker” or “Microphone” dropdown list
- \*\*Option to **Test** your settings*

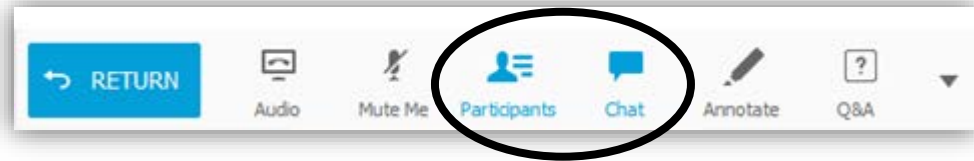


# Viewing Mode

*selecting viewing mode upon arrival*



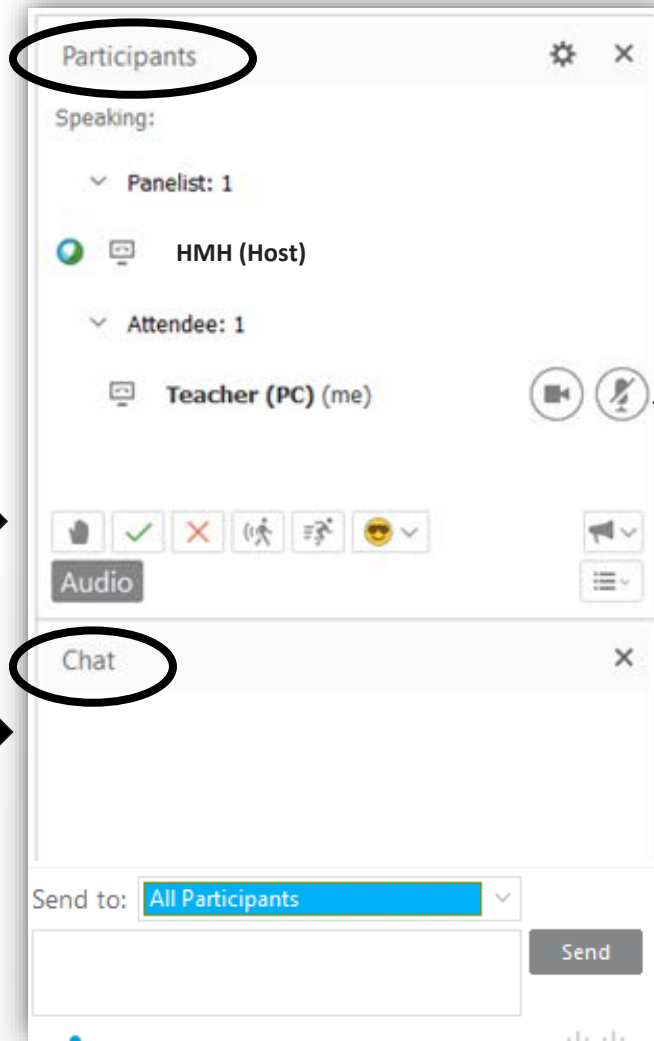
# Meeting Center Tools



↑  
Annotate Tools

→  
Hand Icon

→  
Chat



←  
Audio to mute/  
unmute yourself  
Turn on/off video

## Series Overview

# Serving Students with Disabilities during Periods of Remote or Blended Learning

**Balancing LEA Discretion and Flexibility Deep Dive**

**Wednesday, June 17,  
1:30-3 p.m.**  
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**Ensuring Transparency and Collaboration Deep Dive**

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# Technical Assistance Session Objective

**In the third session, Data-driven Supports, we will discuss:**

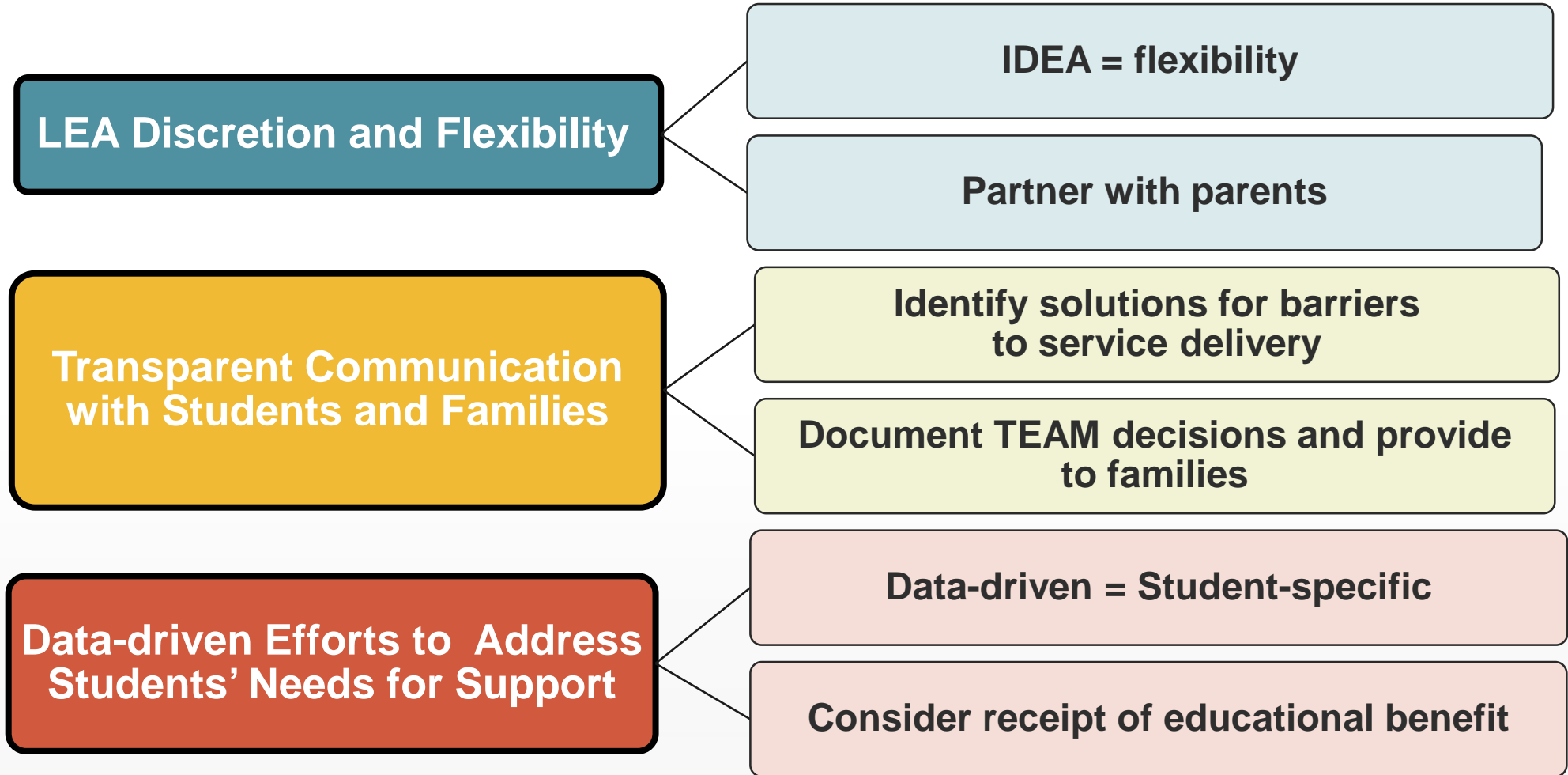
- Sample systems for collecting and reviewing data to develop student- and family-specific supports
- How to use data to measure the efficacy of universal, targeted, and individual supports
- Ways to use data to consider the educational benefit received by the student



# Key Principles of Special Education Service Provision

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# Key Principles of Special Education Service Provision







## Our Focus Today: Data-driven Supports

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# Data-driven Supports

- As always, to meet their obligations under the Individuals with Disabilities Education Act (IDEA), LEAs must offer each student receiving special education services “an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” (Endrew, 2017, p. 16) This calculation must be driven by student-specific data.

# Data-driven Supports

- In circumstances that cause unanticipated interruptions to instruction or shifts to remote or blended models of instruction and/or service delivery, individualized education program (IEP) teams must use data to review the **impact of the lapse in services** for **each student** with a disability and to consider receipt of educational benefit ([OSSE FAQ, \(3/25/2020\)](#), Q11; [OSEP Guidance A-1, A-2, A-3, A-4](#), [USED Supplemental Fact Sheet](#) p. 2, [OSSE FAQ \(4/15/2020\)](#), Q3)

# An IEP is an Instrument of Continuous Improvement

The tools we'll discuss today are designed to collect student-level data and family input, so that continuous individualization and improvement of instruction, services and supports are possible.



# Providing Data-driven Supports in the Remote or Blended Learning Context

**Collaborate with Families to Ensure Students are Available for Instruction, Service, and Ongoing Assessment**

**Use Appropriate Assessments to Understand Each Student's Needs for Support**

**Use Data to Consider Individual Student Receipt of Educational Benefit**

# How We'll Share Our Specific Solutions Today

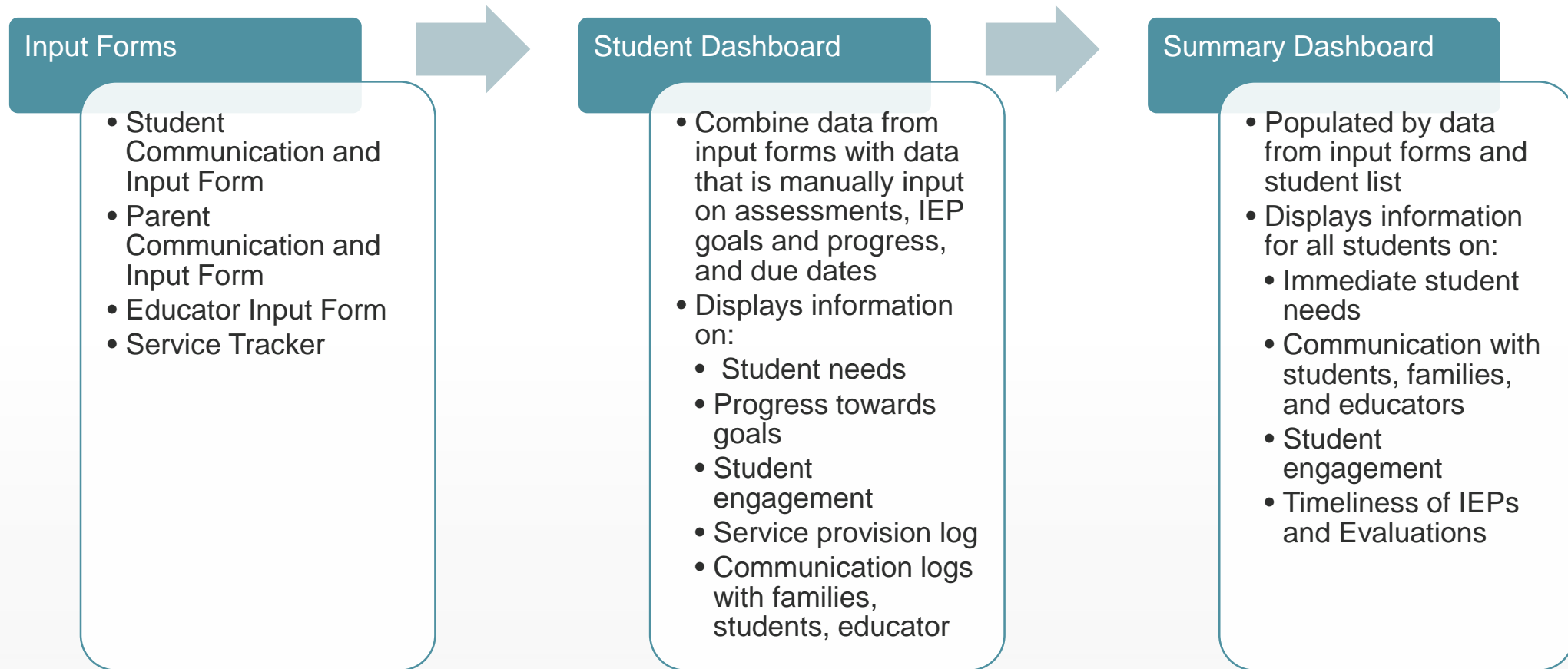
- Data-driven Supports Solutions Tracker



**Collaborate with Families to  
Ensure Students are  
Available for Instruction,  
Service, and Ongoing  
Assessment**

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# The student data tool was made for this.





# Gather Input from Students and Families Regarding Their Availability

Use the information gathered using the [Sample Family Input Survey](#) or the [Sample Family Interview Form](#) when scheduling student services. Align provider availability with family preference to the best of your ability.

Generally speaking, when is your child available to engage in remote learning or service provision?

|           | Morning (7am-10am)       | Mid-Day (10am-1pm)       | Afternoon (1pm-4pm)      |
|-----------|--------------------------|--------------------------|--------------------------|
| Monday    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Tuesday   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Wednesday | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Thursday  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Friday    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

# Gather Input from Teachers and Other Providers Regarding Service Provision

Use the information gathered using the [Sample Weekly Service Tracker](#) when reviewing service provision schedules, documenting service provided, and identifying families who might need more support.

If a student was unable to participate in all attempted services, please provide brief notes as to why the student was not able to participate in attempted services. (e.g. Unable to reach, refused services, lost focus before the end of the session, sick, etc.)

Long answer text

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Record of Service Provision Attempts - Please indicate the date on which the service provision was attempted, how many minutes were attempted, the type of service, the subject and/or goal focus, the modification/accommodation provided, the student response, and links to any relevant documentation.

Short answer text

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# Gathering Input from Students, Families, Teachers, and Other Providers

- How can you use the data collected using the Sample Student Data Tool and Sample Weekly Service Tracker to ensure students are available for instruction, service, and ongoing assessment?
- How can your solutions help you to keep collecting the data you'll need to continuously improve your supports and outcomes in shifting circumstances?

# Questions?



**Let's See What Solutions We've Generated So Far**

Data-driven Supports  
Solutions Tracker





**Use Appropriate  
Assessments to  
Understand Each Student's  
Needs for Support**

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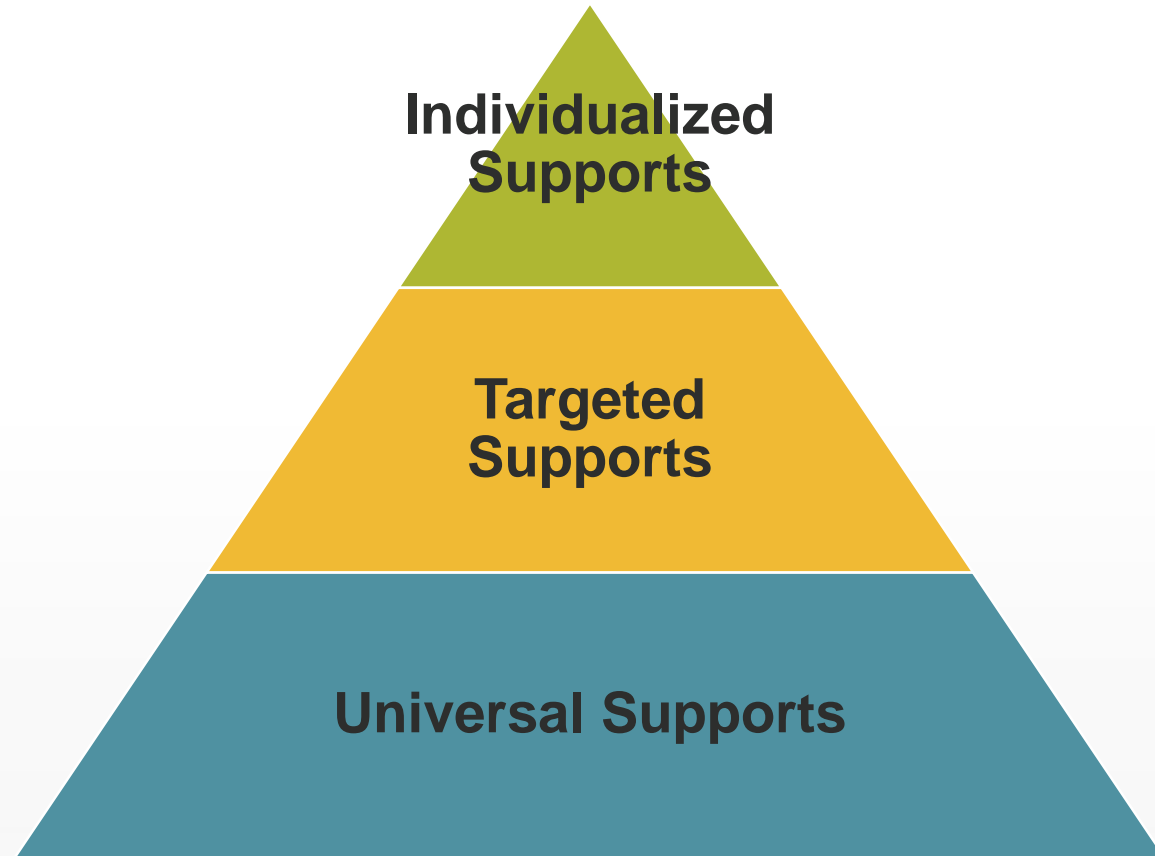
# Use Appropriate Assessments to Understand Each Student's Needs for Support

How can you use the [Sample Student Data Tool](#) to help you identify areas that need further assessment and select appropriate assessment tools?

How can you use the tool to document assessment results and monitor progress?

# Use Appropriate Assessments to Understand Each Student's Needs for Support

How can you use assessment data and the [Tiered Supports Snapshot](#) to identify and address needs for universal, targeted, and individualized supports?





# Use Appropriate Assessments to Understand Each Student's Needs for Support

How can you use assessment data and the [Promising Practice Resource Matrix](#) to address needs for universal, targeted, and individualized supports?

| I want to ...   | Resources to Help   | Ways to Use These Resources  |
|---|---|--|
| <b>Individualize Supports for Students with Disabilities</b>                                      |   |  |
| Adapt classroom scaffolds, accommodations, and modifications for the remote learning environment. | <a href="#">Accommodation Adaptation Matrix</a>                     | OSSE's Division of Teaching and Learning has created an Accommodation Adaptation Matrix to assist you as you partner with families to modify accommodations for the remote learning context. |
|   | <a href="#">Instructional Scaffolding in Online Education</a>       | Newrow has created this overview of instructional scaffolding, including specific guidance for how to scaffold remote learning experiences.  |
| Assess student progress using standards-aligned tools.  | <a href="#">Edulastic</a>   | Use Edulastic to create free standards-aligned formative and summative assessments that can be woven into your online instruction.   |
| Continue my use of a PBIS approach in the remote learning context.                                | <a href="#">Building Behavior Matrices for Virtual Learning</a>     | The Center on PBIS offers this guide for using a PBIS framework to make remote learning safe, predictable, and positive.   |
| Learn all I can about supporting students with disabilities in the remote learning context.       | <a href="#">EALA's library of credible and actionable resources</a> | The Educating All Learners Alliance (EALA), an alliance of national education organizations, has curated this library of high-quality resources for your use.                                |

# Questions?



# Let's See What Solutions We've Generated So Far

## Data-drive Supports Solutions Tracker



## Use Data to Consider Individual Student Receipt of Educational Benefit

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# Use Data to Consider Individual Student Receipt of Educational Benefit

- The primary purpose of the tools shared in this document is to assist LEAs in using student-specific data for the purpose of developing, implementing, and reviewing the efficacy of evidence-based, individualized supports for students with disabilities.
- The data that informs student service will also be useful as you consider receipt of educational benefit on a student-by-student basis.
- Diminished educational benefit could result from extended school closure, IEP services that could not be provided remotely, delay in provision of services, or student's unavailability to receive services ([OSEP Guidance A-1, A-2, A-3, A-4](#), [USED Supplemental Fact Sheet](#) p. 2) ([OSSE FAQ \(4/15/2020\)](#) Q3).

# Use Data to Consider Individual Student Receipt of Educational Benefit

| Consideration   | Suggested Data Source   |
|---|---|
| Has one or more extended school closures occurred?                            | School Calendar or Notices of Operating Status<br><a href="#">Sample Educator Input Survey</a>  |
| Are there services in the student’s IEP that could not be delivered remotely? | <a href="#">Sample Service Adaptation Worksheet</a>   |
| Has the provision of services been delayed?                                   | <a href="#">Sample Student Input Survey</a><br><a href="#">Sample Family Input Survey</a><br><a href="#">Sample Educator Input Survey</a> |
| Has the student been available to receive services?                           | <a href="#">Sample Service Adaptation Worksheet</a><br><a href="#">Sample Educator Input Survey</a>                                       |

# (Please) Use the Toolkit

| Consideration   | Suggested Data Source   |
|---|---|
| Has one or more extended school closures occurred?                            | School Calendar or Notices of Operating Status<br><a href="#">Sample Educator Input Survey</a>  |
| Are there services in the student's IEP that could not be delivered remotely? | <a href="#">Sample Service Adaptation Worksheet</a>   |
| Has the provision of services been delayed?                                   | <a href="#">Sample Student Input Survey</a><br><a href="#">Sample Family Input Survey</a><br><a href="#">Sample Educator Input Survey</a> |
| Has the student been available to receive services?                           | <a href="#">Sample Service Adaptation Worksheet</a><br><a href="#">Sample Educator Input Survey</a>                                       |

# Use Data to Consider Individual Student Receipt of Educational Benefit

How can IEP teams use the [Sample Service Adaptation Worksheet](#) to consider if services in the student's IEP could not be delivered remotely?



# Use Data to Consider Individual Student Receipt of Educational Benefit

How can IEP teams use the [Sample Student Input Survey](#), [Sample Family Input Survey](#), and [Sample Educator Input Survey](#) to consider whether the provision of services been delayed?

# Use Data to Consider Individual Student Receipt of Educational Benefit

How can IEP teams use the [Sample Service Adaptation Worksheet](#) and the [Sample Educator Input Survey](#) to consider whether the student been available to receive services?

# Questions?



**Let's See What We've Come Up With**

Data-driven Supports  
Solutions Tracker

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