



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Resources for Parents of Learners with Special Needs including those with Significant Cognitive Disabilities

**Presented by Janet Stuck and Deirdre Ducharme,
Performance Office**

April 2020



Presenters

Performance Office
[Office of Student Assessment](#)
Special Populations Consultants

Deirdre Ducharme
Deirdre.Ducharme@ct.gov
(860) 713-6859

Janet Stuck
Janet.Stuck@ct.gov
(860) 713-6837



Presentation Overview

Introduction to parent partners at the Connecticut State Department of Education.

Overview of resources to support families with children with disabilities, including significant cognitive disabilities.

- Connecticut
- Other States
- National Organizations

Next Steps.



Support Partners from the Connecticut State Department of Education

Area of Focus	Who
Health and Family Support Service Unit	<p>Kimberly Traverso, kimberly.traverso@ct.gov Behavioral Health and Social-Emotional Learning</p> <p>Stephanie Knutson, stephanie.knutson@ct.gov School Nursing and Health Education Consultant</p> <p>Scott Newgass, scott.newgass@ct.gov Mental Health and Crisis Management</p> <p>Judy Carson judy.carson@ct.gov School-Family-Community Partnerships Consultant</p>
Bureau of Special Education	<p>Bryan Klimkiewicz, Special Education Division Director bryan.klimkiewicz@ct.gov</p> <p>Jay Brown, BSE Consultant jay.brown@ct.gov</p> <p>James Moriarty, BSE Consultant james.moriarty@ct.gov</p>
English Language Learners	<p>Megan Alubicki-Flick megan.alubicki@ct.gov</p>



Primary Goal: Empowering Parents and Families



- ❖ Keeping families safe.
- ❖ Keeping children engaged.
- ❖ Maintaining a balance that works for your family.
- ❖ Establishing a routine between work, school, and play.

Connecticut Resources For Parents of Learners with Special Needs including those with Significant Cognitive Disabilities

CSDE Professional Support Series for Families

Resources for Families

Professional Support Series for Families

- [Food Resources for Kids During COVID-19 Emergency](#)
 - [Recursos Alimentarios Para Niños Durante](#)
- [Information on AP Students Affected by COVID-19](#)
- [NCAA Eligibility Center COVID-19 Response FAQs](#)
- [Pearson Remote Learning Resources for Teachers, Students and Parents: Math Resources](#) ; [K-8 Math Resources](#) ; [K-12 Literacy Resources](#)
- [Professional Support Series for Families flier](#)
- [Resources for Adult Education](#)
- [Resources for English Learners](#)
 - [Empowering ELL Parents and Families at Home](#)
 - [The Benefits of Being Bilingual](#)
- [Resources for Parents and Guardians to Support Distance Learning in Mathematics](#)
- [Social Emotional Family Resources](#)
- [Special Education Guidance and Resources for COVID-19](#)



These resources continue to be updated.



Activities, Resources, and Ideas are Available to Support Families

CT.GOV HOME / DEPARTMENT OF EDUCATION / COVID-19: RESOURCES FOR FAMILIES AND EDUCATORS

COVID-19: Resources for Families and Educators

Provided by:
Department of Education

Resources to Support Student Learning During School Closures Due to COVID-19

[Volume 1: Resources to Support Student Learning During School Closures Due to COVID-19](#)
Content specific resources to support student learning organized by both discipline and grade band.
(March 17, 2020)

[Volume 2: Resources to Support Distance Learning During School Closures Due to COVID-19](#)
Expanded content specific resources and general resources to support remote learning.
(March 31, 2020)


[Volume 3: Resources to Support Distance Learning During School Closures Due to COVID-19](#)
Resources around student data privacy, grading practices, assessment, professional learning, and additional content resources to support remote learning.
(April 14, 2020)

Emotional/social supports; resources for special education; supports for English language learners

Resources for Families

Professional Support Series for Families

- [Information on AP Students Affected by COVID-19](#)
- [Professional Support Series for Families flier](#)
- [Resources for Adult Education](#)
- Resources for English Learners
 - [Empowering ELL Parents and Families at Home](#)
 - [The Benefits of Being Bilingual](#)
- [Resources for Parents and Guardians to Support Distance Learning in Mathematics](#)
- [Social Emotional Family Resources](#)
- [Special Education Guidance and Resources for COVID-19](#)



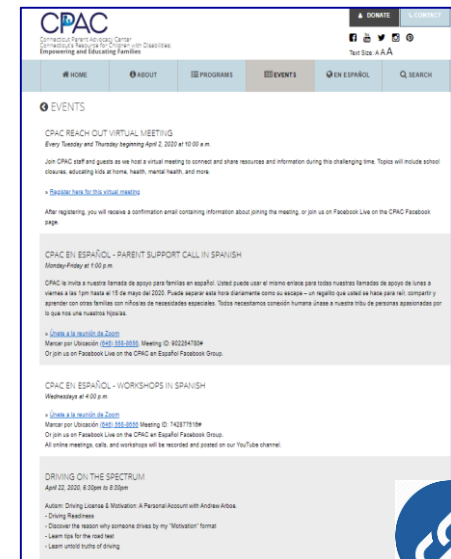
Social/Emotional Topics Include

- Social Emotional Support for Students [[video](#)]
- Presentation [[PDF](#)]
- Social Emotional Family Resources [[PDF](#)]



Special Education Topics Include

- Supporting Students with Special Needs [[video](#)]
- Presentation [[PDF](#)]
- [Connecticut Parent Advocacy Center](#)
Connecticut's Resource for Children with Disabilities
- <https://www.ed.gov/coronavirus>



English Learner Topics Include

Resources to help your child continue to learn English and your home language, develop literacy and math skills, and get ready for college and careers, while also supporting their socio-emotional needs.



Connecticut Resources For Parents of Learners with Special Needs including those with Significant Cognitive Disabilities

Resources from Other States

- [Arkansas Supports for Students with Significant Cognitive Disabilities](#)
- [West Virginia COVID-19 Resources](#)



Connecticut's Educational Standards

[CT.GOV HOME](#) / [DEPARTMENT OF EDUCATION](#) / [CONNECTICUT STATE STANDARDS - MASTERY-BASED LEARNING](#)

Connecticut State Standards - Mastery-Based Learning

Overview

[Related Resources](#)

Provided by:

[Department of Education](#)

Overview

In Connecticut, the adoption of standards is a State Board of Education responsibility. A standard describes what student should know and be able to do. Standards are sometimes referred to as learning standards. Standards define the goals of education- what students need to learn- not the processes of education or how schools are structured or how they operate. In recent years, a guiding principle in K-12 standards has been to clearly define what students should know and be able to do through out their K-12 experience anchored in college- and career-ready expectations.

The links below will connect to the Connecticut State Department of Education's website related to state standards.

[Connecticut Core Standards](#)

[Career and Technical Education Performance Standards](#)

[Social Studies Frameworks](#)

[Next Generation Science Standards](#)

[National Core Arts Standards](#)

<https://portal.ct.gov/SDE/Mastery-Based-Learning/Connecticut-State-Standards>



Shared Resources from Other States Arkansas

Supports for Students with Disabilities

[\(top\)](#)



While you are working with families to implement AMI activities for students with disabilities, you will want to consider accommodations these students may need to successfully access the content and participate in related activities. General educators and special educators must work together to ensure the needs of each student are being met based on his or her IEP. The tables below include a list of supports and related resources to consider by grade band, but this is not an exhaustive list. Teachers may want to highlight the items a parent could use to support their child's learning. Please be sure the selected supports and accommodations align with each student's identified IEP needs as you continue to help families in working with their children at home.

Questions and requests for additional support in this area should be directed to Robin.Stripling@arkansas.gov.

Grade Bands

- [All Grades](#)
- [Pre-K - 2nd Grade](#)
- [3rd Grade - 8th Grade](#)
- [High School](#)



Shared Resources from Other States Arkansas

Arkansas Division of Elementary and Secondary Education



Supports for Students With Significant Cognitive Disabilities

(top)

Teachers,

This resource is being provided to support teachers of students with significant cognitive disabilities. The lesson ideas are divided by grade-band from kindergarten through high school. Sections are divided into functional activities associated with time of day (morning, afternoon, evening). Parents should be assured that they are not expected to complete each activity with their child each day. The teacher and parent should work together to select activities that will help meet the needs of the individual student. When possible, multiple resources are provided for a task, both virtual and those that do not require that the child have access to technology. [Here](#) you will find a sample lesson schedule and blank template to go along with these activities for both students and parents with and without access to technology.

Grade Bands

- [K-3](#)
- [4-8](#)
- [9-12](#)



Students with Significant Cognitive Disabilities

Arkansas Grades K-3 Sample

Grades K-3

This is a resource document for teachers to use to help create individualized daily/weekly lessons for students with significant cognitive disabilities. Parents should be assured that they are not to complete each activity with their child each day. The teacher and parent should work together to select activities that will help meet the needs of the individual student.

Time of Day	Daily Activity	Subject	Skills	Virtual Activity	Technology-Free Activity
Morning	Hand Washing	Life skills, math	Sequencing, following directions, health and safety	Hand Washing video modeling	Hand washing sequence strip visual support Hand Washing sample data sheet
	Breakfast	Life skills, math, reading, receptive and expressive communication	Sequencing, measuring, reading a recipe, reciprocal communication, following verbal directions, etc.	Cereal for breakfast video modeling Making toast video modeling Table manners animated video Table manners realistic video	Prepare Breakfast Together a variety of recipes including visual supports. Table manners Visual cues including non-examples
	Getting Dressed	Life skills	Sequencing, requesting, weather-appropriate choices, attributes (long sleeve vs. short sleeve), color, fasteners	Dress for the weather interactive game Dress for the weather video	Getting dressed choice board Getting dressed picture schedule
	Sorting	Math, life skills	Discrimination, sequencing, making requests, attributes	Color sort interactive game Sorting socks video modeling Color sorting video	Sorting items allows a student to develop discrimination and fine motor skills (depending on the level of the student, activity may need to start with placing one type of item in a container) Make a sorting mat for the desired activity (placing mat in a page protector will increase its durability). How can this activity be designed to meet the student's transition needs?

Arkansas Division of Elementary and Secondary Education, April 20



Students with Significant Cognitive Disabilities

Arkansas Grades 4-8 Sample

Afternoon	Lunch	Math, English language arts	Sequencing, measuring, reading a recipe, reciprocal communication, etc.	Measuring for cooking video Measuring liquids video modeling Making a PB&J video modeling Making grilled cheese video modeling	Prepare Lunch Together and Look n' Cook are examples of cookbooks with visual recipes. Find a recipe specific to your student's needs and develop a lesson around that activity. Consider measuring, fractions, counting, and nutrition as instructional areas to target.
	Literacy	English	Create and narrate a story to	Video for adults on	Picture Story Cubes provide a fun way for

Arkansas Division of Elementary and Secondary Education, April 2020

		language arts	discuss characters, setting, events, and details of a story.	how to lead this discussion.	students to get motivated about writing a story. Remember to use symbols the student is familiar with. Story map - sequencing of events Story map - parts of the story
	Movement Break	Physical education and health	Movement, exercise	GoNoddle: Jump, Squat, Turn Around (Following Directions) GoNoddle: A-Moose-Ta-Cha (Following Directions)	Provide an opportunity to play a game. Simon says, hide and seek, red light/green light are all great ideas to get movement in while working on following single and multi-step directions. Make this type of visual board so students with limited communication can participate fully in the game.
	Literacy	English language arts	Read aloud or independent reading of electronic stories helps students develop early literacy skills	Tarheel Reader provides opportunities for assisted and independent reading. On-line books read aloud with signing	DLM guidance document assists with the Tarheel Readers. Select books by topic, and ask guided questions using storyboard for students with limited oral communication skills. This is only an example of a storyboard. This is an example of a story with sym



Students with Significant Cognitive Disabilities

Arkansas Grades 9-12 Sample

Evening	Preparing Dinner	Math, reading, science	Following directions, directionality (left/right), attributes (big/small), reciprocal communication	<p>Washing Dishes video modeling of washing dishes by hand</p> <p>Washing Dishes with Dishwasher video modeling of loading a dishwasher</p>	<p>Prepare Lunch Together and Look n' Cook are examples of cookbooks with visual recipes. Find a recipe specific to your student's needs and develop a lesson around that activity. Consider measuring, fractions, counting, and nutrition as instructional areas to target.</p> <p>Skills that can be reinforced around dinner time: washing dishes (visual task list), setting the table (visual task list), or cleaning up after the meal are all areas to think about incorporating into activities.</p>
	Field Trip Time	All	World/community exploration, vocabulary acquisition, directionality (left/right), attributes (big/small)	<p>With Virtual Field Trips students can explore the world. From zoos to art museums these trips allow the student to interact with the world. Provide a scavenger hunt to guide the trip.</p>	<p>How to plan a virtual field trip? Think about guided activities for the virtual field trips. How can these activities be connected to the student's post-secondary goals? Try developing a lesson around virtual job shadowing.</p>
	Take a walk	Physical education	Expressive and receptive communication, directionality (left/right), attributes (big/small)	<p>Hidden Pictures Digital Play interactive game</p> <p>Highlights Kids Hidden Pictures interactive</p> <p>I Spy Shapes</p>	<p>Get some exercise, take a walk and play a game of I Spy or go on a nature walk scavenger hunt ideas on how to build guiding questions into a nature walk. Remember, communication is key. Does the student need a communication board for this activity?</p>



Students with Significant Cognitive Disabilities Arkansas

[Setting the table](#) video modeling

[Just Books](#) stories read aloud

[Waffle recipe](#) visual recipe (multiple options, free to download)

[Visual recipe for pancakes](#) visual recipe

[Communication board](#) example for students with limited communication



Students with Significant Cognitive Disabilities Arkansas

[Setting the table](#) video modeling



Students with Significant Cognitive Disabilities Arkansas

[Just Books](#) stories read aloud



Arkansas

[Waffle recipe](#) visual recipe (multiple options, free to download)

23. Cut waffle in half with knife

24. Place 2 waffles on plate

25. Scoop chocolate spread with knife

26. Spread chocolate on waffle





Students with Significant Cognitive Disabilities Arkansas



[Waffle recipe](#) includes independent living, math and language worksheets


Recipe Comprehension - Level 1



Name: _____ Date: _____




Tools:
 Pencil 
 Eraser 

Steps:
 Read the question.
 Circle the answer.



 **Flaxseed Waffles**

1.  **What**  **did you make today?**






 **oatmeal chocolate chip cookies**  **cookie ice cream sandwich**  **flaxseed waffles**

Dollar Up - Level 1


Name: _____ Date: _____






Tools:
 Pencil 
 Eraser 

Steps:
 Say the word.
 How much money do you need? Print the answer.
 Circle the money.
 Fill in subtraction equation.
 What is your change?
 Print your answer.

 **brown sugar \$3.29**

 I need \$ _____

My change is \$ _____

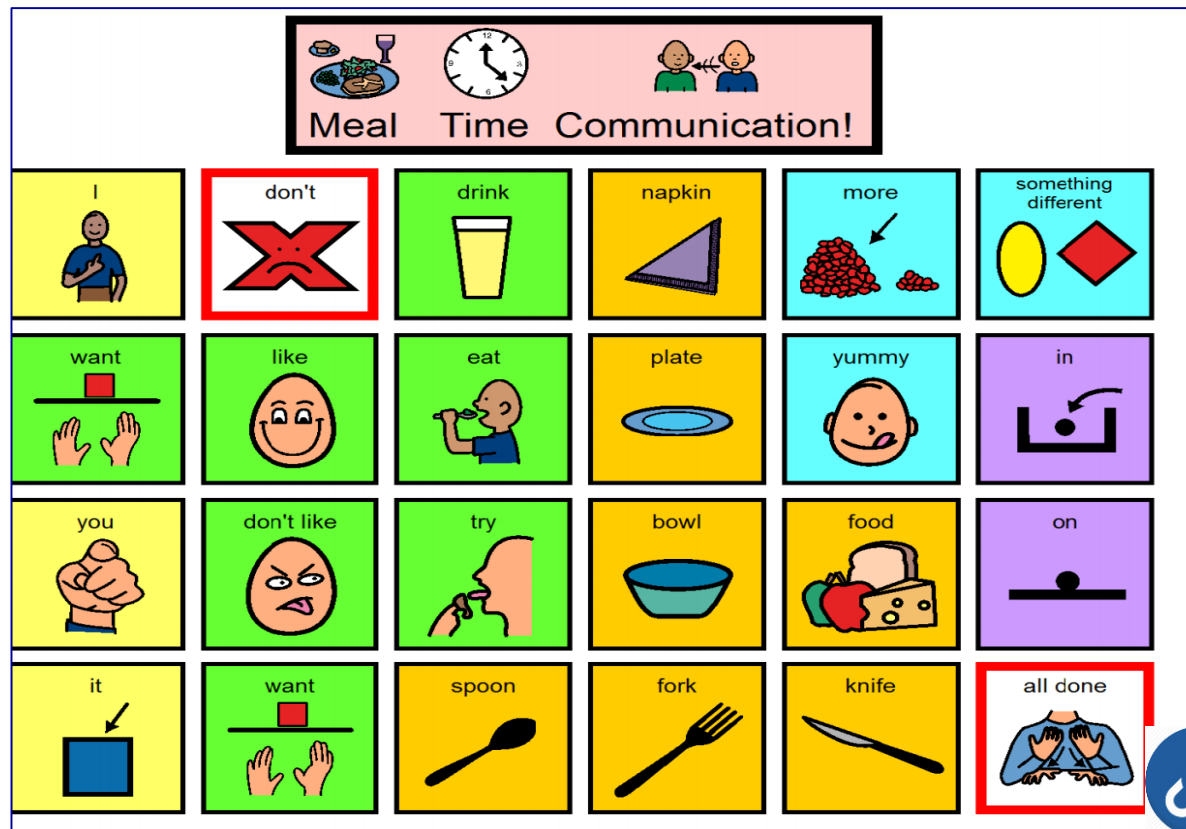
\$					

© 2015 Able2Learn Inc. © 2015 Able2Learn



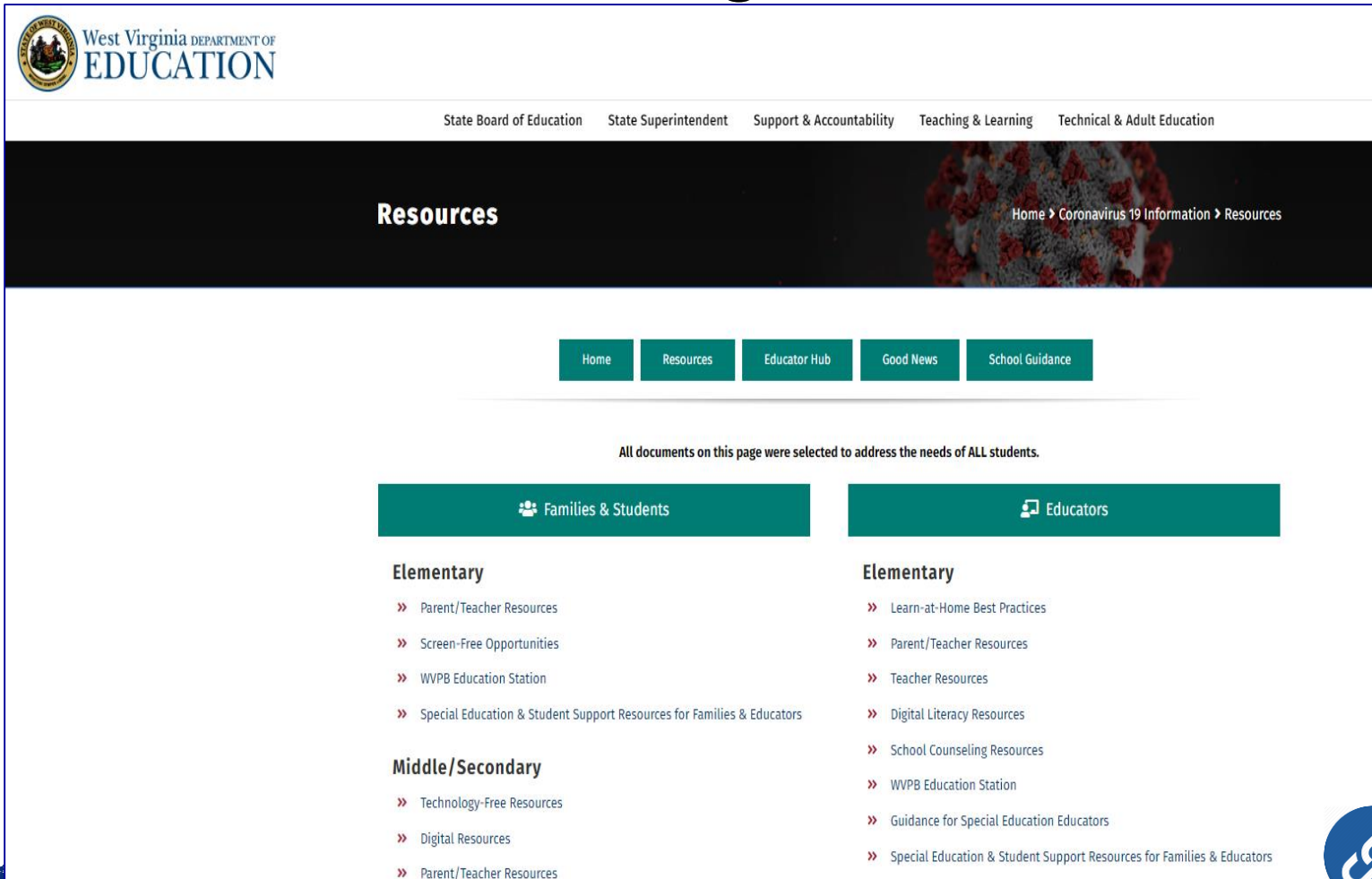
Students with Significant Cognitive Disabilities Arkansas

[Communication board](#) example for students with limited communication.



Sample of Shared Resources from Other States

West Virginia



The screenshot shows the West Virginia Department of Education website. At the top left is the logo for the West Virginia Department of Education. A navigation bar includes links for State Board of Education, State Superintendent, Support & Accountability, Teaching & Learning, and Technical & Adult Education. The main header area is dark with the word 'Resources' in white and a breadcrumb trail: Home > Coronavirus 19 Information > Resources. Below this is a row of teal buttons: Home, Resources, Educator Hub, Good News, and School Guidance. A message states: 'All documents on this page were selected to address the needs of ALL students.' There are two main columns of resources. The left column is for 'Families & Students' and lists resources for Elementary and Middle/Secondary levels. The right column is for 'Educators' and lists resources for Elementary level.

West Virginia DEPARTMENT OF EDUCATION

State Board of Education State Superintendent Support & Accountability Teaching & Learning Technical & Adult Education

Resources Home > Coronavirus 19 Information > Resources

Home Resources Educator Hub Good News School Guidance

All documents on this page were selected to address the needs of ALL students.

Families & Students

Elementary

- >> Parent/Teacher Resources
- >> Screen-Free Opportunities
- >> WVPB Education Station
- >> Special Education & Student Support Resources for Families & Educators

Middle/Secondary

- >> Technology-Free Resources
- >> Digital Resources
- >> Parent/Teacher Resources

Educators

Elementary

- >> Learn-at-Home Best Practices
- >> Parent/Teacher Resources
- >> Teacher Resources
- >> Digital Literacy Resources
- >> School Counseling Resources
- >> WVPB Education Station
- >> Guidance for Special Education Educators
- >> Special Education & Student Support Resources for Families & Educators



Sample of Shared Resources from Other States

West Virginia

Families & Students

Elementary

- » Parent/Teacher Resources
- » Screen-Free Opportunities
- » WVPB Education Station
- » Special Education & Student Support Resources for Families & Educators

Middle/Secondary

- » Technology-Free Resources
- » Digital Resources
- » Parent/Teacher Resources
- » WVPB Education Station
- » Special Education & Student Support Resources for Families & Educators



<https://wvde.us/covid19/resources/>



West Virginia Screen-Free Resources

Screen-Free Family Engagement Opportunities Families Can Do with Children in Pre-K - 5th Grade



West Virginia DEPARTMENT OF
EDUCATION

Literacy

- » Read to or have your child read at least 20 minutes a day.
 - *Imagination Library provides books for children ages 0-5 in 47 WV Counties*
 - *Family Reading Nights*
 - *Daily Read Aloud (Even older children often enjoy being read to.)*
- » Highlight or underline unfamiliar words in magazines and books to broaden vocabulary.
- » Tell stories to each other. (Oral storytelling is a lost art!)
- » Play word games such as Scrabble, Scrabble Junior, or Boggle.
- » Write a short story.
- » Write your own song and then perform it for your family.
- » Learn Morse code to communicate. Make up your own unique code to communicate with others.
- » Complete word puzzles, word finds, etc.
- » Write poems.
- » Memorize and recite poetry.
- » Write in a journal each day.
- » Hold a family or sibling spelling bee.
- » Write an inventory of what is in your kitchen pantry.
- » Write a grocery list.
- » Read hand-written family recipes together to promote primary text familiarity and then prepare the recipe.
- » Dictate or write a letter to a loved one, friend, or to your elected official about your experience during the 2020 school closure.

Math

- » Count objects of your choosing.
- » Practice addition and subtraction facts by using found objects such as marbles, matchbox cars, food items, or socks, etc.
- » Complete math puzzles
- » Be Math Chefs and prepare meals together. Learn about math concepts by measuring quantities and then explain your process (and how you used math) to family members.
- » Quiz your siblings or children on math facts.
- » Play math games such as dominoes, chess, checkers, or Monopoly.
- » Search for patterns throughout your home and outdoors.

Health and Wellness

- » Participate in daily family exercises such as yoga, walks, etc.
- » Do repetitions (jumping jacks, sit ups, etc.) while counting out loud or reciting math such as multiplication tables.
- » Prepare and eat balanced meals (avoid processed foods and sugar).
- » Create a daily log of your exercise habits so you can compare your progress from day to day.
- » Go on a nature walk with your family and take photos of unique living and non-living things.

The Arts

- » Use crayons, watercolors, chalk, markers, colored pencils, or other media to color or draw together as a family.
- » Make a collage by gluing found objects from nature (leaves, flowers, pebbles) to paper.
- » Go outside at dusk and draw the sunset.
- » Create a daily art journal.
- » Create and listen to a disc or playlist of your favorite music.
- » Organize loose photos into an album or photo box by date and event.
- » Develop a photo journal of daily life during the 2020 school closure.

Science and Social Studies

- » Play charades (Older children may choose to portray historical events or characters)
- » Make and then create with homemade playdough.
- » Make a weather chart describing the weather each day.
- » Make puppets out of socks or a small paper bag. Write a play and put on a show for your family.
- » Play dress up using family members' old or oversized clothing.
- » Help take care of houseplants.
- » Plant a garden.
- » Help take care of family pets



West Virginia Screen-Free Resources

Literacy:

- Read to or have your child read at least 20 minutes a day.
- Family Reading Nights.
- Daily Read Aloud (even older children often enjoy being read to).

Math:

- Search for patterns throughout your home and outdoors.

Science and Social Studies:

- Make and then create with homemade playdough.
- Make a weather chart describing the weather each day.



West Virginia Technology-Free Resources for Middle and High School

Technology-Free Middle School and High School Resources for Families at Home



Literacy and English Language Arts

No-Tech Learning Activities to Use with Just About Any Text for Practicing Literacy Skills at Home

Use the books, magazines, newspapers, or any other texts you have at home to enjoy some family literacy projects. Consider trying the samples below as family activities or as individual activities for students to make and present to the family.

- » Character Sketch – Create a hand-drawn sketch of one of the characters from something you’re reading. Try to be neat and be purposeful with the colors you use to match the mood of the character or setting of the text. On the back of the sketch, explain why you drew the character as you did – use information from the text to support your decisions.
- » Tweet War – Select two characters from the text you are reading who are having a conflict. Compose a series of tweets back and forth between the characters which give the reader insight into their conflict as it is described in the text. For extra fun, have another family member be one of the characters so you can have a “real” tweet war and pass the tweets back and forth on paper or sticky notes.
- » Story Board – Imagine that the text you’re reading is being turned into a movie. Unfortunately, the producers can only afford to tell the story in eight scenes. Create a story board by drawing boxes on paper, cardboard, or something else (be creative). Try to make at least eight boxes and tell the story in the same sequence as it is found in the text. Inside the boxes draw a picture representing a key part of the story and then write two or three sentences about what is going on below the picture. On the back of each board, write a paragraph or two explaining why you chose those events to appear in the movie and why you left some events out of the movie. For an extra challenge, label the scenes as part of the exposition, rising action, climax, falling action, or resolution. For a different spin, instead of writing explanations, present your story board to a family member like a “movie sales pitch”.
- » Character Interview – Imagine that you are a journalist for celebrity magazine. You have been assigned by your editor to interview at least two characters from your text. Try to create at least eight questions that you will ask the characters. Then, create a celebrity magazine style interview article which contains a brief introduction (who the characters are and what text they are from) followed by your interview questions and answers that you think they would give based on how their characters think, act, and interact in the story.
- » Text in a Bag/Box - Create a presentation about your text. First, find a large paper bag, gift bag, or cardboard box to decorate. Decorate the outside of the bag/box on the front with a picture that represents your text and the title of the text and author’s name. On one side, list five words that you found challenging or interesting and their definitions based on the context of the text. On the other side, write a summary of the text in your own words. Next, fill the bag with 7-10 artifacts that represent an element of the text (character, setting, plot, item from the tale, theme, etc...). For your presentation, explain to someone else the choices you made when decorating the bag and then pull out the artifacts from inside the bag and share what each one has to do with the text and why you chose it.



West Virginia Technology-Free Resources for Middle and High School

Literacy and English language arts:

Interview friends and family – Get to know your friends and families better and share their interesting life stories!

- Ask them to share memorable times in their lives and then record them in a log or family/friend memory book.

Science activities:

- Make ice cream in a bag.
- Make a rubber chicken bone.
- Bend water with static electricity and more...



West Virginia COVID-19 Resources

From West Virginia Public Broadcasting: Education Station
Episode 2: Alphabet Challenge, Context Clues and Figurative
Speech!



Resources for Special Education Compiled by the West Virginia State Department of Education

Special Education & Student Support Resources for Families & Educators



Resource	Description	Appropriate Grade Levels	Best for Families or Educators?
Special Education			
Autism			
<i>Zac Browser</i>	Resources educators can use to assist students with autism.	K-12	Families and Educators
<i>The Autistic Brain: Thinking Across the Spectrum™ by Dr. Temple Grandin</i>	An interview with Dr. Temple Grandin that discusses the way students with autism think.	K-12	Families and Educators
<i>Autism Classroom Resources</i>	Informative classroom resources and podcasts.	K-12	Families and Educators
<i>Social Story on the COVID-19 Virus</i>	A sample social story that you can use to help students with autism understand more about COVID-19.	K-12	Families and Educators
Blind/Low Vision			
<i>Bookshare</i>	A collection of 208 fiction and non-fiction books of varying grade levels. Bookshare makes reading easier for individuals with blindness and other reading barriers.	K-12	Families and Educators
<i>Pathways to Literacy</i>	Great ideas for engaging children with visual impairments in meaningful activities.	K-12	Families and Educators
<i>Perkins School for the Blind</i>	Innovative programs and services for individuals with vision loss. Offers professional development opportunities.	K-12	Educators
Deafblind			
<i>National Center on Deaf-Blindness</i>	National technical assistance center working to improve the quality of life for children who are deafblind and their families.	K-12	Families and Educators
<i>The Open Hands, Open Access (OHOA)</i>	Deafblind Intervener Learning Modules	K-12	Families and Educators
Deaf/Hard of Hearing			
<i>ASLU American Sign Language University</i>	Free ASL I, II and III lessons, as well as additional resources including: fingerspelling and number practice, PowerPoints, and quizzes	K-12	Families and Educators
<i>Supporting Success for Kids with Hearing Loss</i>	Resources for children with hearing loss.	K-12	Families and Educators
<i>Cochlear</i>	Age-appropriate resources to help maximize hearing. The training programs include fun and engaging activities from early listening to more complex conversations to use of technology.	K-12	Families and Educators



Example from West Virginia Special Education and Student Support

The screenshot shows the website for PATHS TO LITERACY, which is specifically for students who are blind or visually impaired. The header includes navigation links for Accessibility Options, Login/Register, Share Ideas, and Newsletter. A search bar is also present. Below the header is a main navigation menu with categories like HOME, BROWSE BY TOPIC, SECONDARY TOPICS, BLOG, STRATEGIES, RESOURCES, and EVENTS. The main content area features a 'BLOG CATEGORIES' sidebar with a list of topics such as Auditory Strategies, Braille, CVI, Deafblind, Dual Media, Emergent Literacy, English Language Learners, General Literacy, Learning Media Assessment, Math Literacy, Multiple Disabilities, Orientation and Mobility, Print, Struggling Readers, and Writing. The main article is titled 'Stay-at-Home Activities for Children with Visual Impairments' by Charlotte Cushman. It includes a 'Write a Comment' button and a 'Leer en español' link. The article text discusses the importance of fun activities during the COVID-19 pandemic and provides an example of 'Establishing a Routine' using tangible symbols. Two images are shown: a red cup and a yellow diamond. A caption below them reads 'Red cup and yellow washcloth'. At the bottom of the article, there is a link to 'Learn about Using Tangible Symbols at Home.' The sidebar also features 'OUR BLOGGERS' with profiles for Liamsmom, Linda Hagood, and Marnee Loftin.



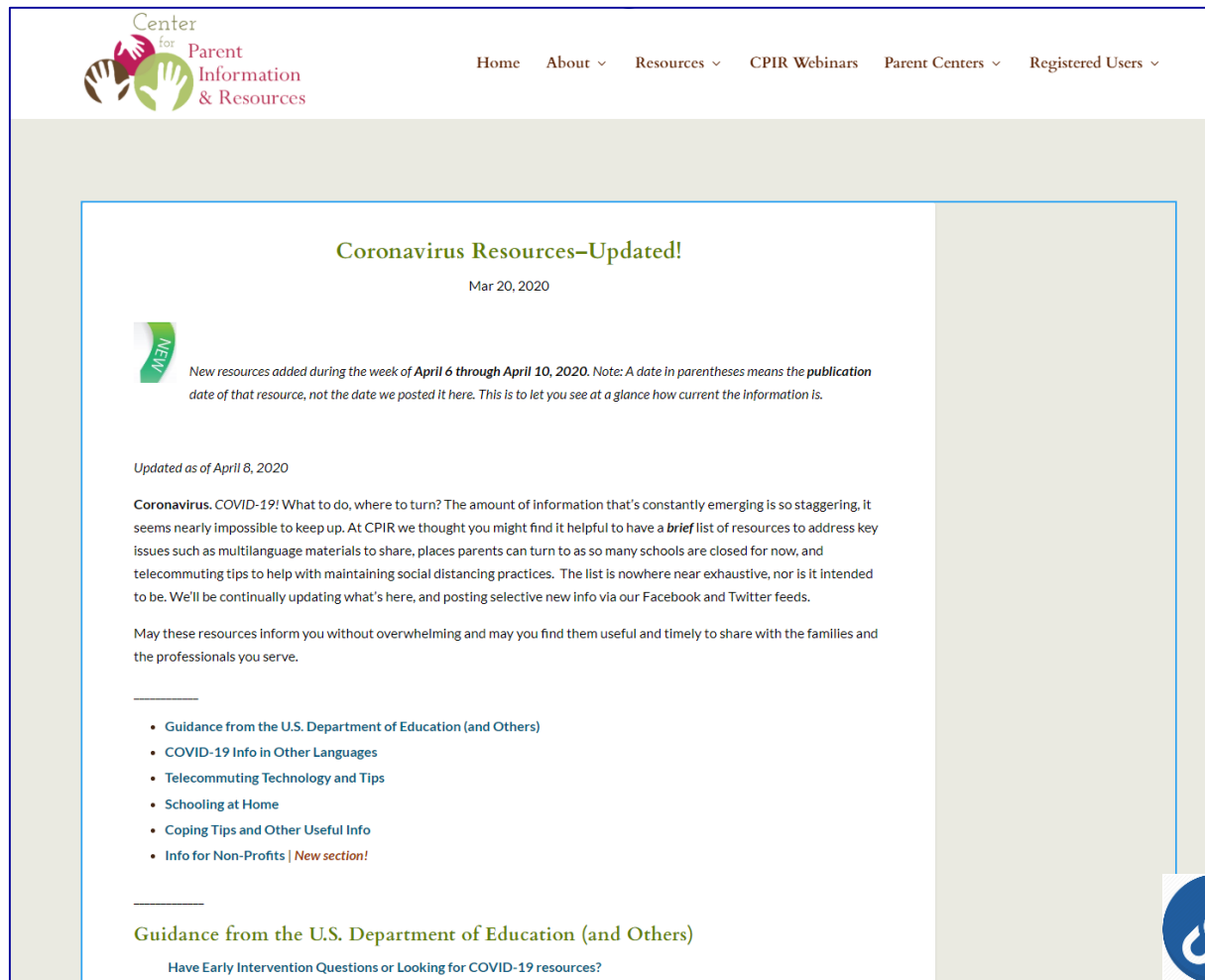
Connecticut Resources For Parents of Learners with Special Needs including those with Significant Cognitive Disabilities

Resources from National Organizations

- [Center for Parent Information & Resources](#)
- [Center of Positive Behavior Intervention and Supports at Home](#)



National Resource Center for Parent Resources and Information (CPRI)



Center for Parent Information & Resources

Home About Resources CPRI Webinars Parent Centers Registered Users

Coronavirus Resources-Updated!

Mar 20, 2020

NEW

New resources added during the week of **April 6 through April 10, 2020**. Note: A date in parentheses means the **publication** date of that resource, not the date we posted it here. This is to let you see at a glance how current the information is.

Updated as of April 8, 2020


Coronavirus. COVID-19! What to do, where to turn? The amount of information that's constantly emerging is so staggering, it seems nearly impossible to keep up. At CPRI we thought you might find it helpful to have a **brief** list of resources to address key issues such as multilingual materials to share, places parents can turn to as so many schools are closed for now, and telecommuting tips to help with maintaining social distancing practices. The list is nowhere near exhaustive, nor is it intended to be. We'll be continually updating what's here, and posting selective new info via our Facebook and Twitter feeds.

May these resources inform you without overwhelming and may you find them useful and timely to share with the families and the professionals you serve.

- [Guidance from the U.S. Department of Education \(and Others\)](#)
- [COVID-19 Info in Other Languages](#)
- [Telecommuting Technology and Tips](#)
- [Schooling at Home](#)
- [Coping Tips and Other Useful Info](#)
- [Info for Non-Profits | **New section!**](#)

Guidance from the U.S. Department of Education (and Others)

Have Early Intervention Questions or Looking for COVID-19 resources?



National Resource Center on Positive Behavior Intervention and Supports

What is PBIS?
Positive Behavioral Interventions and Supports (PBIS) is an evidence-based framework for improving and managing all of the data systems and practices affecting student outcomes every day. It is a way to support everyone—especially students with disabilities—to create the levels of schools where all students are successful.

PBIS isn't a curriculum you purchase or something you learn during a one-day professional development training. It is a commitment to addressing student behavior through systems change. When it's done well, students will demonstrate improved social and academic success, schools experience reduced exclusionary discipline practices, and school personnel feel more effective.

Systems
The way a school operates are their foundational systems. PBIS, when systems support available, sustainable implementation of practice and the effective use of data to achieve better outcomes. When it comes to systems, ask yourself: "What can we do to sustain this over the long haul?"

Data
Schools generate multiple pieces of data about students every day. When the PBIS framework is used, one data to collect, monitor and evaluate outcomes, practice, and systems across all of them. When it comes to data, ask yourself: "What information we need to make effective decisions?"

Practices
Key to ensuring outcomes are the strategies to support students at every level. PBIS core interventions and strategies are backed by research to target the outcomes school want to see. When it comes to practice, ask yourself: "How will we reach our goal?"

Outcomes
The outcomes from PBIS are what schools achieve through the data systems and practices they put in place. Families, students, and school personnel set goals and work together to see them through. PBIS outcomes might be improved student behavior or fewer office discipline referrals. When it comes to outcomes, ask yourself: "What is important to each learning community?"

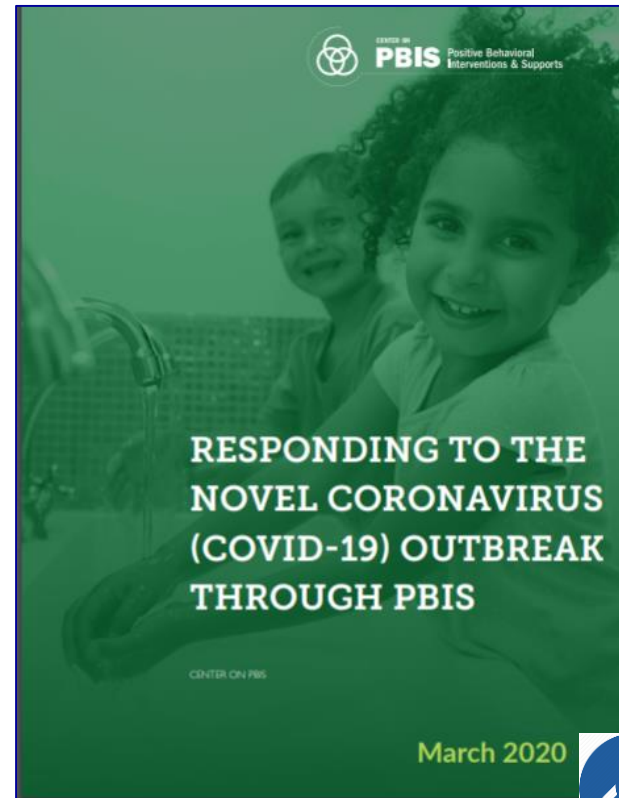
Diagram: A central Venn diagram with three overlapping circles labeled 'OUTCOMES', 'DATA', and 'PRACTICES'. The intersection of 'OUTCOMES' and 'DATA' is labeled 'Supporting Staff Behavior'. The intersection of 'DATA' and 'PRACTICES' is labeled 'Supporting Decision Making'. The intersection of 'PRACTICES' and 'OUTCOMES' is labeled 'Supporting Student Behavior'. The top of the diagram is labeled 'Social Competence & Academic Achievement'.



Center on Positive Behavior Intervention and Supports at Home



Supporting Families with Positive Behavior Intervention and Supports at Home



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



Establishing a Routine excerpt from *Supporting Families with PBIS at Home*

Elementary Routine Example	Secondary Routine Example
Get Ready to Learn <i>Wake up, get ready for the day, & eat breakfast</i>	Get Ready to Learn <i>Wake up, get ready for the day, & eat breakfast</i>
Morning Check-in <i>Review morning schedule & expectations. Check-in (How are you doing today? Do you have any questions?)</i>	Morning Check-in <i>Together, set schedule & expectations. Check-in (How are you doing today? Do you have any questions?)</i>
Morning Movement* <i>Consider a walk outside, yoga, "hike" inside on the stairs, etc.</i>	Morning Exercise* <i>Choose an exercise activity to do in the home or outdoors</i>
Structured Learning[†] <i>Establish times for core academic activities, like reading, math, writing</i>	Morning Distance Learning[†] <i>Support the student in engaging in distance or remote learning activities</i>
Lunch Check-in <i>Eat healthy lunch, review afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</i>	Lunch Check-in <i>Eat healthy lunch, discuss afternoon schedule & expectations. Check-in (How are you doing? Do you have any questions?)</i>
Afternoon Learning Activities <i>Consider a virtual field trip, art, music, science, or other fun learning activity</i>	Afternoon Distance Learning <i>Support the student in re-engaging in distance or remote learning activities</i>
Afternoon Movement <i>Consider a walk, dance party, or similar active movement options</i>	Afternoon Exercise <i>Choose an exercise activity to do in the home or outdoors</i>
Social Connection[§] <i>Connect with family members or friends via social media, phone, etc.</i>	Social Connection[§] <i>Connect with family members or friends via social media, phone, etc.</i>
Evening Family Time & Bedtime <i>Maintain typical evening routines to connect with each other</i>	Evening Family Time & Bedtime <i>Maintain typical evening routines to connect with each other</i>

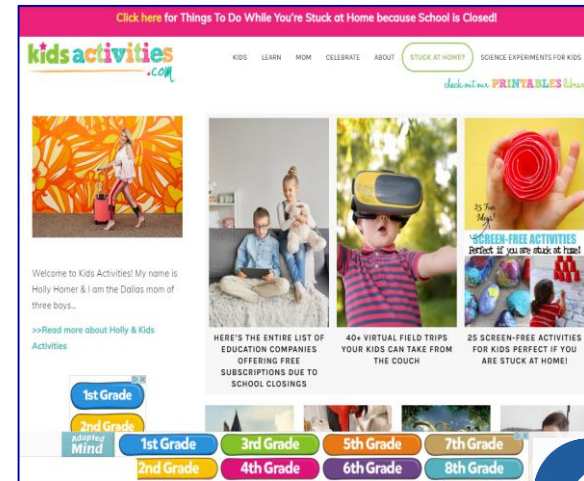


Free Resources Suggested by the Center on PBIS

*Free resources for movement activities: [KidsActivities](#); [GoNoodle](#)

*Free resources for structured or distance learning activities: [Khan Academy](#), [Scholastic](#), [Outschool](#), [PBS Kids](#), [Age of Learning](#), [Sounding Board](#), [LetterSchool](#), [Tales2Go](#), [Epic!](#)

* Ideas for social connection: Schedule a remote playdate for elementary students, a video call with grandparents to do an art activity together, a virtual dance or music session, etc. (Many secondary students will have better ideas for this than parents will!)



Move & Learn at Home With GoNoodle

GoNoodle: Good Energy at Home is a free online resource that provides tons of ways for kids and families to be active, stay mindful, and keep on learning!

¡Crea buena energía con GoNoodle ahora en español! En estos momentos que requieren mas movimiento y buena energía GoNoodle quiere que todos los niños puedan disfrutar en casa de sus videos favoritos con toda su familia. ¡Ven y disfruta de nuevos videos cada semana!

GoNoodle: Good Energy at Home offers free:

- ▶ **Movement, yoga, and mindfulness videos**
- ▶ **Downloadable curricular activities**
- ▶ **Recommended off-screen home activities**

Check out our recommendations below and sign up for our weekly Good Energy emails for more.



Next Steps

The CSDE is continuing to develop webinars and resources for parents of learners with disabilities, including those with significant cognitive disabilities. These will be available on the CSDE COVID -19 webpage.

CT.GOV HOME / DEPARTMENT OF EDUCATION / COVID-19: RESOURCES FOR FAMILIES AND EDUCATORS

COVID-19: Resources for Families and Educators

Resources to Support Student Learning During School Closures Due to COVID-19

[Volume 1: Resources to Support Student Learning During School Closures Due to COVID-19](#)
Content specific resources to support student learning organized by both discipline and grade band.
(March 17, 2020)

[Volume 2: Resources to Support Distance Learning During School Closures Due to COVID-19](#)
Expanded content specific resources and general resources to support remote learning.
(March 31, 2020)



[Volume 3: Resources to Support Distance Learning During School Closures Due to COVID-19](#)
Resources around student data privacy, grading practices, assessment, professional learning, and additional content resources to support remote learning.
(April 14, 2020)

Provided by:
Department of Education

Resources for Families

[Professional Support Series for Families](#)

- [Food Resources for Kids During COVID-19 Emergency](#)
 - [Recursos Alimentarios Para Niños Durante](#)
- [Information on AP Students Affected by COVID-19](#)
- [NCAA Eligibility Center COVID-19 Response FAQs](#)
- [Pearson Remote Learning Resources for Teachers, Students and Parents: Math Resources](#) ; [K-8 Math Resources](#) ; [K-12 Literacy Resources](#)
- [Professional Support Series for Families flier](#)



Comments/Feedback

Deirdre Ducharme

Deirdre.Ducharme@ct.gov

(860) 713-6859

Janet Stuck

Janet.Stuck@ct.gov

(860) 713-6837



You've got this! We're here to help!

