

## Special Education

Subject	In-Person	Remote	Resources
<p>All Special Education Teachers (SC, POR, ICR)</p> <p>*Please see the full Road Back to Recovery Plan for more information related to Special Education</p>	<ul style="list-style-type: none"> <li>Implement guidelines for content areas and minutes as listed in general education (as appropriate)</li> <li>Prioritize key concepts and standards within a unit</li> <li>Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching</li> <li>Teach students to use technology to access and interact with programs with greater independence</li> <li>Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> </ul>	<ul style="list-style-type: none"> <li>Implement guidelines for content areas and minutes as listed in general education (as appropriate)</li> <li>Engage in 1:1 or small groups to address skill gaps, IEP goals, or specific student needs</li> <li>Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> </ul>	<p>Access to all resources included for General Education</p>
<p>Self-Contained</p>	<ul style="list-style-type: none"> <li>Use alternative/supplemental resources and curriculum</li> <li>Modify schedule for individual needs/programs</li> <li>Use rolling carts with individual student materials, to allow the stations/center to move to the student while remaining their designated space.</li> <li>Probe using Skill Acquisition Programs (ABA Programming)</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement lessons that reflect ABA instruction, including discrete trial provided in a live, virtual lesson</li> <li>Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs</li> <li>Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate)</li> <li>Include life skill essentials for students</li> </ul>	<ul style="list-style-type: none"> <li>American Reading Company: School Pace Connect</li> <li>SONDAY</li> <li>Co-writer</li> <li>IXL</li> <li>Edmark</li> <li>Boom Cards</li> <li>Language for Learning</li> <li>Language for Thinking</li> <li>Handwriting without Tears</li> <li>VB Mapp</li> <li>Successmaker</li> <li>Touch Math</li> </ul>

	<ul style="list-style-type: none"> <li>• Use ABA instructional methods such as DTI, task analysis, incidental instruction</li> <li>• Implement preference assessments for engagement tools and reinforcers</li> </ul>		
POR	<ul style="list-style-type: none"> <li>• Use alternative/ supplemental resources and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in 1:1 or small groups to address skill gaps, IEP goals, or specific student needs</li> <li>• Use alternative/ supplemental resources and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• American Reading Company: School Pace Connect</li> <li>• Co-writer</li> <li>• IXL</li> <li>• SONDAY</li> <li>• Edmark</li> <li>• Boom Cards</li> </ul>
ICR	<ul style="list-style-type: none"> <li>• Prioritize the needs the of the classified learners in the classroom.</li> <li>• Use alternative/ supplemental resources to help students engage in the general education curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Engage in 1:1 or small groups to address skill gaps, IEP goals, or specific student needs</li> <li>• Use alternative/ supplemental resources</li> <li>• Prioritize the needs the of the classified learners in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• American Reading Company: School Pace Connect</li> <li>• Co-writer</li> <li>• IXL</li> </ul>