

CONSIDERATIONS FOR LEARNING LOSS: ACADEMIC, BEHAVIOR, AND FUNCTIONAL SKILLS CHECKPOINT

Students with disabilities may encounter learning loss as a result of school closures during the COVID-19 pandemic. In order to address their individualized needs, it will be detrimental for educators to ascertain student's current levels of performance to determine recovery from educational gaps in learning or loss of skills. This guidance is designed for educators to examine and reconsider the academic, behavioral, and functional needs of students with disabilities as Virginia public schools and other settings reopen.

How do we ensure a smooth transition from the virtual setting to face to face learning environments?

KEY RECOMMENDATIONS

- If schools are aware of a student who will struggle with separation anxiety, consider working with the family to allow for an early visit to the school/classroom before opening/open house. This will allow the student to visit/meet staff and get used to their environment before the first day.
- [Help caregivers establish routines](#) that ease students into the school day with consistency and care.
- Plan virtual classroom tours, establish rules and expectations in virtual setting to address in face to face settings
- Make the environment more predictable and positive by teaching students new routines and reviewing those that have remained the same.
- For young children, ensure a nurturing environment with strong teacher-child relationships.
- Send out materials (newsletters, pictures, videos) explaining what the staff will look like, and have parents review it with children prior to reentering school or entering school for the first time.
- [Create social stories](#), visual supports, review books and videos for students related to using PPE. [Or use resources available on the ADL website.](#)
- Work with parents to find motivating activities and intersperse highly preferred activities with less preferred activities. Clearly outline the schedule of activities allowing for periodic opportunities for down time. For many students, expectations and classroom demands will likely feel more strenuous than virtual learning.
- There are pertinent considerations to plan effective Community Based Instruction (CBI) that aligns with IEP goals and transition planning: campus-based experiences; experiences and exposure in the local community; and partnerships with local businesses for training and internships. Outline processes, procedures, practices, and strategies to pre teach during school-based career experiences and classroom instruction in preparation for off-campus (CBI). Ensure strategies that incorporate both academic and behavior features to support successful CBI experiences.

OPPORTUNITIES AND RESOURCES

[Resource: Getting Back to School after Disruptions: Resources for Making Your School Year Safer, More Predictable, and More Positive](#)

[OCALI Resource Gallery](#)

[Center on Transition Innovations: Work-based Learning](#)

PERSON RESPONSIBLE

All school personnel, including parents.

How do we determine the student's progress compared to the progress of all students during the extended school closure?

KEY RECOMMENDATIONS

- Complete observations and utilize various sources of data (e.g., screening tools, progress monitoring and outcome data, family input). Compare with data collected prior to school closure. Revise IEPs as needed and plan instruction.
- For elementary, middle, and high, conduct formal and/or informal assessments to determine students' instructional levels in reading and math.
- Utilize existing student performance data to help assess student learning needs and readiness.
 - Prior local/unit assessments and diagnostics.
 - Mid-year assessments.
 - Feedback from previous year's teachers through vertical team meetings.
- Pre-assess students using small, frequent, "just-in-time" formative assessments to identify gaps in understanding.
- Involve direct measurement of basic skills. Probe data is well suited across a variety of skill sets.
- Include a representative sampling of knowledge and skills expected to be learned across the time period. The disruption in instruction may result in splinter skills. Randomly sampling skills to assess can help identify specific areas of growth and need.
- Use tools that are sensitive to change over time. Tools should allow for accurate measurement across a range of skills.

OPPORTUNITIES AND RESOURCES

[Screening Tools \(writing samples, Cool Tools, PALS data, SOL data, VAAP data/collections of evidence, behavior data, etc.\)](#)

[Academic Supports for Students with Disabilities - Ed Research for Recovery](#)

Progress monitoring with division tools, formal and informal assessment

[Just in Time Mathematics Quick Checks](#)

PERSON RESPONSIBLE

Case Manager

Special Education Teacher

General Education Teacher

Related Service Providers

What additional accommodations, modifications, specially designed instruction and/or remediated instruction does the student need to access the new curriculum?

KEY RECOMMENDATIONS

- Consider the services provided during the school closures and how core content instruction and specially designed instruction were delivered.
- Strengthen Tier I and II interventions, specially designed instruction, and data collection procedures. Complete observations and utilize various sources of data (e.g., screening tools, progress monitoring and outcome data, family input). Compare with data collected prior to school closure. Revise IEPs as needed and plan instruction.
- Refer to [Virginia Tiered Systems of Support COVID-19 update](#) to inform revisions to curriculum and instructional practice.
- Each teacher should determine instructional considerations for core content areas.

OPPORTUNITIES AND RESOURCES

[Center on Intensive Instruction](#)

[IES Practice Guide: Assisting Students Struggling with Mathematics: Response to Intervention \(RTI\) for Elementary and Middle Schools](#)

[Virginia's Virtual Learning and Accommodations Guide](#)

[National Center on Accessible Educational Materials](#)

[Virginia's Assistive Technology Consideration Guide](#)

[Addressing Unfinished Learning after Covid-19 School Closures - The Council of the Great City Schools](#)

[Assistive Technology Tools in Schools](#)

MATHEMATICS

- Prioritize the major work of each grade.
- Determine if the missed math content serves as a necessary foundation for later conceptual development.
- Determine what content can be taught alongside content for the next grade.
- Determine what content might be postponed or deprioritized in order to address unfinished teaching from the prior year and to maintain focus on the major work of the grade.
- Locate grade-level standards and then identify standards from the previous grade that are foundational to achieving the standards.

ENGLISH LANGUAGE ARTS

- Distinguish between the unique needs of K–3 and 4–12 literacy and differentiate plans.
- Identify and address gaps in foundational skills that may have a cumulative, long-term impact.
- Adopt a systematic approach to ensuring a carefully sequenced early literacy curriculum is provided to each child.
- Develop a data analysis plan to determine periodic progress towards the goals.
- Consider individual student needs and the use of classroom technology tools and the use of personal assistive and adaptive technology.

PERSON RESPONSIBLE

Special Education Teacher

General Education Teacher

IEP Team

When should remediation occur?

KEY RECOMMENDATIONS

- Look for opportunities within the master schedule to provide additional instructional opportunities. Additional opportunities may include lunch and learn sessions, before school and after school extension activities. These opportunities can be especially useful for addressing social emotional and communication skills.
- Explore pacing guides for opportunities to reinforce or re-teach concepts throughout the year.
- Provide specially designed instruction (SDI) with opportunities to spiral the curriculum with explicit and systematic instruction.

OPPORTUNITIES AND RESOURCES

[Evidence Based Specially Designed Instruction in Mathematics Resource Guide](#)

PERSON RESPONSIBLE

Special Education Teacher, General Education Teacher, Principal

When should the IEP team convene to make additional considerations?

KEY RECOMMENDATIONS

- If an IEP meeting is necessary the IEP team should consider, if needed:
 - recovery services are appropriate.
 - the amount and type of recovery services required to address individual students' needs.
 - revising goals and/or accommodations.
 - An IEP team can convene upon a meeting request by any member, including parents and students.

OPPORTUNITIES AND RESOURCES

[Virginia Department of Education Considerations for COVID Recovery Services for Students with Disabilities.](#)

[Regulations Governing Special Education Programs for Children with Disabilities in Virginia.](#)

PERSON RESPONSIBLE

IEP Team, Parent , Student

What are professional development needs for teachers?

KEY RECOMMENDATIONS

- Offer training on effective remediation practices and researched-based instructional approaches. Offer training on making data-driven decisions.

OPPORTUNITIES AND RESOURCES

[IRIS Center](#)

[CEEDAR Center](#)

[TTAC Online](#)

[TIES Center](#)

[PROGRESS Center](#)

[National Center](#)

[on Accessible Educational Materials](#)

[Universal Design for Learning](#)

[Florida Center for Reading Research](#)

[Paths to Literacy](#)

[VCU- Autism Center for Excellence](#)

[PBIS](#)

[Technical Assistance Center for Children Who Are Deaf and](#)

[Hard of Hearing](#)

[Virginia's Assistive Technology Network](#)

[VA Department for the Blind and Vision Impaired](#)

[Accessible Instructional Materials Center-VA](#)

[VA School for the Deaf & the Blind](#)

[Intervention Central](#)

[I'm Determined! Empowering Self-Determined Behavior](#)

PERSON RESPONSIBLE

IEP Team

Parent

Student