



QUARTERLY NEWSLETTER

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INSTRUCTIONAL IDEAS FOR DISTANCE DELIVERY & HYBRID DELIVERY



VISUAL SUPPORTS

HOME SUPPORTS



Letter from the Editor

The past 6 months or so have been a learning experience to say the least, for families, students and teachers. Whether your students are currently attending in person, learning via distance delivery, or somewhere inbetween, resiliency has been put to the test. Knowing we are in this together provides some comfort, but through collaboration and implementation of creative ideas is where we really see the impact for our students learning.

This newsletter is dedicated to provide ideas for supportive instruction for communities both with and without internet/technology access. Our students with low incidence disabilities have their own unique learning needs, and during the pandemic it may be challenging to

generate new ideas to address them. We hope these ideas, along with support from your SESA Specialists provide the tools needed to support our students growth and learning.

Slachxizaġ malgakuġ, (Eskimo Aleut)
Have a nice day,

Amy Topmiller, Multiple Disabilities Specialist

Distance Delivery

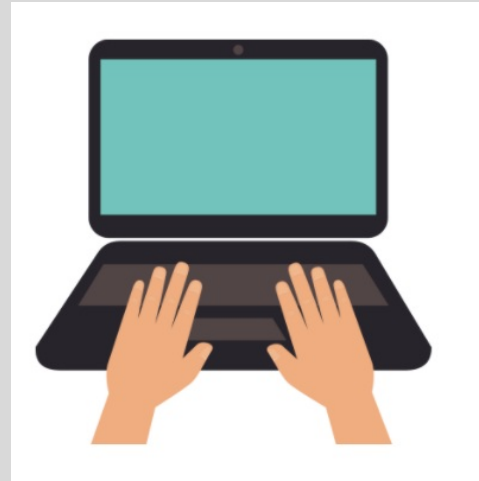
by Jennifer Schroeder, Multiple Disabilities Specialist

Create Activity Packs for students without Internet Access. Packets should include:

1. Directions on how to use the ideas in the packet
2. Step by step instructions for each activity
3. Any necessary picture supports for student success.
4. Amount of time to spend on each activity.

Allow families to take pictures of what they are doing, or the end product, as a way to show what the student is doing. This could be pictures of:

1. The student engaged in an activity from the packet (cooking, scavenger hunt, reading a book)...



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Learning During a Pandemic

by Samantha Weiland, SESA Autism Education Specialist



The Pandemic has created a lot of uncertainty for how to consistently continue education for our students. Across the state of Alaska alone there have been many options provided for students to continue their learning: in person or online at home. Here are a few strategies that some sites are utilizing and some are suggestions to try with your students. As you navigate the new norms in educating students with Autism, there are a few things to keep in mind. Remember that change is difficult for students with Autism and old and/or new negative behaviors may occur. It is important to provide your students with as much structure as possible...

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Continuous Instruction and Learning During A Pandemic: Accessing

Resources focusing on Social, Emotional and Behavior Supports by

Lyon Johnson, Emotional Disabilities Specialist

This pandemic has challenged every single one of us to stretch to the outer limits of our professional and personal lives. Students, parents, and educators have been trying to balance school, family, and work while hopefully trying to save some time for activities to refresh ourselves for the weeks ahead. One key skill to continually work on is **psychological flexibility**. This is a lifelong skill that is *always a work in progress*. Another important skill is knowing how to sort through the myriad of instructional and learning resources that are now available to anyone with internet access and a device. This is especially true when it comes to the new social, emotional and behavior challenges we must face during this pandemic.

I urge readers to access trusted resources, especially those that are scientifically validated or promising educational or behavioral health practices...

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All About Access: The Deaf-Friendly Classroom of 2020

by Kelsey Koenigs, Deaf/Hard of Hearing Specialist

Your back-to-school routines probably look and feel a little different this year. Whether you are back in the classroom, in a blended setting or completely online, your delivery of instruction has changed. These changes can create unique challenges for our deaf and hard of hearing students that require further adaptability on your part.

In-Person Access:

- **Social Distancing:** Increased distance between communication partners will be most challenging for our students who rely on hearing aids and cochlear implants to access instruction through spoken language. This is because the optimal listening environment for these devices is when communication partners are between 3-6ft apart. Consider overcoming this impact by:...



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Supporting Students with Autism and Their Families During Distance Learning

By Kendra Wolf, AARC Autism Resource Specialist

Navigating distance learning, adapting to virtual classrooms, and accepting changes in social routines are difficult challenges for all students this Fall but are especially problematic for our learners with autism. As an educator of students with autism, you play a very important role in helping the families of your students to adapt to instruction and service delivery online. As you help your families and students through a distance learning platform, consider incorporating these tips from the Alaska Autism Resource Center (AARC) to help you to best support learning from home



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and hybrid learning models during the pandemic.

Establish a Distance Learning Routine and Distraction-Free Learning Space:

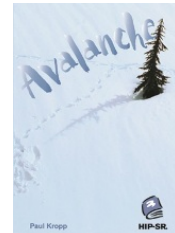
- Help families to create a daily routine for your student based around the times of day dedicated to distance learning. Promote a balance of activities including work time, choice break time, and sensory time...

Maintaining Literacy During Distance Education: Effectiveness of High/Low Reading Materials

by Tyler Arsen, Alaska Center for Accessible Materials

For some students, the arrival of November will mean close to eight months since they have had access to a traditional learning environment. While teachers and families struggle to provide an atmosphere of normalcy through distance learning, students go without the specialized and focused support found in the classroom. As learners remain at home, one area of curriculum that is deeply impacted is literacy. The sudden shift in learning environment is disruptive, especially for students who rely on structured support for reading development.

Students learn to read in a compound process, as knowledge is layered upon previously learned knowledge, gaining momentum through early childhood, and reinforced within the classroom...



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Building Routines in Online Learning

 By Angel Black, Deaf-Blind Project Specialist

We all know that routines occur naturally in life at home and in school. Learning skills and concepts in their natural context attaches more meaning to the content of what is learned, and will help students with low vision/blindness to retain the skills and concepts taught and will also help students begin to generalize the skills and concepts in regards to other situations. Using routines for learning means we plan lessons so that they:

- **occur** frequently enough to facilitate learning
- **occur** at predictable times, i.e., after breakfast
- **occur** in a predictable fashion whether at school or through distance learning online, regardless of who is helping/teaching. Students will be able to understand the routine even when another teacher (family member) is working with them if everyone uses the same (or close to) routine(s).

In addition to supporting student learning, routines build efficiency in the classroom both on-site and online...

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