

# The 20-21 School Experience for *Little Ones!*

## IFSP: What You Need to Know



Special education services your child receives **WILL** look different during Comprehensive Distance Learning. (Examples: speech or occupational therapy via the computer, online learning, *limited in-person* instructional support)



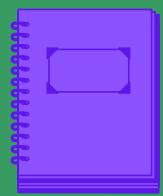
You are a **critically important member of your child's IFSP team** and should be included in discussions on what Comprehensive Distance Learning, on-site/hybrid learning, or in person learning will look like for your student, including transition meetings that may occur during the 20-21 school year.



We encourage you to prepare and share your parent input and one-page profiles as you would in any IFSP meeting. Review 'Parent Input Statement for the upcoming 20-21 school year' for more suggestions on things to consider. Be sure to address the different learning models your child may experience in the 20-21 school year.



**Share with your child's IFSP team any concerns about loss of progress** following the extended school closure in spring 2020 and Distance Learning for All. Compensatory and Recovery Services are meant to address any possible loss of progress related to the exceptional circumstances due to the pandemic.



**Discuss with your child's team how progress toward goals will be monitored and recorded.** Be sure to 'log' learning at home and any contact with your child's IFSP team or school staff. You may request training or support on options for sharing feedback regarding progress during the 20-21 school year.



**You are not alone...FACT Oregon is here for you!**

Our parent-led staff is experiencing this **WITH** you! Our support team is available to help answer your questions, brainstorm solutions and navigate this unprecedented time together! Connect with us!

# Suggestions of what to "log" or record during *Distance Learning*



## Contact by the school or the Educational Service District (ESD)

- Who contacted you? Examples: Speech therapist, Case Manager, Occupational Therapist
- When and how often did they contact you?
- What did you talk about?
- Note if the information was timely, helpful, manageable or unrealistic



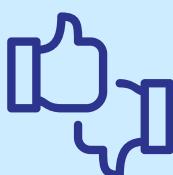
## Obstacles or barriers

- Parents/caregivers working
- Siblings providing care
- No internet access, limited bandwidth
- Your young child is unable to focus during long virtual sessions without breaks
- English language learners - parents and/or students



## What was worked on

- List pre academic activities (3-5 years): counting, color by numbers, pencil grip
- Games or puzzles
- Using utensils
- Physical Activity: Sitting up, crawling
- Music
- Communication- Signing (please, thank you, more)



## What worked or didn't work with learning

- Kids were engaged and able to focus
- Kids were unable to focus and need frequent breaks
- Unable to complete work because of barriers
- I didn't understand how to support the service or learning



## Remember to give yourself a break!

We are all doing the best we can! Whether it's an extra cup of coffee or tea, a piece of chocolate, going for a walk or run, don't forget to give yourself a break! Also checkout the flip side for ***Special Education and Distance Learning: What You Need to Know!***

Creating a parent input statement is easy and straightforward when you use an outline approach.

## Opening paragraph:

- Start with an “opening” paragraph of a few sentences that acknowledges that we are creating a comprehensive IFSP during an unprecedented time (pandemic).

## What Works and What Doesn’t Work:

- Include some examples of what works and what doesn’t work during this time.

### **What Works:**

- What works for your child during this time? Think about a good (given the circumstances) day. What occurs that seems to work? (For example: consistent routine, meeting with my teacher via a virtual platform on a regular basis, assignments and learning that are modified for success, etc.?)

### **What Doesn’t Work:**

- What doesn’t work for your child during this time. Think about a challenging day. What occurs that causes the challenges? (For example, change in routine, increased stress in isolation, parent in the role of teacher, etc.?)

## Concerns for your child’s 20-21 school year experience:

- This is where to list your concerns about your child’s education during this time. It’s important to be brief and specific.
- Look for themes in your concerns and try to word a few sentences that will address that theme. (Ex., “We are concerned that without access to the therapist, my child will not make progress towards .....”) “We are concerned that without access to the speech therapist, my child will get further behind in talking .....”)

## Considerations for the school about my child’s 21-21 school year experience:

This is where to include how your capacity, schedules and availability should be considered in the individual plan.

Examples include:

- Family bandwidth or capacity
- Working from home
- Lack of technology or internet
- Amount of communication being received from all teachers
- Lack of space
- Language Access

## Input, suggestions and proposed solutions:

- This is your opportunity to show that you want to work toward solutions and that you understand your role on the IFSP team.
- You know your child best! This is an opportunity to contribute to the plan by sharing what works and doesn’t work with your child. Examples might include:
  - One point of contact
  - Face to face virtual sessions
  - Reduced work

## Closing sentence:

- A sentence or two emphasizing working together as a team.

## Parent Input Statement for the 20-21 School Year Example

Date

IFSP Team,

We look forward to working with the team to create a comprehensive IFSP for Sam to provide him with the services and support that will assist him and our family during this historical time of the pandemic.

***What Works for Sam:***

- Knowing what to expect/routine
- Learning by watching

***What Doesn't Work for Sam:***

- New environments
- Being told what to do

**Concerns for my child's education during the 20-21 school year:**

- We are concerned that during the transition to kindergarten Sam may not have opportunities to tour his new school, meets his new team, or interact with his peers.
- We are concerned that Sam will not have opportunities in an inclusive preschool or a general education classroom.

**Considerations for the school about my child's education during the 20-21 school year:**

- We are working from home (40 hours a week) and do not have the ability to be providing one on one teaching throughout the day.
- We do not understand the instruction.

**Input, suggestions and proposed solutions:**

- Sam's team will have high expectations and set a trajectory for Sam that includes inclusive placement options.
- Sam be provided video walkthroughs and video introductions of new team members.

We look forward to working as a team to create a comprehensive learning plan during the 20-21 school year.

The Smiths

# Examples of Distance Learning "Logs"

Use a calendar, piece of paper, notebook or even voice memos on your phone.

4/13/20	<ul style="list-style-type: none"> <li>• Talked to Mr. Jones - just checking on us</li> <li>• Tried to work on using utensils- Meltdown</li> <li>• Had to work half a day too</li> </ul>
4/14/20	<ul style="list-style-type: none"> <li>• Had to work - kids not able to focus without constant redirection</li> </ul>
4/15/20	<ul style="list-style-type: none"> <li>• <u>5 emails</u> from two therapists! Able to color and read book</li> </ul>

## APRIL 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25

