

## TECHNICAL ASSISTANCE CENTER RESOURCES February 2021

### United States Department of Education (USDOE) IDEA topics in the Current COVID-19 Environment

Question and Answer (Q & A) documents in response to inquiries concerning implementation of the Individuals with Disabilities Education Act (IDEA) in the current COVID-19 environment.

- [IDEA Part B Procedural Safeguards](#)
- [IDEA Part B Dispute Resolution](#)
- [IDEA Part B Provision of Services](#)

### Distance Learning

Resources to support high-leverage practices (HLPs) to lesson design and delivery, both in-person and virtually, to ensure diverse learners are provided equitable access to high-quality instruction, across all grade levels and in all content areas.

Distance Learning [NCSI Resource Library \(wested.org\)](#)

National Center for Systemic Improvement

- [How to Provide Distance Learning](#)
- [Instructional Resources](#)
- [Support for Families](#)
- [Virtual PD](#)

Early Childhood Technical Assistance Center

[ECTA Center: Remote Service Delivery and Distance Learning](#)

Office of Special Education Programs (OSEP)

The following briefs provide evidence-based and promising practices to support continuity of learning for students with disabilities and examples for families and teachers. [OSEP Ideas That Work](#)

- [Practices and Resources to Support Parents and Families](#) - Topical Issue Brief
- [Practices and Resources to Support Teachers](#) - Topical Issue Brief
- [Practices and Resources to Support Related Service Providers](#) - Topical Issue Brief



National Center on Inclusive Practices and Policies (TIES) Center Distance Learning Series  
[Building Engagement with Distance Learning | Distance Learning Engagement An Overview Framework -- Update! | Institute on Community Integration Publications \(umn.edu\)](#)

Promoting Progress for Students with Disabilities (Progress Center)  
[Planning for Instruction both at School and Distance Learning: The 5C Process | Progress Center \(promotingprogress.org\)](#)

National Center on Educational Outcomes (NCEO) and [TIES Center](#) Parent Resource Video Series—  
Supporting the Learning of Children with Significant Cognitive Disabilities at Home (11/23/2020)

- [Helping Your Child with Routines at Home](#)
- [Helping Your Child with the Foundations of Communication at Home](#)
- [Helping Your Child with Communication at Home](#)
- [Helping Your Child with Academics](#)

High Leverage Practices (HLPs)

Consolidation of numerous state and national resources into one location on the Georgia Department of Education (GaDOE) website to support improved outcomes for all students.

[High-Leverage Practices \(gadoe.org\)](#)

## **Progress Monitoring**

Resources to support educators and administrators in collecting and analyzing progress monitoring data in a virtual setting when considering whether students are responding to intervention and if adaptations are needed, and to support in using data to set high-quality academic and behavioral goals within the individualized education program (IEP) for students with disabilities.

National Center for Systemic Improvement

[NCSI Resource Library \(wested.org\)](#)

- [Data Collection](#)
- [Data Analysis](#)
- [Data Visualization](#)
- [Progress Measures](#)

Office of Special Education Programs Technical Assistance Network (pdf list of TA&D and Parent Program Centers, and Technology/Personnel/Data Centers)

[Office of Special Education Programs Technical Assistance Network \(osepideasthatwork.org\)](#)

[Questions and Answers \(Q&A\): U.S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1. -- December 2017 \(PDF\)](#)

Promoting Progress for Students with Disabilities (Progress Center)

[Progress Center \(promotingprogress.org\)](https://www.promotingprogress.org/)

[IEP Tip Sheet Series | Progress Center \(promotingprogress.org\)](https://www.promotingprogress.org/iep-tip-sheet-series/)

- [Services IEP \(promotingprogress.org\)](https://www.promotingprogress.org/services-iep/)
- [Participate in Assessment IEP \(promotingprogress.org\)](https://www.promotingprogress.org/participate-in-assessment-iep/)
- [Measuring Progress IEP \(promotingprogress.org\)](https://www.promotingprogress.org/measuring-progress-iep/)
- [Goal IEP \(promotingprogress.org\)](https://www.promotingprogress.org/goal-iep/)
- [PLAAFP IEP \(promotingprogress.org\)](https://www.promotingprogress.org/plaafp-iep/)

[Webinar: Strategies for Setting High-Quality Academic Individualized Education Program Goals |](https://www.promotingprogress.org/webinar-strategies-for-setting-high-quality-academic-individualized-education-program-goals/)

[Progress Center \(promotingprogress.org\)](https://www.promotingprogress.org/)

[Webinar: Strategies for Setting Data-Driven Behavioral Individualized Education Program Goals |](https://www.promotingprogress.org/webinar-strategies-for-setting-data-driven-behavioral-individualized-education-program-goals/)

[Progress Center \(promotingprogress.org\)](https://www.promotingprogress.org/)

Video [Recommendations and Resources for Preparing Educators in the Endrew Era | Progress Center](https://www.promotingprogress.org/recommendations-and-resources-for-preparing-educators-in-the-endrew-era/)

[\(promotingprogress.org\)](https://www.promotingprogress.org/)

Video [What is the Endrew F. decision and how does it impact writing a student's IEP? | Progress](https://www.promotingprogress.org/what-is-the-endrew-f-decision-and-how-does-it-impact-writing-a-student-s-iep/)

[Center \(promotingprogress.org\)](https://www.promotingprogress.org/)

[Progress Monitoring: Mathematics & Reading | Progress Center \(promotingprogress.org\)](https://www.promotingprogress.org/progress-monitoring-mathematics-reading/)

[Accommodations: Instructional and Testing Supports for Students with Disabilities | Progress Center](https://www.promotingprogress.org/accommodations-instructional-testing-supports-for-students-with-disabilities/)

[\(promotingprogress.org\)](https://www.promotingprogress.org/)

[IEPs: How Administrators Can Support the Development and Implementation of High-Quality IEPs |](https://www.promotingprogress.org/ieps-how-administrators-can-support-the-development-and-implementation-of-high-quality-ieps/)

[Progress Center \(promotingprogress.org\)](https://www.promotingprogress.org/)

Jointly published by the National Center on Educational Outcomes (NCEO) and the TIES Center

[MTSS for All: Including Students with the Most Significant Cognitive Disabilities \(umn.edu\)](https://www.mtssforall.org/)

A guide for improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multi-tiered system of support

[Lead for Literacy | Shining a Light on Literacy](https://www.leadforliteracy.org/shining-a-light-on-literacy/)

Video

[Overview of the Lead for Literacy Framework | Lead for Literacy](https://www.leadforliteracy.org/overview-of-the-lead-for-literacy-framework/)

National Center on Intensive Intervention

[Student Intervention Implementation Log | National Center on Intensive Intervention](https://www.intensiveintervention.org/student-intervention-implementation-log/)

[Data-Based Individualization Implementation Log: Daily and Weekly Intervention Review](https://www.intensiveintervention.org/data-based-individualization-implementation-log-daily-and-weekly-intervention-review/)

[\(intensiveintervention.org\)](https://www.intensiveintervention.org/)

[Student-Level Data-Based Individualization Implementation Checklists \(intensiveintervention.org\)](https://www.intensiveintervention.org/student-level-data-based-individualization-implementation-checklists/)

[Introduction to Intensive Intervention | National Center on Intensive Intervention](#)

[DBI Implementation Interview \(intensiveintervention.org\)](#)

[DBI Implementation Rubric \(intensiveintervention.org\)](#)

[Tools to Support Intensive Intervention Data Meetings | National Center on Intensive Intervention](#)

### **Free Appropriate Public Education (FAPE) Considerations**

Resources to support consideration of the provision of a FAPE when making an individualized determination as to whether compensatory services are needed under applicable standards and requirements for students with disabilities.

United States Department of Education

[Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak. March 2020 \(PDF\) \(ed.gov\)](#)

[Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools \(PDF\) \(ed.gov\)](#)