Good evening everyone,

This is an excerpt from an blog post by Teri A. Marx, PhD. on Regional Educational Laboratory Program. I think we need to think of access beyond technology when creating reentry plans for the fall.

COnSIDER ACCESS MORE BROADLY

When thinking about accessibility and remote learning, the first thing that may come to mind is access to the Internet and computers or other devices. Access to technology is critical for all learners, especially when school buildings and libraries are closed. But when considering students with disabilities, it’s also important to think about **student-level access beyond technology.** Consider the following questions.

Do students have…

* Reading needs (for example, fluency, comprehension)?
* Physical or sensory needs (for example, motor, visual, hearing)?
* Cognitive needs (for example, processing, problem-solving)?
* Communication needs (for example, speech or language, verbal or nonverbal)?
* [Executive functioning needs](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fies.ed.gov%2Fncser%2Fpubs%2F20172000%2Fpdf%2F20172000.pdf&data=02%7C01%7CColene.ONeill%40maine.gov%7C1bc14cebd1c84a6a111b08d8034008fc%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637262920843527834&sdata=ziiyCQLGCjKfBl5pTrMK8e7p1ETxHqb3W8%2FsniUWE7E%3D&reserved=0) [1,326 KB PDF icon ] (for example, self-regulation, impulse control)?
* Behavioral and/or social-emotional support needs?

Each of these areas—from reading levels to cognitive functioning—may affect students’ access to remote instruction, particularly when delivered online. For example, a student with motor-related needs may not be able to type responses into a chat box, and a student who is impulsive may repeatedly click on the “raise your hand” button despite not having a question. Included within IEPs is information about students’ strengths and weaknesses, essentially enabling educators to answer the above questions. Equipped with this information, teachers can plan and deliver remote and online instruction that meets the specific needs of students with disabilities.

Please also consider joining this professional development offering at the Department. [Professional Learning Opportunity: Identifying Where Your Students are, in Order to Adjust Instruction](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fmainedoenews.net%2F2020%2F05%2F28%2Fprofessional-learning-opportunity-identifying-where-your-students-are-in-order-to-adjust-instruction%2F&data=02%7C01%7CColene.ONeill%40maine.gov%7C1bc14cebd1c84a6a111b08d8034008fc%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637262920843537786&sdata=L45Ew4Yq3W94mst3Uyn6f7%2B1v45hQDb8WNDfiGasDoE%3D&reserved=0)

Have a wonderful evening and see you next week!  
Erin and the Special Services Team

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