

How to Use This Document

Key Questions articulate high-level prompts to consider for students like those represented in each persona.

Additional Supports offer important reminders about aspects of services that might be overlooked, or might be especially important to keep in mind given new learning contexts.



Jonas

Jonas is an 11th grade student with moderate-to-severe hearing loss which affects his vocabulary and language skills. He is successful when provided a peer support model to participate in class and complete assigned academic tasks. He chooses not to utilize an FM system in any of his classes and instead relies on his hearing aids. He enjoys working with younger students, and has expressed interest in being a teacher.

IEP GOAL AREAS

- Language
- Executive Functioning
- Vocational

Each persona offers a unique student profile, including an illustrative (not exhaustive) description of a young learner with a particular disability.

IEP Goal Areas describe what each student's services are meant to address. If you're working on translating services for a student with a particular set of IEP goals, trying looking for students with similar goals to reference how their services have been updated.

KEY QUESTIONS

- How can we leverage technology to provide a more conducive environment in which the student can learn?
- How can we collaborate as a teaching team to ensure that the student has access to all accommodations needed across all virtual courses (synchronous and asynchronous)?
- Through what modes can we create opportunities for the student to engage their peers for both academic and social purposes?

ADDITIONAL SUPPORTS

- Ensure captions are enabled for synchronous class and asynchronous videos and/or provide a teacher copy of notes or transcripts.
- Provide a recording of synchronous classes to Jonas for re-watching.
- Consider new hearing technologies for the virtual setting including coupling Jonas' hearing aids with Bluetooth to eliminate the need for headphones.
- Ensure that Jonas has dedicated time to meet with his case manager and family members to review and plan for post-secondary opportunities.

DEAF / HEARING IMPAIRED | GRADE 7-12

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Paraprofessional Support 55 minutes 1x per day	Assist student with taking notes, repeating or review content, and navigating the environment	Paraprofessional Support 55 minutes 1x per day Synchronous
Language Therapy 45 minutes 1x per week Provided by speech language pathologist	Develop vocabulary skills related to current coursework Model and practice language skills necessary for grade level writing assignments Practice self-advocacy skills in preparation for post-secondary transition	Language Therapy 45 minutes 1x per week Synchronous (teletherapy provided by speech language pathologist)
1:1 Check-in 15 minutes 1x per week	Check in with student on progress with current class assignments and provide an opportunity to build self-advocacy skills	1:1 Check-in 5 minutes 3x per week Asynchronous (text or email)
Hearing Consultation 30 minutes 1x per month Provided by teacher of the deaf and hard of hearing for general education teachers	Consult with general education teachers to assess student progress in courses, as well as to provide strategies for increasing the accessibility of the content (add visuals, chunked assignments, captions) and environment (sound design, peer models)	Hearing Consultation 15 minutes 2x per month Synchronous (general education teachers)
Hearing Technology Check 30 minutes 2x per year Provided by audiologist	Check in with student about functionality of hearing aids and other hearing technology employed; suggest adjustments as needed Consult with teachers about use of hearing technology to increase student success	Hearing Technology Check 30 minutes 2x per year Synchronous (audiologist)

General Education Special Education Consultations (Adult-to-Adult) Related Services

For each **Sample Schedule**, the activities and purposes are listed at the center, with the original in-person services shown at left. Services are translated for the virtual environment on the right—with a **creative focus on the purpose of the activities**, rather than a prescriptive adherence to the original service schedule or duration.

Services are color-coded according to their setting and category in both the in-person and virtual environments.

Personas

Specific Learning Disability

Dacia | Grade K-6 6

Demetrius | Grade 7-12 7

Speech Language Impairment

Taylor | Grade K-6 8

Imani | Grade 7-12 9

Other Health Impairment

Alex | Grade K-6 10

Justin | Grade 7-12 11

Autism Spectrum Disorder

Ayotunde | Grade K-6 12

Marcus | Grade 7-12 13

Emotional Disturbance

Nichelle | Grade K-6 14

Nigel | Grade 7-12 15

Intellectual Disability

Emily | Grade K-6 16

Sofia | Grade K-6 17

Deaf / Hearing Impaired

Ravi | Grade K-6 18

Jonas | Grade 7-12 19

Orthopedic Impairment

Meredith | Grade K-6 20

Kieara | Grade 7-12 21

Multiple Disabilities

Tameka | Grade K-6 22

Miquel | Grade 7-12 23

Visual Impairment

Sage | Grade K-6 24

Suzanna | Grade 7-12 25

Deaf-Blind

Josef | Grade 7-12 26

Traumatic Brain Injury

Ruben | Grade K-6 27

Valentina | Grade 7-12 28



Dacia

Dacia is a 5th grade student with dyslexia, which manifests itself with severely compromised word attack skills, word identification, and single-word spelling. Reading is not her preferred activity, but she persists through reading activities with supports such as audiobooks. She also responds positively to individualized teacher attention. Dacia is an active participant in student council and plays basketball in a community league with some of her friends.

IEP GOAL AREAS

Reading Executive Functioning

KEY QUESTIONS

- What impact does the specific learning disability have on the student’s ability to access grade level content in all subject areas?
- When will we collaborate as special and general education teachers to implement accommodations and strategies into synchronous and asynchronous materials to increase the student’s access?
- How will we establish and maintain the student’s investment, persistence, and task completion with virtual, asynchronous assignments?
- What opportunities can we provide for students to engage with peers outside of academic groups? How can we facilitate social interactions for student interest groups?

ADDITIONAL SUPPORTS

- 📄 Use virtual manipulatives and/or interactive whiteboard space during small group intervention to promote engagement and provide kinesthetic learning opportunities.
- 🗣️ Collaborate with general education team members across subjects to incorporate texts that have audio/read aloud accessibility feature.
- 👤 Reinforce Dacia’s habits (such as persistence) through positive interactions with a preferred adult during weekly check-in times.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught ELA 60 minutes 5x per week	Access to accommodated materials, small group opportunities to monitor comprehension, and extended time as needed to complete tasks	Co-Taught ELA 45 minutes 4x per week Synchronous
	Use of read aloud, via in-person or accessibility features of online assignment platforms	Co-Taught ELA 15 minutes 4x per week Synchronous (breakout room)
	Use of visuals to promote comprehension of grade level texts	Consultation 30 minutes 1x per week Synchronous (special education teacher and general education teachers; accommodate asynchronous material)
Small Group Reading Intervention 45 minutes 5x per week	Explicit instruction on phonics skills (decoding and encoding) with an evidence-based intervention and instructional level texts Progress monitoring for basic reading and fluency skills	Small Group Reading Intervention 40 minutes 3x per week Synchronous
	Access to repeated modeling of and practice opportunities for basic reading skills (word attack, word identification, word reading in context, spelling)	Basic Reading Skills Intervention 20 minutes 5x per week Asynchronous (online platform; pre-recorded videos and interactive tasks)
Pre-Vocational Skills (1:1) 10 minutes 1x per day	Individualized instruction on building academic work habits and task completion skills	Pre-Vocational Skills (1:1) 15 minutes 3x per week Synchronous (phone or video check-in with special education case manager)

■ General Education
 ■ Special Education
 ■ Related Services
 ■ Consultations (Adult-to-Adult)



Demetrius

Demetrius is a 10th grade student with a specific learning disability in the areas of reading comprehension and written expression. In class, he often struggles with distinguishing the main idea of what he is reading from extraneous details. He currently takes medication daily to manage anxiety and has one weekly session with the school counselor to work on executive functioning skills. He is an active member of the youth group at his church, and particularly enjoys doing community service work.

IEP GOAL AREAS

Reading Executive Functioning

KEY QUESTIONS

- What foundational literacy and/or math skill gaps exist and will require explicit skill instruction? How can this instruction be provided synchronously in small groups or asynchronously utilizing a digital platform?
- In what ways will these gaps present as a barrier to core content access? What accommodations are appropriate to mitigate these barriers?
- Will disability-related needs (e.g., anxiety or executive functioning needs) present differently in the virtual setting than the typical in-person setting? What additional support will be needed as a result?

ADDITIONAL SUPPORTS

- 📅 Provide online assignment calendar with clear links to access synchronous classes and asynchronous assignments.
- 🎯 Include transition goals and services related to Demetrius' postsecondary goals.
- 📖 Monitor progress for reading comprehension skills during literacy intervention, bi-weekly.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught English II 50 minutes 5x per week	Access to small group breakouts, reteaching/additional review, and extended time as needed	Co-Taught English II 50 minutes 3x per week Synchronous
	Accommodated assignments to include highlighted course texts, structured notes, writing frames	Co-Taught English II 50 minutes 2x per week Asynchronous (online platform)
Literacy Intervention 45 minutes 2x per week	Background knowledge building with course texts	Literacy Intervention 45 minutes 2x per week Synchronous
	Explicit foundational skill instruction using strategic writing frameworks transferable to grade level concepts Additional practice and review related to course assignments	Literacy Intervention 45 minutes 2x per week Synchronous
Counseling 30 minutes 1x per week Provided by school counselor	Developing strategies for managing anxiety and maintaining organization skills	Counseling 15 minutes 2x per week Synchronous (phone sessions with school counselor at beginning and end of week)

General Education Special Education Related Services



Taylor

Taylor is a 1st grade student with a language impairment affecting his receptive understanding and expressive communication. Taylor receives language therapy in a small group of students to promote comprehension of oral language and encourage conversation with both peers and adults. Taylor enjoys learning about dinosaurs and sea creatures, and he interacts verbally with peers more freely during unstructured activities in the classroom. Taylor hesitates to participate during academic discussions and requires longer wait times before expressing his thoughts. Taylor's rates of work completion are higher for science and math than they are for social studies and reading.

IEP GOAL AREAS

Reading Speech-Language

KEY QUESTIONS

- How will language therapy be delivered? Will it occur during individual or group sessions?
- How can SLP and general education teachers collaborate to implement visuals and other tools into both synchronous lessons and asynchronous materials to increase the student's comprehension?
- What opportunities will be provided to engage with peers outside of academic groups? How can we facilitate organic social interactions between students to promote language practice?
- In what ways can the student's interests be incorporated into structured or unstructured work tasks to promote engagement and spontaneous language use?

ADDITIONAL SUPPORTS

- ▶ Consult with Taylor's family to provide directions for asynchronous videos and language practice opportunities.
- ⚡ Remain aware of anxiety that may impact Taylor's participation in virtual classroom discussions.
- ☰ Develop strategies (e.g., wait time, sentence starters, response options) and visuals within directions and academic tasks to increase access.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught Reading 60 minutes 5x per week	Accommodated assignments to include providing directions in visual forms, sentence starters, chunked assignments, and read aloud Additional prompting for engaging in classroom discourse and peer interactions Access to small group breakouts, reteaching/additional review, and extended time as needed	Co-Taught Reading 45 minutes 5x per week Synchronous
Reading Intervention 45 minutes 4x per week	Pre-teach vocabulary and preview grade level texts Develop reading comprehension strategies through explicit instruction	Reading Intervention 45 minutes 5x per week Synchronous
Language Therapy 30 minutes 2x per week Small group	Speech-language pathologist leads instruction and exercises to increase expressive communication in conversation Speech-language pathologist leads instruction and exercises to promote receptive comprehension of oral and written language	Language Therapy 30 minutes 1x per week Synchronous (1:1 teletherapy)
Language Consultation 30 minutes 1x per month	Support teachers to increase comprehension of oral and written directions by providing visuals to accompany texts and tasks Observation of whole group core content class to monitor rates of expressive communication when given teacher-directed discussion prompts	Language Consultation 15 minutes 2x per month Synchronous (SLP and general education teacher)
		Language Observation 15 minutes 1x per month Synchronous

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Imani

Imani is a 7th grade student with a speech-language impairment which affects her ability to articulate her speech. Imani receives speech and language therapy to continue to support her verbal communication skills and encourage increased participation in class. Imani loves playing sports and is well-liked by her teammates on the school's softball and basketball teams. Due to poor internet connectivity and frequent moves, Imani's attendance has been lower than normal during virtual learning.

IEP GOAL AREAS

Speech-Language

KEY QUESTIONS

- How will speech therapy be delivered? How will the use of a virtual platform impact the delivery of this service?
- What technical support or reinforcement strategy will the student need to increase attendance of therapy sessions?
- How can we increase the amount of authentic practice of speech skills via virtual and analog means?
- In what ways can we increase the amount of authentic feedback we provide the student on their speech skills via virtual and analog means?

ADDITIONAL SUPPORTS

- ☰ Utilize private chat feature to provide speech prompts and positive praise.
- 🏠 Consult with Imani's family to provide additional speech practice and feedback in the home setting.
- ⚡ Remain aware of anxiety that may impact Imani's participation in a virtual classroom setting given her speech difficulties.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Speech Therapy 30 minutes 3x per month Small group	Speech-language pathologist leads speech articulation exercises	Speech Therapy 30 minutes 2x per month Synchronous (1:1 teletherapy)
Language Observation 15 minutes 1x per month Observation	Observation of core content class discussion to track generalization of skills taught during speech therapy	Language Observation 15 minutes 1x per month Synchronous
Imani's services did not include counseling before COVID-19.	Provide mental health support in a season of transition and change	Counseling 30 minutes 2x per month Synchronous

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Alex

Alex is a 4th grade student with ADHD-inattentive type. Alex is outgoing, has many friends, and enjoys activities that are active like P.E. and recess. According to assessment data, Alex’s reading skills are about a year behind his peers. During class Alex is frequently off task and struggles to complete work tasks independently. He has difficulty with organization and following multi-step directions. Alex benefits from frequent prompting, use of a timer, and checklists.

IEP GOAL AREAS

Executive Functioning Reading

KEY QUESTIONS

- What strategies worked in the classroom that can be utilized within the virtual setting or built into asynchronous assignments? How can we collaborate to incorporate these supports?
- How can we collaborate with the student’s family to create supportive learning spaces and times?
- How can we provide opportunities for students to connect with their peers?
- How will we track attendance and engagement? Further, how (and who) will we respond when data shows a lack of engagement or task completion?

ADDITIONAL SUPPORTS

- 📅 **Chunk assignments with advanced organizers and concise directions; hyperlink live classes and assignments in an individualized calendar.**
- 💬 **Project visual timers and provide additional prompts via the chat feature during virtual instruction.**
- 🏠 **Provide sensory materials for an at-home learning space.**
- 🕒 **Consult with Alex’s family to implement active play times and scheduled breaks.**

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught ELA 45 minutes 5x per week	Access written instructions for independent activities and assignments and frequent check-ins with student to confirm comprehension of directions and completion of assignments Use of visual timer (e.g., sand timer, virtual timer)	Co-Taught ELA 45 minutes 5x per week Synchronous
	Use of sensory tools, such as an exercise band that can be looped around a chair’s legs	Family Consultation 15 minutes 2x per month Synchronous
Small Group Intervention 45 minutes 3x per week	Reteach missing concepts Preteach upcoming ELA focus standards	Small Group Intervention 30 minutes 3x per week Synchronous
	Explicit instruction on self-monitoring strategies	1:1 Check-In 15 minutes 2x per week Synchronous (phone call with trusted, consistent adult from school)

General Education Special Education Consultations (Adult-to-Adult)



Justin

Justin is a 11th grade student with ADHD who is currently functioning in the average range of intelligence. He enjoys math and has strong problem solving skills. At times, Justin acts impulsively and experiences behavioral outbursts including yelling and cursing loudly in the classroom when he feels like things don't go his way. He has difficulty with self-regulation and receives group counseling to continue to develop executive functioning skills. Justin benefits from the breaking down of new content and use of computers during writing activities.

IEP GOAL AREAS

Executive Functioning Behavior

Social Emotional Skills

KEY QUESTIONS

- What strategies worked in the classroom that can be utilized within the virtual setting or built into asynchronous assignments? How can we collaborate to incorporate these supports?
- How can we support the student in setting up a productive learning space, managing their time to attend classes, and completing assignments?
- What strategies will we use to increase buy-in from the student for virtual learning?
- What pre-vocational skills will need to be explicitly taught in preparation for the student's transition to post-secondary pathways?

ADDITIONAL SUPPORTS

- 👤 Consult with a behavior support team to create an intervention plan for proactively supporting Justin in virtual class.
- 📋 Include scaffolds that will break down new content, especially for asynchronous coursework.
- 👉 Fade consult support as familiarity with virtual platforms is built for Justin and his teachers.
- ★ Leverage positive peer and adult relationships to reinforce appropriate behaviors and promote use of executive functioning and self-regulation skills.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught English 60 minutes 5x per week	Facilitate supports that promote student's self-regulation, work completion and positive behavior within whole and small group lessons	Co-Taught English 60 minutes 4x per week Synchronous (virtual classroom with breakout rooms)
Small Group Advisory 20 minutes 5x per week	Break down upcoming assignments or new content Explicitly teach self-regulation strategies for monitoring actions and sustaining effort with tasks (writing), incorporating visual tools	Small Group Advisory 30 minutes 3x per week Synchronous
Academic Consultation 20 minutes 4x per month Special education teacher rotating meetings with content teachers	Reinforce executive functioning skill instruction through daily goal setting, task prioritization, and identifying coping strategies Incorporate scaffolds and tools in lessons that will increase understanding of new content (e.g., graphic organizers, checklists, visual supports)	1:1 Check-In/Check-Out 10 minutes 2x per day Synchronous (paraprofessional or special education case manager)
Behavior Consultation 30 minutes 2x per month Special education teacher with all content teachers	Provide strategies that will promote positive behavior in the classroom (e.g., explicit expectations, offering choice, allowing breaks if needed)	Academic Consultation 20 minutes 4x per month Synchronous (special education teacher rotating meetings with content teachers)
Group Counseling 30 minutes 2x per week Provided by school counselor	Explicit instruction and practice of executive functioning skills (e.g., managing frustration, modulating emotions)	Behavior Consultation 30 minutes 2x per month Synchronous (special education teacher with all content teachers)
		Group Counseling 45 minutes 1x per week Synchronous (teletherapy with school counselor)

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