

## **IEP Teams can show due diligence by....**

- Meaningful discussions with parents/guardians
- Gathering observational data from parents
- Anticipating what domains may be impacted by the disability
- Reviewing prior data related to executive function, one to one supports, history with technology, ability to engage in learning activities
- Defining how SDI will be achieved during school closure
- Consider the context/conditions (home) the student is expected to learn
- Consider the PLAAFPs and what that tells the IEP Team about how student learns best
- Defining how to provide services comparable to brick and mortar
- Being aware that the disability may manifest itself differently with new learning conditions
- Recognizing parents may need training on how to implement the positive behavioral support plan and it may need to be reworked
- Technology can be utilized to help with student's organizational skills
- Thinking about what we want to student to accomplish during school closure and educational opportunities
- Showing that PLAAFP have been taken into consideration
- Identifying what benefits are intended by use of district wide technologies
- Anticipating how AT may help with access to technologies and assess need for AT
- Providing training to parent and student to support access of technology
- Providing written guidance on how to appropriately support child
- Providing clarity regarding how the special education teacher will provide services

- Ensuring that special education teachers provide SDI and do not rely on parents/guardians
- Ongoing conversation regarding current accommodations (AT), positive behavioral supports, in-home supplementary aids and services

**...and documenting these efforts.**

Adapted from presentation to NASDE member by Lawrence, KS: Inclusive Digital Era Collaborative (iDEC), University of Kansas. <http://idec.ku.edu/> [\[idec.ku.edu\]](http://idec.ku.edu/)