Remote Learning Guidance

Students with significant cognitive disabilities often have complex needs regarding accessing the curriculum. The least restrictive environment for students in this group is many times a self-contained special education classroom with varying opportunities to receive instruction or interact socially with their peers who do not have disabilities. The individual needs of students in this group are varied and present an increased challenge for educators and families currently working to provide instruction and services in remote learning

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- o Transferring academic/functional activities and routines that the student has mastered or is very familiar with at school into the home setting (e.g. steps for implementing a calendar routine at home, creating independent work jobs at home)
- o Assisting the family in understanding assignments and use of any equipment or assistive technology materials or tools
- Hands-on non-digital activities:
  - o work packets
  - o task boxes using common household items (e.g., sorting, matching, categorizing, assembly/disassembly)
  - o project-based activities (e.g. cooking, baking, gardening activities that incorporate academic and functional goals)
  - o reading books/magazines
  - o creating/learning with repurposed manipulatives (e.g. fine motor practice with tweezers and cotton balls)
  - o lessons, checklists, visual schedules for functional tasks (e.g., conversation starters and topics to engage in with family members, household chores, hygiene tasks, and other self-care/daily-living activities)
  - o leisure skills (e.g. learning a new game, developing a new hobby)
  - o Vocational skill assignments (e.g. pick out an interview outfit, complete mock interview with family member, complete applications)
- Digital learning activities
  - o Digital learning platform assignments (e.g., watch videos, read online books, play web-based games, complete online documents) - make it as easy as possible for families to use online resources and include direct links and explicit instruction. These assignments should directly reinforce student goals.
- Video instruction (live or recorded)
  - o General instruction – academic activities or functional skills appropriate for multiple students (e.g. social skills lessons)
  - o Individualized instruction – academic activities or functional skills related to unique student-specific goals/objectives or touch on

- Choose monitoring methods that align with the assignments given to the student. Allow evidence such as checklists, permanent product uploads, videos, photos, student/parent report, or audio recordings to show task completion or progress towards IEP goals.
- Document all communication attempts, instructional plans, and student progress.

Special thanks to the TX Complex Access Network (TX CAN) for their support in developing this guidance document. For links to resources that may help you support students with complex access needs (e.g., content-specific activities, socioemotional activities, ESC resources), visit the [TXCAN website](#).