



**Special Education Remote Learning Support**  
**Strategies for Educators to Support Students with Digital Learning**

*Whether your student is working from home on technology or completing paper-pencil work, remember to keep his/her IEP in mind when sending assignments.*

- Engagement is important! “If your students aren’t engaged, they will literally walk away.”
- Less is More; Keep tasks meaningful to life and accessible from home.
- Flex Your Instruction, Not Your Expectations! Review the schedule at the start of every lesson or webcast you do so that students are reminded regularly of what they need to do, when it should be done, and how they should submit the work.
- Remain flexible, compassionate, and understanding. Home lives are different for students and can change from day to day. Offer your students time on the calendar just to voice concerns, socialize, and check in.
- Provide a weekly calendar which includes the assignments expected to be completed as well as the due dates for each assignment. For some students a daily agenda may also be needed/helpful.
- Avoid the need for a student to open several windows and travel back and forth between them to answer questions.
- Provide clear and specific instructions. Be sure to include ALL the steps.
- Chunk and prioritize assignments for your students.
- Provide an alternative to group chat or classroom virtual meets. An example would be to offer to connect with individual students, or by phone.
- Many students find it easier to explain their thinking and questions via telephone (or alternative) rather than in written format. When possible offer to speak with them as an alternative to email.
- Select a specific number of questions to answer rather than the entire page/assignment.
- Make assignments fun and engaging.
- Encourage tasks to be submitted in various modalities (i.e. picture, drawing, written, typed, presentation, etc.)
- Allow for choice in assignment options.
- Propose assignments that incorporate all the senses.
- If teaching one concept all week provide a review of the concept prior to the next assignment.
- Lessen the amount of language in instructions.
- Provide examples of the finished product.
- Try to make finding information as clear as possible. Provide hyperlinks within the steps.
- Use this opportunity to have your students engage in real-life learning (i.e. Budget – use flyers to make a grocery list, list the cost of all items, calculate the cost for complete list; Cooking – have students produce a procedural writing piece about steps to make their favorite recipe, have them make the food and send photos/video, etc.)
- Provide a video or audio copy of your lesson so that students can review the content at any time. Send a video/audio recording of the instructions to go along with the written steps.
- Content provided specifically by you is helpful as the students are familiar with the language used.
- Remember: During this time of uncertainty and significant change it remains very important to maintain contact with our students and families, when possible. Regular check-ins to see if they have any questions, need assistance, or just need to connect will be extremely important. Relationships are the key to success.