COVID-19, School Closures, and Remote Learning
Tips to Support Children with FASD

Schools closing and classes taught remotely because of COVID-19 are new experience for children, families, and schools and can be challenging. With patience, flexibility, and communication, children, families, and schools can make remote learning work. Understanding what to expect and how to support your child with FASD may help with these school changes.

What to Expect for Remote or Online Learning

There will be changes in the school day. Learning remotely will be different than in school. Here are some examples of the changes and what to expect. Tips to support your child may be found on page 2.

<table>
<thead>
<tr>
<th>Changes</th>
<th>Expect for Remote or Online Learning</th>
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</thead>
<tbody>
<tr>
<td>Schedules and School Times</td>
<td>Flexible schedules (e.g., face-to-face or live online classes, fewer days a week, shorter class periods, more independent work)</td>
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<tr>
<td>Instruction</td>
<td>Use of live online classes, recorded videos, podcasts, web searches, online games, and/or work packets that were mailed, e-mailed, delivered, or picked-up at school</td>
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<tr>
<td>Assignments</td>
<td>Increases in independent work, project-based assignments</td>
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<tr>
<td>Materials</td>
<td>Technological glitches or delays getting materials</td>
</tr>
<tr>
<td>Tasks</td>
<td>Some assignments may not be successful. Need for alternative tasks</td>
</tr>
</tbody>
</table>

Educational Regulations, School Services, and COVID-19

504 Accommodation Plans and Special Education Services

If your child has a 504 Accommodation Plan or receives special education services, the services should continue but may need adjustments to fit within remote learning and the current situation with COVID-19.

The US Department of Education has a question and answer sheet that tells what schools need to do to for special education services and 504 Accommodation Plans. It can be found at the website https://sites.ed.gov/idea/department-releases-covid-19-idea-related-q/

In summary,

- Schools should continue to provide 504 Accommodations and special education services if they continue to provide remote learning to the general education population.

- Schools should provide special education services to the extent possible given the unusual circumstances related to COVID-19. Services may be somewhat different during this time than during the regular school year.

For more information about school services during COVID-19 closures, please contact your local school district. Additional information may be found at http://www.ed.gov/
SPECIAL EDUCATION SERVICES AND INDIVIDUALIZED EDUCATION PROGRAM (IEP)

If your child has an Individualized Education Program (IEP), contact your child’s special education teacher or special education coordinator to talk about the plan.

- **Online or Remote Learning**
  - Do a practice run to see how the program works
  - Ask for clear guidelines if using other types of remote learning (e.g., mailed packets)

- **Schedule and Routines**
  - Maintain a consistent daily routine
  - Establish set hours each day for remote learning (unless provided by the school)
  - Have times for movement breaks, snacks, lunch, and free time (students will not be online the entire time)
  - Set up frequent communication with the teachers

- **Supervision of Internet and Online Work**
  - Make sure parent controls are activated for internet browsers and devices
  - If your child has difficulties with peer exchanges, request responses to be sent to the teacher for the teacher to post
  - Monitor unstructured, online exchanges with peers

- **Instruction**
  - Ask to record live online sessions for review
  - Ask the teacher for alternative tasks
  - Monitor the assignment expectations. Too much work or work that is too hard may influence resistance to participate

- **Responses**
  - Request extra time to respond during live, online sessions in a group
  - Vary the types of responses for assignments or tests. Ask to respond orally, create videos, or infographics to show understanding
  - Print out or request paper and pencil activities for times when devices do not support learning
  - Define exactly how much extended time is needed for assignments and tests

- **Activities**
  - Develop checklists with your child to break tasks into manageable pieces
  - Ask for rubrics and/or grading criteria to understand expectations. Discuss with the teachers if grading modifications are needed related to your child’s learning profile

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**504 ACCOMMODATION PLAN**

If your child has a 504 Accommodation Plan, contact your child’s teacher to discuss how the accommodations will be implemented.

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**STRATEGIES TO SUPPORT REMOTE LEARNING FOR CHILDREN WITH FASD**

<table>
<thead>
<tr>
<th>AREA OF CONCERN</th>
<th>SUGGESTIONS</th>
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