



NTACT

National Technical Assistance Center on Transition

Questions and Answers from NTACT Webinar on At Home Resources for Transition Services – 3-24-2020

- ? One of my schools states that they aren't allowed to do group video chats with students due to privacy and seeing in the homes, etc. Perhaps exposing who has an IEP and 504 to other students?
- ? I love some of the tools for students to use remotely. What are your suggestions regarding getting information to students while being mindful of confidentiality of students with disabilities? Is information being emailed?
- ? Does facilitating online learning via group "hangouts" (similar to a webinar) violate student confidentiality?

Response: While NTACT cannot provide you with policy guidance, there is some guidance available. These articles in Education Week (Article 1 ([Article 1](#), [Article 2](#)) examine the issues noted. (Viewing these articles may require a free login and pop-up ads from Education Week.) Additionally, the U.S. Department of Education's Student Privacy Policy Office published a [Frequently Asked Questions](#) document in March, 2020. Finally, [CEC](#) has developed some guidance for educators moving to online instruction, including insuring privacy and compliance with privacy regulations.

The U.S. Department of Education continues to update [guidance](#) for schools. [NTACT](#) and [NCSI](#) will also continue to update information regarding students with disabilities.

- ? I have reached out to VR locally about whether we (as contractors) can continue to provide Pre-ETS virtually, do you have any guidance on that?
- ? Is RSA planning to allow any flexibilities for VR to use Pre-ETS funds to buy online programs for school districts without tracking the students? believe this could be a great support for students

Response: You will need to follow the federal and your State's guidance regarding the provision of PreETS services. However, WINTAC has resources regarding [Distance Service Delivery](#) and other related information at its website, www.wintac.org.

? Does anyone have suggestions about data collection during this time?

Response: If you are providing instruction and gathering student performance information through an online platform, there will be mechanisms for data collection in the system. Additionally, video components of some online learning platforms may allow for observational data of specific task performance. Similarly video, photo, and audio recording and sharing features on phones might be used. Tools like Google Forms may be a method for data collection – depending on the skill. If you are relying on students or parents to assist in the collection of data during a “stay at home” period, view some data collection instruments in this [Student Progress Monitoring Toolkit](#) – specifically pages 21 – 27.

? Do you have any resources to support work-based learning at home for transition-aged youth?

Response: Check out the Employment Resources [here](#). Don't see what you're looking for? [Register](#) for a webinar on this topic to be hosted at Noon (Eastern) on April 7. Additional resources (including a recording of the webinar) will continue to be posted at <https://www.transitionta.org/covid19>.

? Does anyone have resources or virtual community based activities?

Response: Please see the Recreation and Leisure and other Independent Living Focus Area resources [here](#) for several examples and resources. We will continue to update [resources](#).

? I teach students with multiple disabilities and am working on transition skills that are closer to life skills (hand washing, hygiene, and some vocational skills- all fully assistance and highly prompted)

? How to work with students with significant behavior issues?

? Do you have suggestions for how to assist these families?

? How can we address these type goals online?

Response: There will be webinar – Strategies and Resources for Students with Complex Support Needs - at Noon (Eastern) on April 14. [Register here](#). Additionally, here are a few resources and ideas.

- o [Choice Board making resources](#)
- o [Using Video Modeling to Teach Skills](#)
- o [Center for Parent Information and Resources - Coronavirus Resources](#)
- o [Hand Washing Steps](#)

- [Science Nature Webcams](#) (resources developed for elementary grades, but observations could be adapted for older students)
- [Managing Teen Anxiety During Coronavirus Outbreak](#)

? We are struggling in our district with providing closed captioning through OneNote or ItsLearning or on videos we make of our own screens through PowerPoint. Please provide any resources or tutorials for providing closed captioning to our students. Thank you.

Response: Most presentation tools and online learning platforms do provide captioning services, though quality does vary. There are also accessibility tools and guidance available at [website of CAST](#) as well as tips from [National Deaf Center](#) and

? Are there more resources that offer audio for students with limited reading/writing abilities?

Response: Most of the online video resources like <https://explore-work.com/>, <https://www.onetonline.org/>, <https://accessiblechef.com/>, and [Khan Academy College, Careers, and More](#) provide audio, often paired with captioning. Look for more resources here: [Compilation of Resources for Online Instruction](#). There are also accessibility tools and guidance available at [website of CAST](#).

? Availability of printed/hard copies of resources for areas without internet service

Response: Several of the resources listed [here](#) are intended as print resources and may be downloaded, printed, and shared with students and their families. Here are a few extracted from the above link:

- [Lesson Plan Starters - NTACTION](#)
- [Autism Focused Intervention Resources and Modules - build new routines](#)
- [Dislikes and Likes - Washington Sensory Disabilities](#)
- [Off to College - planning forms](#)
- [Pocket Resume Builder - Transition Coalition](#)
- [Cents and Sensibility: A Guide to Money Management_download](#)
- [Cents and Sensibility Spanish version](#)
- And so many more resources to print in At Home Instructional Resources lists noted above