

Exploring Remote IEP Instructional Resources Identified by State Education Agencies during COVID-19

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Abstract: In response to school closures during COVID-19, state education agencies (SEAs) identified instructional resources to assist teachers in implementing special education remotely. This response was critical and timely as SEAs identified essential tools, online programs and web-based materials that could be used to ensure a free and appropriate public education (FAPE) for students with special needs. The authors of this paper expanded their existing research on state responses to COVID-19 by reviewing the publicly available resources on state websites to identify the types of tools, programs and materials identified or created by SEAs. Search results were organized into eight categories directly related to provision of individualized educational programs (IEPs): E- learning tools, English language arts (ELA), mathematics, behavioral/social emotional learning, speech language, fine and gross motor skills, life skills, and transition-aged resources. Tables, descriptors, and web links further articulate the results within each category and the authors use vignette and discussion to disseminate the way these instructional resources can be utilized by teachers, therapists, and educational staff. Implications related to future use of remote instructional resources within special education are discussed.

Keywords: Special Education, Individual Education Plans, Remote Instruction, Technology, Resources

1. INTRODUCTION

In March 2020, the United States Department of Education, Office of Special Education and Rehabilitative Services, issued two federal guidance documents (US DOE, 2020) on implementing Part B of the Individuals with Disabilities Education Act (US DOE, 2004). These guidance documents addressed potential challenges in delivering remote educational

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programming and services for students with special needs during COVID-19. Many school districts, however, struggled with implementation of this guidance. In turn, state education agencies (SEAs) developed state-specific guidance and resources to assist educators in providing special education services during this unprecedented time period in order to ensure continued services for students. Many teachers found it difficult to quickly pivot and provide special education supports and services remotely (Jameson et al., 2020; Jenkins & Walker, 2021).

To address these challenges, SEAs identified helpful resources to assist educators in implementing special education remotely. This response was critical and timely as it created a path for teachers to provide a free and appropriate public education (FAPE) for students with special needs during this time. As much of this work remains on-going, there is significant merit, especially for practitioners, to identifying and disseminating the resources that were identified, developed, and/or provided by SEAs.

2. LITERATURE REVIEW

2.1. Federal Guidance

The challenges in delivering remote instruction to students with special needs is several-fold. The scale of nation-wide school closure and, by extension, the implementation of remote learning, has never happened before, so existing federal laws are not specific in addressing the education of students with disabilities in the event that schools are forced to close for an extended period of time (Wright & Wright, 2020). As a response to the need for federal guidance, in March 2020, the United States Department of Education (USDOE) released a document that provided questions and answers on providing services to children with disabilities during the pandemic. This document was intended to offer information on the responsibility of SEAs, and further stated that local education agencies should coordinate with their state agencies (United States Department of Education, 2020, March). On March 16, 2020, the USDOE disseminated a fact sheet on protecting the civil rights of students and addressed the education of students with disabilities for conditions in which schools were operating in person, and for when schools were closed. The information in this document provided information on preventing discrimination, including discrimination against students with disabilities, that could result from denying them access to educational services (United States Department of Education, 2020, March 16). Later, on March 21, 2020, the USDOE published a supplemental fact sheet to provide clarification on a misunderstanding that federal legislation, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disability Act (ADA), did not allow distance learning for students with disabilities. This document stated that “school systems should make local decisions” (p. 1). Some suggestions for modifications and services (p. 2) and a discussion on IDEA timelines were also provided (p.4).

2.2. Challenges Associated with State Implementation of Federal Guidance

Although states ordered or recommended school closure for an extended period in 2020, there was already significant variation across the country on how special education and related services were being provided. In a 2009 survey, very few states reported that they had policies related to special education being provided in an online format (Burdette et al., 2013). However, even at that time, this type of instruction was increasing in prominence for students with disabilities.

In response to Hurricane Katrina, a task force in Louisiana began developing a plan for schools to continue to operate when buildings were not accessible. Part of the plan involved training centers for teachers at the State level (LaPrairie & Hinson, 2007). As the transition to remote education due to the COVID-19 outbreak happened so abruptly, most school professionals were forced to practice completely new ways of teaching or providing special services without any training, planning, or preparation time. The superintendent of L.A. schools, Austin Beutner, once described in the early phase of the COVID-19 crisis,

Even in the best of times, launching a comprehensive online learning program ... would be a monumental task, akin to landing on the moon, ... It would take years of careful planning, investment, training, and engagement with the entire school community. During extended school closures due to the coronavirus, Los Angeles Unified is doing it in a matter of weeks, because students most in need are counting on us (Blume, 2020, para. 4).

As their space shuttle was already flying in the space while they were building it, guidance from State agency was much needed for school professionals to try to safely land on the moon.

2.3. SEA Specific Guidance

To address local need and provide a clear path for continuation of IDEA mandated services, 88% of states provided clear and specific language that allowed distance learning for students with special needs, clarifying a pertinent area of law regarding FAPE and remote instruction (Haspel et al., 2022). In addition, 66% of states provided clear and specific guidance on the provision or ways distance learning could take place, while 62% of states also specifically addressed the provision of related services. However, the language within the guidance on provision of special education varied widely from inclusion of highly specific terms such as ‘virtually,’ ‘online,’ ‘telephonically,’ ‘curriculum-based schoolwork packets’ or ‘pencil and paper tasks’ to general guidance stipulating that instruction should be adapted to students’ needs and/or location (Haspel et al., 2022).

While these data substantiate steps taken via state legislature to guide school districts in the provision of remote special education services, these data also reflect wide disparities in language, reflecting differing, and sometimes conflicting, responses from the SEAs. Moreover, there is a strong implication from current state legislation that the core of the decision-making

should occur at the local level. As such, there remains a fair degree of burden by the LEAs in figuring out what to do, and by educational professionals, how to do it. In order to assist, many states identified or offered resources that could be accessed at the district level.

2.4. Necessity of District-Level Resources

The pandemic had an impact on districts, on schools, on teachers, on parents, and on students. Brelsford et al. (2020) created a list of strategies that were effective during the pandemic. They suggested that districts and schools should have policies in place, and those policies should be flexible; that students should be held accountable, but empathy should be a guiding principle; and that teachers should have training in the use of technology and student access should be considered. Additionally, Brelsford et al. (2020) discussed the lack of support by districts for special education teachers. Lesh (2020) commented on the stress level of students and parents, along with the fact that teachers and school leaders were trying to prepare for any of a variety of scenarios, suggesting that resources and guidance provide support for all involved.

Although state guidance laid the groundwork for remote instruction, teachers faced substantial challenges in figuring out how to implement this type of instruction (Blume, 2020). In order to determine what supports were provided to teachers, the following paper searched publicly available resources to identify the types of tools, programs and materials identified or created by SEAs.

3. METHODOLOGY

3.1. Archival Analysis

The authors of this paper expanded their existing research on SEA response to school closures (Haspel et al., 2022) by conducting an archival analysis of publicly available resources from SEA websites from April 2020-January 2021 (cf Ventresca & Mohr, 2002). This approach allowed the authors to: a) determine the breadth of resources across states b) understand the types of resources provided, and c) generate a comparative understanding of the types of materials and tools that could directly assist in implementing special education instruction and services remotely.

To begin, the authors divided each of the fifty states plus the District of Columbia by assigning 8-9 state websites per person for review. During the initial review, links to the state websites were shared in a spreadsheet, noting which states had sites or pages specifically created to house resources related to supports for online learning during the COVID-19 pandemic.

Individually, authors identified resources that were specifically labeled as virtual special education resources from those websites and placed them in a collectively shared document. SEA resources that expressly addressed online learning for students with special needs were also gathered as well.

3.2. Content Analysis

Then, content analysis was used to sort resources into broad categories (Krippendorff, 2018). Through this process, the authors collectively identified eleven categories that specifically

related to the implementation of special education instruction or services. Finally, the authors worked in pairs to classify each resource within one of the defined categories. Final steps included elimination of any overlapping or duplicated resources, as well as further content analysis of any resource that: a) did not readily fit into one of the categories, or b) could fit into more than one category. If an agreement could not be conclusively reached between authors, it was placed separately for group review. Collectively, the authors reviewed any material, tool, or website to determine fit and appropriate category.

4. FINDINGS

Results indicated a significant response effort on behalf of states, with approximately 67% publishing resources on their websites. There was a broad range of materials and tools identified, addressing variety of needs in relation to remote implementation of special education services. Content analysis and collective agreement amongst authors defined the eleven categories as: e-learning tools, COVID-19 educational materials, English Language Arts, mathematics, behavior/social emotional learning, speech and communication, motor and movement, life skills, transition, national dissemination sites and virtual instruction training (see Figure 1). During the analysis of resources, it was noted that many states continued to add to their websites or made updates that were outside of the defined timeframe of this paper. In addition, there were a plethora of resources, such as training and webinars, that contained additional information or materials that were not included within data represented in Figure 1 since the content of these materials covered multiple categories.

Despite these constraints, the data in Figure 1 indicate SEAs identified a broad range of resources to enable or support educators in implementing remote instruction for students with special needs. Some of these resources, such as e-learning tools, were designed to facilitate online learning, while others (e.g., virtual instruction training) were designed to help teachers understand ways to implement learning remotely.

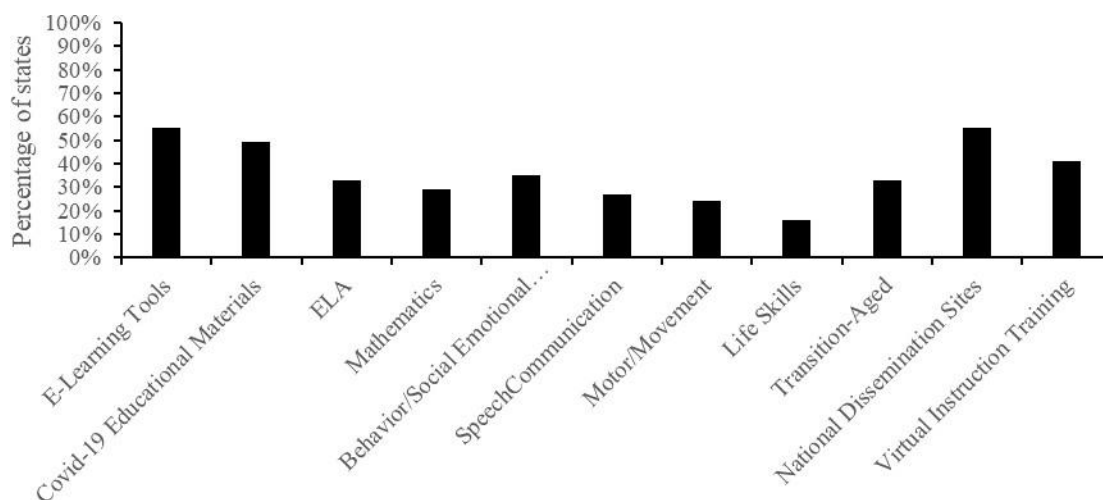


Figure 1. Overview of Types of Remote Special Education Resources Identified by SEAs

Moreover, many resources provided direct options for the provision of core IEP content, such as math and ELA, or related services pertaining to speech or motor skills. In addition to these critical areas, several SEAs identified web-based resources to support functional programming in the home for secondary populations, as well behavior and social emotional support tools for students. Lastly, some states provided links to national dissemination sites, which provided a wealth and breadth of resources in all of the aforementioned categories. In all, these data provide critical insight to the types of resources SEAs made available for LEAs to provide appropriate special education supports and services during the global pandemic. However, for the purposes of this paper, it is critical to define and discuss the different types of resources in relation to implementation of the IEP or meeting student instructional needs to further understand the current and future value of these resources for educators. To focus on materials that directly supported teachers in providing instruction, eight categories of resources were included in the final analysis.

4.1. E-Learning Tools:

The first, and perhaps most critical set of resources for teachers, are e-learning tools. Approximately 55% of states identified resources to assist teachers in implementing virtual or remote learning (see Table 1). Defined as, “Web-based programs and/or computer-based applications designed to facilitate virtual or online instruction,” these resources enable delivery of instruction with the intention of mimicking in-person learning. Some of these tools, such as Flippity and Classroomscreen, provide a direct means of differentiating or adapting instruction, while other resources, such as Apple Accessibility and Google Chrome extension, describe ways of adapting and differentiating delivery of instruction via their platform. In addition, some tools are designed to meet specific needs of disability populations, such as autism and deaf/hearing impaired. As such, these resources could be used to aide and assist in lesson planning and remote delivery of special education instruction for a wide variety of learners.

Table 1. E-learning Resources & Tools

Resource	Description	Weblink
AEM: National Center on Accessible Education	This source provides technical assistance, coaching, resources, and accessible educational materials and technologies for learners with disabilities and their families.	https://aem.cast.org/
Apple Accessibility	A guide to learn how to use Apple features on your Mac to get the most out of virtual learning. Provides resources for vision, hearing, mobility, and cognitive needs.	https://www.apple.com/accessibility/
Bitmoji Accessibility Tutorials	YouTube videos on how to access Bitmoji Classroom features.	https://www.youtube.com/playlist?list=PLFZewdPHOs6oSmNngvFHHVztr0AFuZ1K

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Call Scotland: <i>Wheel of Apps for Learners with Complex Needs</i>	A color-coded and organized “wheel” of resources for learners with disabilities.	https://www.callscotland.org.uk/blog/updated-wheel-of-apps-for-learners-with-complex-needs/
Center on Online Learning and Students with Disabilities: VPAT	A color-coded grid of software products and vendors used to develop or distribute elementary and secondary instructional materials.	http://www.centeronlinelearning.res.ku.edu/vpat/
Chrome Extensions	A list of 30 Chrome web extensions that can assist students in Text to Speech, readability, reading comprehension, and navigation.	https://www.controlaltacheve.com/2016/10/special-needs-extensions.html
Classroomscreen	An online tool that allows educators to display lessons and lesson instructions in a clear way, with widgets including drawing tools, a timer, polls, and text boxes.	https://classroomscreen.com/
Common sense education: Apps and Websites for Special Education Programs	A list of apps that address foundational skills, social and emotional skills, and help kids with autism follow a schedule. There are also resources for educators for developing language and math literacy.	https://www.commonsense.org/education/top-picks/apps-and-websites-for-special-education-programs
Described and Captioned Media Program (DCMP)	Supported by the Dept. of Education, DCMP provides resources and media to serve students with sensory disabilities.	https://dcmp.org/
Flippity	Tool that turns Google spreadsheets in flashcards, tests, and more.	https://www.flippity.net/
Google Tools	Google accessibility tools that enable a more accommodating virtual learning experience.	https://support.google.com/docs/topic/1361462?hl=en
HearingLikeMe: Making online learning accessible for deaf students	Article about online learning for deaf students providing tips and suggestions on how to access Phonake Roger Technology.	https://www.hearinglikem.com/online-learning-for-deaf-students/
HelpKidzLearn	Collection of software for young learners and young learners with disabilities to play online.	https://www.helpkidzlearn.com/
IXL	Program with a comprehensive K-12 curriculum covering all common core standards, with real-time analytics, for students, educators, and school districts.	https://www.ixl.com
Kahoot!	Learning platform that offers individuals to create, share, and play learning games using any device to promote engagement.	https://kahoot.com/schools-u/

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Learning in Hand	Blog website that provides resources and tips for digital learning.	https://learninginhand.com/
Lucky Little Learners	Blog that shares zoom activities for distant learning.	https://luckylittlelearners.com
Microsoft Accessibility	A guide about assistive technology using Microsoft features. Guide features vision, mobility, hearing, mental health, learning, and neurodiversity technologies.	https://www.microsoft.com/en-us/accessibility
National Deaf Center: Checklist for Teaching Deaf Students Online	A PDF file that guides educators on online learning for students who are deaf.	https://www.nationaldeafcenter.org/sites/default/files/asset/document/Checklist_TeachingDeafStudents%20(2).pdf
Natural Reader	Text-to-speech application. Provides Dyslexia font.	https://www.naturalreaders.com/online/
Screencastify	For educators to record, edit, and share videos	https://www.screencastify.com/
See Hear Communication Matters: How to Caption your Videos	Blog that shares resources for captioning videos.	https://tinachildressaud.com/2020/03/22/how-to-caption-your-videos/
SnapType	App that allows students to complete a worksheet on any device. Aimed towards students who struggle with penmanship.	http://www.snaptypeapp.com/
The Autism Helper: Emergency Homeschool Kit	A toolkit for home that includes schedules, calendars, printed sheets, curriculum, and visuals.	https://theautismhelper.com/emergency-home-school-kit/
Toy Theater	Free collection of educational games for elementary students. Resource also provides teacher tools such as virtual manipulatives.	https://toytheater.com/
TTSREADER	Speech app that includes text-to-speech and speech-to-text features. Multilingual options are provided.	https://ttsreader.com
Understood	A non-profit that provides resources for educators and families of special needs students. Spanish version offered too.	https://www.understood.org/pages/en/families/

WatchKin	URL converter in which videos are cleared from distractions and offensive language on the website.	https://watchkin.com/
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4.2. English Language Arts (ELA)

An additional essential resource for teachers pertains to the provision of core instructional areas, such as reading and writing. Over a third (33%) of state education agencies identify options for multi-modal reading and writing in a virtual setting. Remote resources in this category (see Table 2) were defined as, “Instructional materials, resources or tools designed to address aspects of reading and/or writing skills via remote, virtual or online learning environments.” These resources cover a breadth and range of ELA instructional domains, including fluency, phonics, phonological awareness, comprehension, and writing.

While some resources, such as Razkids, Scholastic, and Bookshare, provide readymade lessons, stories and activities, other resources, such as Holt Interactive Graphic Organizer and ReWordify, allow teachers to organize and differentiate ELA lesson. Many other resources provide pre-modified materials or options for enlarging text, isolating text, or clicking on icons to ‘hear’ stories. Additional components of resources include embedded assessment components that generate reading lessons at students’ levels, while others, such as Newsela, align reading content to state standards, so teachers can align IEP instruction to the general education curriculum. Lastly, many resources feature accommodations for specific disability needs of learners, such as voice-to-text for writing and text-to-speech for reading.

Table 2. ELA

Resource	Description	Weblink
Amplify Reading	A digital reading tutor that provides support across 13 skill areas.	https://readingsuccess.amplify.com/elementary/ https://www.youtube.com/playlist?list=PL3CC0DF43F5C8814F
ASL Storytelling	YouTube channel of ASL storytelling.	https://www.youtube.com/playlist?list=PL3CC0DF43F5C8814F
Audible Stories	A collection of children's stories across nine different languages.	https://stories.audible.com/start-listen
Bear Essential News	Monthly newspaper designed for children.	http://bearessentialnews.com/
Bookshare	PDF guide to common Bookshare features for educators on Bookshare.org to use for students with dyslexia, blindness, or mobility needs.	https://benetech.org/wpccontent/uploads/2020/03/Bookshare-e-Educators-Shortcut-Guide.pdf
Florida Center for Reading Research	Resources for students that target fluency, phonics, phonological awareness, and comprehension.	https://fcrr.org/student-center-activities

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Holt Interactive Graphic Organizer	Graphic Organizers (charts, webs, and diagrams etc.)	https://my.hrw.com/nsm/edia/intgos/html/igo.htm
Learning Ally	Audio books for students with dyslexia and visually impaired.	https://learningally.org/
National Center on Intensive Intervention: Using Sample Lessons to Support Continuity of Learning During COVID-19	Videos, resources, and sample lessons for educators.	https://intensiveintervention.org/resource/continuity-learning-tips-educators
Newsela	Content aligned with state standards for all subjects.	https://newsela.com/
Paths to Literacy: CVI-Friendly Videos	Videos for children with cortical visual impairment.	https://www.pathstoliteracy.org/resources/cvi-friendly-videos
Poetry4kids	A collection of children's poems.	https://www.poetry4kids.com/
Quia: world of words	Vocabulary building games and activities.	https://www.quia.com/pages/worldofwords.html
RazKids	A series of books across different skill levels with reading comprehension quizzes and activities.	https://www.learningraz.com/site/products/raz-kids/overview
Reading Rockets	Literacy blog for parents and educators.	https://www.readingrockets.org
ReadWorks	Resource built for educators to help improve reading comprehension.	https://www.readworks.org/
Readwritethink: Eye on Idioms	Online activity on idioms.	https://www.readwritethink.org/classroom-resources/student-interactives/idioms
Really Great Reading	Resources and blogs on virtual implementation and reading.	https://www.reallygreatreading.com
Rewordify	Free online software that simplifies English, teaches words, produces lessons, and many more features.	https://rewordify.com/
Scholastic: Learn At Home	Online monthly subscription providing educational activities for ages 4-10.	https://www.scholastic.com/parents/school-success/learn-at-home.html
Storyjumper	Website for creating story books.	https://www.storyjumper.com/
Storyline Online	Website with read-aloud books with a comprehensive curriculum.	https://www.storylineonline.net/

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Tar Heel Reader	A collection of free accessible books covering a variety of topics.	https://tarheelreader.org
Teach Your Monster to Read	Online series of games that target children’s reading and phonics skills.	https://www.teachyourmonstertoad.com/
Texthelp: <i>Fluency tutor</i>	Reading assessment tool for oral reading progress and fluency.	https://www.texthelp.com/en-us/products/fluency-tutor/
Texthelp: <i>Read&write</i>	Software toolbar that assists students in creating and accessing content with literacy support features.	https://www.texthelp.com/en-us/products/read-write/read-write-for-education/
Text Compactor	Online automatic text summarization tool.	https://www.textcompactor.com/
Tween Tribune	Daily news articles with critical thinking questions and lesson plans.	https://www.tweentribune.com/
Unite for Literacy	Series of free online books organized by categories.	https://www.uniteforliteracy.com/
University of Florida Literacy Institute	Resource hub for educators to use when teaching foundational literacy skills.	https://ufl.edu/education/ufl.edu/

4.3. Mathematics

Similar to ELA, resources pertaining to mathematics are crucial, as it is a core component of many IEPs. Just under a third (29%) of resources were related to mathematics, which was identified as “Instructional materials, resources or tools used to address all aspects of mathematics skills via remote, virtual or online learning environments.” Many websites (see Table 3), such as Numberock and the National Center on Intensive Intervention, provide readily available lessons and interactive activities. In addition, several sites offer pre-existing lessons and activities aligned to state standards. There are also a few online learning tools, such as calculators and graphing tools, designed to assist learners with mathematics instruction. Lastly, there are a number of resources offering mathematics games, printable resources, and instructional videos that could be used to support math-based learning.

Table 3. Mathematics

Resource	Description	Weblink
desmos	Free suite of math software tools, including a graphing calculator.	https://www.desmos.com/
Dynamic Learning Maps	Modules, text supports, and instructional resources for students with disabilities.	https://www.dlmpd.com/all-modules-in-alphabetical-order/
edHelper	Printables, online resources, games, and workbooks for educators and students.	https://www.edhelper.com/

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Funbrain	Game-based learning website with games, readings, and videos for K-5 students.	https://www.funbrain.com/pre-k-and-k-playground
GregTangMath	Games, resources, and books on mathematics for young students.	https://gregtangmath.com/
Illustrative Mathematics	K-12 problem-based core curriculum designed to address content and practice for all students.	https://illustrativemathematics.org/community-hub/
Kathleen Morris: <i>20 Math Games for Young Children</i>	A teacher's blog that guides users to 20 free math games for ages 5-8.	http://www.kathleenamorris.com/2020/04/07/mathsgames-children/
Mashup Math	YouTube channel that provides students with tips and tricks on solving math problems.	https://www.youtube.com/channel/UCtBtcQJ8_jsrjPzb8itOsA
Math for love	A site built for everyone. Users can access games, free lesson plans, and a curriculum.	https://mathforlove.com/
National Council of Teachers of Mathematics: <i>Illuminations</i>	Interactive lessons based on the Math Common Core Standards for K-12 students.	https://illuminations.nctm.org/
National Center on Intensive Intervention: Mathematics Strategies to Support Intensifying Interventions	Lessons and guidance documents to support special educators and others working with students struggling with math.	https://intensiveintervention.org/implementation-intervention/math-lessons
Numberock	A library full of math videos, lesson plans, games, self-graded charts.	https://numberock.com/
Origo Ed.	Weekly topics that include daily mathematical activities for Pre-k-6 th grade.	https://www.origoeducation.com/athome/
PBS Learning Media	Engaging media resources based on the K-12 Mathematics Common Core for students and NY Educators.	https://ny.pbslearningmedia.org/subjects/mathematics/#.XpiYRKhKjIU
Practical Money Skills	Customizable financial lessons for special education teachers.	https://practicalmoneyskills.com/teach/lesson_plans/special_needs
ST Math	A spatial-temporal approach using interactive representations of math topics, with learning objectives in grades pre-k-8 th grade.	https://www.stmath.com/

TouchMath	A multisensory math program that makes math concepts appealing and accessible for every student.	https://www2.touchmath.com/
Youcubed: <i>Growth Mind</i>	A website with lessons, activities and resources related to growth mindset.	https://www.youcubed.org/resources/growth-mindset/

4.4. Behavior/Social Emotional Learning

Approximately 35% of states provided “Instructional materials, resources or tools used to address behavioral and social emotional learning needs of students via remote, virtual or online learning environment.” Examples of these types of resources include visual materials and schedules (see Table 4), as well as games, worksheets and tools that facilitate student adaptation to at-home learning. In addition, resources such HelpKidzLearn contain resources to address sudden changes in environment and learning expectations. Several resources, such as APBS: *Ten Positive Behavior Support Strategies to Support Families at Home*, could be used to help parents, caregivers, and educators guide students through this massive transition and adjust to new routines. Lastly, resources in this section, such as Maine DOE: *Teen Peer Support Text Line*, identify avenues for providing students ‘safe spaces’, as well as developing coping mechanisms related to adjusting to change and following new routines.

Table 4. Behavior/Social Emotional Learning

Resource	Description	Weblink
ABA Desk	A blog on how to utilize ABA strategies during virtual learning.	http://blog.abadesk.com/2020/03/16/affordable-ceus-for-bcbas/
ADDitude: <i>16 YouTube Videos That Teach Social Skills</i>	An article that guides parents and educators on where to navigate social learning videos.	https://www.additudemag.com/slideshow/youtube-videos-for-kids/
APBS: Ten Positive Behavior Support Strategies to Support Families at Home	PDF file that contains SEL strategies for parents of special needs children.	https://www.huntsvillecityschools.org/files/docs/apbs-behavior-support-strategies-homepdf
Autism Teaching Strategies	Website that contains resources and printables for children with autism spectrum disorder.	http://autismteachingstrategies.com/autism-strategies/remote-control-channel-changers-diy-social-communication-prompts-for-children-with-asd/

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Casel: Resources	SEL resources and downloads for parents and educators.	https://casel.org/resources-covid/
Centervention: 75 Free Social Emotional Learning Activities	Link provides SEL worksheets, games, and activities.	https://www.centervention.com/social-emotional-learning-activities/
Do2learn	Link provides behavior management and social skills resources.	https://do2learn.com/
Everyday Speech: Video-Modeling Social Skills	A library of video models that target social skills.	https://everydayspeech.com/social-skills-videos/
HelpKidzLearn: iPad Apps	A library of motivational apps for children with special and physical needs.	https://www.helpkidzlearn.com/apps
Illinois Autism Partnership: School Closure Autism Toolkit	A google doc full of organized resources useful for families of children with autism during COVID-19 pandemic.	https://docs.google.com/document/d/1O-186CJ3MmtUZuoCX_oRlR1Dgzqc5RmkYUdTKm_dQ4E/edit
Lives in the Balance	A selection of 2-minute videos on behavior management and mindfulness.	https://www.livesinthebalance.org/two-minute-videos
Maine DOE: Teen Peer Support Text Line	A text-line that provides adolescents with mental health support and a safe space to talk with another young person.	https://mainedoenews.net/2020/04/23/media-release-nami-maine-launches-teen-peer-support-text-line/
Michigan DOE: Office of Special Education Online Resources	A PDF file containing special education resources across every subject, life skills support, and SEL.	https://www.michigan.gov/documents/mde/OSE_OnlineResources_686139_7.pdf
Mindful Schools	A website that provides free mindfulness classes for young children.	https://www.mindfulschools.org/free-online-mindfulness-class-for-kids
Monterey Bay Aquarium: <i>MeditOcean</i>	Meditation videos while watching ocean animals and listening to ocean waves.	https://www.montereybayaquarium.org/stories/guided-mindfulness-meditations
My Life	A mindfulness app with over 400 activities that consist of yoga, breathing, and journaling.	https://my.life/

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Nebraska DOE: Supports for Students with Significant Cognitive Disabilities	A PDF file of lesson ideas divided by grade from K-12, with functional activities associated with time of day.	https://cdn.education.ne.gov/wp-content/uploads/2020/04/Supports-for-Students-with-Significant-Cognitive-Disabilities-1.pdf
Neurosequential Network: COVID-19 Resources	A series of videos and webinars by Dr. Bruce Perry on stress, distress, and trauma during COVID-19.	https://www.neurosequential.com/covid-19-resources
n2y	A software that provides news, online software, and access to the general education curriculum for individuals with special needs.	https://www.n2y.com/trial/
PBIS Apps: A 4-Step Plan for Handling Problem Behavior Remotely	A guide for educators on how to handle students' problem behavior during virtual learning.	https://www.pbisapps.org/community/Pages/A-4-Step-Plan-for-Handling-Problem-Behavior-Remotely.aspx
PBIS: Behavior Teaching Matrix for Remote Instruction	A PDF that shares tips for maintaining continuity of learning by defining classroom expectations for distance learning.	https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction
PBIS: Responding to the Novel Coronavirus (COVID-19) Outbreak	A PDF guide for students' mental health/social-emotional well-being during COVID-19.	https://www.pbis.org/resource/responding-to-the-novel-coronavirus-covid-19-outbreak-through-pbis
PBIS: SEL Check-In Feature	A guide on PBIS's SEL Check-In feature.	https://www.pbisrewards.com/blog/sel-check-in-feature-in-pbis-rewards
PBIS World: Social Stories	A guide and list on social stories for students with disabilities.	https://www.pbisworld.com/tier-2/social-stories/
Philadelphia School District: Virtual Calming Room	A resource for students in finding different strategies and tools, such as journaling and visual relaxation for managing emotions	https://sites.google.com/philasd.org/sdpcalmroom/home?authuser=0
Second Step: Covid-19 Support	Documents to support educators for learning during COVID-19, virtual, in-person, or hybrid model.	https://www.secondstep.org/covid19support
Time Timer	Free Apple app to assist individuals in time management.	https://apps.apple.com/us/app/time-timer/id332520417
UNC School of Education: <i>Online Learning Toolkit</i>	A guide for educators and parents of learners with autism on how to support their students during uncertain times.	https://afirm.fpg.unc.edu/online-learning-resources

4.5. *Speech and Communication*

Related services are a core component of many education plans; over a quarter (27%) of SEA resources were “instructional materials, resources and tools used to address the provision of speech language therapy or support student communication needs via remote, virtual, or online learning environment.” As such, resources for social communication are helpful not only to speech language providers, but educational staff who help facilitate student growth in this area. The majority of these resources (see Table 5) could be used to facilitate remote delivery of speech language services or support individuals with communication impairment in an online environment. Some materials, such as Boom Cards, allow facilitators to customize lessons specific to topics or student needs. Other resources provide templates or step-by-step guidance in customizing online lessons through Google or other web-based services, while additional resources specifically target help for parents in facilitating speech and communication in the home.

Table 5. *Speech and Communication*

Resource	Description	Weblink
AAC Language Lab	Website that includes free resources on language development that include parent guides, sample lesson plans, manual communication boards and more.	https://aaclanguagelab.com/
ASHA: <i>Practice Portal</i>	Website for audiologists and speech- language pathologists that consist of resources on clinical topics, professional issues, tools, and templates.	https://www.asha.org/practice-portal/
Boom Cards	A library of virtual and customized card decks that can be utilized during teletherapy.	https://wow.boomlearning.com/
Digital SLP: <i>FREE Speech Therapy Activities for Teletherapy</i>	Blog that contains virtual templates and activities for teletherapy.	https://www.thedigitalslp.com/free-speech-therapy-activities-for-teletherapy/
Home speech Home: <i>Twenty 5-Minute Speech Therapy Activities You Can Do at Home</i>	A speech therapist’s website on resources, activities, and products that promote speech development at home.	https://www.home-speech-home.com/twenty-5-minute-speech-therapy-activities-you-can-do-at-home.html
Interactive PowerPoints & Google Meet for SLP Therapy by Sarah Gregory SLP	A 5-minute video on how to make PowerPoint interactive on Google Meet in your virtual speech sessions.	https://www.youtube.com/watch?feature=youtu.be&v=RyLHRFp82Uw&app=desktop&ab_channel=SarahGregory%2CSLP
LessonPix	Downloadable PowerPoint in which materials and templated can be customized for teletherapy.	https://lessonpix.com/articles/3/288/Download+LessonPix+as+PowerPoint

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

PBS Kids for Parents: <i>Social Skills</i>	Weblink that provides parents information on social skills in children ages 2-8.	https://www.pbs.org/parents/learn-grow/all-ages/social-skills
Peachie Speechie: <i>Videos</i>	Speech videos for parents, students, and educators on articulation, fluency, and language skills.	https://peachiespeechie.com/pages/peachie-speechie-videos
PrAACtical AAC: <i>COVID-19 Supports for AAC Users & Service Providers</i>	Curated resources for those working with learners with developmental disabilities during COVID-19.	https://praacticalaac.org/practical/covid-19-supports-for-aac-users-service-providers/
QUIA: <i>Speech Therapy</i>	A list of over 700 virtual activities that promote speech development.	https://www.quia.com/shared/speech_therapy/
Shake Up Learning: <i>Choice Boards</i>	Free downloadable choice boards that parents can use at home for their children.	https://shakeuplearning.com/blog/home-learning-with-choice-boards-during-school-closures-suls056/
The Speech Express: <i>Distance Learning Series: Articulation</i>	Speech blog on articulation.	https://www.thespeechexpress.com/blog/distance-learning-series-articulation
UF Health: <i>Visual Supports</i>	Visual communication tools such as photographs, calendars, picture symbols, daily schedules, and choice boards.	http://card.ufl.edu/resources/visual-supports/

4.6. Motor and Movement

Approximately 24% SEA resources pertained to “instructional materials, resources or tools used to address the provision of occupational therapy or support student motor movement needs via remote, virtual or online learning environments.” Similar to social communication, resources for strengthening motor skills are helpful to occupational therapists, as well as teachers who foster developmental growth in this area. These resources are designed to engage students in movement-based activities, specifically targeting both gross and motor skills (see Table 6). While some sites, such as GoNoodle, simply provide options or ideas for physical activity, others, such as the OT Toolbox, provide guidance and ideas for facilitating occupational therapy in virtual learning spaces. In addition, some sites, such as Tools to Grow, offer interactive forums for therapists, while others, such as OT Learning Mom, provide resources for parents to facilitate movement-based exercises and activities at home.

Table 6. Motor and Movement

Resource	Description	Weblink
<i>AOTA: Information Pertaining to Occupational Therapy in the Era of Coronavirus</i>	Resources on practitioner well-being, back to school, teletherapy, decision guides, and more.	https://www.aota.org/Practice/ Health-Wellness/COVID19.aspx
Academy of Pediatric Physical Therapy (APTA): <i>News</i>	Webinars on school-based physical therapy for the 2020-2021 school year.	https://pediatricapta.org/news/ #n1249
Be Rhythmic	YouTube videos and classes on rhythmic practices.	https://www.berhythmic.com
Cosmic Kids Yoga	Yoga videos for children.	https://www.youtube.com/user/CosmicKidsYoga
Draw and Tell	Drawing and stories app for children.	https://apps.apple.com/us/app/ draw-and-tell/id504750621
Easterseals DuPage & Fox Valley: <i>Easy Indoor Activities for Energetic Kids</i>	Blog article on indoor activities for young energetic children.	https://eastersealsdfvr.wordpress.com/2020/03/24/easy-indoor-activities-for-energetic-kids/
Edutopia: <i>DIY Ways to Meet a Child's Sensory Needs at Home</i>	Blog article on how to make homemade sensory items.	https://www.edutopia.org/ arti cle/diy-ways-meet- child- sensory-needs-home
GoNoodle: <i>Movement Games</i>	Mobile movement games for young students.	https://www.gonoodle.com/company/games
Heavy Work Activities for Kids	A list of at-home activities parents can use to promote physical activity with their children.	https://drive.google.com/fi le/d/0B86bxhFxyKGzR2 paQkdh SI9sUUk/view
Mommy Poppins: <i>99 Sensory Activities for Any Child</i>	Blog article on activities for children with sensory processing disorders.	https://mommypoppins.com/ny-kids/99-sensory- activities- for-any-child
OT Learning Mom Activities	Website that contains free photographed OT activities, information, and resources.	https://www.ot-mom-learning- activities.com/

Mary HASPEL et al.
Exploring Remote IEP Instructional Resources Identified
by State Education Agencies during COVID-19

Pink Oatmeal	Website that provides physical activity, fine motor, gross motor ideas and free resources for teachers, parents, and therapists.	https://www.pinkoatmeal.com
Play At Home Mom LLC: <i>50 Sensory Bin Ideas</i>	Blog on sensory bin ideas with photographs.	http://www.playathomemomllc.com/2013/04/50-sensory-bin-ideas/
Special Olympics Fit 5	Organized fitness videos and resources for any individual.	https://resources.specialolympics.org/health/fitness/fit-5
The OT Toolbox: <i>Teletherapy Activities for OT</i>	Blog with OT teletherapy activities and tips.	https://www.theottoolbox.com/teletherapy-activities-for-occupational-therapy/
Therapy Street for Kids	Resources for parents to carry over OT activities with their child at home.	http://therapystreetforkids.com/
Thera Kids: <i>Fine Motor Activities For Home</i>	PDF guide on ways to promote fine motor development at home.	http://www.therakids.org/media/pdf/FineMotorActivitiesForHome.pdf
Tools To Grow, Inc.	A forum with resources for pediatric therapists to share ideas and collaborate. Spanish versions too.	https://www.toolstogrowot.com/
Your Therapy Source	Free organized printable's, forms, worksheets, and activity ideas for OT and PT therapists.	https://www.yourtherapysource.com/freestuff

4.7. Life Skills

Approximately 16% of SEAs addressed a critical area of need for secondary populations by identifying “instructional materials, resources or tools used to address activities of daily living via remote, virtual or online learning environments.” Teachers of secondary populations are all too aware of how critical life skills are for their students. These resources (see Table 7) primarily relate to fostering functional routines across settings and include visuals, videos, and step-by-step tutorials designed to mimic individualized instruction in adaptive life skills. In addition, options for assessment in this area are available through sites such as Indiana DOE: *Adolescent Autonomy Checklist*.

Table 7. Life Skills

Resource	Description	Weblink
Indiana DOE: Adolescent Autonomy Checklist	A PDF checklist of functional living skills for adolescents.	https://instrc.indiana.edu/transition-resources/index.html
Khan Academy: <i>Life Skills</i>	Life Skills curriculum that covers topics such as applying to college, finances, and careers.	https://www.khanacademy.org/college-careers-more
Michigan DOE: <i>Office of Special Education Online Resources</i>	A PDF file containing special education resources across every subject, life skills support, and SEL.	https://www.michigan.gov/documents/mde/OSE_OnlineResources_686139_7.pdf
Nebraska DOE: Supports for Students with Significant Cognitive Disabilities	A PDF file of lesson ideas divided by grade from K-12, with functional activities associated with time of day	https://www.education.ne.gov/sped/

4.8. Transition-Aged

Finally, 55% of states identified, “Instructional materials, resources or tools used to address the needs of transition-aged students via remote, virtual or online learning environments.” Many of these materials (see Table 8), such as CareerOneStop, correlate to career-readiness guides for students, parents, and educators, while others, such as LIVEBINDERS provide tools and resources to facilitate instruction and learning related to transitioning to adulthood. Additional websites, such as Career Interests, allow individuals to conduct self-assessments and determine possible career paths.

Table 8. Transition-Aged

Resource	Description	Weblink
CareerOneStop	Organized site sponsored by the U.S. Department of Labor, full of career, training, and job search resources.	https://www.careeronestop.org/
Center for Parent Information and Resources: <i>Transition “Starters” for Everyone</i>	Articles, guides, and online training on transition planning for parents and professionals.	https://www.parentcenterhub.org/transition-starters/
Colorado DOE: Providing Secondary Transition Services During COVID-19	Collected resources and tools specific to secondary transition for families, individuals, and professionals.	https://www.cde.state.co.us/cdesped/transition_covid
LiveBinders: DCDT webcast resources COVID-19	An organized list of resources, games, apps, lesson plans, and webinars used to assist educators and students in virtual learning.	https://www.livebinders.com/b/2651124
myFuture	Website providing information on careers, colleges, and military for high school seniors.	https://myfuture.com/
NTACT: <i>Transition Focused Instructional Resources</i>	Resources and recorded webinars on topics such as transitioning, post- secondary education, employment, and independent living.	https://transitionta.org/topics/covid-19/
PACER’s National Parent Center on Transition and Employment: <i>Middle & High School Transition Planning</i>	Weblink provides videos, PDF guides, resources, and information regarding transitioning to adulthood.	https://www.pacer.org/transition/learning-center/planning/
Roadtrip Nation	Online quiz and course to assist new graduates or any individuals seeking career guidance.	https://roadtripnation.com/
Texas OnCourse	Comprehensive learning guide on college and career readiness for educators.	https://texasoncourse.org
University of Missouri: <i>Career Interests Game</i>	Resource designed to help students match their interests and skills to careers.	https://career.missouri.edu/career-interest-game/

VCU Center on Transition Innovations: <i>Get Ready for College</i>	Free online courses that focus on college preparation and disability services offered in college.	https://centerontransition.org /training/getready.cfm
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5. DISCUSSION

The information shared in this paper serves two key purposes: 1) The materials and resources document a concerted effort on behalf of SEAs to assist school districts in rapidly shifting to online learning for special education students, and 2) The resources and materials provide relevant tools for implementing and differentiating instruction to ensure FAPE for students with special needs in the event of school closure. In addition, there are several important facets to note within the resources developed and shared by SEAs that are important for practitioners. As Brelsford et al. (2020) suggested, the strategies and tools provided by the SEAs created options for implementing varied types of distance learning, but also created flexible options for ensuring continuation of special education services and supports during this time period. These resources also showed the level of SEA assistance for districts, and provided a blue print for teachers to address each area of the IEP, a critical area of concern (Blume, 2020). In addition, a plethora of tools, materials and web-based options were provided for each area of the IEP, and it is perceived that these resources and tools could potentially decrease stress for both students and parents, as well as help administrators and parents develop individual options for students, regardless of need or disability (Lesh, 2020).

The significant variation in the types of resources identified and provided by states represents differing levels of responses, and different types of responses across the nation. This may be attributed to the lack of time SEAs had to respond to federal guidance, and the scale of school closures (Blume, 2020). While this paper specifically avoided delineating individual state efforts in order to emphasize the collective strength of our nation as a whole, it shows a substantial effort to address the needs of school districts in providing a free and appropriate public education for students with special needs during COVID-19.

The goal of this paper was to identify and discuss SEA resources in order to provide teachers, therapists, and staff with relevant information to assist in the implementation of online instruction for students. It should be noted that the resources shared in this paper, while comprehensive, should not be viewed as inclusive of all materials, tools, and websites shared by SEAs. Rather, the scope of this paper was limited to resources that were specifically labeled and identified as special education resources and/or specially addressed as online learning tools for students with special needs. Furthermore, the information gathered for this paper took place over a specified period of time and additional information may have been developed after the focused time frame. Lastly, many states shared information within a general context under COVID-19 materials and many webinars and/or trainings were provided directly to districts

administrators; accurately collecting and identifying information shared through these modalities was beyond the scope of this paper.

6. RECOMMENDATIONS

While many districts have shifted back to in-person learning, the dissemination of the resources in this paper remains relevant, as many districts remain charged with providing compensatory services. Furthermore, the future value of these resources is relevant to any context or circumstance that may prevent participation in in-person learning. These circumstances could be personal in nature, such as illness or medical issues, or school-wide in nature, such as weather or natural disaster. Moreover, many districts utilize technology extensively in the classroom, through Chromebooks and other means, and many of these resources readily translate to this technological focus within classrooms.

7. ABOUT THE AUTHORS

Mary Haspel is an assistant professor in the Department of Special Education at Monmouth University. She currently teaches for the Applied Behavior Analysis certificate program, the Autism Studies graduate program, and the Special Education Endorsement programs. She previously served as the Autism Specialist for the New Jersey Department of Special Education and training coordinator at Douglass Developmental Disabilities Center of Rutgers University. Her research interests include functional behavior assessment, trial-based functional analysis, evidence-based practices in autism, teacher preparation and training and special education policy. Dr. Haspel received her Ed.D from West Virginia University (2019) and her M.A. and B.A. from Catholic University (2005, 2001).

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