

Continuous Learning Guiding Questions

INSTRUCTIONAL FORMATS

- ★ Will teachers provide instruction in a 1-on-1 or group setting?
 - ★ What communication parameters have been established to aid in a virtual group setting (e.g., all students being muted, students raising hand to talk, etc.)?
- ★ How will educational materials be presented/shared by teachers?
 - ★ Will the teacher be demonstrating information via a “white board” app while talking about concepts?
 - ★ Will packets of work be sent home to supplement eLearning activities?
 - ★ Access considerations for videos: interpretation, captioning, transcription, visual access to speakers’ faces, etc.
 - ★ If students are watching a live video, will the session be recorded so students have access to it later?
 - ★ Will teachers record lessons or create videos for students to watch?
- ★ Will video conference platforms be used?
 - ★ Are auto subtitles or captions needed?
 - ★ If auto subtitles or captions are needed, are they available in the video conference platform used?
 - ★ If auto subtitles or captions are not available, describe how the student will receive instruction.
 - ★ Is interpretation needed? If so, how will it be incorporated?

REMOTE LEARNING SERVICES

- ★ How is remote learning utilized (COVID, inclement weather, etc.) in the student’s school?
- ★ How will 504 services and/or IEP services be provided (if applicable)?
 - ★ DHH services
 - ★ Speech/language
 - ★ Educational interpreting
 - ★ Special education resource
 - ★ Educational audiology
 - ★ Occupational/physical therapy

TECHNOLOGY USE

- What technology will be used for learning (apps, websites, devices, etc.)?
- ★ Are subtitles/captions needed?
 - ★ Are subtitles/captions available?
 - ★ If not available, how will students receive information?
 - ★ Is Hearing Assistive Technology (HAT) needed to access technology?
 - ★ Refer to Continuous Learning HAT Considerations guidance document.
 - ★ For remote learning, does the family have appropriate Internet bandwidth to access remote learning applications?

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ACCESS TO CONTENT AND ENVIRONMENTS

- ★ Has a functional listening/visual evaluation been conducted in educational setting(s)?
- ★ Has Hearing Assistive Technology (HAT—FM/DM/Bluetooth system) been recommended by the child’s audiologist?
 - ★ Is HAT needed for in-person instruction?
 - ★ Is HAT needed for remote learning?
 - ★ Refer to Continuous Learning HAT Considerations.
- ★ Is an educational interpreter needed?
 - ★ How will the interpreter be scheduled and used for instruction?
 - ★ Refer to Continuous Learning Educational Interpreter Considerations document.
- ★ Will masks and/or face shields be worn?
 - ★ What barriers might the child experience due to degraded speech and/or limited visual access?
 - ★ How will barriers to communication be alleviated while wearing masks?

VIDEO CONFERENCE ACCESSIBILITY FEATURES

- | | |
|--|---|
| ★ Zoom | ★ Google Meet |
| ★ Auto subtitles:
Rev integration | ★ Auto captions
with speaker
identification |
| ★ Interpreter:
Pin in side-by-side | |
| ★ Resize presenter’s
window to allow
for
speechreading or
interpretation | |

AUTO SUBTITLES APPS and SITES

- ★ [Google Live Transcribe](#)
- ★ [Ava](#)
- ★ [Otter.ai](#)
- ★ [Microsoft Presentation Translator](#)
- ★ [Innocaption](#)
- ★ [Webcaptioner.com](#)
- ★ [Described and Captioned Media Program](#)

ADDITIONAL CONSIDERATIONS

- ★ Who is the primary contact person if there are concerns about access and/or technology?
- ★ Has the Case Conference Committee completed the [Considerations of Special Factors worksheet](#) and incorporated it into the IEP?