Resources Highlighted in Video 2: Supporting Communication Needs of Students with the Most Intensive Needs

An easy-to-share handout
Center for Parent Information and Resources (CPIR)
http://www.parentcenterhub.org/videos-supporting-students-with-the-most-intensive-needs

This nearly 4-minute video is one in a series of three produced by several of OSEP-funded technical assistance and dissemination (TA&D) Centers.¹ The purpose of the video series is to identify the many resources that are available to families, educators, and service providers to help them address the individual needs of students with the most significant and intensive needs during the pandemic and beyond. The videos speak directly to parents and recommend that parents share the videos with the team of educators and other professionals working with their child.

Video 2 focuses on supporting the communication needs of students with the most intensive needs and highlights multiple resources. Watch Video 2 at: https://www.youtube.com/watch?v=26yHm4SV-wc

For your ease of access to and sharing of the resources mentioned, CPIR is pleased to offer this handout that identifies the individual resources and provides links to them.

Supports for Families at Home | From the National Center on Deaf-Blindness (NCDB)

Distance Learning for Proficient Communicators
This webpage of resources will help instructors and students connect via video, online files, and documents. Want to know Zoom’s accessibility features? How about Google Meet? There’s also a section on remote learning, which includes resources such as Distance Learning and Deafblindness: Learning From Parents.
https://www.nationaldb.org/for-families/learning-resources/family-topics/distance-learning-proficient-communicators/

Supports that Families Can Share with Educators | From NCII, NCDB, and the TIES Center

Communicative Supports TIPS
There are 7 different TIPS sheets in this series from the TIES Center. Two example titles are: How Peers Can Support AAC Use by Students with Significant Communication Needs (TIP
#1); and Successfully Using Communication Practices in the Inclusive Class (Tip #4). Check them all out, and share with your child’s education team.
https://publications.ici.umn.edu/ties/communicative-competence-tips/cover

Illustration of science symbols/words along with question words needed for participating in science (from the TIES Center)

Supports for Families as They Transition to and from In-School Services

Partnering with Professionals Online
Here’s a webpage of resources that will help families connect with professionals virtually, including for early intervention services, for physical and occupational therapy, teletherapy, and other virtual home visits.
https://www.nationaldb.org/for-families/learning-resources/family-topics/partnering-online/

Parent Video Series: Supporting the Learning of Children with Significant Cognitive Disabilities at Home
This is more than one resource: It points to the video series for parents from the TIES Center and includes videos on how to help your child at home with routines, math, reading, communication, and academics in general.
https://tiescenter.org/about/stakeholders/parents-and-families/parent-resource-videos

June 2021, A product of the Center for Parent Information and Resources

The contents of this handout were developed under grant H328R180005 from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

1 The TA&D Centers involved in creating this video series are: the National Center on Deaf-Blindness (NCDB), the TIES Center (in collaboration with National Center on Educational Outcomes), and the National Center on Intensive Intervention (NCII).