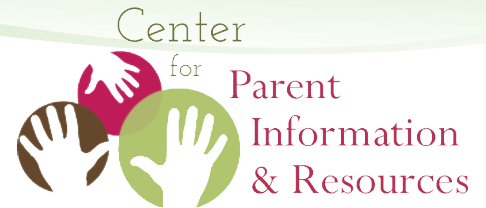


# Resources Highlighted in Video 2: Supporting Communication Needs of Students with the Most Intensive Needs



*An easy-to-share handout*

**Center for Parent Information and Resources (CPIR)**

<http://www.parentcenterhub.org/videos-supporting-students-with-the-most-intensive-needs>

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**T**his nearly 4-minute video is one in a series of three produced by several of OSEP-funded technical assistance and dissemination (TA&D) Centers.<sup>1</sup> 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/>

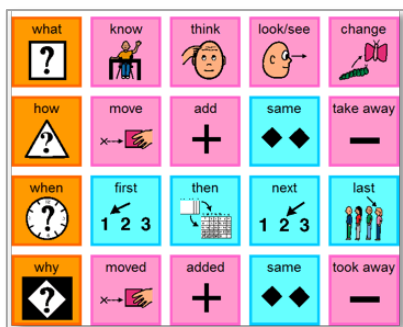
## **Supports that Families Can Share with Educators** | From NCII, NCDB, and the TIES Center

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, tele-therapy, 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*

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<sup>1</sup> 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).