

## Suggestions for E-learning Data collection

**Assess students during your regular distance instructional times** (e.g., when you meet with students by your district's designated remote program).

- During these distance learning meetings, observe the student for targeted skills. Be intentional about your observations and data collection.
- Ask your teaching partner (para professional) to assist you with observations and documentation during the meetings if possible. Designate the information that will be collected during the meeting so that the data collection is intentional and developmentally appropriate.
- Request that related services providers team with you by providing information from their sessions or by pairing with you during distance instructional lesson in order to team on delivering and observing during the lesson.

**Ask families/guardians to give you information on specific objectives.**

- Parents can share information (provided forms and matrices, videos, photos, in the application provided by your district (as applicable).
- They can send photos via secure apps such as Remind, Seesaw, and Class Dojo. Please be mindful in your guidance to parents regarding what they are sending. For example, parents do not need to record video or take photos of challenging behavior. There are better tools for documenting this information.
- Provide several options for families to share information with you. Some might not feel comfortable with online program but might be agreeable to emailing teacher pictures and videos. Encourage them to photograph and video activities that are on the calendar or schedule include in their packets.

**Have the family members to help students self-monitor their progress on the activities and charts you send home.**

- Example: If they complete an activity, such as reading a book and answering a question about the book, have them complete a self-check list.
- If they completed specific skills, such as three acts of kindness for the week, have them complete a self-check list, etc.

**Collect information during an individual family interview**

- Schedule a time to talk with the parent / guardian to get information about how their child is doing in specific areas.
- Ask general questions related to everyday routines, as well as questions specific to IEP goals

**Consider using combinations of the methods listed above.**

### **Ideas for Facilitating Family Involvement with Progress Monitoring**

- Provide the family with suggestions for activities and interactions that are related to IEP goals.
- Suggest activities that can be incorporated into daily routines and that can occur during several routines (example: making choices during meal times, choosing toys for play time)
- Focus on two or three goals per week. Explain to the family that the targeted skills are IEP goals.
- Explain the focus goals that you would like them to document, but assure them that it's fine to document other activities listed.
- Schedule a convenient and agreed-on time for you and the parent to discuss progress. Be sure that numbers and email addresses are exchanged. Ask the family to notify you if they are unable to keep the appointment.
- Give the family some suggestions for providing information in various ways and discuss the specifics of each of their options.