The New York State Education Department (NYSED), Office of Special Education, is sharing the following COVID-19 resources provided by technical assistance centers funded by the U.S. Department of Education’s Office of Special Education Programs. This information is provided for informational purposes only and does not constitute NYSED endorsement. Please be aware that websites listed may change. The information provided is true and complete to the best of our knowledge.

**Supporting Students with Intensive Needs During COVID-19**

NCII in partnership with educators participating in a community of practice during spring 2020 have developed a range of sample lessons and strategies for implementing intensive intervention during COVID-19 restrictions. Resource collections including math and reading lessons, behavior strategies, data collection and teaming materials, implementation support and collaborating with families. Visit the [Supporting Students with Intensive Needs during COVID-19](#) webpage to find resources and check back as new resources are added.

**Strategies and Key Practices with the Goal of Supporting Students with the Most Intensive Behavioral Needs**

*Returning to School: Considerations for Students with the Most Intensive Behavioral Needs. A Guide to Supporting Students With Disabilities, Their Families, and Educators During the 2020–21 School Year* includes a set of strategies and key practices with the ultimate goal of supporting students with the most intensive behavioral needs, their families, and educators in their transitions back to school during and following the global pandemic in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth. This guide was developed by the National Center on Intensive Intervention (NCII), Center on Positive Behavioral Interventions and Supports (PBIS Center), and National Integrated Multi-Tiered Systems of Support Research Network as a companion to *Returning to School During and After a Crisis* with a recognition that our most vulnerable students often have greater needs across
academics and behavior and also have the most difficulty with disruptions and generalizing across settings and contexts or learning content.

Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR Center) and the National Center for Systemic Improvement (NCSI)

Distance learning offers a unique opportunity to individualize and personalize instruction and establish inclusive learning environments for the range of diverse learners in every district, school, and virtual classroom. Applying high-leverage practices (HLPs) to lesson design and delivery, both in-person and virtually, empowers educators to provide the enabling conditions that ensure diverse learners are provided equitable access to high quality instruction, across all grade levels and in all content areas. In Removing Barriers to Effective Distance Learning by Applying the High-Leverage Practices, this special issues brief from the CEEDAR Center and NCSI outlines how HLPs can be employed to strengthen distance learning instruction for a diverse range of students by providing strategies to address common challenges students experience.

This brief is designed to support all teachers who are striving to ensure students of all backgrounds and abilities are provided equitable access to high-quality instruction in distance learning environments by:

- Identifying several common barriers that impede effective distance learning;
- Strengthening educators’ understanding and use of HLPs to address common barriers;
- Identifying potential strategies that teachers can apply to improve equitable access to content and learning; and
- Providing resources for teachers to further develop their knowledge and skill in implementing HLPs.

National Center on Deaf-Blindness (NCDB)

NCDB has a new web page for families called Activities at Home to Promote Transition Skills. It provides activities that are relevant during the pandemic or any time to help a child or youth prepare for employment, future education, and living as independently as possible.