# Remote Learning Resource: Strategies for Supporting Students with Disabilities During Radio Programming

## Purpose

This document offers supervisory unions/districts (SUs/SDs) strategies to support students with disabilities as the Agency of Education (AOE) and Vermont Public Radio partner to reach and teach students across Vermont, including the most vulnerable, through radio starting this Friday, May 8, 2020.

## Introduction

As new instructional strategies, techniques and tools are used in the remote learning environment, educators should consider those strategies that will best support the unique needs of learners. When using radio programming for instruction, certain considerations and supports may be necessary for students with disabilities.

## Strategies to Support Students with Disabilities

### Create Visuals

It may be helpful to provide visuals either with pictures or written notes for the student to refer back to. Providing visual options can assist students in answering open-ended questions when they are struggling to bring details to mind. Creating visuals can also provide a way for students who are not yet verbal and who are not yet using Augmentative and Assistive Communication (AAC) devices to respond to open ended questions. This can be beneficial to students with any communication delays, particularly in younger students.

### Preview the Information

Some students have a difficult time forming schemas or lack needed background information, and benefit from a preview to lay an informational foundation. It is sometimes overlooked that students with disabilities are barred from some spaces, experiences and activities that are commonplace to typically developing people. This leaves them at a disadvantage for comprehension.

### Recording the Information

Many students have trouble processing auditory information in real time. They may often miss parts of what is being said while they are still processing what was said previously. Having the ability to record a program and to replay the important parts can be very helpful to a student struggling with auditory processing. Students with attention deficits will struggle in a similar way to students with auditory processing challenges. They may miss parts of the program and would benefit from being able to rewind a recording when needed and would also benefit from written notes or visual cues.

## Contact Information:

If you have questions about this document or would like additional information, please contact: Katy Langevin, Students Support Services, at katy.langevin@vermont.gov.

### Providing Vocabulary

Providing subject-area vocabulary ahead of time can be very helpful for many students. If a student is using an Augmentative and Alternative Communication (AAC) device, it will be important to program any vocabulary they will need to discuss the topic. If the student is using a PEC's system, they will also likely need added vocabulary.

### Distraction Prevention

Positioning a student in place where distractions are limited will help them to concentrate on the content. Some students may be more focused when their hands are busy and could benefit from a fidget toy/device.

### Transcripts

For students who are hearing impaired or who have auditory processing challenges, a transcript may be needed to provide access to the content.

### Providing Breaks

It is important to keep a student's time limitations in mind and to give that student breaks when needed.

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