



## ***Highlighting Strategies and Practices in Providing Related Services to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities***

This document provides links to the resources described in the second webinar in the OSEP series designed to feature ready-to-use resources, tools, and practices from OSEP partners to support the educational, developmental, behavioral, and social/emotional needs of infants, toddlers, children, and youth with disabilities through remote and distance learning.

[Information Brief on Evidence-Based and Promising Practices to Support Continuity of Learning: Related Service Providers](#)

[National Association of School Psychologists \(NASP\)<sup>1</sup>](#)

- [NASP COVID-19 Resource Center](#)
- [Webinar: The Pandemic's Impact on Academic Instruction and Student Progress](#)
- [Webinar: Academic Screening Post COVID-19](#)
- [Webinar: The Pandemics Impact on Academic Interventions: Reading, Writing and Math](#)
- [Webinar: The Pandemics Impact on Special Education Evaluations & Identifying SLD](#)
- [Webinar: School Reentry Considerations: Supporting Student SEL and MBH Amidst COVID-19](#)
- [Webinar: Screening and Tier 1 Interventions](#)
- [Webinar: Tier 2 Interventions and Data Management](#)
- [COVID-19 Return to School Resources](#)
- [School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19](#)
- [COVID-19 Family and Educator Resources](#)
- [Equity Considerations During and After COVID-19 School Closures](#)
- [Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators](#)
- [Countering COVID-19 \(Coronavirus\) Stigma and Racism: Tips for Parents and Caregivers](#)
- [Additional NASP Resources on Social Justice](#)
- [A Framework for Effective School Discipline](#)
- [Guidance for Measuring and Using School Climate Data](#)

[Contact the National Association of School Psychologists](#)

[American Occupational Therapy Association \(AOTA\)](#)

- [Occupational Therapy in the Era of Coronavirus](#)

---

<sup>1</sup> Access to some webinars requires a membership.



[Contact the American Occupational Therapy Association](#)

[Academy of Pediatric Physical Therapy/American Physical Therapy Association \(APTA\)](#)

- [Coronavirus Resources for the Physical Therapy Profession](#)
- [Office and Technology Checklist for Telepsychological Services](#)
- [ASHA Telepractice Checklist for School Based Professionals](#)
- [Technology for Live Video Visits](#)
- [Resources to Support EI Work During COVID-19](#)
- [Early Intervention Work Technical Assistance Portal](#)
- [Zero to Three: Why Tele-Early Intervention is a Great Idea for Your Family](#)
- [Telehealth Resources](#)
- [Pediatrics News](#)
- [Telehealth Advocacy](#)
- [COVID-19 Resources for Physical Therapy Profession](#)
- [Pediatric and School-Based Therapy During COVID-19 Pandemic](#)
- [COVID-19 Resources for Physical Therapy Profession](#)
- [Webinar/Slides Pathways to Practice Midstream COVID and Beyond](#)
- [Choose PT](#)
- [Choose PT/Physical Activity Guidelines and Exercise Videos](#)

[Contact the American Physical Therapy Association](#)

[American Speech-Language-Hearing Association \(ASHA\)](#)

- [Telepractice Resources During COVID-19](#)
- [Considerations for Speech, Language, and Cognitive Assessment via Telepractice](#)
- [Considerations for Group Speech-Language Pathology Treatment in Telepractice](#)
- [Audiology and SLP Service Delivery Considerations in Early Intervention During Coronavirus](#)
- [COVID-19: ASHA Virtual Presentation Series on Early Intervention](#)
- [ASHA Voices: It's a Critical Period...COVID-19 and Early Intervention](#)
- [Early Intervention and COVID-19: Advice for Parents of Children Ages 0–3 Whose Services Are Interrupted \(available in Spanish\)](#)
- [At Home with Young Children? Build Preschoolers' Speech and Language Skills with Everyday Interactions and Activities](#)
- [Ten Ways Children with Language Disorders Can Maintain Both Physical Distance and Social Connection During the Coronavirus Pandemic](#)
- [Caring for Your Child's Hearing Health at Home: Guidance for Maintaining Hearing Devices, Improving Communication \(also available in Spanish\)](#)
- [ASHA to CDC: Recognize Need for Clear Face Masks, Flexible Communication Methods to Protect Those with Hearing and Other Communication Disorders](#)



- [ASHA Workload Calculator: COVID-19 Edition](#)
- [ASHA Telepractice Checklist for School-Based Professionals](#)
- [Coronavirus/COVID-19 Updates](#)
- [Resuming Services in Schools During COVID-19](#)

[Contact the American Speech-Language-Hearing Association](#)

[School Social Work Association of America](#)

- [COVID-19 Resources](#)
- [Offering Professional Development for School Social Workers](#)
- [Supporting LGBTQ Students During the Coronavirus Pandemic: A Tip Sheet for School Social Workers](#)
- [Child Mind Institute Resources for Families](#)
- [The Trauma Stewardship Institute – Laura van Dernoot Lipsky](#)
- [Coalition to Support Grieving Students](#)

[Contact the School Social Work Association of America](#)

[Early Childhood Technical Assistance \(ECTA\) Center](#)

- [Remote Service Delivery and Distance Learning \(including resources on Equity\)](#)
- [Provider and Educator Use of Technology](#)
- [Build Your Video Conferencing Skills Self-Assessment Checklist](#)

[Contact the Early Childhood Technical Assistance \(ECTA\) Center](#)

[Orientation and Mobility Program at Portland State University](#)

[Contact Orientation and Mobility Program at PSU](#)

[California State Polytechnic University/Adaptive Physical Education](#)

[Contact the California State Polytechnic University/Adaptive Physical Education group](#)