

Checklist for Remote Learning Strategies and Adaptations

Miami Lighthouse Academy, LLC

Remote Learning Supplies and Equipment	Yes	No	N/A	More Information
1. Braille				
2. Braille books/materials				
3. Large print books/materials				
4. Computer and/or tablet				
5. Accessibility features (e.g. VoiceOver, Zoom, Audio, descriptions)				
6. Enlargement Software (e.g, ZoomText, Fusion, NVDA)				
7. CCTV				
8. Math manipulatives (e.g., counting bears, unifix cubes)				
9. Felt-tip pen (20/20 pens)				
10. Bold line paper/ Raised line paper				
11. QuickDraw Paper				
12. Work play trays/or bins				
13. Book stand				

14. Play-doh				
15. Glue				
16. Crayons/Markers				
17. Finger Paint				
18. Tissue Paper				
19. Letter flashcards (print/braille)				
20. Number flashcards (print/braille)				
21. Tactual shapes				
22. Wikki Stix/yarn/pipe cleaners (to create raised drawing)				
23. Provide opportunities for hands-on learning (real objects to explore) kitchen, food				

Instructional Strategies	Yes	No	N/A	More Information
24. Using descriptive verbal language (e.g., size, hand orientation/position, texture, weight, temperature)				
25. Consistent routine and placement of materials (occasional displacement of objects for building searching for object skills)				
26. Provide ample amount of wait time to view materials on screen				
27. Provide auditory feedback and verbal encouragement				
28. Enlarge materials on screen				
29. Supplement book reading with real objects as needed				
30. Task analysis (break down activity into smaller steps) or washing hands (break down into smaller steps)				
31. Modeling				
32. Invert colors on screen				
33. Enlarged mouse/pointer				

34. Zoom whiteboard feature: Use of high contrast (e.g. black/blue/red writing tool)				
Environment (Teacher)	Yes	No	N/A	More Information
35. Quiet area				
36. Simple background (no virtual backgrounds, solid background)				
37. Real objects				
38. Ample amount of lighting (In front, no glare)				*Be sure not accustomed student to perfect situations
39. Uncluttered working space: use black or white surface/tray for workspace--depending on child's contrast preferences--for optimal contrast				
Environment (Suggested for Student)				More Information
40. Quiet area				
41. Not directly in front or behind window (reduce glare)				
42. Uncluttered working space: use black or white surface/tray for workspace--depending on child's contrast preferences--for optimal contrast				
43. Headphones (if applicable for K/1st)				

Safety Considerations	Yes	No	N/A	More Information
44. No glass materials; or small objects (beads, small Legos, bottle caps)				
Additional Curriculum Areas that should be observed	Yes	No	N/A	More Information
45. Independent living				
46. Orientation and mobility				
47. Social interaction				
48. Recreation and leisure				
49. Career education				
50. Assistive technology				
51. Sensory efficiency (use of functional vision, use of other senses to support learning, listening skills, braille literacy)				
52. Self-determination/ Self-Advocacy				

Teacher Reflection Checklist

Classroom teachers should use this as a reflective guide.

Please indicate below, have you...

Collaborating with Other Professionals	Yes	No	More Information
1. Met with specialists who might work with student (e.g., orientation and mobility, itinerant vision educator, occupational therapist, etc.)			
2. Are aware of schedules of specialists who might work with student (e.g., orientation and mobility, itinerant vision educator, occupational therapist, etc.)			
3. Learned about magnification devices (remove “magnification devices), braille’s, and other equipment available to and used by student			
4. Learned about student’s strengths/weaknesses and academic needs			
5. Co-developed appropriate strategies for the student with other professionals.			
6. Become familiar with individualized education programs (IEP) goals and objectives and other services specified to be provided. The IEP should guide the student’s individual session.			

Please indicate below, to what extent do you ...

Collaborating with Parents/Families	Never	Seldom	Often	Always
1. Contact student's caregivers/family to learn about their individual needs?				
2. Correspond with parents with phone calls and emails?				
3. Reach out to parents to ask for additional information?				
4. Share information about the child with parents?				
5. Send information home via email, COR, and/or Clever?				
6. Assisting parents with access to educational platforms?				
7. Assist with troubleshoot (as needed)				