

## COVID-19 & Students with ASD: Addressing Regression and Recoupment

**Presented by: Dr. Mitchell Yell**

**Hosted by: FAU CARD**

### About the Presenter

Mitchell L. Yell, Ph.D., is the Fred and Francis Lester Palmetto Chair in Teacher Education and a Professor in Special Education at the University of South Carolina. He earned his Ph.D. in special education from the University of Minnesota. His professional interests include special education law, IEP development, progress monitoring, and parent involvement in special education. Dr. Yell has published 132 journal articles, 6 textbooks, 34 book chapters, and has conducted numerous workshops on various aspects of special education law, classroom management, and progress monitoring. His textbook, *Special Education and the Law*, is in its 5th edition. Dr. Yell also serves as a State-level due process review officer in South Carolina. Prior to working in higher education, Dr. Yell was a special education teacher in Minnesota for 14 years.

### Training Description

The COVID-19 pandemic is a challenge to all of education but students with autism spectrum disorders (ASD) face additional challenges and hardships during the COVID-19 quarantine. All students have probably regressed on their skills and abilities but many will likely recoup much of what they have lost within a relatively short period of time; this may not be the case with students with ASD. Regression and recoupment will be a significant issue that needs to be addressed by students individualized program (IEP) teams. In this presentation, Dr. Yell will address these issues. He will also address how student's educational programs, as represented in their IEPs. During these difficult times, administrators, educators, and parents need to review and possibly revise students' IEPs. A focus on progress monitoring is extremely important, as is frequent communication and collaboration to help students with ASD succeed.

### Training Objectives

Participants will understand the importance of:

- 1: Monitoring students' progress during the pandemic
- 2: (a) Examining student regression in skills and abilities and (b) monitoring recoupment of these skills and abilities.
- 3: Collaboratively updated students' individualized education programs (IEPs) and revising when students have regressed and failed to recoup lost skills and abilities.

#### Date:

October 1-31, 2020

#### Location:

Online as a prerecorded webinar.

#### Register Online to view:

<https://dryell.eventbrite.com>

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