

## **General SPED Accommodations**

### **3rd Grade Lesson-Specific Accommodations**

This document provides some general recommendations for accommodations while implementing the AISD Human Sexuality & Responsibility curriculum. This is not an exhaustive list and teachers are reminded to always refer to a student's IEP first when considering what accommodations to utilize.

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#### **Reading Supports**

- Activate prior knowledge and incorporate pre-reading strategies
- Point out word parts and cognates
- Highlight keywords/concepts
- Simplify text by rewording (break complex sentences into short sentences)
- Provide vocabulary lists with user-friendly definitions
- Provide/emphasize images that illustrate the concept
- Have students generate personal definitions, associations, and examples
- Have students process each chunk orally
- Provide a note-taking format to support comprehension
- Put main ideas on note cards and support the student with organizing them
- Allow students with reading difficulties to read with a partner
- Gradually release reading to students
- Increase white space

#### **Writing Supports**

- Provide a word/idea bank
- Provide written sentence stems
- For longer writing assignments (a paragraph or longer) provide a visual outline/graphic organizer
- Keep images available to generate ideas
- Allow multiple formats to demonstrate thinking (i.e., students to find pictures to represent thoughts, complete fill-in-the-blank, extend a sentence)
- Allow the student to dictate to teacher/aide or work with a responsible peer
- Allow verbal responses

#### **Language Supports**

- Provide visual sentence starters and sentence frames
- Keep images available to generate ideas
- Allow gestures and other alternate modes of communication (including AAC and switch devices).
- Pre-teach when possible, create a word/idea bank with the student
- Provide a work sample to use as a model

#### **Behavior Supports**

- Pre Teach lesson in small group/individually (brainstorm ideas, discuss appropriate behavior)
- Model appropriate responses or ask a peer to model an appropriate response
- Provide immediate feedback
- Provide reinforcement for appropriate behavior during lessons
- Review lesson Ground Rules more frequently; consider providing visual

- Allow brain breaks, extra processing time (silent or with trusted peer/adult)

### **Cognitive Supports**

- Provide visual answer choices for questions
- Provide images for important vocabulary
- Simply text by rewording (break complex sentences into short sentences)
- Provide time to break up lessons over multiple days
- Allow for students to draw responses or use visuals to participate in activities
- Use a social story for lesson topics
- Teachers use their judgment for a student needs to be taught in a 1:1 session
- Send home activities to allow an opportunity for students to embellish their activities and then bring them back to share

### **Supports for Print Impairments - including Low Vision, Color Vision, and Visual Impairment**

- Limit background visual clutter and avoid lamination as it can produce problems with glare.
- Slides and handouts with low contrast (white on grey), small print, and/ or visual clutter may be rewritten/ recreated to meet student needs.
- Use descriptive, directional, and associative vocabulary: i.e. above, below, “swimsuit area”.
- Use physical attributes as associatives and organizers, rather than color attributes alone.
- For students unable to access Powerpoints/ Google Slides, transcripts of lessons are available.
- PDFs can be converted to MS Word for students who use screen reader support.
- Request raised line drawings and diagrams from Brailist/ Alternative Media Specialist ([lisa.mejia@austinisd.org](mailto:lisa.mejia@austinisd.org))
- Teachers may adapt handouts and materials into braille and tactile formats.  
If needed, consult a specialist (TVI, COMS, Alternative Media Specialist.)
- Teachers may use APH Tactile Human Anatomy Atlas
- Teachers may use physical models when available, including simple cloth dolls and anatomical models.
- When models are unavailable, you can use comparisons to objects that are already familiar.  
(non-pregnant uterus to an empty balloon; the pregnant uterus to a water-filled balloon)
- Use of real objects, when available, is encouraged.
- Ensure access to closed captioning transcripts and descriptive video. Some visual videos may need a description of the action happening on screen when audio is not provided by dialogue.
- Websites may be inaccessible for students who use screen readers and other students with print disabilities. Allow for resources to be accessed in a variety of ways.

### **Auditory, Multimodal Communication, and Textual Supports**

- Teachers may use sign, augmented and amplified communication, and simplified language.
- Teachers may provide copies of teacher scripts used in lessons and Powerpoints for students to review and follow along with, as the lesson is being presented.
- Videos may have auto-generated closed captioning. Teachers should review prior to the lesson.
- For students unable to access Powerpoints, Google Slides transcripts of lessons are available.
- Handouts with multiple text fields and visual clutter may be simplified, and/ or chunked for readability

### **Other Physical Supports**

- Assign a student partner to help guide around the room
- Choice boards
- Designated space to move to when the lesson requires movement

**\*\*A Note About Modifications**

Modifications are typically based on individual student needs and teacher judgment. As such, teachers are encouraged to determine each student's modifications as needed. Some possible modifications may include teaching a lower grade level curriculum, reducing the number of responses.

### 3rd Grade Lesson-Specific Accommodations

Lesson 1 - Identity	<ul style="list-style-type: none"> <li>• Allow verbal gestural responses (Augmentative or Alternative Communication - AAC)</li> <li>• Visual yes/no choices for answers</li> </ul>
Lesson 2 - Healthy Relationships	<ul style="list-style-type: none"> <li>• Provide visual representations of 'relationship' or simplified vocabulary</li> <li>• Provide visual answer choices for sentence stems</li> <li>• Send home "My Circle of Relationships" to allow an opportunity for students to embellish their activities and then bring them back to share</li> <li>• Allow a list in lieu of a circle organizer</li> </ul>
Lesson 3 - Personal Safety	<ul style="list-style-type: none"> <li>• Physical accommodation: for "personal safety" activity, students could hold up a sign for bullying or not bullying</li> <li>• Accept oral responses on quiz</li> <li>• Use yes/no instead of true/ false if needed</li> <li>• Give auditory descriptions of visual scenarios presented on the teacher cards</li> <li>• Bully Bug: send video link home to parents; consider enlarging the page; encourage those with writing challenges to find pictures at home to cut/paste</li> </ul>
Lesson 4 - Anatomy & Physiology	<ul style="list-style-type: none"> <li>• Simplified tactile handouts will be necessary for students unable to access print</li> <li>• Scaffold the matching activity as needed; guided matching; written cards are pre-matched partially or fully then students match to the picture</li> <li>• Designate the place in the room to go to during the "No, Go, Tell" practice. Non-ambulatory students can participate using AAC and/or switch technology.</li> <li>• Review lesson Ground Rules; consider providing visuals</li> </ul>
Lesson 5 - Puberty & Adolescent Development	<ul style="list-style-type: none"> <li>• Review lesson Ground Rules; consider providing visuals</li> <li>• Provide verbal descriptions of photos (and line drawings as needed.) Substitute photos of a single individual in lieu of photos with high complexity and visual clutter.</li> <li>• Scaffold the timeline activity as needed; guided matching; Send home "Puberty Changes in Me" to allow an opportunity for students to embellish their activities and then bring them back to share</li> <li>• Simplify text; summarize text during reading; check for understanding as the text is read</li> <li>• Real objects for personal hygiene materials (eg. real deodorant, real toothbrush, real comb)</li> <li>• For diary entry: allow visuals, provide word bank, or sentence stems, allow multiple formats to demonstrate thinking (i.e., dictate, visuals, fill-in-the-blank)</li> </ul>