

General SPED Accommodations

6th 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.

Contributors:

- Amy Cox, Michelle Seymour, Megan Coronado

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)
- 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.

6th Grade Lesson-Specific Accommodations

Lesson 1 - Characteristics of Relationships	<ul style="list-style-type: none"> • Prior to the ball toss activity brainstorm ideas for characteristics people may have and create a list or a visual of characteristics that a person might possess. • Powerpoint will be inaccessible for screen readers. Provide a transcript for students. Provide verbal descriptions of all visuals. Rewrite/ Restate information presented in low contrast, small print, or in a non-horizontal format. • Use sentence starters for Think-Pair-Share activities • For the card sort activity, consider providing picture representations of each card (or some of the cards) for students to sort; or students draw an example or 2 of good/bad communication and then sort • For writing tasks, students could draw or role-play instead; reduce the assignment (i.e., students respond to just 1 scenario)
Lesson 2 - Using Technology & Social Media	<ul style="list-style-type: none"> • The video will need to be described. Student handout can be simplified to reduce visual clutter and focus on key points. Teachers should verbalize and review any group work and/or class-created posters. • For scenario activity, consider scaffolding by providing the 4 principles in written/pictorial form and asking students to sort/match scenarios; consider reducing the number of scenarios • Highlight key points in the scenarios
Lesson 3 - Personal Safety & Safe Environments	<ul style="list-style-type: none"> • Pre-teach vocabulary and review rules of appropriate behavior • Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented. • Peer support for movement during "Touchy Situation activity". Verbalize final chart prior to class review. • Dear Alex activity - For students with cognitive disabilities take out the imagination letter writing and limit activity to read the Dear Alex example situation and provide a response to the worried friend
Lesson 4 - Identity	<ul style="list-style-type: none"> • Consider showing the videos at the start of this lesson to increase background knowledge and to refer to during this lesson's activities. Give verbal description during the Love is Love video. For the videos, watch the video together, then watch again and stop to discuss key terms; • For the "What is a Stereotype" activity, allow students to cut out magazine pictures or find pictures online of stereotypes • For the writing activity, consider allowing students to draw or find a picture on the internet or in a magazine; consider showing a video clip of a situation and ask students to respond • Scenarios - provide visuals of possible solutions and non-solutions
Lesson 5 - Female & Male Reproductive Systems	<ul style="list-style-type: none"> • Pre-teach vocabulary and review rules of appropriate behavior • Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented. • Simplified tactile handouts will be necessary for students unable to access print. Raised line drawings can be obtained from the Alternative Media Specialist • Allow students to use the picture key/ teacher resource to complete the Male & Female Reproductive Systems activity OR provide word banks • For the advice column - Allow students to demonstrate knowledge of puberty concepts by matching the puberty situation with a solution (smelly after gym-

	wear deodorant)
Lesson 6 - Changes in Adolescence & Puberty	<ul style="list-style-type: none"> • Consider showing the video about puberty first to review the term and increase background knowledge before the brainstorming activity. • Powerpoint will be inaccessible for screen readers. Provide a transcript for students. Provide verbal descriptions of all visuals. Rewrite/ Restate information presented in low contrast, small print, or in a non-horizontal format. • For the writing activities, consider allowing students to draw, find a picture
Lesson 7 - Self-Concept & Body Image	<ul style="list-style-type: none"> • Provide a visual or brainstorm ideas for things to say that is positive about others • Why body image has become such a problem for boys video is not closed captioned. Consider omitting for students with auditory impairments • For the mingle to music activity consider giving extra time in classes where students have mobility issues - allow peers to come to them to give and receive their compliments.
Lesson 8 - Abstinence to Prevent Pregnancy	<ul style="list-style-type: none"> • Consider having a class discussion on abstinence/sexual contact/sexual intercourse first to review the term and increase background knowledge. • Consider simplifying the category titles depending on student need; provide category titles to students for ease in sorting • Model and practice types of refusal (verbal and non-verbal) • Develop a Plan: draw a plan, talk about a plan, draw a short comic, act out a brief scenario
Lesson 9 - Sexually Transmitted Diseases & HIV	<ul style="list-style-type: none"> • Build background knowledge of key terms through discussions • Consider brainstorming as a group what an STI instead of an individual written response • For the "Develop a Plan" activity at the end of the lesson, encourage students to use Risky/Non-Risky behavior visual or card sort to support their thinking/writing/drawing