

# Austin Independent School District

Department of Special Education Services



The Department of Special Education developed an Accommodations Toolkit with some general recommendations for accommodations to use while implementing the AISD Human Sexuality & Responsibility (HSR) 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.

Below are specific examples of accommodations that teachers might implement when teaching the 2nd grade HSR curriculum.

## Lesson 1 - What Makes a Baby

- Engage
  - Provide visual/verbal [sentence starters](#) and sentence frames
  - Allow gestures and other alternate modes of communication (including AAC and switch devices)
- Explore
  - [Activate prior knowledge](#) and incorporate pre-reading strategies
  - [Preview vocabulary](#)
  - Simplify text by rewording (break complex sentences into short sentences)
  - Videos may have auto-generated closed captioning. Teachers should review prior to the lesson and turn these on for students with auditory impairments.
- Evaluate
  - For the Home Connections Handout, allow students to find pictures (i.e., photos) that represent the people who are happy they were born.

## Lesson 2 - My Body

- Engage
  - Gesture to your body parts for those who need support with the vocabulary (i.e., shoulders, hips, thighs).
  - When asking for volunteers to share what they noticed about their body, consider providing visual/verbal [sentence starters](#) and sentence frames (i.e., “I noticed my...” or “When I tapped my chest, I noticed...”)
- Explore
  - Provide reinforcement for appropriate behavior
  - Model appropriate responses or ask a peer to model an appropriate response
  - Allow gestures and other alternate modes of communication (including AAC and switch devices)

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- Evaluate
  - Consider creating movements for each part of the “My Body Safety Rules.”.
  - For the Home Connections Handout, allow students to find pictures (i.e., photos) that represent the two trusted adults.

## Lesson 3 - Keeping My Body Safe

- Engage
  - When asking for volunteers to share how yes/no felt in their body, consider providing visual/verbal [sentence starters](#) and sentence frames (i.e., “In my chest, yes felt like...”)
- Explore
  - Display a [word bank](#) of feelings (i.e., shy, friendly, enthusiastic) to support vocabulary
  - Provide visual/verbal [sentence starters](#) and sentence frames to support student responses.
  - If you previously created movements for each line of the “My Body Safety Rules,” review them here.
- Evaluate
  - Show visuals from previous lessons during the unit wrap-up activity for cognitive (memory) & language support.