

## General SPED Accommodations

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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.

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### 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>

## 4th Grade Lesson-Specific Accommodations

Lesson 1 - Healthy Relationships	<ul style="list-style-type: none"><li>● Provide word bank for "Signs of a Negative Influence" based on the teacher copy</li><li>● Provide copies of notes or fill-in-the-blank Guided Notes (for the middle of the lesson - 6 Steps to Get Away From Negative Influence)</li><li>● Limit choices on "A Good Friend (Healthy Relationship) or A Bad Friend (Unhealthy Relationship)"</li></ul>
Lesson 2 - Personal Safety	<ul style="list-style-type: none"><li>● Allow multimodal responses: auditory, Augmentative or Alternative Communication (AAC), gestural</li><li>● Simplify text; summarize text during reading; check for understanding as the text is read</li></ul>
Lesson 3 - Identity	<ul style="list-style-type: none"><li>● Substitute physical attributes for visual attributes for students with color blindness and/ or visual impairments. (e.g. Can we take the roundness out of a ball?")</li></ul>
Lesson 4 - Anatomy & Physiology	<ul style="list-style-type: none"><li>● Review lesson Ground Rules; consider providing visuals</li><li>● Simplified tactile handouts will be necessary for students unable to access print. Raised line drawings can be obtained from the Alternative Media Specialist</li><li>● Allow students to use the picture key/ teacher resource to complete the Male &amp; Female Reproductive Systems activity OR provide word banks</li><li>● Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented.</li></ul>
Lesson 5 - Puberty & Adolescent Development	<ul style="list-style-type: none"><li>● Provide answer choices paired with visuals for sentence stems used in the lesson and/ or "FEELING GOOD! Making plans for a healthier, happy me!"</li><li>● Allow verbal, AAC or switch, &amp; gestural response</li><li>● Real objects for personal hygiene materials (e.g. real deodorant, real toothbrush, real comb)</li><li>● Real objects for Healthy and Unhealthy Choices (e.g. chips, chocolate, water, soda)</li></ul>

## 5th Grade Lesson-Specific Accommodations

Lesson 1 - Healthy Relationships	<ul style="list-style-type: none"><li>● Provide answer choices paired with visuals for sentence stems</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>
Lesson 2 - Identity	<ul style="list-style-type: none"><li>● Pre-teach vocabulary; consider finding or drawing visual ahead of time to represent each vocabulary word</li><li>● Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented.</li><li>● Scaffold the matching activity as needed; guided matching; consider providing visuals</li><li>● Simplified tactile handouts may be necessary for students unable to access print.</li><li>● Allow writing accommodations when students are required to write definitions such as fill-in-the-blank, providing the definitions and students match &amp; paste, matching a visual</li></ul>
Lesson 3 - Puberty & Personal Hygiene	<ul style="list-style-type: none"><li>● For the "Engage" portion of the lesson, provide possible answer choices (i.e., baby, teenager, adult, etc.)</li><li>● Pause or Stop video to review and/or answer questions; highlight/emphasize key points; allow multiple ways to respond</li><li>● Peer and/or staff support for Puberty Jeopardy. Pause and explain to ensure understanding prior to advancing to the next topic.</li></ul>
Lesson 4 - Body Image	<ul style="list-style-type: none"><li>● Peer and/or staff support for positive attributes. Allow for extra time, and individual discussions, as needed</li><li>● Provide a list of non-academic positive traits and characteristics</li><li>● For the Self-portrait, allow for alternative student expressions, such as speaking or typing positive statements/sentences, and allow the use of tactile elements.</li></ul>
Lesson 5 - Reproductive System & Pregnancy	<ul style="list-style-type: none"><li>● Pre-teach vocabulary and review rules of appropriate behavior</li><li>● Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented.</li><li>● Pair diagrams with descriptions</li></ul>

## 6th Grade Lesson-Specific Accommodations

<p>Lesson 1 - Characteristics of Relationships</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Use sentence starters for Think-Pair-Share activities</li> <li>• 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</li> <li>• For writing tasks, students could draw or role-play instead; reduce the assignment (i.e., students respond to just 1 scenario)</li> </ul>
<p>Lesson 2 - Using Technology &amp; Social Media</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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</li> <li>• Highlight key points in the scenarios</li> </ul>
<p>Lesson 3 - Personal Safety &amp; Safe Environments</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and review rules of appropriate behavior</li> <li>• Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented.</li> <li>• Peer support for movement during "Touchy Situation activity". Verbalize final chart prior to class review.</li> <li>• 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</li> </ul>
<p>Lesson 4 - Identity</p>	<ul style="list-style-type: none"> <li>• 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;</li> <li>• For the "What is a Stereotype" activity, allow students to cut out magazine pictures or find pictures online of stereotypes</li> <li>• 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</li> <li>• Scenarios - provide visuals of possible solutions and non-solutions</li> </ul>
<p>Lesson 5 - Female &amp; Male Reproductive Systems</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and review rules of appropriate behavior</li> <li>• Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented.</li> <li>• Simplified tactile handouts will be necessary for students unable to access print. Raised line drawings can be obtained from the Alternative Media Specialist</li> <li>• Allow students to use the picture key/ teacher resource to complete the Male &amp; Female Reproductive Systems activity OR provide word banks</li> <li>• For the advice column - Allow students to demonstrate knowledge of puberty concepts by matching the puberty situation with a solution (smelly after gym-</li> </ul>

	wear deodorant)
Lesson 6 - Changes in Adolescence & Puberty	<ul style="list-style-type: none"> <li>• Consider showing the video about puberty first to review the term and increase background knowledge before the brainstorming activity.</li> <li>• 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.</li> <li>• For the writing activities, consider allowing students to draw, find a picture</li> </ul>
Lesson 7 - Self-Concept & Body Image	<ul style="list-style-type: none"> <li>• Provide a visual or brainstorm ideas for things to say that is positive about others</li> <li>• Why body image has become such a problem for boys video is not closed captioned. Consider omitting for students with auditory impairments</li> <li>• 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.</li> </ul>
Lesson 8 - Abstinence to Prevent Pregnancy	<ul style="list-style-type: none"> <li>• Consider having a class discussion on abstinence/sexual contact/sexual intercourse first to review the term and increase background knowledge.</li> <li>• Consider simplifying the category titles depending on student need; provide category titles to students for ease in sorting</li> <li>• Model and practice types of refusal (verbal and non-verbal)</li> <li>• Develop a Plan: draw a plan, talk about a plan, draw a short comic, act out a brief scenario</li> </ul>
Lesson 9 - Sexually Transmitted Diseases & HIV	<ul style="list-style-type: none"> <li>• Build background knowledge of key terms through discussions</li> <li>• Consider brainstorming as a group what an STI instead of an individual written response</li> <li>• 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</li> </ul>



## 7th Grade Lesson-Specific Accommodations

Lesson 1 - Relationships	<ul style="list-style-type: none"> <li>● Provide a word bank or examples for the health vs. unhealthy relationships activity</li> <li>● 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.</li> </ul>
Lesson 2 - Relationships & Social Media	<ul style="list-style-type: none"> <li>● For writing tasks, students could draw or role-play instead; reduce the assignment (i.e., students respond to just 1 scenario)</li> <li>● Pair the "Types of Communication" slide in an accessible format to accompany the video. Provide verbal descriptions of all visuals. Rewrite/ Restate information presented in low contrast, small print, or in a non-horizontal format.</li> <li>● Use sentence starters for Think-Pair-Share activities</li> <li>● Print out the word bank of key terms for students to reference during activities</li> </ul>
Lesson 3 - Personal Safety	<ul style="list-style-type: none"> <li>● Print out the word bank of key terms for students to reference during activities</li> <li>● Allow other visual organizers for the "Inner Circle" activity. Think Pair Share Activity/ "What would you do" activity may be chunked. Print out the slide for students to reference during the activity</li> <li>● For the "Understanding Boundaries" worksheet, students could draw or role-play instead; reduce the assignment; break up the worksheet to increase white space</li> <li>● Model and practice inappropriate boundary crossing and setting an appropriate boundary (verbal and non-verbal)</li> </ul>
Lesson 4 - Identity	<ul style="list-style-type: none"> <li>● Simplified tactile handouts may be necessary for students unable to access print. Simple cloth or paper doll with visual and tactual elements may be used</li> <li>● Closed captioning of the video will need to be set to English.</li> </ul>
Lesson 5 - Female & Male Reproductive Systems	<ul style="list-style-type: none"> <li>● Review vocabulary; review lesson Ground Rules; consider providing visuals</li> <li>● Simplified tactile handouts will be necessary for students unable to access print. Raised line drawings can be obtained from the Alternative Media Specialist</li> <li>● Allow students to use the picture key/ teacher resource to complete the Male &amp; Female Reproductive Systems activity OR provide word banks</li> </ul>
Lesson 6 - Puberty & Adolescent Development	<ul style="list-style-type: none"> <li>● Consider showing the video about puberty first to review the term and increase background knowledge before the brainstorming activity.</li> <li>● Complete the Puberty Worksheet as a group discussion with worksheet projected; teacher writes terms in the correct column</li> <li>● Give a verbal description of advertisements and images when needed.</li> <li>● Powerpoint will be inaccessible for screen readers. Provide a transcript for students. Rewrite/ Restate information presented in low contrast, small print, or in a non-horizontal format.</li> </ul>
Lesson 7 - Pregnancy & Reproduction	<ul style="list-style-type: none"> <li>● Consider having a class discussion on abstinence/sexual contact/sexual intercourse first to review the term and increase background knowledge.</li> <li>● 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.</li> </ul>
Lesson 8 - Pregnancy Prevention	<ul style="list-style-type: none"> <li>● Peer and/or staff support. Allow for extra time, and individual discussions, as needed; Review vocabulary; review lesson Ground Rules</li> <li>● Provide word bank and/ or Teacher resource with completed answers for reference</li> <li>● Provide images for condom demonstration and help students put the images in sequential order. Reduce the list of condom Do's and Don't's to high-priority items.</li> <li>● Model and practice types of refusal (verbal and non-verbal)</li> <li>● Powerpoint will be inaccessible for screen readers. Provide a transcript for students.</li> </ul>

	Rewrite/ Restate information presented in low contrast, small print, or in a non-horizontal format.
Lesson 9 - STDs & HIV	<ul style="list-style-type: none"><li>• Build background knowledge of key terms through discussions</li><li>• Teachers should verbalize group products/ posters</li><li>• For the "Develop a Plan" activity at the end of the lesson, show slide 17 and encourage students to use it to support their thinking/writing/drawing</li></ul>

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## 8th Grade Lesson-Specific Accommodations

<p>Lesson 1 - What Makes a Relationship Healthy?</p>	<ul style="list-style-type: none"> <li>• Create a visual for characteristics to group important people by (hair color, age, favorite food, type of relationship"</li> <li>• Allow multimodal responses: auditory, Augmentative or Alternative Communication (AAC), gestural</li> <li>• Boundaries Quiz - blow it up or chop into front/back to increase white space; oral administration; shorten the length of the quiz</li> <li>• If needed chunk Relationship Spectrum handout for readability and ease of access</li> </ul>
<p>Lesson 2 - Maintaining Healthy Relationships</p>	<ul style="list-style-type: none"> <li>• Provide time before the lesson for those that need extra time to complete the communication quiz</li> <li>• 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.</li> <li>• Infographic may need to be provided in an accessible format for some students - chunked for information and to eliminate clutter</li> </ul>
<p>Lesson 3 - Challenges to Healthy Relationships</p>	<ul style="list-style-type: none"> <li>• Consider showing the video about bullying before that section of the lesson to review the term and increase background knowledge. Similarly, consider showing the video about sexual assault before that section of the lesson.</li> <li>• Provide sentence starters and allow multimodal responses (auditory, AAC, gestural) for discussion activities</li> <li>• Infographic may need to be provided in an accessible format for some students - chunked for information and to eliminate clutter</li> <li>• The photo will need to be described for students with visual impairments and/or issues processing complex images.</li> </ul>
<p>Lesson 4 - Everyone Has the Right to Safety</p>	<ul style="list-style-type: none"> <li>• Allow multimodal responses: auditory, AAC, gestural</li> <li>• Provide sentence starters on the "Toilets, Bowties, Gender and Me" graphic organizer and during the reflection activity</li> <li>• "Who am I" activity- create a word bank for students to select from</li> </ul>
<p>Lesson 5 - Power in the Community: Building A Safe Space for Us All</p>	<ul style="list-style-type: none"> <li>• Provide sentence starters and allow multimodal responses (auditory, AAC, gestural) for discussion activities</li> <li>• Provide fill-in-the-blanks notes and/or sentences starters for T-charts</li> <li>• For the worksheet 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</li> <li>• Infographic may need to be provided in an accessible format for some students - chunked for information and to eliminate clutter</li> </ul>
<p>Lesson 6 - Defining Sexuality &amp; Sexual Health</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and review rules of appropriate behavior</li> <li>• Provide a word bank list for fill-in-the-blank activity (students may find it difficult to use the words around the perimeter of the page)</li> <li>• Provide sentence starters and allow multimodal responses (auditory, AAC, gestural) for discussion activities</li> <li>• Pair vocabulary with images and/or pictorial representations; and allow the use of physical models, real objects, and raised line diagrams</li> <li>• for Human Sexuality Person activity: provide peer and/or staff support; allow for extra time, and individual discussions, as needed; review vocabulary; review lesson ground rules</li> </ul>
<p>Lesson 7 - Understanding the Consequences of Sexual Activity</p>	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and review rules of appropriate behavior</li> <li>• for Pregnancy &amp; STDs worksheets - enlarge the font, chunk the activity into 3 portions (paragraphs) with 3 separate word banks; consider viewing video beforehand</li> <li>• Infographic may need to be provided in the accessible format (in the slides) for some students - chunked for information and to eliminate clutter</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide sentence starters and allow multimodal responses (auditory, AAC, gestural) for discussion activities</li> </ul>
Lesson 8 - Strategies to Avoid & Reduce the Risks of Sexual Activity	<ul style="list-style-type: none"> <li>• Pre-teach vocabulary and review rules of appropriate behavior</li> <li>• Provide sentence starters and allow multimodal responses (auditory, AAC, gestural) for discussion activities</li> <li>• Allow access to previous materials during review</li> <li>• Provide fill-in-the-blanks notes and/or sentences starters for T-charts</li> <li>• Pair the sequencing activity with images, and allow the use of physical models and real objects</li> <li>• For the fill-in-the-blank worksheet - enlarge the font, chunk the activity into 3 portions (paragraphs) with 3 separate word banks; consider viewing video beforehand</li> </ul>
Lesson 9 - Decision-Making to Reduce Risks	<ul style="list-style-type: none"> <li>• For the personal plan: provide examples, reduce # of responses required in each section, provide time to discuss with a trusted adult, allow multimodal responses</li> <li>• Allow for chunking of anchor information into smaller formats.</li> <li>• High visual clutter, small print, and low visual contrast may impede access for students with print disabilities. Modification of anchors is allowed.</li> </ul>
Lesson 10 - Managing the Consequences of Sexual Activity	<ul style="list-style-type: none"> <li>• Provide a product template</li> <li>• Allow multimodal means and/or products to demonstrate learning</li> <li>• Shorten readings needed to find responses to questions</li> <li>• Websites may be inaccessible for screen readers and other students with print disabilities. Allow for resources to be accessed in a variety of ways.</li> </ul>

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