

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.

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)

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****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

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| Lesson 1 - Identity | Allow verbal gestural responses (Augmentative or Alternative Communication - AAC) Visual yes/no choices for answers |
| Lesson 2 - Healthy Relationships | Provide visual representations of 'relationship' or simplified vocabulary Provide visual answer choices for sentence stems Send home "My Circle of Relationships" to allow an opportunity for students to embellish their activities and then bring them back to share Allow a list in lieu of a circle organizer |
| Lesson 3 - Personal Safety | Physical accommodation: for "personal safety" activity, students could hold up a sign |

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4th Grade Lesson-Specific Accommodations

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| Lesson 1 - Healthy Relationships | <p>Provide word bank for "Signs of a Negative Influence" based on the teacher copy</p> <p>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)</p> <p>Limit choices on "A Good Friend (Healthy Relationship) or A Bad Friend (Unhealthy Relationship)"</p> |
| Lesson 2 - Personal Safety | <p>Allow multimodal responses: auditory, Augmentative or Alternative Communication (AAC), gestural</p> <p>Simplify text; summarize text during reading; check for understanding as the text is read</p> |
| Lesson 3 - Identity | <p>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?")</p> |
| Lesson 4 - Anatomy & Physiology | <p>Review lesson Ground Rules; consider providing visuals</p> <p>Simplified tactile handouts will be necessary for students unable to access print. Raised line drawings can be obtained from the Alternative Media Specialist</p> <p>Allow students to use the picture key/ teacher resource to complete the Male & Female Reproductive Systems activity OR provide word banks</p> <p>Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented.</p> |
| Lesson 5 - Puberty & Adolescent Development | <p>Provide answer choices paired with visuals for sentence stems used in the lesson and/ or "FEELING GOOD! Making plans for a healthier, happy me!"</p> <p>Allow verbal, AAC or switch, & gestural response</p> <p>Real objects for personal hygiene materials (e.g. real deodorant, real toothbrush, real comb)</p> <p>Real objects for Healthy and Unhealthy Choices (e.g. chips, chocolate, water, soda)</p> |

5th Grade Lesson-Specific Accommodations

Lesson 1 - Healthy Relationships

Provide answer choices paired with visuals for sentence stems
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)

Lesson 2 - Identity

Pre-teach vocabulary; consider finding or drawing visual ahead of time to represent each vocabulary word
Allow the lesson to be chunked or spread out over time to allow students sufficient experience with the material presented.
Scaffold the matching activity as needed; guided matching; consider providing visuals
Simplified tactile handouts may be necessary for students unable to access print.
Allow writing accommodations when students are required to write definitions such as fill-in-the-blank, providing the definitions and students match & paste, matching a visual

Lesson 3 - Puberty & Personal Hygiene

For the "Engage" portion of the lesson, provide possible answer choices (i.e., baby, teenager, adult, etc.)
Pause or Stop video to review and/or answer questions; highlight/emphasize key points; allow multiple ways to respond
Peer and/or staff support for Puberty Jeopardy. Pause and explain to ensure understanding prior to advancing to the next

6th Grade Lesson-Specific Accommodations

Lesson 1 -

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| | wear deodorant) |
| Lesson 6 - Changes in Adolescence & Puberty | <p>Consider showing the video about puberty first to review the term and increase background knowledge before the brainstorming activity.</p> <p>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.</p> <p>For the writing activities, consider allowing students to draw, find a picture</p> |
| Lesson 7 - Self-Concept & Body Image | <p>Provide a visual or brainstorm ideas for things to say that is positive about others</p> <p>Why body image has become such a problem for boys video is not closed captioned. Consider omitting for students with auditory impairments</p> <p>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.</p> |
| Lesson 8 - Abstinence to Prevent Pregnancy | <p>Consider having a class discussion on abstinence/sexual contact/sexual intercourse first to review the term and increase background knowledge.</p> <p>Consider simplifying the category titles depending on student need; provide category titles to students for ease in sorting</p> <p>Model and practice types of refusal (verbal and non-verbal)</p> <p>Develop a Plan: draw a plan, talk about a plan, draw a short comic, act out a brief scenario</p> |
| Lesson 9 - Sexually Transmitted Diseases & HIV | <p>Build background knowledge of key terms through discussions</p> <p>Consider brainstorming as a group what an STI instead of an individual written response</p> <p>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</p> |

7th Grade Lesson-Specific Accommodations

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| <p>Lesson 1 - Relationships</p> | <p>Provide a word bank or examples for the health vs. unhealthy relationships 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.</p> |
| <p>Lesson 2 - Relationships & Social Media</p> | <p>For writing tasks, students could draw or role-play instead; reduce the assignment (i.e., students respond to just 1 scenario) 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. Use sentence starters for Think-Pair-Share activities Print out the word bank of key terms for students to reference during activities</p> |
| <p>Lesson 3 - Personal Safety</p> | <p>Print out the word bank of key terms for students to reference during activities 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 For the "Understanding Boundaries" worksheet, students could draw or role-play instead; reduce the assignment; break up the worksheet to increase white space Model and practice inappropriate boundary crossing and setting an appropriate boundary (verbal and non-verbal)</p> |
| <p>Lesson 4 - Identity</p> | <p>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 Closed captioning of the video will need to be set to English.</p> |
| <p>Lesson 5 - Female & Male Reproductive Systems</p> | <p>Review vocabulary; review lesson Ground Rules; consider providing visuals 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</p> |
| <p>Lesson 6 - Puberty & Adolescent Development</p> | <p>Consider showing the video about puberty first to review the term and increase background knowledge before the brainstorming activity. Complete the Puberty Worksheet as a group discussion with worksheet projected; teacher writes terms in the correct column Give a verbal description of advertisements and images when needed. 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.</p> |
| <p>Lesson 7 - Pregnancy & Reproduction</p> | <p>Consider having a class discussion on abstinence/sexual contact/sexual intercourse first to review the term and increase background knowledge. 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.</p> |
| <p>Lesson 8 - Pregnancy Prevention</p> | <p>Peer and/or staff support. Allow for extra time, and individual discussions, as needed; Review vocabulary; review lesson Ground Rules Provide word bank and/ or Teacher resource with completed answers for reference 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. Model and practice types of refusal (verbal and non-verbal) Powerpoint will be inaccessible for screen readers. Provide a transcript for students.</p> |

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| | Rewrite/ Restate information presented in low contrast, small print, or in a non-horizontal format. |
| Lesson 9 - STDs & HIV | Build background knowledge of key terms through discussions Teachers should verbalize group products/ posters 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 |

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| | <p>Provide sentence starters and allow multimodal responses (auditory, AAC, gestural) for discussion activities</p> |
| <p>Lesson 8 - Strategies to Avoid & Reduce the Risks of Sexual Activity</p> | <p>Pre-teach vocabulary and review rules of appropriate behavior Provide sentence starters and allow multimodal responses (auditory, AAC, gestural) for discussion activities Allow access to previous materials during review Provide fill-in-the-blanks notes and/or sentences starters for T-charts Pair the sequencing activity with images, and allow the use of physical models and real objects 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</p> |
| <p>Lesson 9 - Decision-Making to Reduce Risks</p> | <p>For the personal plan: provide examples, reduce # of responses required in each section, provide time to discuss with a trusted adult, allow multimodal responses Allow for chunking of anchor information into smaller formats. High visual clutter, small print, and low visual contrast may impede access for students with print disabilities. Modification of anchors is allowed.</p> |
| <p>Lesson 10 - Managing the Consequences of Sexual Activity</p> | <p>Provide a product template Allow multimodal means and/or products to demonstrate learning Shorten readings needed to find responses to questions Websites may be inaccessible for screen readers and other students with print disabilities. Allow for resources to be accessed in a variety of ways.</p> |

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