# Accommodating and Modifying for Special Populations

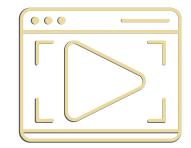
# **Accommodation Strategies**



#### **PRESENTATION**

Adapt how content is presented

- Read the directions of the content aloud virtually, have parents read the instructions, or provide an audio/video recording
- Give visual cues, such as color codes, bold text, icons, and emojis
- Provide examples of what mastery of learning resembles
- Provide virtual manipulatives and text-to-speech options as resources





## **RESPONSE**

Adapt how assignments are completed

- Utilize technology based graphic organizers, through applications such as Google slides, Microsoft Word, and SnapType
- Provide instructions on how to access bilingual dictionaries
- Offer training to families about device accessibility features
- Plan for multi-modal forms of response, using recorded presentations and speech-to-text tools



#### **ENVIRONMENT**

Help families adapt the learning environment

- Offer suggestions for setting up a positive and supportive learning environment at home (ex. lighting, noise, and visual distractions) for students
- Offer suggestions for providing multiple seating options (ex. exercise ball, standing desk, or adjustable seating)
- Provide support by fostering and maintaining relationships (ex. phone calls, mailed letters, emails, or video calls)





## SCHEDULING

Adapt the amount of time for tasks

- Modify restrictions in LMSs or manually embed extra time for certain tasks
- Cooperate with families to establish an appropriate time on task and break time
- Provide a written or visual schedule
- Provide suggestions and timeframes for brain break activities





In what ways have you considered accommodating learning experiences in your blended and online teaching?

#### References

- Lee, A. (n.d.). Accommodations: What they are and how they work. Understood.
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- Learning and Accommodations Guide. https://formedfamiliesforward.org/wp-content/uploads/2021/01/Virginias-Virtual-Learning-and-Accommodations-Guide-2020.pdf

