Implementing Accommodations and Modifications to Support Behavior and Engagement Needs

Strategies to Engage & Support Special Population Students

SUPPORTIVE RELATIONSHIPS

- **Teacher-Student Communication:** Maintain open lines of communication with students with periodic 1-on-1 meetings. Other forms of communication can occur via private messaging through Learning Management Systems (LMSs), check-in emails, and class shout-outs.
- **Proactive:** Support students in being self-aware and proactive in identifying issues and emotional states before they grow into problems.
- **Clarification:** Provide opportunities for students to restate what has been communicated and taught to address misconceptions or miscommunications.

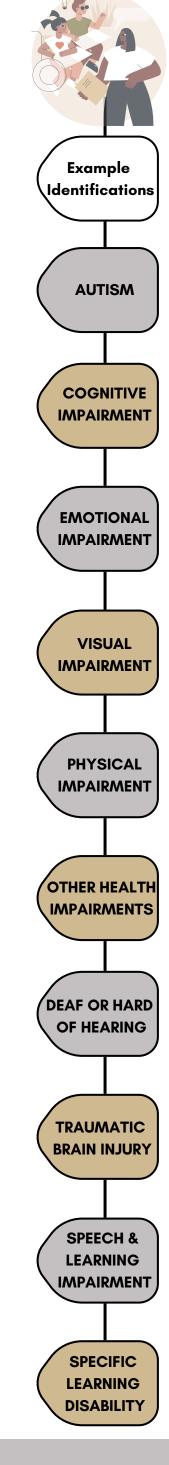### CREATIVE ACCOMMODATIONS

- **Delivery & Instruction:**
  - Present instruction in smaller chunks
  - Provide instructional videos and tutorials detailing specific expected behaviors to help with the development of newer skills
  - Ensure audio and video audio is clear and audible for students using hearing aids and cochlear implants
  - Ensure all speakers use visual cues, face the video camera, and speak in clear, audible ways conducive to learning
  - Consider the physical (gross and fine motor) skills needed for learning activities
  - Intentionally consider and integrate assistive technology in learning experiences
  - Provide copies of all notes and handouts to assist with note-taking
  - Refrain from making visual resources crowded or busy
- **Assessment:**
  - Provide students with additional time to respond and ask questions; integrate flexible deadlines for assignment submissions
  - Have multiple ways to assess learning and mastery

CONNECT AND ENGAGE PARENTS

- **Teacher-Parent Communication:** Communicate instructional changes to parents and families
- **Assistive Technology:** Ensure parents and families have access to tutorials or guides on how to utilize assistive technology
- **Self-Monitoring Resources:** Provide both students, parents, and families with self-monitoring resources, such as checklists, assessment rubrics, and planning guides.

Example Identifications

- AUTISM
- COGNITIVE IMPAIRMENT
- EMOTIONAL IMPAIRMENT
- VISUAL IMPAIRMENT
- PHYSICAL IMPAIRMENT
- OTHER HEALTH IMPAIRMENTS
- DEAF OR HARD OF HEARING
- TRAUMATIC BRAIN INJURY
- SPEECH & LEARNING IMPAIRMENT
- SPECIFIC LEARNING DISABILITY

Reference

- Deschaine, M. (2018). Supporting students with disabilities in k-12 online and blended learning. Lansing, MI: Michigan Virtual University. Retrieved from https://mvlri.org/research/publications/supporting-students-with-disabilities-in-k-12-online-and-blended-learning/

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Project TIME

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