

Suggested Accommodations for At-Home Learning

Included are some of the frequently needed accommodations for students with IEPs and/or 504 plans with suggestions on how to assist with at-home learning.

- A. Presentation Accommodations
 - Human Reader
 - Read materials aloud to student
 - Shortened Assignments
 - For multi-paragraph passages, consider reading one paragraph then discuss/answer questions. Move to the next paragraph and repeat.
 - For math, complete only even or odd numbers for each lesson assigned.
 - Lessen the amount of work required for each assignment by having student complete 50-75% of assignment or by having student choose 3 of 5 short answer questions to complete.
 - Text to Speech
 - Read text aloud to student
 - Utilize read aloud program (see Read and Write)
 - Use audio recordings of books or text
 - Utilize iOS accessibility features on smartphones
- B. Response Accommodations
 - Answers Recorded/Transferred Answers
 - Write student's response on paper
 - Use audio device to record student's response
 - Calculators
 - Use a handheld, computer or smartphone calculator
 - Manipulatives
 - Use of tangible items such as dried cereal, coins, dried beans, etc. to represent values to solve a problem
 - Scribing
 - Write a student's verbal response on paper
 - Speech to Text
 - Utilize iOS accessibility feature on smartphones or Read and Write
 - Other
 - Eliminate one multiple choice answer
 - Provide a word bank for fill in the blank answers
 - Provide writing frames and/or story starters for writing passages (see Writing Frames and Story Starters Supports)
 - Give choices – allow student to pick from two or three activities to complete
 - Restate or elaborate on directions
- C. Setting Considerations
 - Physical Room
 - Work in a quiet space free of distractions
 - Seating
 - Work in a preferred area
- D. Timing and Scheduling
 - Breaks
 - Use a daily schedule and/or visual schedule (see examples below)
 - Use a timer and allow breaks during screen time and screen free activities
 - Use a "Work-Break" schedule. Student works for a specified amount of time (10 minutes) and allow a timed break (5 minutes). Student returns to work after the break and repeats the schedule.
 - Use "First/Then statements" when implementing breaks: Example - "First, you will complete 5 math problems; then, you will get a break."
 - Breaks can be physical/motor, doing a preferred activity, or just having some quiet time.