

## Midland ISD 504 VIRTUAL ACCOMMODATIONS

<b>504 Campus Accommodations:</b>	<b>What does this look like at home?</b>
Read materials/ tests aloud to self	The student can read the materials and test aloud to self
Oral	Recording, text to speech option on online activities, virtual hangout, virtual google meet
Oral administration: read words/ phrases at student request	The student has to request what exactly they want read
Oral administration: read all material (including questions and answer choices)	Read questions and answers choices to your student
Extra Time	Easy, give them extra time. Student should be allowed extra time to complete learning activity
Shortened instruction (1 or 2 steps)	This can be visual or verbal. 1 to 2 steps on how to complete the task.
Note taking assistance	Post notes in your virtual classroom, email them a copy of notes
Check for understanding	Do this during virtual hangout, virtual meeting
Directions given in a variety of ways, simplified vocabulary	The directions do not have to be read word for word and can be given to where the student will understand the task.
Color Overlays	Changing background/text colors on device or assignment
Copy of class notes	Send notes electronically
Calculator	Cell phone with the calculator app or a free online version
Reminders to stay on task	Send announcements, reminders using virtual classroom, reminder phone apps, etc.
Manipulatives	These are tangible materials that help students to learn through physical experiences. These could be counters (coins, erasers, chips), base 10 blocks, fraction strips, etc. Reach out to your teacher for more information.
Blank graphic organizer	Writing: bubble maps, vein diagram, brain dump (draw a circle in the middle of the paper) send via email, have available in virtual classroom
Reduced assignments/test	Shorten the activity to meet the needs of the student. One way to do this is pick even or odd number problems to complete.
Modify workload/length of assignments	Do this virtually
Use highlighter	This may include: Marker, color pencil, or crayon that the student can use to highlight text. The idea is to highlight important

	information.
Encourage class participation	Encourage to the student to participate in the activity and/or lesson
Opportunity to respond orally	The student can answer questions orally instead of writing their response
Extra time for oral response	Give the student time ( example: 5 to 10 seconds) to process the question or what they are about to say before they respond orally
Breaks assignments into smaller parts, chunking	Make available in virtual classroom, send accommodated version by email
Offer choices	Make a choice board of assignments they can choose from, post to virtual classroom, send to student via email
Open book exams/ exams taken with study sheets	Allow your student access to their hard copy or able to view the online document when you are asking questions or working on the learning activity.
No penalty for spelling/ grammatical errors	Student has the opportunity to practice without penalty. Encourage the student to try his/her best without focus on grammatical or spelling errors.
Text to speech	Converts text (written words) into spoken voice output. The text can be read directly to the student or can be recorded for the student to listen to. To record, assisted technology may be utilized, (e.g., a recorder app, ScreenCast o'matic, Screencastify)
Speech to text	Spoken voice output is converted to text (written words). You may have your student go to the Messages app on your smart phone and speak their message. This will create the written response. Programs can be utilized to provide speech to text (e.g. SpeechNotes, Voice Notepad).
Minimize distractions to student	Take steps to prevent students from becoming distracted. Remove distracting items such as sporting equipment, games, and any other items that may distract the student from focusing on the task at hand.
Preferential seating	Preferential seating is placing the child in a seat/area that they will have the greatest opportunity to achieve profound learning. They may include: sitting, standing, on a rug, bean bag, stool, near the instructor, etc.)
Study carrel for independent work	Separated defined area, free from distractions, where the student has the opportunity to complete learning activity/assignment independently (on their own, without assistance)
Frequent breaks	Allow frequent and multiple breaks for the student to step away from completing the learning activity, get a breath of fresh air "Brain Break", post schedule with breaks built into it, communicate with parents via email
Visual, verbal or tactile reminders to stay on task	Reminders used to assist a student with transitioning from one activity to another, to remain on task, or to refocus. (e.g. hand signals, personal timers, visual cues, movement of an object)
Enlarge print materials	Provide this, enlarge and get it to the student

Behavioral Accommodations	
Follow behavior intervention plan	The at home instructor should familiarize himself/herself with and follow all recommendations of the student's individualized behavior intervention plan.
Clearly defined/ consistent limits	Expectations and consequences are consistent and clear and have been clearly communicated to the student. And "if this, then that" statement may be used. A visual of the expectations that can be referred to may be beneficial. Student may need verbal and visual reminders of expectations.
Frequent reminders of rules	Rules are clearly communicated to the student. The student needs reminders of the rules after a set amount of time. (e.g. 10 minutes, 20 minutes, 1 hour) It may be beneficial to have a visual representation (A written list that may include pictures/graphics) of the rules.
Private discussions about behavior	Behaviors, including positive behaviors, is discussed privately with the student, not in front of any other children or any other adults.
In-class time out	In-home time out is a positive, respectful, and supportive teaching strategy used to help a child who is just beginning to lose self-control to regain it so they can do their best learning. Can be referred to as "Rest and Return" or "Take a Break" In-home timeout should not be used as a consequence.
Positive Reinforcement	Send student e-mails, notes, pictures, virtual or recorded message.
Reminder to stay on task	Send announcements, reminders using virtual classroom, Zoom, reminder phone aps, etc...