Austin Independent School District

Department of Special Education Services

Human Sexuality & Responsibility Curriculum
Accommodations Toolkit

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.

Reading Supports
- Point out word parts and cognates
- Simplify text by rewording (break complex sentences into short sentences)
- Highlight keywords/concepts
- Activate prior knowledge and incorporate pre-reading strategies
- Preview the text
- Break the assignment, project, or text into smaller, more manageable parts (be sure to watch the video of the text chunking strategy)
- Preview vocabulary
- Provide vocabulary lists with user-friendly definitions
- Provide/emphasize images that illustrate the concept
- Have students generate personal definitions, associations, and examples (i.e., Frayer Model)
- Provide a note-taking format to support comprehension (i.e., graphic organizer)
- 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 the amount of white space on the page
- Scaffold steps in a process

Writing Supports
- Provide a word/idea bank (see example from High School HSR curriculum HERE)
- 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

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Language Supports
- Pre-teach when possible, create a word/idea bank with the student
- Provide visual [sentence stems](#)
- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, and graphic organizers (before, during, and after reading or viewing)
- Allow gestures and other alternate modes of communication (including [Augmenication and Alternative Communication (AAC)](#) and switch devices)
- Provide cooperative small group learning opportunities when possible

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](#)
- Simplify 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
- [Pair images/text with pictures/objects](#)
- 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 gray), 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".

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- 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 Braillist/ 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 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 (i.e., non-pregnant uterus to an empty balloon; the pregnant uterus to a water-filled balloon).
- [Use of real objects, when available, is encouraged.](#)
- Ensure access to closed captioning transcripts and descriptive video. Some visual videos may need a description of the action happening on screen when audio is not provided by dialogue.
- Websites may be inaccessible for students who use screen readers and other students with print disabilities. Allow for resources to be accessed in a variety of ways.

Auditory, Multimodal Communication, and Textual Supports
- Teachers may use sign, augmented and amplified communication, and simplified language.
- Teachers may provide copies of teacher scripts used in lessons and Powerpoints for students to review and follow along with, as the lesson is being presented.
- Videos may have auto-generated closed captioning. Teachers should review prior to the lesson.
- For students unable to access Powerpoints or Google Slides transcripts of lessons are available.
- Handouts with multiple text fields and visual clutter may be simplified, and/ or chunked for readability

Other Physical Supports
- Assign a [student partner](#) to help guide around the room
- [Choice boards](#)
- Designated space to move to when the lesson requires movement

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Resources

Goalbook Toolkit

Region 13 Accommodation Central

American Speech-Language-Hearing Association