

Austin Independent School District

Department of Special Education Services



The Department of Special Education developed an Accommodations Toolkit with some general recommendations for accommodations to use while implementing the AISD Human Sexuality & Responsibility (HSR) 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.

Below are specific examples of accommodations that teachers might implement when teaching the Kindergarten HSR curriculum.

Lesson 1 - My Body

- Engage & Explore
 - Provide visual/verbal [sentence starters](#)
 - Use visual supports: pictures, illustrations, gestures, pointing
 - Allow gestures and other alternate modes of communication (including [Augmentative and Alternative Communication \(AAC\)](#) and switch devices)
 - Model appropriate responses or ask a peer to model an appropriate response
 - Provide reinforcement for appropriate behavior during lessons
- Evaluate
 - Consider creating movements for each line of the pledge to make it kinesthetic.
 - For the Home Connections Handout, allow students to find pictures (i.e., photos) that represent the two trusted adults.

Lesson 2 - Listening to My Body

- Engage
 - When asking for volunteers to share how yes/no felt in their body, consider providing visual/verbal [sentence starters](#) (i.e., “In my chest, yes felt like...”)
- Explore
 - Assign a [student partner](#) to help with cutting & pasting
 - Provide extra time to complete this activity
- Evaluate
 - Provide visual/verbal [sentence starters](#)
 - Allow gestures and other alternate modes of communication (including AAC and switch devices)

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- For the Home Connections Handout, allow students to find pictures (i.e., in magazines or on the internet) that represent these feelings.

Lesson 3 - Keeping My Body Safe

- Engage
 - If you previously created movements for each line of the pledge to make it kinesthetic, review them here.
- Explore
 - For the “yes, no, sometimes activity,” provide a visual of each movement.
 - Provide visual/verbal [sentence starters](#) to support student responses.
- Evaluate
 - Consider showing all or part of the video again, if needed for review.
 - Provide visual/verbal [sentence starters](#)
 - Allow gestures and other alternate modes of communication (including AAC and switch devices)
 - Show visuals from previous lessons during the unit wrap-up activity for cognitive (memory) & language support.