Continuous Learning and Accommodations

The Indiana Department of Education (IDOE) is dedicated to serving schools and families as they navigate the unprecedented educational landscape created by the COVID-19 pandemic.

The IDOE has chosen to use the language "Continuous Learning" as opposed to "eLearning", "distance learning" or "virtual learning" to help school leaders think holistically and progressively about how to best meet the needs of all learners. Access and equity must be considered when developing and implementing continuous learning plans.

When providing remote instruction and learning activities to students with Individual Education Programs (IEP) and Section 504 Plans, it is required to provide accommodations as stated within each student's plan.

The IDOE Office of Special Education, in collaboration with the Indiana IEP Resource Center (IEPRC), has developed a list of daily accommodations that are frequently used by students in the brick and mortar setting and examples of how these accommodations can be applied remotely when implementing continuous learning.

Within this document, accommodations are organized into four categories:

- Presentation—how students receive information,
- Responding—how students show what they know,
- Setting—how the environment is made accessible for instruction and assessment, and
- Scheduling—how time demands and schedules may be adjusted.

It is most beneficial to provide familiar supports to students during this time rather than introducing something new. If students have been using support in the classroom, and this can be replicated in the home environment, this is the recommended practice. If not, alternative methods to support student learning must be determined.

Please note that the examples provided do not represent all possible accommodations. If additional guidance is needed on how to provide accommodations remotely, please contact the Indiana Department of Education: Office of Special Education via email specialeducation@doe.in.gov, the Indiana IEP Resource Center by completing a Service Request, or the PATINS Project.

Staying regularly connected with students and families is one of the best ways to provide support. Consider connecting with students and parents on a regular basis. Connect virtually or by phone to check-in, provide words of encouragement, offer feedback on assignments and to share the strategies used in the classroom. Frequent communication can help determine if the support provided is sufficient or if additional supports are needed. Finally, the IDOE Office of Special Education and Indiana Resource Network support the accommodations listed below with additional resources, training, and information.

Presentation Accommodations (1 of 6)

Daily Accommodations	Remote Accommodations
Student needs directions or content read aloud.	- Synthetic Text-To-Speech (examples below) - Parents can read aloud directions and content - Teachers can call the student or offer a virtual session to read directions and content - Teachers can record themselves reading the directions and content and provide the recording to the student - ICAM: Indiana Center for Accessible Materials for accessible/audio versions of textbooks and core related materials. Also free Technical Support! - Text-To-Speech Software Options. - Built-In and Add-on Screen Readers: - VoiceOver on iPad/iPhone - Chrome - Windows - Mac Computer - Microsoft Immersive Reader – for Chrome - Snap&Read Universal - Read and Write for Google - Prizmo Go App - Natural Reader - Open an "Image" of Text as a "Google Doc"
Student needs directions clarified.	- Provide live or pre-recorded (must be closed-captioned) video instructions and examples to student - Provide "How-To" Guides and examples with or without visual image supports - Quality examples demonstrating what success and mastery looks like: - Screencastify - Khan Academy - YouTube - EdPuzzle - Apple Clips app for captioned video creation

Presentation Accommodations (2 of 6)

Daily Accommodations	Remote Accommodations
Student needs assignments broken down into parts or steps.	- Provide schedule to students to complete parts of the assignment with specified due dates - Routine Check-in with student to confirm completion of steps or have student submit each "part" of the assignment at specified dates - Provide Get Ready, Do, Done chart - Provide checklists of all required components - Google Keep - Notes App (e.g., Microsoft OneNote - Numbered lists in Google Docs or MS Word
Student requires use of manipulatives for mathematics instruction.	- Provide physical manipulatives that were used in the classroom environment - Provide virtual manipulatives - Elementary – Math Learning Center Apps - Elementary and Secondary – National Library of Virtual Manipulatives
Student requires color contrast for visual accessibility.	- Ensure parent knows best colors and contrast for student - Check materials with Contrast Checker - Provide specialized files as needed - Utilize a colored overlay - Change font, size and background colors on devices: - Apple Books - Mac/Window: In System Settings (PC) or Preferences (Mac), select Dark Mode in Personalization (PC) or Appearance (Mac) - Chrome Accessibility Extensions - Chrome Background Color Picker - Change page color (Google Docs, MS Word) - Provide access to and training on software to adjust contrast at home

Presentation Accommodations (3 of 6)

Daily Accommodations	Remote Accommodations
Student utilizes visual supports.	- Provide digital versions of visuals used within the physical classroom - Provide information sheet and/or captioned video tutorial on how visual supports are utilized within the classroom - Closed captions and automatic subtitles - Captioning Resource - Ensure all videos are closed captioned - Turn on closed captions in Google or PowerPoint - Students can turn on closed captions to gain a transcript at home at translator.microsoft.com - Login with Google or Microsoft or set up a free Microsoft account - Choose start a conversation - Toggle on presenter mode - Before closing, save the transcript by clicking on the Settings Cog (upper right-hand corner > Save Transcript - Can be running in the background or used with a split screen to view captions while also viewing audio presentation - Live Transcribe app for Chrome & Android - Provides automatic speech to text - Can save a transcript - Provide documents that can be edited to meet needs at home

Presentation Accommodations (4 of 6)

Daily Accommodations	Remote Accommodations
Student is provided a copy of notes.	- Provide slide presentation (e.g., PowerPoint or Google Slides) with notes prior to and/or following the lesson - Provide an outline of important concepts - Use Microsoft Translator to provide transcript of lecture - Otter recording app (600 min/month transcribed) - Live Transcribe for Android - Live Transcribe for Chrome - Provide guided notes for student to complete - Provide a copy of a peer's notes if available - Google Translate to provide English to English OR English to many other language transcripts
Student needs support to visually track text.	- Low-Tech Options - Provide ruler, notecard or line guide to track text - Provide translucent reader strips - Tech Options - iOS "Spoken Content" Feature - Microsoft Immersive Reader - Visor – Chrome Extension - Liner - Chrome Extension - Helperbird Chrome Extension Reading Ruler
Student benefits from visual cues on assignments.	- Color code, bold and/or highlight documents (be careful to not indicate meaning with ONLY color) - Liner - Chrome Extension - Use icons or emojis - Tag content according to a key - Pre-organize content

Presentation Accommodations (5 of 6)

Daily Accommodations	Remote Accommodations
Student provided access to large print copies of the text.	- Provide access to large print textbooks at home (ICAM) - Utilize built-in device magnification: - iOS - iOS Zoom - Mac - Windows - Highlight Text and Use CMD +] in MS Word (mac) - Highlight Text and Use CTRL +] in MS Word (PC) - Provide technology to magnify materials at home - Provide enlarged files, digital or paper, as needed
Student provided access to braille copies of the text.	- Provide access to textbooks at home (ICAM) - Provide access to digital braille display or similar technology (PATINS)(IERC) - Provide embossed, tactile graphics, or digital files, as needed

Presentation Accommodations (6 of 6)

Daily Accommodations	Remote Accommodations
Student provided access to an interpreter for sign language.	- Provide visual content when appropriate - Provide closed captioning for all video content - Provide interpreter virtually if appropriate - Remote American Sign Language (ASL) interpreters or remote speech-to-text professionals included in the platform, which will likely require testing various view options and features to ensure interpreters or real-time captions are easily seen on screen, and that any other accommodations still work properly. - For interpreting services, does the platform split the screen view or pin a video in order to permanently keep the interpreter's video feed on screen? - For speech-to-text services, does the platform have the ability to connect and sync the real-time captions on screen? - If the view is not conducive within the platform, are there other programs or equipment that can be considered for separately casting interpreters or captions? For example, provide an iPad to a student to cast interpreters through FaceTime, Whereby, Skype or other video software. - Have you considered your clothing or lighting? Video conferencing etiquette recommends clothing that is not "busy" and provides ample contrast with your skin, and making sure there is enough light in the room that is sufficiently diffused to reduce or eliminate shadows.

Response Accommodations (1 of 2)

Daily Accommodations	Remote Accommodations
Student uses graphic organizers.	- Provide hard copies of commonly used graphic organizers and instructions - Utilize digital graphic organizers - ReadWriteThink - Ditch That Textbook - Bubbl.us Mind Mapping
Student utilizes an augmentative and alternative communication (AAC) system(s)	- Provide access to the AAC system(s) in the home environment (PATINS Lending Library) - Provide system supports (partner assisted scanning scripts, low tech boards for modeling, etc.) - Include video tutorials and model the use of AAC - Provide static copies of boards (if applicable) currently being used - Continuous Learning Resources for Students using AAC
Student provided access to a scribe.	- Student can complete assignment via speech to text. - Google Docs - Microsoft Word - Text Dictation on iPad or iPhone - Siri on iPad or iPhone - Student can provide oral presentation - Microsoft PowerPoint Recording with Narration - Submit a Video - Flipgrid - Screencastify - Screencast-o-matic - Apple Clips app for captioned video creation - Webcam Recorder for Chrome - Parent can scribe for student - Teachers can call the student or offer a virtual session to scribe for student

Response Accommodations (2 of 2)

Daily Accommodations	Remote Accommodations
Student utilizes word prediction software.	- Inform parent on the use of stand-alone or other built-in word prediction software and how to enable it on devices - Co:Writer - Read and Write for Google - iOS Predictive Text - Windows 10 Text Suggestions - Provide written or video directions if needed
Student utilizes dictionaries to support learning.	- Mail or deliver dictionary used in the school setting if needed - Provide online dictionaries - Elementary Options - Math Dictionary for Kids - Little Explorers Enchanted Learning - Merriam-Webster – Word Central - Secondary Options - Merriam Webster – Visual Dictionary - Visuwords - Visual Thesaurus - Provide options for using built-in dictionaries and glossaries - Google Dictionary for Chrome - Provide instructions on how to access bilingual settings if needed
Student uses a calculator for classwork, homework assignments and assessments.	- Provide access to appropriate calculator - Four Function Calculator (Desmos) - Scientific Calculator - If device is not available, consider mailing or delivering an appropriate calculator to student.
Student provided a hundreds chart or multiplication table on mathematics class work, homework, and assessment.	- Provide a paper copy of the hundreds chart or multiplication table to use at home - Provide access to a virtual hundreds chart or a virtual multiplication table

Setting Accommodations

Daily Accommodations	Remote Accommodations
Student requires preferential seating.	● Inform parents of the environment needed (supported with notes/data) their child has most benefited from at school
Student requires flexible seating options.	● Provide seating options at home if appropriate ● Inform parents of the environment needed (supported with notes/data) their child has most benefited from at school
Student works best in a small group.	● Provide instruction to student individually or in a small group with peers via the phone or virtually (Zoom, FaceTime, Google Meets, Skype, etc.) ● Table to compare Hangouts Meet, Microsoft Teams, Skype and Zoom from PATINS

Student requires behavioral supports.	● Support parents to support behavior at home
	  ○ Emphasize the importance of clear rules and expectations
	  ○ Provide positive support by maintaining relationships via phone calls, mailed letters, emails or video calls.
	  ○ Encourage or provide opportunities for choice, Choice Boards can be a great idea
	  ○ Encourage or provide opportunities for movement
	● Replicate or modify current behavioral supports at home (token boards, social stories, reflection binder, check-in / check-out, daily behavior form, behavior contracts, etc.)

Scheduling Accommodations

Daily Accommodations	Remote Accommodations
Student utilizes written or visual schedule.	● Provide or co-create with parents written or visual schedule modified based on current needs 　○ Consider appropriate times for activities based on preferred and non-preferred activities, amount of time for various tasks, include breaks as needed, etc. 　○ Provide information sheet and/or video tutorial on how written and/or visual schedule are utilized within the classroom and how that can be applied at home ● Utilize built-in scheduling aids with devices students already have: 　○ iOS Calendar 　○ Google Calendar 　○ Google Calendar App 　○ Reminders in iOS
Student is provided with extra time.	● Inform parents of appropriate time allocations for tasks ● Check time settings within Learning Management Systems (LMS) to ensure appropriate time is allotted for assignments and assessments ● In various applications, disable and/or adjust time settings to meet student needs or offer alternative assignment meeting the same learning objectives with appropriate time restrictions ● Online Classroom Visual and Sensory Timers
Student needs additional breaks.	● Provide or co-create with parents written or visual schedule including appropriate time allocations for work and breaks ● Indicate appropriate activities for break times ● Utilize timers and reminders built into devices student already has. ● Online Classroom Visual and Sensory Timers

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