



SPECIAL PROGRAMS SERVICES IN A VIRTUAL WORLD

Web-Based Conferencing Tools:

Familiarize yourself with the accessibility features of the tool you are using. Ensure you, your student and parent/s are comfortable using any applicable accessibility features. There are great resources in many web-based conferencing tools to support both you as the educator and the student learners.

[Blackboard Collaborate Accessibility](#), [Zoom Accessibility](#), [Google for Education Accessibility](#), [GoToMeeting Accessibility](#)

Virtual Manipulatives:

There are many virtual manipulatives that can be used during live instruction while using your web-based conferencing tool. Virtual manipulatives include online graph paper that you can share on the screen with your students and on which they can interact, virtual base 10 blocks, graphing calculators, moveable pieces, etc.

[Math Playground Manipulatives \(requires Flash\)](#), [Number Line Extension](#), [Interactive Graphing Calculator Extension](#)

Online or Embedded Assistive Technology Tools:

Many platforms have free, easy-to-use forms of assistive technology or assistive tools such as speech-to-text, text-to-speech, magnification, color and font changes, among others. Depending on the computer/platform/tools needed by the student, ensure you are aware of, suggesting, and providing training on the usage of the applicable tools.

Check out [Google features and extensions](#), such as text-to-speech, word prediction, highlighting, and picture dictionary in the [Read&Write](#) extension; [Firefox accessibility](#), including [Screen Reader Add-ons](#); and [Internet Explorer](#) and [Edge](#) accessibility. Try [NaturalReader.com](#) for Text to Speech from any browser.

Learning Environment Tips:

- Devoted space with good lighting
- Comfortable seating
- Minimize the distractors such as TVs on in the background, kitchen noises, etc.
- Create a visual chart of the activities for each day-- younger students or non-readers, use images of the activities
- Align schedule at home to the schedule during the traditional school day
- Align breaks in the schedule with the same frequency as defined in the student's IEP, if applicable
- Use timers (for those who won't find this distracting) to track time on task and to provide breaks
- Create fidget areas providing toys and manipulatives to support movement



Need-based Support:

- **Reading difficulty:** text-to-speech technology, tracking support, highlighters, graphic organizers. [Read&Write Chrome extension](#), [Microsoft Immersive Reader](#), text-to-speech with [NaturalReader.com](#), lower the reading level with [Rewordify](#)
- **Difficulty sustaining attention; easily distracted:** simplify directions, reminders to stay on task, allow for breaks, extended deadlines, small group or individual support. *Remove excess ads or images with [Permanent Readability \(Chrome\)](#) or [Tranquility Reader \(Firefox\)](#), [Free Online-Stopwatch Visual Timers](#)*
- **Fine motor deficit:** allow typed or oral responses, adapted keyboard or writing instrument, fillable notes. [Read&Write Chrome extension](#), [Grammarly for Chrome or Firefox](#), [Vocaroo](#) voice recording
- **Deaf/hard of hearing:** closed captioning, sign language interpretation, audio amplification device, preferential seating. [PowerPoint Captioning](#)
- **Blind, low vision, partial sight:** large print/font, magnification devices, Braille, screen reader, text-to-speech, descriptive video. Use [High Contrast \(Chrome\)](#) or [Dark Background \(Firefox\)](#), [Zoom \(Chrome\)](#) or [Zoom Page WE \(Firefox\)](#).
- **Mathematics difficulty:** calculator, visual supports such as times tables or 100s chart. [Moffsoft visual calculator](#), *step-by-step math support with [wyzant calculators](#)*
- **Health-related concerns:** flexible scheduling, extended deadlines, class recordings, copies of notes

Accommodations & Modifications Virtual Version

Access to own resources	Provide suggestions to parents to allow students to use physical manipulatives such as real coins, a protractor or ruler, 100s chart, multiplication chart, graphic organizers, even when digital option is available.
Assistive technology for hearing or vision needs	<u>Closed captioning</u> : turn this on within your conferencing platform. <u>Magnification</u> : use larger font in conferencing platform, provide a magnifying sheet through an online vendor, or send notes in a large font.
Alternative responses	Allow student to point to, state, or use an assistive technology device to choose answer. Allow parent to record this response if needed.
Behavior plan	Look at the reason behind the plan. Determine how home-based supports and accommodations can align.
Calculator	Allow student to use a physical or web-based calculator. Suggest a cell phone if no calculator is available.



Clear directions	Provide a recording of you breaking down the directions or meet with the student in a conferencing platform to clarify as needed.
Direct Instruction	Use a conferencing platform to meet with students in a small group setting for direct instruction. Use a mini lesson structure to keep students engaged.
Extended time	Provide extended time past any assigned due date. If activity has a timer, inactivate it if possible.
Frequent breaks	Allow parent/student to take breaks. If providing direct instruction via a conferencing platform, build in frequent breaks.
Guided notes	Provide a digital copy of notes or use a recording to create a guide for students to watch.
Individual testing	Have students test individually in a conferencing platform, either one at a time or using a breakout room feature.
Modeling	In a conferencing platform, demonstrate the concept to the student using props as needed or send a recording of your demonstration.
Scribe/verbal responses	Allow the parent to scribe for the student or help the student set up a speech-to-text app to allow the student to dictate responses.
Reduced distractions	Talk with parent/student about best option for setting up a workspace for student that is away from distractions such as a cell phone or television. Allow student to use headphones to block out background noise. Have the student sit next to adult or meet in a conferencing platform if needed.
Reduced written assignments	Work with teacher to reduce written assignments. May be able to use home computer rather than handwritten.
Retake tests/quizzes	Give the student another chance by reassigning a similar assignment or by giving them the opportunity to redo the same assignment within their curriculum.
Tests/quizzes read aloud	Record yourself reading an assignment to the student or help the student install a text-to-speech tool to read the assignment aloud. Parents/adults home with the student may read assignments, as well. If using a digital curriculum, check for a screen reader option.
Use of sensory tools/fidget tools	Allow parent/student to use as needed. Parent may need help brainstorming alternatives in home setting.