

# CONTINUOUS EDUCATION FOR STUDENTS WITH DISABILITIES

## • ACCOMMODATIONS •

### INTRODUCTION

When planning for continuous learning, school systems must ensure that, to the extent possible, students with disabilities are provided with equitable access to high-quality instruction and materials. This guide builds on the [Academics Resource Guide](#) and is intended to help school systems expand accessibility and extend accommodations in continuous learning formats. School systems should intentionally plan how accommodations will be delivered in a continuous learning environment to support students with disabilities in accessing high quality instructional materials and instruction. This guidance does not replace accommodations or modifications within a student's IEP, but provides additional considerations to ensure these accommodations continue during continuous learning.

#### Accommodations to Consider Across Approaches

##### Assignment Organization

- Provide tools for self-monitoring such as [checklists](#), or daily/weekly [to-do lists](#). Provide flexibility for students and parents along with ideas to support student motivation.
- Provide clear, explicit directions for students. Some students with disabilities benefit from [visual/pictorial directions](#).
- Provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs.
- Provide visual support like [social stories](#) and choice boards to reinforce expectations and support communication.

##### Reading & Writing

- Provide sentence stems or word banks for writing assignments. Consider the students' needs for transcription and be sure to include those in the assignment directions.
- Use guided note templates with fill in the blanks to support students in synthesizing information. These materials may include pictures where appropriate.

##### Assistive Technology & Other Tools

- Support parents in continuing to use assistive technology during instructional time.
- Include directions in lesson assignments for fidget tools or other tools to help students focus.
- Provide suggestions and guidance for peer support at home or through digital platforms.
- Provide suggestions for ways to use household materials and toys to aid multi-sensory and hands-on experiences.

#### Accommodation Considerations for High-Tech Approaches

- Record videos or live lessons to support pause and replay options, if possible.
- Provide written and explicit directions or scripts for lessons and tasks along with verbal directions during video lessons.
- Include accessibility features within lesson directions. For example, open a PDF document and then turn on the magnification tool.
- Use read aloud resources such as [Kurzweil 3000](#).
- Use digital mapping resources such as [Coggle](#).
- Embed visual timers into lesson materials, where appropriate.
- Consider the motor functioning required to use technology and provide alternate modes of expression such as writing instead of typing, speech-to-text functions, recorded voice responses, and push button responses.

#### Accommodation Considerations for Low-Tech Approaches

- Offer one-on-one teleconferencing with support staff to review directions and model a portion of the assignment or task for students and parents.
- Provide support for read aloud including one on one phone calls and pre-recording.

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## ADDITIONAL RESOURCES

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For additional continuous learning resources to ensure that students with disabilities are provided with equitable access to high-quality instruction and materials, the following resources are available.

- [Continuous Education Tool Kit](#)
- [Continuous Education for Students with Disabilities: Staffing Guidance](#)
- [Continuous Education for Students with Disabilities: Accessibility of Instructional Materials](#)
- [Continuous Education for Students with Disabilities: Direct Services](#)