

# Continuous Learning and Accommodations

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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](mailto:specialeducation@doe.in.gov), the Indiana IEP Resource Center by completing a [Service Request](#), or the [PATINS Project](#).

Staying connected with students and parents is one of the best ways to provide support. In addition to the accommodations listed below, 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.

Presentation Accommodations	
Daily Accommodations	Remote Accommodations
Student needs directions and content read aloud.	<p>Student needs directions and content read aloud.</p> <ul style="list-style-type: none"> <li>• Parents can read aloud directions and content.</li> <li>• Teachers can call the student or offer a virtual session to read directions and content.</li> <li>• Teachers can record themselves reading the directions and content, and provide the recording to the student.</li> <li>• Provide parents and students text-to-speech options. <ul style="list-style-type: none"> <li>○ Built-In Screen Readers</li> <li>○ <a href="#">Bookshare</a></li> <li>○ <a href="#">Snap and Read</a></li> <li>○ <a href="#">PrizmoGo</a></li> <li>○ <a href="#">Natural Reader</a></li> <li>○ <a href="#">Google Docs</a></li> <li>○ <a href="#">Microsoft Immersive Reader – Chrome Extension</a></li> </ul> </li> </ul>
Student needs directions clarified.	<p>Student needs directions clarified.</p> <ul style="list-style-type: none"> <li>• Provide live or closed-captioned pre-recorded video instructions to student. <ul style="list-style-type: none"> <li>○ <a href="#">Screencastify</a></li> <li>○ <a href="#">Khan Academy</a></li> <li>○ <a href="#">YouTube</a></li> </ul> </li> <li>• Provide “How-To” Guides with or without visual image supports</li> <li>• Quality examples demonstrating what success and mastery looks like</li> </ul>
Student needs assignments broken down into parts or steps.	<p>Student needs assignments broken down into parts or steps.</p> <ul style="list-style-type: none"> <li>• Provide schedule to students to complete parts of the assignment with specified due dates.</li> <li>• Check-in with student to confirm completion or have student submit each “part” of the assignment.</li> <li>• Provide <a href="#">Get Ready, Do, Done</a> chart.</li> <li>• Provide checklists of all required components. <ul style="list-style-type: none"> <li>○ <a href="#">Google Keep</a></li> <li>○ Notes App</li> <li>○ Bulleting in Google Docs or Word</li> </ul> </li> </ul>
Student requires use of manipulatives for mathematics instruction.	<p>Student requires use of manipulatives for mathematics instruction.</p> <ul style="list-style-type: none"> <li>• Provide manipulatives that were used in the classroom environment</li> <li>• Provide virtual manipulatives <ul style="list-style-type: none"> <li>○ Elementary – <a href="#">Math Learning Center Apps</a></li> <li>○ Elementary and Secondary – <a href="#">National Library of Virtual Manipulatives</a></li> </ul> </li> </ul>
Student utilizes visual supports.	<p>Student utilizes visual supports.</p> <ul style="list-style-type: none"> <li>• Provide digital copies of visuals used within the classroom</li> <li>• Provide information sheet and/or video tutorial on how visual supports are utilized within the classroom</li> <li>• Provide documents that can be edited to meet needs at home</li> </ul>

Presentation Accommodations (continued)	
Daily Accommodations	Remote Accommodations
Student is provided a copy of notes.	<p>Student is provided a copy of notes.</p> <ul style="list-style-type: none"> <li>• Provide PowerPoint with notes prior to lesson</li> <li>• Provide outline of important concepts</li> <li>• Use Microsoft Translator to provide transcript of lecture</li> <li>• Provide guided notes for student to complete</li> <li>• Provide a copy of a peer's notes if available</li> </ul>
Student needs support to visually track text.	<p>Student needs support to visually track text.</p> <ul style="list-style-type: none"> <li>• Low-Tech Options <ul style="list-style-type: none"> <li>○ Provide ruler, notecard or line guide to track text</li> </ul> </li> <li>• Tech Options <ul style="list-style-type: none"> <li>○ Built in Screen Readers</li> <li>○ <a href="#">Microsoft Immersive Reader</a></li> <li>○ <a href="#">Visor – Chrome Extension</a></li> <li>○ <a href="#">Liner- Chrome Extension</a></li> </ul> </li> </ul>
Student benefits from visual cues on assignments.	<p>Student requires from visual cues on assignments.</p> <ul style="list-style-type: none"> <li>○ Color code, bold and/or highlight documents</li> <li>○ <a href="#">Liner- Chrome Extension</a></li> <li>○ Use icons or emojis</li> <li>○ Tag content according to a key</li> <li>○ Pre-organize content</li> </ul>
Student requires color contrast for visual accessibility.	<p>Student requires color contrast for visual accessibility.</p> <ul style="list-style-type: none"> <li>• Ensure parent knows best color contrast for student</li> <li>• Provide access to software at home</li> <li>• Provide customized files as needed</li> <li>• Utilize a colored overlay</li> </ul>
Student provided access to large print copies of the text.	<p>Student provided access to large print copies of the text.</p> <ul style="list-style-type: none"> <li>• Provide access to textbooks at home</li> <li>• Provide technology to magnify materials at home</li> <li>• Provide enlarged files, digital or paper, as needed</li> </ul>
Student provided access to braille copies of the text.	<p>Student provided access to braille copies of the text.</p> <ul style="list-style-type: none"> <li>• Provide access to textbooks at home</li> <li>• Provide access to digital braille display or similar technology</li> <li>• Provide embossed or digital files, as needed</li> </ul>
Student provided access to an interpreter for sign language.	<p>Student provided access to an interpreter for sign language.</p> <ul style="list-style-type: none"> <li>• Provide visual content when appropriate</li> <li>• Provide closed captioning if appropriate</li> <li>• Provide interpreter virtually if appropriate</li> </ul>

Response Accommodations	
Daily Accommodations	Remote Accommodations
Student uses graphic organizers.	<p>Student uses graphic organizers.</p> <ul style="list-style-type: none"> <li>• Provide copies of commonly used graphic organizers and instructions               <ul style="list-style-type: none"> <li>○ <a href="#">ReadWriteThink</a></li> <li>○ <a href="#">Ditch That Textbook</a></li> </ul> </li> </ul>
Student utilizes an augmentative and alternative communication device.	<p>Student utilizes an augmentative and alternative communication device.</p> <ul style="list-style-type: none"> <li>• Provide access to the device in the home environment</li> <li>• Include video tutorials and model the use of AAC               <ul style="list-style-type: none"> <li>○ Provide static copies of boards currently being used</li> </ul> </li> </ul>
Student provided access to a scribe.	<p>Student provided access to a scribe.</p> <ul style="list-style-type: none"> <li>• Parent can scribe for student</li> <li>• Teachers can call the student or offer a virtual session to scribe for student.</li> <li>• Student can complete assignment via speech to text.               <ul style="list-style-type: none"> <li>○ Google Docs</li> <li>○ Microsoft Word</li> </ul> </li> <li>• Student can provide oral presentation.               <ul style="list-style-type: none"> <li>○ Microsoft PowerPoint Recording with Narration</li> <li>○ Submit Video                   <ul style="list-style-type: none"> <li>▪ <a href="#">Flipgrid</a></li> <li>▪ <a href="#">Screencastify</a></li> <li>▪ <a href="#">Screen-Cast-Omatic</a></li> </ul> </li> </ul> </li> </ul>
Student utilizes word prediction software.	<p>Student utilizes word prediction software.</p> <ul style="list-style-type: none"> <li>• Inform parent on the use of Co-Writer or other built-in word prediction software and how to enable it on devices.</li> <li>• Provide written or video directions if needed.</li> </ul>
Student utilizes dictionaries to support learning.	<p>Student utilizes dictionaries to support learning.</p> <ul style="list-style-type: none"> <li>• Mail or deliver dictionary used in the school setting if needed</li> <li>• Provide online dictionaries               <ul style="list-style-type: none"> <li>○ Elementary Options                   <ul style="list-style-type: none"> <li>▪ <a href="#">Math Dictionary for Kids</a></li> <li>▪ <a href="#">Little Explorers Enchanted Learning</a></li> <li>▪ <a href="#">Merriam-Webster – Word Central</a></li> </ul> </li> <li>○ Secondary Options                   <ul style="list-style-type: none"> <li>▪ <a href="#">Merriam Webster – Visual Dictionary</a></li> <li>▪ <a href="#">Visuwords</a></li> <li>▪ <a href="#">Visual Thesaurus</a></li> </ul> </li> </ul> </li> <li>• Provide options for using built-in dictionaries and glossaries</li> <li>• Provide instructions on how to access bilingual settings if needed</li> </ul>

Response Accommodations (continued)	
Daily Accommodations	Remote Accommodations
Student uses a calculator for classwork, homework assignments and assessments.	<p>Student uses a calculator for virtual and/or paper/pencil assignments and assessments.</p> <ul style="list-style-type: none"> <li>• Provide access to appropriate calculator. <ul style="list-style-type: none"> <li>○ <a href="#">Four Function Calculator</a></li> <li>○ <a href="#">Scientific Calculator</a></li> <li>○ <a href="#">Graphing Calculator</a></li> <li>○ If device is not available, consider mailing or delivering an appropriate calculator to student.</li> </ul> </li> </ul>
Student provided a hundreds chart or multiplication table on mathematics class work, homework, and assessment.	<p>Student provided a hundreds chart or multiplication table for virtual work, packet work and assessments.</p> <ul style="list-style-type: none"> <li>• Provide a paper copy of the hundreds chart or multiplication table to use at home</li> <li>• Provide access to a <a href="#">virtual hundreds chart</a> or a <a href="#">virtual multiplication table</a></li> </ul>

Setting Accommodations	
Daily Accommodations	Remote Accommodations
Student requires preferential seating.	<p>Student requires preferential seating.</p> <ul style="list-style-type: none"> <li>• Inform parents of the environment needed for their child to learn best</li> </ul>
Student requires flexible seating options.	<p>Student requires flexible seating options.</p> <ul style="list-style-type: none"> <li>• Provide seating option at home if appropriate.</li> <li>• Inform parent of the best seating option for their child</li> </ul>
Student works best in a small group.	<p>Student works best in a small group.</p> <ul style="list-style-type: none"> <li>• Provide instruction to student individually or in a small group with peers via the phone or virtually (<a href="#">Zoom</a>, FaceTime, Google Hangouts, etc.)</li> </ul>
Student requires behavioral supports.	<p>Student requires behavioral supports.</p> <ul style="list-style-type: none"> <li>• Support parents to support behavior at home <ul style="list-style-type: none"> <li>○ Emphasize the importance of clear rules and expectations</li> <li>○ Provide positive support by maintaining relationships via phone calls, mailed letters, emails or video calls.</li> <li>○ Encourage or provide opportunities for choice</li> <li>○ Encourage or provide opportunities for movement</li> </ul> </li> <li>• Replicate or modify current behavioral supports home (token boards, social stories, reflection binder, check-in / check-out, daily behavior form, behavior contracts, etc.)</li> </ul>

Scheduling Accommodations	
Daily Accommodations	Remote Accommodations
Student utilizes written or visual schedule.	<p>Student utilizes written or visual schedule.</p> <ul style="list-style-type: none"> <li>• Provide or co-create with parents written or visual schedule modified based on current needs <ul style="list-style-type: none"> <li>○ Consider appropriate times for activities based on preferred and non-preferred activities, amount of time for various tasks, include breaks as needed, etc.</li> </ul> </li> <li>• 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</li> </ul>
Student is provided with extra time.	<p>Student is provided with extra time.</p> <ul style="list-style-type: none"> <li>• Inform parents of appropriate time allocations for tasks.</li> <li>• Check time settings within Learning Management Systems (LMS) to ensure appropriate time is allotted for assignments and assessments.</li> <li>• 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.</li> </ul>
Student needs additional breaks.	<p>Student needs additional breaks.</p> <ul style="list-style-type: none"> <li>• Provide or co-create with parents written or visual schedule including appropriate time allocations for work and breaks</li> <li>• Indicate appropriate activities for break times.</li> </ul>