

Low-Tech Accommodations Toolbox

The chart below includes strategies for how a student can access accommodations at home without the use of technology. The complete **Accommodations Toolbox** is available online and includes links to online resources. The Accommodations Toolbox is located on the FCPS Internet page <https://www.fcps.edu/news/coronavirus-update-academics-distance>; select the grade level, then select Special Education: Additional Supports. Individualized education program (IEP) and 504 Plan accommodations provide support in general education and/or special education settings. Please be sure to reference the accommodations which are documented on your child’s current IEP or 504 Plan. As available, students can continue to use the resources from school to access instruction.

Accommodations	Description	Strategies/Resources for Home Access
Alternate Means of Response Dry Erase Board/Additional Writing Implements/Student Indicates Response (Verbally Pointing or Otherwise)	This allows a student an alternate means of response to answer a question.	Create your own dry erase board using paper or insert white paper into a picture frame (use dry erase markers); Use available highlighters, markers, colored pens, and/or colored pencils to support assignment. Allow the student to say and/or point to the answer while someone else writes down or indicates the student’s response.
Amplification or Noise-Dampening Equipment	Assistive listening devices such as an FM system, audio trainer, whisper phone, or sound field help to increase volume.	Work in a quiet space.
Assignment Notebook	Provides students with organization skills.	Use a student agenda; Create a student schedule; Create a wipe off schedule, put schedule in a plastic frame, use an erasable marker to check off tasks completed; Create a family schedule on paper.
Behavior Intervention Plan (BIP)	Behavior plan developed by the school team and parent.	Continue to use strategies outlined in the student’s Behavior Intervention Plan (BIP).

Accommodations	Description	Strategies/Resources for Home Access
Calculator Calculator or Arithmetic Table	This is used to aid with math calculations (+, -, x, & division)	Access calculator through phone or handheld calculator.
Clearly Defined Limits/Expectations	This provides the student with clear direction and understanding of expectations.	Give the student clear directions, for example, first you will complete 5 math problems then have a break. Provide the student with a schedule of tasks and review the schedule with the student.
English Dictionary	This is a book resource that lists words of a language and gives the meaning.	Use a dictionary if available.
Flexible Schedule Extended Time/Frequent Breaks	This provides additional time to the student to complete a given assignment(s) or for breaks within instruction.	If the student demonstrates fatigue, frustration, restlessness during an assignment a break may be needed. Set a timer to assist with giving students frequent breaks
Highlighted Text Materials	This provides highlighted text to support student learning.	Use any available highlighters, markers, colored pens, and/or colored pencils to support assignment.
Math Aids <i>Access to colored shapes, number lines, and fraction circles.</i>	These materials are used to help a student with math.	Use of common household objects (buttons, beans, macaroni, pennies, etc.) can be used to support understanding of numbers and number operations.
Positive Reinforcement	An action immediately following a behavior that increases how often or how much of that behavior we see in the future.	Use frequent praise. Offer a choice activity if a student follows behavior/task.

Accommodations	Description	Strategies/Resources for Home Access
<p>Presentation of Material/Assignment Interpret Translate Directions/Assignment/Provide Specific Verbal Prompts</p>	<p>This explains the directions for complete understanding. Suggested prompts to keep student on task:</p> <ul style="list-style-type: none"> ● “Keep working.” ● “Keep going.” ● “Focus.” ● “Stay focused.” 	<p>You may read and explain the directions to the student so that they have a clear understanding. Refer to prompts indicated on the IEP accommodation (or 504 Plan test accommodation) page. You may also use the provided samples as needed.</p>
<p>Read Aloud Read Back Student Response/ Read Entire Assignment/Read to Student upon Request</p>	<p>This allows read aloud of the student’s written response, material to a student, or word or text upon request from a student.</p>	<p>Read your student’s written work aloud. A person at home may read the assignment.</p>
<p>Shortened Assignment</p>	<p>The student will have fewer tasks to complete for an assignment.</p>	<p>Contact your student’s case manager if you have any questions or concerns.</p>
<p>Visual Aids Place Keeper</p>	<p>Allows a student to see one word, sentence, or line of print at a time. Additionally, can support a student with maintaining their place when reading text.</p>	<p>Use a bookmark or a piece of paper to help keep their place while reading</p>