



Section 504/Special Education Supplement

This Summer At-Home Learning supplement outlines accommodation suggestions for students receiving Section 504 or special education services, including guidance for individualizing resources to meet your student's academic needs.

This supplement should be used in conjunction with a complete Summer At-Home Learning grade-level packet, available at [Texas Home Learning](#). Each packet contains grade-level specific introductory guidance, lessons, assignments, books, articles, worksheets, and suggested daily schedules; however, it is designed to be customized for individual students.

After reviewing the complete packet, refer to this supplement and your Section 504 Plan or IEP to determine which subject areas should be the primary focus and to identify additional supports. Visit [Parent Resources for Students in Special Education](#) for more at-home learning and behavior resources.

Getting Started with Accommodations

Special Education

Students served by Special Education have their individual needs outlined in their Individualized Education Program (IEP). If you do not have a current copy of your student's IEP or need assistance understanding the information within the IEP, reach out to your school district's central office or a campus contact. [The Parent's Guide to the Admission, Review, and Dismissal Process](#) also contains detailed information about each component within the IEP.

The IEP contains information on your student's current strengths and areas for growth in reading/language arts, math, science, and social studies. The IEP also contains annual measurable goals that will help pinpoint priority areas your student may focus on while using the [Texas Home Learning](#) packet.

Section 504

Students protected under Section 504 have their individual needs outlined in their Section 504 Plan. If you do not have a current copy of your student's plan or need assistance understanding the information within the Section 504 Plan, reach out to your school district's central office or a campus contact.

The Section 504 Plan will contain any supports and accommodations that are used in the classroom to ensure your student is able to access grade-level curriculum and instruction. Consider this information to adapt instruction so your student can access the content in the [Texas Home Learning](#) packet.

Daily Schedule Accommodations

It is recommended that students establish a [consistent learning schedule](#) to follow each day. Refer to the appropriate grade-level learning packet on [Texas Home Learning](#) to find recommended sample schedules, which are meant to be adapted to the needs of each student and family.

When establishing the daily schedule, consider your student's Section 504 Plan or IEP for guidance to adjust the schedule and determine which subject(s) may require more support for your student. Seek help from the school if needed.

Texas Education Agency is partnering with Texas PBS stations to provide [grade-level-appropriate programming](#). This can serve as a great resource in addition to the choice learning activities outlined in each grade-level specific packet.

Tips for Adjusting Schedules for Students with Disabilities

- Include your student in planning the sequence of the daily schedule.
- Schedule a morning check-in to set expectations and preview the daily schedule with your student. This can minimize frustration and support motivation and on-task behavior throughout the day.
- An additional afternoon check-in can be used to recall and reflect on what your student learned during the day. (Refer to check-in question ideas in the complete grade-level packet.) Also use check-in time to assess whether the supports/accommodations you used to complete the assignments were helpful. Are there any supports/accommodations you had at school that you don't have at home that would help you?
- Adjust the daily schedule according to the student's ability to attend to a task in one sitting. Consider more or less frequent breaks, extended time to complete assignments, or [breaking tasks into smaller, more manageable parts](#). For example, work on part of an assignment in morning and another part at night or focus on one subject per day. This may help alleviate frustration and increase productivity.
- Use a timer to indicate when your student can stop working on one activity and move on to another activity or take a break.
- To assist visual learners or students who have reading difficulties, add images next to each scheduled activity or replace the activity name with an image. Examples: a photograph of a book for reading/language arts, a drawing of addition/subtraction/multiplication/division symbols for math, or a picture of paint and a paintbrush for art.
- Build in positive behavior supports, such as positive feedback, earned privileges, or various types of [choice boards](#), to reinforce on-task behavior.
- Have your student monitor his or her own progress and check off activities as they are completed. This can be done with a written or [visual schedule](#) posted on a piece of paper or on adhesive notes stuck to a window.
- Be flexible! It's ok to skip a day or an assignment. It is important to keep your student motivated to learn, so adjust as needed in the moment if you are noticing a problem.

Accommodation Ideas for Learning Goals

Accommodations impact **how** a student learns, not **what** a student learns. As your student works through the activities in the [Texas Home Learning](#) grade-level packet, consider the following accommodation ideas.

Refer to your student’s Section 504 Plan or IEP for specific accommodations related to each subject area.

If you need additional ideas for adjusting instruction, the National Center on Intensive Intervention offers [tips for helping your student](#) meet learning goals, and Accommodation Central offers many [accommodation suggestions](#).



Phonics

- Use movement (e.g., clapping, stomping, jumping) to represent sounds, syllables, and segments of words or to move while spelling.
- Draw letters in sand, shaving cream, pudding, etc.
- Make letters out of play dough or modeling clay.
- Color code letters (e.g., consonants, vowels).
- Use [Elkonin boxes](#) to represent sounds.



Reading Language Arts

- Use a [text-to-speech](#) application/software or read aloud to the student. Caution: Make sure you are providing opportunities for your student to read appropriately leveled books independently so he or she is also practicing decoding skills.
- Enlarge text and images.
- Provide [spelling assistance](#) (e.g., list of frequently misspelled words).
- Use [graphic organizers](#).
- Provide a dictionary (traditional, online, speaking, or picture) or simplify unknown terms and phrases.
- [Preview](#) books with the student prior to reading. Look for words that will be difficult for the student to read or understand, or predict what will happen based on pictures.
- Scaffold information by reading short [chunks](#) of text and answering related questions, then moving on to next chunk of text and related questions.
- Try different response modes: write, draw, find pictures, choose pictures, type, dictate (using speech-to-text applications/software or caregiver writing), etc.



Math

- Use a calculator (traditional, large key, or speaking).
- Use [graphic organizers](#).
- Use various math aids (e.g., multiplication chart, addition chart, list of formulas, hundreds chart, number line).
- Manipulate tools for the student (e.g., position the ruler, punch in the numbers on the calculator).
- Use graph paper or turn notebook paper horizontally to help with lining up numbers.
- Use memory aids, such as the mnemonic device PEMDAS or Please Excuse My Dear Aunt Sally (parenthesis, exponents, multiplication, division, addition, subtraction) for order of operations.
- Enlarge text and images.
- Try different response modes: write, draw, find pictures, choose pictures, type, dictate (using speech-to-text applications/software or caregiver writing), etc.



Science

- Use a calculator (traditional, large key, or speaking).
- Enlarge text and images.
- Provide [spelling assistance](#) (e.g., list of frequently misspelled words).
- Use [graphic organizers](#) (e.g., image of plant/cell/water cycle without labels).
- Use a dictionary (traditional, online, speaking, or picture).
- Scaffold information by reading short [chunks](#) of text and answering related questions, then moving on to next chunk of text and related questions.
- [Preview information](#) with the student prior to reading. Look for words that will be difficult for student to read or understand. Discuss how images relate to the content.
- Use manipulatives (i.e., objects), hands-on practice, or real-life examples.
- Try different response modes: write, draw, find pictures, choose pictures, type, dictate (using speech-to-text applications/software or caregiver writing), etc.
- Use memory aids, such as the mnemonic device ROY G BIV (red, orange, yellow, green, blue, indigo, violet) for the colors of the rainbow.



Social Studies

- Enlarge text and images.
- [Preview information](#) with the student prior to reading. Look for words that will be difficult for student to read or understand. Discuss how images relate to the content.
- Use a dictionary (traditional, online, speaking, or picture).
- Use [graphic organizers](#) (e.g., blank or color-coded maps or timelines).
- Try different response modes: write, draw, find pictures, choose pictures, type, dictate (using speech-to-text applications/software or caregiver writing), etc.
- Provide [spelling assistance](#) (e.g., list of frequently misspelled words).
- Scaffold information by reading short [chunks](#) of text and answering related questions, then moving on to next chunk of text and related questions.
- Use memory aids, such as the mnemonic device HOMES (Huron, Ontario, Michigan, Erie, Superior) for the names of the Great Lakes.

