



Chaolin Chang, Principal

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Joslin Parents/Guardians,

We understand that learning at home can be difficult for Special Education students. If you are following the Austin ISD Learning at Home site for your child's grade level, then we have a few resources/tips and tricks below in order to accommodate or modify for your students in the area of Math, Reading and Writing.

In addition to the below accommodations, you can also visit the Special Education page from the Austin ISD [Learning at Home](#) site, where there are tips and links for different types of learners.

Furthermore, in addition to the above link, the link below is a site that offers additional free resources to students for at home learning with free subscriptions and memberships.

<https://kidsactivitiesblog.com/135609/list-of-education-companies-offering-free-subscriptions/>



Helpful Accommodations for Math:

1. When there is reading in math like a word problem, reading it to your student may help with understanding.
2. When there is writing in math, it sometimes helps to have a word bank for students to use to help generate ideas and assist with spelling.
3. Drawing pictures of problems can look differently for different levels of learning.
 - a. Drawing out circles or tallies
 - b. Using a one hundreds chart
 - c. Using base 10 block pictures (or manipulatives)
 - d. Using just the numbers (algorithm)
4. Reviewing vocabulary necessary for each lesson is helpful to engage prior knowledge necessary for completing assignments.



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5. Using a one hundreds chart can be a helpful visual when working with numbers, some ways are:
 - a. skip counting
 - b. adding, subtracting, multiplying or dividing
 - c. working with odd or even numbers
6. Seeing something modeled first can be extremely helpful for all types of learners. Most math concepts follow the idea of “I do” meaning the teacher models, “We do” which means we do together, “You do” which means the student attempts to complete it on their own.
7. Take frequent breaks if necessary, it will be there when you get back!
8. Don't stress out your student, quality is always better than quantity.

Just a handful of Helpful (fun) Accommodations(and ideas) for Reading & Writing at home:



- Sing, Sing, Sing**-kids remember lyrics so quickly, so put your SIGHT WORDS to a familiar tune or cheer
- Listen to audio recordings** while reading the same book so you can see the words & follow along,
- Learn content from **audiobooks, movies, videos**, and digital media instead of reading print versions or in addition to-do with a sibling, parent, pet, stuffed animal.
- Work with **fewer items per page** or line by covering what you are not reading with an index card, piece of construction paper or use colored strips or bookmarks to help focus on the line of text you are reading. -Use a **cookie cutter**(shapes) to read through(makes it new & fun)
- Work with text in a **larger print** size



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- Use **visual aides** such as pictures of words-what they mean or of a scene-make it relatable to you, word webs, visual notes
- Dictate** answers/text to a scribe who writes or types
- Retell/Act it** out a story (main idea) on an audio recorder-phone, ipad, etc.
- Use a spelling dictionary or **digital spell-checker**
- Choose comfy seating**-sit in a comfortable spot to work, read, write.
- Use special lighting** or acoustics
- Use sensory tools** such as an exercise band that can be looped around a chair's legs, hand/finger fidgets, pipe-cleaners, play-doh, squishy items, rubber bands.
- Take frequent breaks**, such as after completing 3 sentences, 1 paragraph, 10 words, 3-5 minutes, etc.-whatever works for you. Use a sand timer, kitchen timer, etc.
- Work at specific time** of day/evening or in the same place each time.
- Use a **highlighter** when reading-color of your choice, circle, box, underline words you don't know & be a detective to find out
- Create alternate projects or assignments**: read or identify letters/words you know on/in a book, magazine, newspaper, comic book, cereal box. Street sign, licence plates, brownie box(any labels), clothing tags, etc.
- Use visual schedules**-what I will do today-draw on sticky notes or index cards or print out(check out Spec. Ed portion of AISD Home Learning, Autism link for visual schedules) for daily routines.
- Label things**(write what it is, like write the word COUCH and tape it to the couch) around the house so you can "read around the house"! (great for vocabulary, sight words!!!)
- Use **audiobooks** like those available through services like Bookshare, a free online library for students with disabilities.



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- Use speech-to-text software** to help with writing, if available.
- Read picture Books** & add your own story/words; make predictions
- Re-write** the ending of a story-what what if...?
- READ & WRITE EVERYDAY!!!** independently and together:
Take turns **reading**, use silly voices, read with a flashlight, under a table, play telephone, play add a line, roll dice to see how many words you can add to a story, use dolls, stuffed animals, pets, family members to make a story, etc.
- Write** together
 - make an “add to” story where each person adds a word/words or a sentence, write with a variety of tools: markers, crayons, pencil, shaving cream, paint, flour, sand, make daily lists of what you are going to do or goals, gratitude list with family at dinner or in the morning, go outside & write down everything you see, do a listening/smelling list-all the things you hear or smell, etc.
- Read the same text multiple times(at least 3)**-read in different ways: a whisper, sing it, scary voice, loud voice, standing, sitting, inside/outside, on your belly, etc.
- How to...Read/write, or do orally**, give step-by-step directions and read written instructions out loud or simplify directions using key words for the most important ideas. Ex.: How to eat pizza or an ice cream cone, How to make cookies/brownies/bread/a card, lemonade, etc.

We hope you find these accommodations helpful and are meant to be used as a fun way to learn together. Please reassure our students that we are thinking about them and are trying to find the best way possible to continue their learning.

Sincerely,

Mrs. Benavides and Mrs. Miller