



How to Get Started

Supporting Students with Disabilities in Distance Learning

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As Job Corps Centers begin providing training to students with disabilities via distance learning platforms, it will become essential for center Disability Coordinators and instructional staff (both academic and career technical) to be prepared and ready to guide and implement agreed upon accommodations for students with disabilities.



Students with active accommodation plans are entitled to receive those accommodations no matter what learning medium or environment is used. This will require that each center be mindful of which accommodations will be needed in an online learning platform, which ones are built into the platform or online classroom environment and which ones may require alternative methods to provide.

NOTE: All students with a disability have the right to request and receive reasonable accommodations that allow them to participate in the Job Corps Distance Learning program. Centers should follow reasonable accommodation policies in place for new accommodation requests or requests to update existing plans. (See Form 2-03 in the PRH).

For example, a student’s accommodation plan may state that they need “*verification of understanding...*” How might the teacher/instructor ensure that this accommodation is being provided?

- Use approved video conferencing option to observe the student complete a problem or two or demonstrate understanding (by explaining it, completing some sample problems, etc.).

- Set up a very short practice exercise that must be completed prior to starting the full assignment to ensure that the student understands the work to be completed. This can be done via the online classroom using OneNote or other applications, via email, etc.

Accommodation	Specific Accommodation	Comments	Staff Responsible	Active
Behavioral	02 - Verification of understanding		All	Y
Instructional/Assignments	02 - Movement breaks	May take a walk pass from instructor for 2-3 minutes with beginning and ending time listed on the pass.	All	Y
Instructional/Assignments	03 - Break large projects/assignments into smaller sections		All	Y
Instructional/Assignments	10 - Extended time for assignment completion		All	Y
Other Testing	01 - Extended time - 1.5 times		All	Y
Other Testing	08 - Small group setting		All	Y
TABE Testing	01 - Extended time - 1.5 times		TABE Administrator	Y
TABE Testing	04 - Small group setting		TABE Administrator	Y

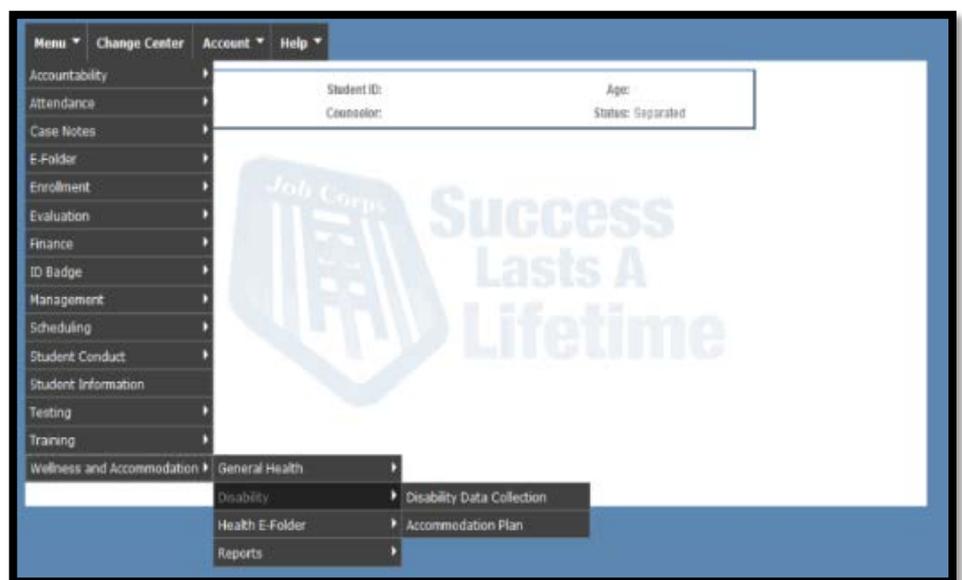
Getting Started!

Disability Coordinators, please review the following steps in planning and preparing to accommodate students with disabilities in your distance learning platform(s).

STEP 1: PRINT THE ACCOMMODATION PLAN REPORT

Print the Accommodation Plan Report from CIS.

- CIS 3G Menu
- Wellness and Accommodation Disability Data Collection
- Reports
- Accommodation Plan
 - Run PDF
 - Print



STEP 2: IDENTIFY THE MOST FREQUENTLY PROVIDED ACCOMMODATIONS

Review the Accommodation Plan Report and identify the following:

- What are some of the most commonly occurring accommodations?
- How might those accommodations be provided and students with disabilities supported in their distance learning activities?
 - **For Example:** How can students who have read aloud accommodations have their learning content orally provided?
 - Using **Immersive Reader**
 - Using **Office Lens**
 - Using **Narrator** in Windows 10

- What are some other options?
 - Upload video instruction and review content orally
 - Provide live instruction and review content orally

Resource Tip!

Although it is essential that the center individualize its review of the most common accommodation needs for its student population (just as you individualize each student’s accommodation plan to meet their specific functional limitations and program access needs), the table below can be used as an additional resource to assist in identifying some of the most common accommodations provided to students with disabilities.

Which ones are supported by the distance learning platforms your center is using? Which ones might you need to explore alternative options either for the accommodation or the learning assignment?

Common Accommodations Provided by Job Corps Centers (Fall 2019)	
Accommodation Category	Accommodation
TABE Testing	<ul style="list-style-type: none"> • Extended time • Use of a calculator • Small group/Secluded testing
Other Testing	<ul style="list-style-type: none"> • Extended time • Use of a calculator • Frequent breaks
Personal Supports	<ul style="list-style-type: none"> • Buddy/Mentor
Instructional/Assignments	<ul style="list-style-type: none"> • Instructional supports (e.g., modify assignment length, record instruction, allow student to write out responses instead of a verbal response) • Extended time for assignment completion • Copies of notes
Organizational	<ul style="list-style-type: none"> • Graphic organizers • Checklists (e.g., dorms tasks, daily tasks, assignment completion)
Communication	<ul style="list-style-type: none"> • Alternative format
Environmental	<ul style="list-style-type: none"> • Modified schedule • Preferential seating • Headphones
Behavioral	<ul style="list-style-type: none"> • Time-out/break area • Verification of understanding of expectations, rules, and assignments • Positive behavior supports (e.g., provide ample warning if changes to typical routine will occur, speak with student privately regarding behavior concerns, provide positive feedback when the student displays desired behavior)
Assistive Technology	<ul style="list-style-type: none"> • Calculator • Computer for word processing or other task completion

STEP 3: IDENTIFY ESSENTIAL ACCOMMODATIONS

Next, review individual student accommodation plans and identify any accommodations that may be essential for that specific student to access distance learning content/activities and/or to participate in distance learning opportunities.

Highlight those accommodations (on the Accommodation Plan Report) that likely are essential to the student's distance learning participation and consider some of the following:

- How can students who have accommodations for “frequent checks for understanding” receive that feedback through written, video, or recorded content?
 - **Google Doc** – students can ask questions and get help in real time
- How can students who have limitations with reading accommodations receive information in accessible formats?
 - **Google Chrome Read & Write** – Speech-to-text, text-to-speech, dictionaries, picture dictionaries, translators, highlights, vocabulary list builder, fact finder
 - **Google Chrome Read Aloud** – Text-to-Speech
 - **Bookshare** – On the web or via mobile apps (Easy Reader, GoRead)
 - **G Suite** – enable captioning
 - **Google Slides** – slides with captioning
- How can students who have an accommodation for access to a calculator receive that support through assistive technology, apps, or mobile devices?
 - **Mobile Device** – Most cellphones have a built-in calculator feature
 - **Apps** – students can download a calculator app such as **Google Calculator** or **RealCalc Scientific Calculator**

STEP 4: DETERMINE AVAILABILITY OF AUDIO OR VIDEO INSTRUCTION

If you **do** have digital video or audio files of instructional content that has been recorded:

- Is there enough video/audio instructional content to meet student needs? Or do additional instructional video/audio files need to be created?
- How will the video/audio files be accessed by students in the distance learning environment?

Centers may consider creating a central location for staff to store and organize the video/audio content that can be shared amongst instructional staff, etc. as well as with students.

If you **do not** have digital video and/or audio files of instructional content that has been recorded, consider doing so! You will aid in creating a much more accessible online learning experience not only for students with disabilities but all students! Here are some of the benefits:

- This content naturally provides a multisensory learning experience.
- Students who have trouble processing information, memory challenges, etc., can watch or listen to the content as many times as needed for understanding and learning.
- Other students will surely benefit as well (e.g., English language learners, etc.).

Other Resources

Here is a list of a few [key](#) resources that you are encouraged to become familiar using:

- [Windows and Office Accessibility](#) – Microsoft has numerous accessibility resources available that are user friendly! Please see our [Windows & Office Distance Learning Resources Guide](#) on the Job Corps Disability Website.
- [Immersive Reader](#) – A free tool that implements techniques to improve reading and writing such as enhanced dictation, font spacing and short lines, parts of speech, syllabification, read aloud math, real-time translation and much more. Please see our [Immersive Reader Resource Handout](#) on the Job Corps Disability Website.
- [Office Lens](#) – A free tool that allows users to capture and import text to be accessed using immersive reader. Please see our [Office Lens Resource Handout](#) on the Job Corps Disability Website.
- [Job Corps Disability Website](#) – has numerous accommodation resources available to assist Disability Coordinators and Instructors with implementing accommodations to ensure students with disabilities are able to access learning in all areas of our program.