

This resource guide provides information on how to support students with disabilities during remote instruction (e.g., online instruction, pen and paper packet instruction, or hybrid). This document will be updated continually. Please keep in mind that, to the greatest extent possible, teachers should continue to use curricula, strategies, and computer programs already familiar to their students.

### **Providing Accommodations and Modifications for Enrichment Opportunities: Online & Pen and Paper Packet**

When planning for educational enrichment opportunities, special education teachers should consider the range of accommodations that may be necessary in order for students with disabilities to participate in online instruction or distance pen and paper instruction. As always, special education teachers should implement accommodations listed in students' IEPs; however, students may need **additional accommodations and/or modifications** in order to access remote enrichment opportunities given the challenges of the instructional context.

To provide appropriate accommodations and/or modifications for your students, please consider the following when preparing for remote enrichment opportunities:

- The parent/s guardian, general education teacher, special education teacher, and other relevant team members (e.g., related service providers) should collaborate on this process.
- Complete the [Accessing Enrichment Opportunities Worksheet](#)
- When identifying necessary accommodations, consider both the existing IEP and any additional accommodations. Modify the enrichment activities to align with the student's program goal/s to the greatest extent possible.
- Share the [Accessing Enrichment Opportunities Worksheet](#) with all team members.
- Communicate to parents the accommodations and modifications their child needs to access enrichment opportunities. Be sure to use parent-friendly language .