Access for All:

A Behavior Overview

Behavior and Beyond
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MICROISSIPPI
DEPARTMENT OF
EDUCATION

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Mississippi Department of Education

VISION
To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION
To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community
<table>
<thead>
<tr>
<th>Number</th>
<th>Goal Description</th>
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<tbody>
<tr>
<td>1</td>
<td>All Students Proficient and Showing Growth in All Assessed Areas</td>
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<tr>
<td>2</td>
<td>Every Student Graduates from High School and is Ready for College and Career</td>
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<td>3</td>
<td>Every Child Has Access to a High-Quality Early Childhood Program</td>
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<td>4</td>
<td>Every School Has Effective Teachers and Leaders</td>
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<td>5</td>
<td>Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes</td>
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<tr>
<td>6</td>
<td>Every School and District is Rated “C” or Higher</td>
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Session Norms

- Be respectful
- Share the air
- Ask questions
- Be an active participant

Anticipatory Set

- Cross your arms.
- Which arm did you put on top?
- Switch your arms.
- How did it feel to change this up?
- How does this relate to teaching?
Where Can I Find the AFA Guide?

Secondary Education

The Office of Secondary Education works with local districts, schools, and communities to support the development of effective instruction and to promote the success of all students. The Office provides technical assistance to schools and districts to help ensure that all students are provided with equitable access to high-quality educational programs.

Resources:
- Mississippi Student Assessment System
- AFA Test Administrator's Guide
- AFA Test Administrator's Manual
- AFA Test Administrator's Reference Guide

What is the Access for All Guide?

https://mdek12.org/OEER
The purpose of the Access for All (AFA) Guide is to provide administrators and teachers with guidance on strategies and supports for struggling learners based on deficits exhibited by the learner.

Fair doesn’t mean giving every child the same thing, it means giving every child what they need.

-Rick Lavoie
Access for All Guide

Fair doesn’t mean giving every child the same thing, it means giving every child what they need.

-Rick Lavoie

Who is the AFA Guide For?
Who Can Benefit From the AFA Guide?

YOU

What's in the AFA Guide?
What is the AFA Guide?

The Access for All Guide will provide districts with instructional implementation strategies and supports for struggling learners in the following areas:

- Academic
- Physical
- Speech/Language
- Social/Emotional
- Behavioral
- Organizational Skills

AFA: Contents

Deficit Area: Academics

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- Word Recognition/Decoding .................................. 23
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AFA: Contents

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Deficit Area: Speech/Language
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Deficit Area: Social/Emotional
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- Inappropriate Social Behaviors ................................ 45
- Relationships and Social Interactions, Building and Maintaining .................................................. 47
- Interpersonal Relationships ...................................... 48
- Trauma Induced ........................................... 48

AFA: Identifying the Difficulty

Deficit Area: Academics
Word Recognition/Decoding

Potential Areas of Difficulty for the Learner:
- Does the student have difficulty in perceiving or producing complex sounds?
- Does the student have a deficiency in awareness of sounds (phonological awareness)?
- Does the student have difficulty reading one/two/multisyllabic words?
- Does the student have difficulty reading words with affixes?
- Does the student have difficulty reading the words?
- Does the student read with prosody (infection)?
- Does the student have adequate reading speed?
How to use the AFA Guide

Remember!

- The list of possible accommodations/modifications is not comprehensive.
- The teacher should determine the appropriate accommodation/modification based on the unique needs and learning style of each student.

AFA Guide: Accommodations & Modifications

Possible Accommodations and/or Modifications
- Allow the student to use books written slightly below their reading level
- Provide tape-recorded versions of material
- Use videotaping or a movie that presents the same information
- Use assistive technology to transfer printed words to speech
- Have a reading buddy read aloud textbooks or other printed material
- Provide opportunities for several rereadings of the same text
- Reduce the amount of required reading
- Provide a glossary of content-related terms
- Allow extra time
- Provide the same text at a lower readability level
AFA Guide: Suggestions for Instruction

Suggestions for Instruction

- Model appropriate reading speed and prosody
- Provide multiple interactions with the same text
- Encourage repeated readings using motivating and interesting activities
- Teach phonemic-awareness skills
- Teach word reading strategies (e.g., letter-sound relationships, reading by analogy, variable vowel sounds, affixes, etc.)
- Teach commonly-used prefixes and suffixes
- Use flexible grouping strategies so that students can work on key skills in small groups
- For reading fluency, use:
  - Repeated reading
  - Paired reading
  - Chunking
  - Paraphrasing
- Teach word recognition (e.g., letter sound association, sound blending, manipulating letter sounds, reading nonsense words, word identification, etc.)

Your Turn

- Find the AFA Guide on your device.
- Look through the guide with a partner or individually.
- Make note of anything that jumps out at you to discuss.
Adaptations

Modification and Accommodations

AFA

Go to the Behavior section of the guide.

DEFICIT AREA: BEHAVIORAL

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Transitions .................................................................. 55-56
Activity

- Put yourself in small groups of 2 or 3.
- Find the envelope at your table and pull out a card.
- Each card represents a child.
- Read over the characteristics of the child and use the AFA guide to help you come up with strategies to help with their struggles.
- Be prepared to share out.

The "Why" behind the AFA Guide
Activity

Task goal: Assess spelling

Directions:
- Take a pen in your hand. Now, move the pen to your non-dominant hand.
- We will use sentence dictation to assess spelling. Write these sentences as I read them aloud.
- Exchange papers with a partner for peer reviewing.

Discussion
Discussion

Think-Ink-Pair-Share

- How did that activity make you feel?
- Was it a true replication of your ability to spell these words?
- If you would have used your dominant hand, would it have been better?
- What type of strategies would you need to have been able to make this activity a better replication of your abilities?

Parking Lot

Questions or Comments:
Leave them in the parking lot for the Q & A addition.

Go to www.menti.com and use the code 32 50 62
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Office of Professional Development  
601-359-2869

Office of Secondary Education  
601-359-3461

Office of Special Education  
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