

Access for All:

A Behavior Overview

Behavior and Beyond
Summer 2019



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

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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






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State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

- | | | | | | |
|--|--|--|---|--|--|
| 1
All Students Proficient and Showing Growth in All Assessed Areas
 | 2
Every Student Graduates from High School and is Ready for College and Career
 | 3
Every Child Has Access to a High-Quality Early Childhood Program
 | 4
Every School Has Effective Teachers and Leaders
 | 5
Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes
 | 6
Every School and District is Rated "C" or Higher
 |
|--|--|--|---|--|--|

State Board of Education Goals FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

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| 1
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|--|--|---|

Session Norms

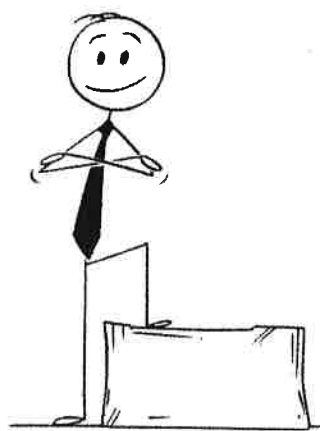
- Be respectful
- Share the air
- Ask questions
- Be an active participant



5

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?



6

Where Can I Find the AFA Guide?



ABOUT NEWS REPORTS & DATA SERVICES DIRECTORY

HOME

NEWS

ADMINISTRATORS

Secondary Education

The Office of Secondary Education assists district superintendents in providing quality instruction through the development, review and testing of all Mississippi College- and Career-Ready Standards as well as academic and career, technical, and 21st-century skills. Through training and development, our staff supports district superintendents and program staff help recruit and recruit personnel into career and technical education, as well as assist in the development of career and technical education programs.

Resources:

- MS Social Studies Educators' Library
- MS Math Educators' Library
- MS ELA Educators' Library
- MS Science Educators' Library



2019 Access for All Guide

Secondary Education

- Role Play
- Staff
- FAQ

Services

- Academic Standards
- Arts, Dance, Media Arts, Music
- Theatre Visual Arts
- Computer & Technology
- Career Pathways



<https://mdek12.org/OEER>

7

What is the

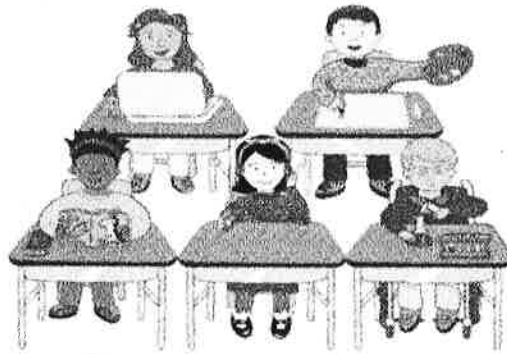
Access for All Guide?



8

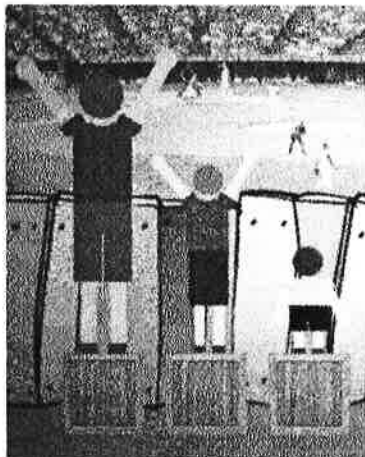
Access for All Guide

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.



Access for All Guide

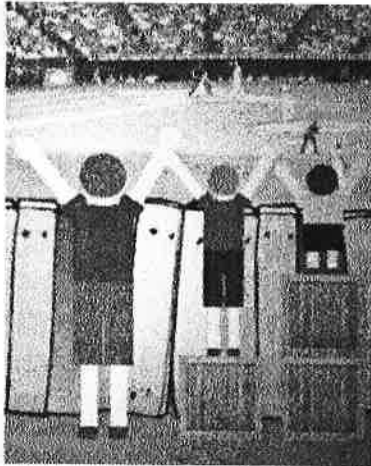
Fair doesn't mean giving every child the same thing, it means giving every child what they need.



-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



11

Who is the

AFA Guide For?



12

Who Can Benefit From the AFA Guide?



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



15

AFA: Contents



Deficit Area: Academics

Reading Comprehension	21
Word Recognition/Decoding	23
Auditory or Language Comprehension	25
Fine Motor Control/Spelling	27
Writing	28
Dyslexia	29
General Math Strategies	31
Recalling Facts or Steps in a Process	32
Word Problems	33
More Abstract/Complex Mathematical Operations	34
Basic Math Facts/Foundations Skills	35



16

AFA: Contents



Deficit Area: Physical

Hearing	36
Vision	37
Chronic Health Problems, Congenital Conditions, and Head Injuries	38



Deficit Area: Speech/Language

Speech Impairments	39
Language Impairments	41



Deficit Area: Social/Emotional

Depression and Unhappiness, Physical Symptoms and Fears	43
Inappropriate Social Behaviors	45
Relationships and Social Interactions, Building and Maintaining	
Interpersonal Relationships	47
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 (inflection)?
- 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.

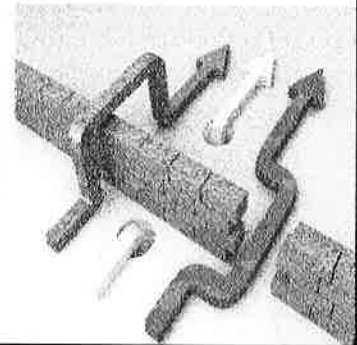


19

AFA Guide : Accommodations & Modifications

Possible Accommodations and/or Modifications

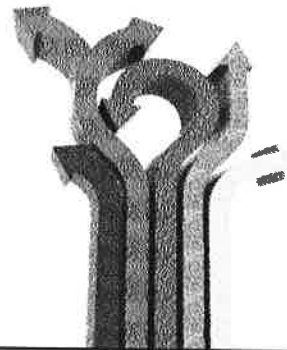
- Allow the student to use books written slightly below their reading level
- Provide tape-recorded versions of material
- Use videotaping or a movie that presents the same information
- Use assistive technology to transfer printed words to speech
- Have a reading buddy read aloud textbooks or other 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

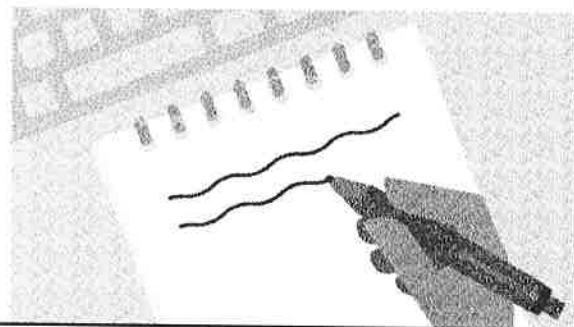
Suggestions for Instruction

- 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



23

AFA

Go to the Behavior section of the guide.



DEFICIT AREA: BEHAVIORAL

Academic Deficits	44
Incomplete Classroom and Homework Assignments ..	44-45
Avoidance	46
Inability to Accept Constructive Criticism	46-47
Does Not Follow Written or Oral Directions	47-48
Disorganized	48-49
Impulsiveness and Over-Excitement	49-50
Inappropriate Social Responses	51
Irresponsible	52
Non-Compliant with Classroom Rules, Teachers, or Other Personnel ..	52-53
Outbursts	53-54
Initial Reluctance to Participate	54-55
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.



25

The "Why" behind the AFA Guide



26

Activity

Task goal: Assess spelling

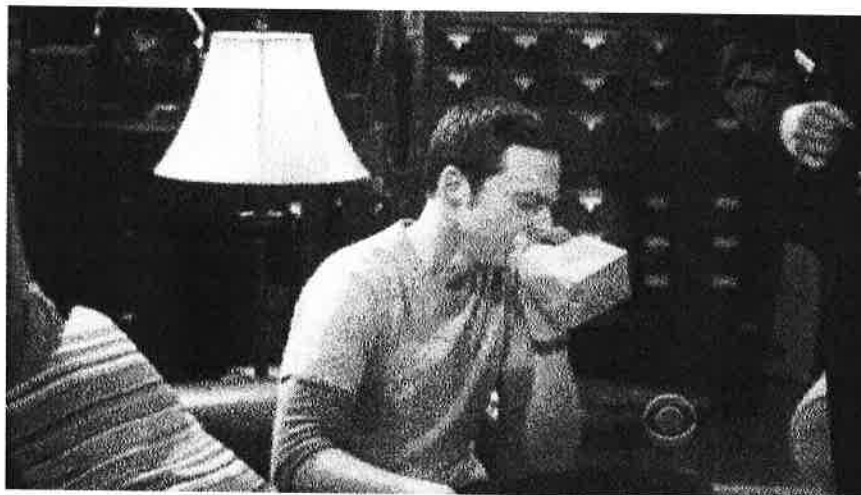
Directions:

- 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.



27

Discussion



28

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?

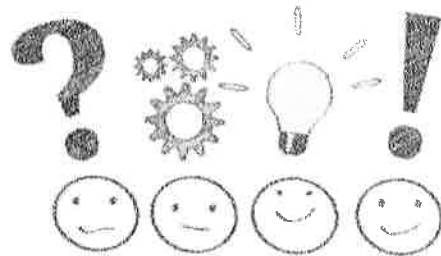


29

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**



30



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601-359-2586

Office of Professional Development

601-359-2869

Office of Secondary Education

601-359-3461

Office of Special Education

601-359-3498

31