

# Access for All:

## Teaching Strategies for ALL Students

METIS, June 2019



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child



# Mississippi Department of Education

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## VISION

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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

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To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

# 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



# Goals

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**At the end of this training, participants will be able to:**

- Use the Access for All (AFA) Guide to identify deficits, select adaptations, and plan supports.
- Determine the intent of a standard and implement appropriate accommodations and modifications
- Create a plan of action for sharing information with district/school and supporting students.

# 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?

## *Elbow Buddy*



# Access for All:

Who, What, Why?

# Who Can Benefit From the AFA Guide?

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- Any student struggling with academic concepts
- Any student with behavioral or social issues impacting his/her access to the Mississippi College and Career Readiness Standards
- Any student with limited memory or learning deficits
- Any student receiving academic or behavioral interventions through the Multi-Tiered System of Supports
- Any student with an IEP

# 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

## Access for All Guide Instructional Implementation 17

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# AFA: Contents



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# AFA: Identifying the Difficulty



DEFICIT AREA: ACADEMICS

## Word Recognition/Decoding

### Questions that Address 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?

**Slide 11**

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**JT1**

This slide should read "Questions that address potential areas of difficulty"

Jacqueline Thweatt-Burton, 2/8/2019

# AFA: Accommodations & Modifications

## Possible Accommodations and/or Modifications

- Let the student use books written slightly below their reading level
- Provide tape-recorded versions of material
- Use videotaping or 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 re-readings of the same text
- Reduce the amount of required reading
- Provide a glossary of content-related terms
- Allow extra time

# AFA: 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).
- Teach commonly-used prefixes and suffixes.
- Use flexible grouping strategies so that students can work on key skills in small groups.

# Universal Design for Learning (UDL)

## Affective networks: THE WHY OF LEARNING



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

## Recognition networks: THE WHAT OF LEARNING



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways

## Strategic networks: THE HOW OF LEARNING



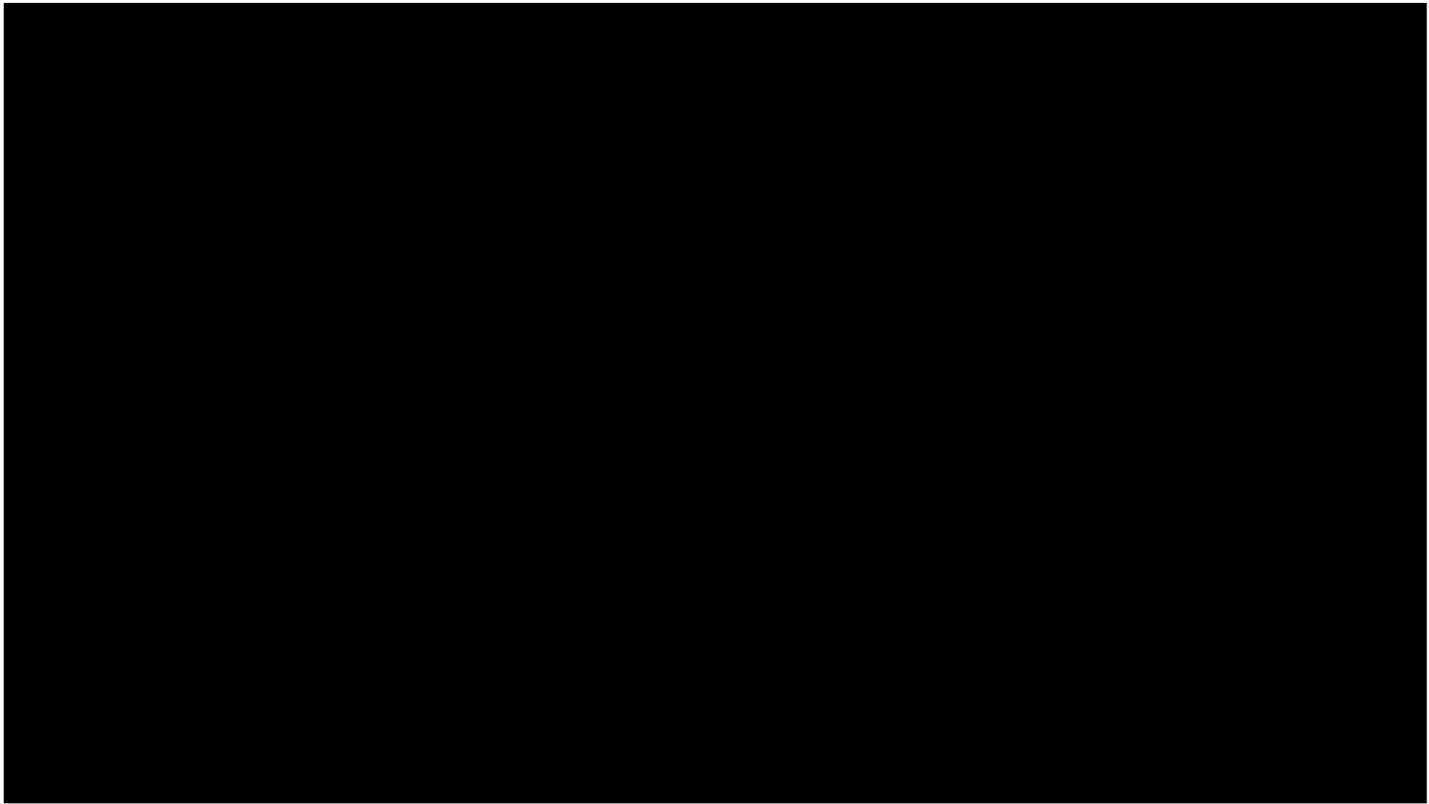
Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

# Why Do We Need Access for All?

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# Remember!



This is NOT a  
**CHECKLIST** of  
things to do.

It's a new  
**LENS**

for thinking about

**EVERYTHING**

**YOU** do.

# Where Can I Find the AFA Guide?



ABOUT NEWS REPORTS & DATA SERVICES DIRECTORY

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## 2019 Access for All Guide

The Access For All (AFA) Guide was developed by the MDE in collaboration with educators across the state to help teachers address issues that impact learners with a wide variety of needs. If you have questions regarding the Access for All Guide, please contact Bobby Richardson at [brichardson@mdek12.org](mailto:brichardson@mdek12.org) or by phone 601-359-3498.



- 2019 Access for All Guide
- January 17, 2019 Access for All Guide – Recorded Webinar
- Webinar Presentation

### Academic Education

601-359-3077

Staff

Links



JT7

# Adaptations

Accommodations/Modifications

## Slide 18

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**JT7**

We are not accomadating him for his whole time ....we stress about acaffolding and fade out over time as the skills increase. Use terminolgy of "Fading Support".

Jacqueline Thweatt-Burton, 2/8/2019

# Turn and Talk

Define accommodations and modifications.

*Elbow Buddy*



# What are Accommodations/Modifications?

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Both accommodations and modifications are meant to help a student **LEARN**.

Both are allowable in a student's attempt to earn Carnegie units when the **intent of the Standard remains intact**.

# What are Accommodations/Modifications?

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Accommodations and modifications are types of adaptations made to the **environment, curriculum, instruction, or assessment** practices in order for students to be **successful learners** and to **actively participate** with other students in the general education classroom and in school-wide activities.

# What are Accommodations?

**Accommodations** help a student overcome or work around deficits resulting from his/her needs. They include changes to the following:

- ✓ Presentation of a lesson
- ✓ Instructional strategies
- ✓ Student response format and procedures
- ✓ Time/Scheduling
- ✓ Environment
- ✓ Equipment



# What are Accommodations?

- Do not substantially change the instructional level, content or performance criteria
- Do not reduce learning expectations
- Are usually physical or environmental changes
- Are changes in the way a student accesses learning, **without changing the actual standards** a student is working toward

# What are Modifications?

**Modifications** mean a change in how the student accesses or displays an understanding of the content. They include changes to the following:

- ✓ Instructional level
- ✓ Content/curriculum
- ✓ Assignment structure
- Are generally connected to instruction and assessment
- Are made to provide the student with opportunities to participate meaningfully and productively

# Hierarchy of Accommodations/Modifications

## SUPPORT LAYER 0 (No Changes)

All students complete the same assignments.

Grading criteria is the same for everyone.

# Hierarchy of Accommodations/Modifications

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\* What constitutes individually challenging goals and objectives is determined by the IEP committee and documented in the IEP.

† Fewer than 10% of the special education students participating in general education classes need Layer 4 or 5 supports.

***Carnegie units may be awarded regardless of the layer of support provided.***

## Say It With Me...

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*Intent  
remains  
INTACT!*

# Show What You Know



# Locating Your Standards



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## Mississippi Succeeds Report Card

2017-18 School and District Accountability Grades



## Mississippi Succeeds State Plan



## Family Guides for Student Success



Academic Standards



School & District Report Cards

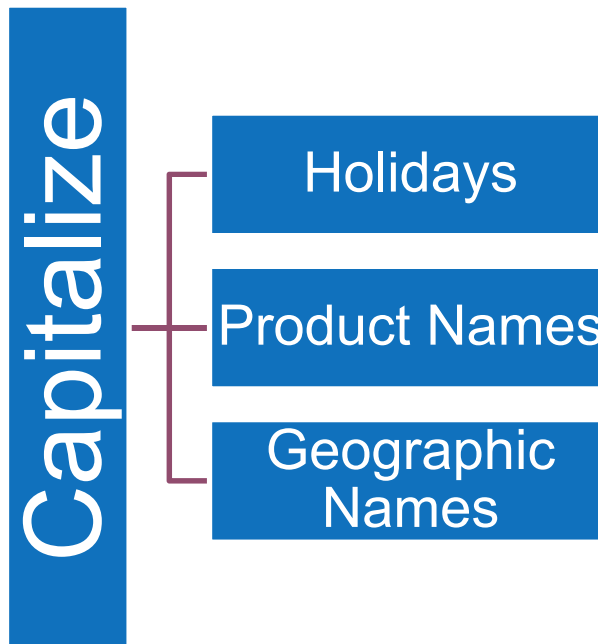


Educator Licensure



# Intent of the Standard: ELA L.2.2.a

**Capitalize** *holidays, product names, and geographic names.*





# Reading the Scaffolding Document

## Second Grade

**CCR.L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.2.2a**

**Capitalize holidays, product names, and geographic names.**

### Desired Student Performance

#### A student should know (Prerequisite Knowledge)

- Dates, names of people, the first word in a sentence, and the pronoun should be capitalized.

#### A student should understand (Conceptual Understanding)

- Certain words should be capitalized and others should not.
- Holidays, product names, and geographic names are some of the words that should be capitalized.

#### A student should be able to do (Evidence of Knowledge)

- Select sentences that are correctly capitalized (contains words that are holidays, product names, and geographic names).
- Write sentences containing words that are holidays, product names, and geographic names that are correctly capitalized.

# Intent of the Standards Activity

<p><b><u>Intent of Standard:</u></b></p> <p>Capitalize holidays, product names, and geographic names</p>	<p><b><u>Ways to Demonstrate Mastery:</u></b></p> <ul style="list-style-type: none"><li>• Pointing to proper nouns</li><li>• Writing proper nouns correctly</li><li>• Air spell proper nouns</li><li>• Locate pictures of capitalized holidays, product names and geographic names.</li><li>• Complete a handout</li></ul>
<p><b><u>Accommodations:</u></b></p> <ul style="list-style-type: none"><li>• Provide examples</li><li>• Highlight holidays, product names, and geographic names in reading passages</li><li>• Reduce amount of information presented at one time</li><li>• Allow student to use textbooks slightly below their grade level</li></ul>	<p><b><u>Non-accommodations:</u></b></p> <ul style="list-style-type: none"><li>• Provide tape recorded versions of material</li><li>• Outline reading material</li><li>• Have students draw images</li></ul>

ID: L.2.2a

# Using the AFA Guide for Supports



DEFICIT AREA: ACADEMICS

## Reading Comprehension

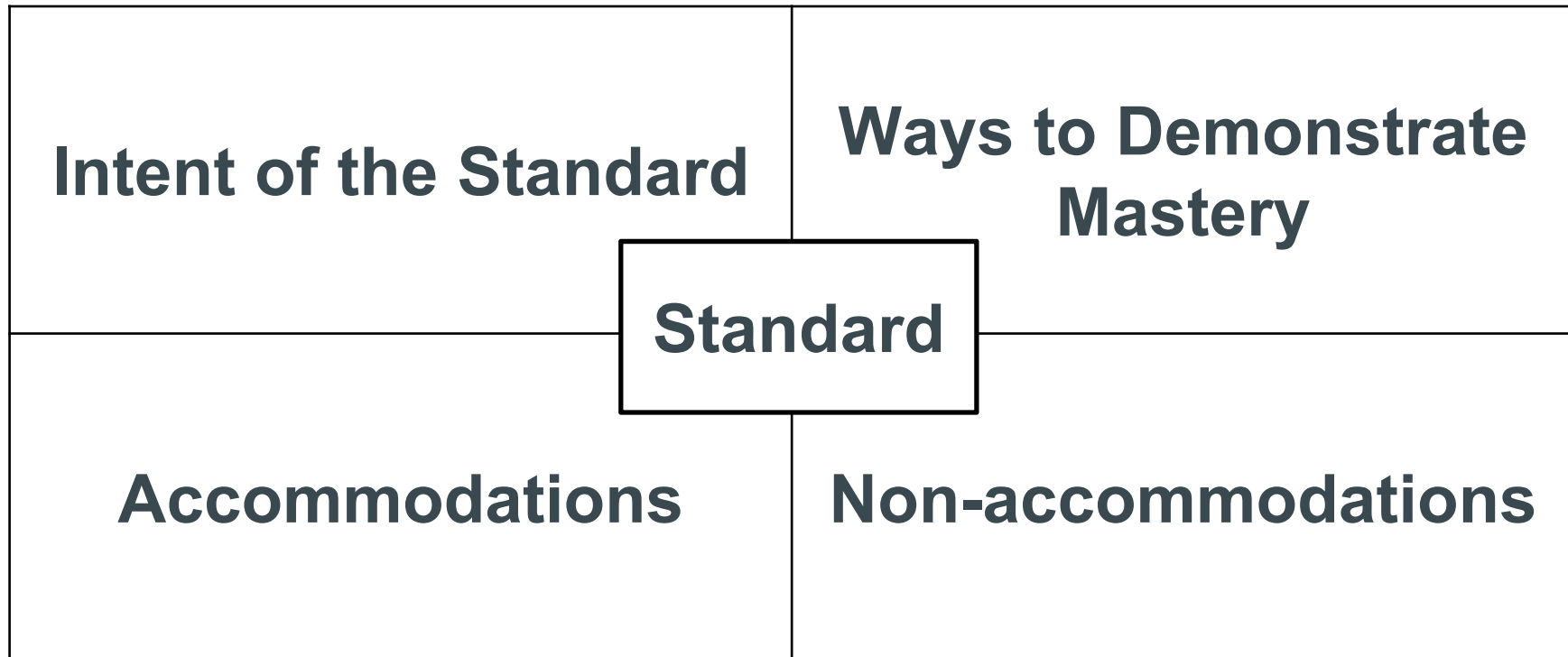
### Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have appropriate reading fluency?
- Does the student have the relevant background knowledge?
- Can the student make connections between prior knowledge and new information?
- Can the student identify inconsistencies between prior knowledge and new information?
- Does the student know the essential vocabulary?
- Can the student formulate appropriate/relevant questions about the text?
- Can the student make inferential connections?
- Can the student identify and differentiate several types of text structures?
- Does the student have familiarity with text features (e.g., table of contents, headings, glossary, etc.)?
- Can the student paraphrase or summarize what he or she has just read?
- Is the student aware when he or she is experiencing difficulties understanding the text?

### Possible Accommodations and/or Modifications

- Provide tape-recorded versions of material
- Highlight important ideas and have the student read those first
- Provide study guides for the student to follow when reading independently
- Allow the student to use textbooks written slightly below their reading level
- Provide visual/audio support for ideas in text
- Provide relevant background knowledge through multiple modalities
- Structure brainstorming activities so that relevant knowledge is activated and inaccurate knowledge is revised
- Provide advanced/graphic organizers based on text structure (may need to fill in information for some students)
- Provide the student with generic question prompts to use while reading (e.g., what did the character just do? How does this new information fit with what I already know?)

# Intent of the Standard Activity



# Reflection

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How did using the AFA Guide assist you in finding accommodations and creating a variety of ways for students to demonstrate mastery?

## *Table Talk*



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



**CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!**

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# Questions



JT9



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DEPARTMENT OF  
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Ensuring a bright *future* for every child

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**Slide 38**

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**JT9**

three big question sent through for FAQs. and put in handout.

Jacqueline Thweatt-Burton, 2/8/2019