

# Access for All Guide

## An Overview

Webinar - January 17, 2019



## 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






## 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  




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Every School Has Effective Teachers and Leaders  




## What is the Access for All Guide?

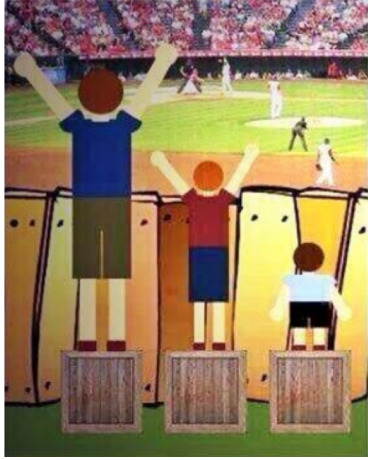
## Access for All Guide

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

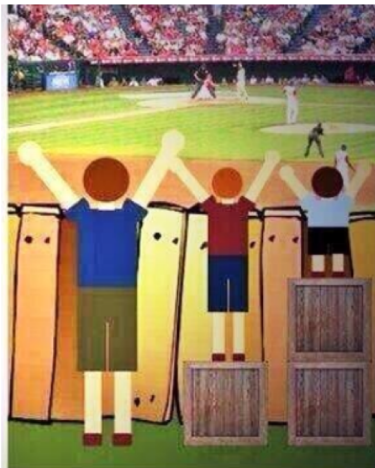
*Fair doesn't mean giving every child the same thing, it means giving every child what they need.*



*-Rick Lavoie*

## Access for All Guide

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# Who is the AFA Guide For?

# Who Can Benefit From the AFA Guide?



## Who Can Benefit From the AFA Guide?

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

## Hierarchy of Accommodations/Modifications

The supports and strategies provided in the AFA Guide should be implemented for students **based on their individual needs**.

## Hierarchy of Accommodations/Modifications

<b>SUPPORT LAYER 0</b> (No Changes)	All students complete the same assignments.	Grading criteria is the same for everyone.
<b>SUPPORT LAYER 1</b> (Minimal Classroom Changes)	<b>Minimal Accommodations</b> All students complete basically the same assignments. Some receive additional support or reinforcement.	Grading criteria is the same for everyone.
<b>SUPPORT LAYER 2</b> (Classroom Changes)	<b>Complex Accommodations</b> All students receive instruction on basic content. There are changes in how it is learned or tested.	Grading criteria may differ slightly.
<b>SUPPORT LAYER 3</b> (Some Changes to Curriculum)	<b>Accommodations and Modifications</b> Some students complete reduced or similar assignments at a less frustrating level.	Grading criteria is based on individual goals and class participation.* †
<b>SUPPORT LAYER 4</b> (Moderate Changes to Curriculum)	<b>Moderate Accommodations and Modifications</b> Students complete smaller parts of the general curriculum.	Grading criteria is based on individual goals and class participation.* †
<b>SUPPORT LAYER 5</b> (Significant Changes to Curriculum)	<b>Significant Accommodations and Modifications</b> Students complete alternative activities relating to the general curriculum.	Grading criteria is based on individual goals and class participation.* †



## Hierarchy of Accommodations/Modifications

\* 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.*



## What's in the AFA Guide?

## What's In the AFA Guide?

The AFA Guide is divided into broad categories.

Each category provides possible deficit areas that students may exhibit in that particular area:

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

# AFA Guide: Contents

## DEFICIT AREA: PHYSICAL

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## DEFICIT AREA: SPEECH/LANGUAGE

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## DEFICIT AREA: SOCIAL/EMOTIONAL

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# AFA Guide: Contents

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# How to Use the AFA Guide

Example: If a teacher notices a student is struggling when reading independently and frequently does not complete reading assignments within the allotted time, the teacher may use the guiding questions in the Word Recognition/Decoding section of Academics to pinpoint the area of difficulty.



## AFA Guide: 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?

## 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.)





# The “Why” Behind the AFA Guide

## Why Accommodations/Modifications?

- Accommodations and modifications are *essential* for some students to meaningfully participate in the general curriculum.
- Accommodations and modifications can help students overcome or minimize barriers – which is why Federal law **REQUIRES** their use when necessary.



## What are Accommodations/Modifications?

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

**“Keep the INTENT  
but change the  
DELIVERY.”**

## What are Accommodations/Modifications?



Accommodations and modifications outlined in the AFA Guide are meant to help a student **LEARN**.

## What are Accommodations?

**Accommodations** help a student overcome or work around deficits that affect their ability to master the curriculum. They include changes to the following:

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

## What are Modifications?

**Modifications** are generally connected to instruction and assessment and made to provide the student with opportunities to participate meaningfully and productively.

- ✓ Instructional level
- ✓ Content/curriculum
- ✓ Assignment structure

## Grading

Grading is not changed or altered when you make accommodations for a student.

### HOWEVER...

Modifications which substantially change the content or curriculum may impact grading.



## Grading Considerations

A fair and equitable system:

- allows for flexibility.
- provides an opportunity for the student to earn grades that reflect their understanding and mastery of content.
- accurately matches grades to performance, even when accommodations are implemented.

## Grading Options

*Mississippi State Board Policy Rule 2.3 Grading.* Each school district shall have a grading policy that is uniform by school grade designation. The grading policy is not required to be uniform across all grade levels. The grading policy shall be adopted by the local school board, published in the student handbook, and disseminated to parents.

## Save the Date

**February 19, 2019 Jackson**  
**February 21, 2019 Natchez**  
**March 06, 2019 Cleveland**  
**March 07, 2019 Oxford**  
**March 12, 2019 Hattiesburg**  
**March 13, 2019 Coast**  
**June 11, 2019 Meridian**  
**June 12, 2019 Starkville**

# Questions



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DEPARTMENT OF  
EDUCATION

Ensuring a bright future for every child

*Office of Elementary Education and Reading*  
601-359-2586

*Office of Professional Development*  
601-359-2869

*Office of Secondary Education*  
601-359-3461

*Office of Special Education*  
601-359-3498