Access for All Guide

An Overview

Webinar - January 17, 2019

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

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

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4. 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.
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?
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.
* 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?

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
- Hearing .................................................. 32
- Vision ................................................... 33
- Chronic Health Problems, Congenital Conditions, and Head Injuries .................. 34

### Deficit Area: Speech/Language
- Speech Impairments ................................. 35
- Language Impairments ............................. 36

### Deficit Area: Social/Emotional
- Depression and Unhappiness, Physical Symptoms and Fears ......................... 38
- Inappropriate Social Behaviors .................. 39
- Relationships and Social Interactions, Building and Maintaining Interpersonal Relationships ............................................. 41
- Trauma Induced ...................................... 42

## Access for All Guide Instructional Implementation

### Deficit Area: Academics
- Reading Comprehension .......................... 18
- Word Recognition/Decoding ..................... 20
- Auditory or Language Comprehension .... 21
- Fine Motor Control/Spelling ................. 23
- Writing ................................................. 24
- Dyslexia ................................................ 25
- General Math Strategies .......................... 27
- Recalling Facts or Steps in a Process .... 28
- Word Problems ..................................... 29
- More Abstract/Complex Mathematical Operations ........................................... 30
- Basic Math Facts/Foundations Skills ...... 31
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

How to use the AFA Guide

- 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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