Ensuring Access for Students in General Education

Academic Access Concern: Reading	
Learning Barrier	Suggested Strategy/Scaffolding
Difficulty reading fluency	€ Read aloud materials (text to speech applications, recorded readings, audio books) € Introduce pronunciation of difficult words in pre-reading activity € Allow for extended time, reduced work € Shorten assignments € Provide summaries in advance € Avoid embarrassing student by forcing him/her to read aloud (create more discrete ways for daily practice and corrective feedback like peer tutoring)

Difficulty with reading comprehension	€ Pre-teach critical vocabulary
	 € Activate critical background knowledge
	 € Preview the passage, excerpt, etc
	 € Read materials aloud, guide students in reading the passage
	 € Model active reading
	 € Explicitly teach text structure strategies:
	      o Expository: verbal rehearsal, note-taking, mapping
	      o Narrative: story grammar
	 € Have student complete a graphic organizer
	 € Ask students questions to check understanding and to model active reading
	 € Have students generate questions
	 € Engage students in structured discussion (e.g. Socratic seminar)
	 € Utilize engaging & evidence based practices for "big idea" vocabulary terms

Academic Access Concern: Math	
Learning Barrier	Suggested Strategy/Scaffold
Unable to rapidly access math facts	€ Allow use of a Calculator € Allow use of a Fact Table € Allow for extended time, reduced work € Use friendlier numbers € Provide fluency practice with immediate corrective feedback daily
Difficulty manipulating	€ Offer/model manipulative use € Move from concrete to representational to abstract

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numbers Transposes numbers	€ Use visual organizers (e.g. graph paper) € Use self-monitoring list to double check work/process € Allow for extended time, reduced work
Difficulty converting word problems to mathematical expressions	€ Use manipulatives € Use a graphic organizer € Use strategy instruction € Use strategy cue cards € Utilize cloze or guided word problems, interleave worked solutions, and grade or give feedback on process aspects rather than correct answer € Allow for extended time, reduced work
Reading difficulties that impede understanding of word problems	€ Minimize distracting information in word problems € Read word problems aloud € Use graphic organizer € Allow for extended time, reduced work
High Leverage Scaffolds – Secondary Students (Morano & Riccomini, 2016)	€ Guided notes to scaffold lecture, text, & video instruction € Use Concrete-Representational-Abstract (CRA) instructional sequence € Scaffold independent practice by interleaving worked solutions € Use cover, copy, compare to build fact fluency € Use Frayer Model graphic organizers to support math vocabulary development
Academic Access Concern: Writing	
Learning Barrier	Suggested Strategy/Scaffold
Motor skill deficits	€ Provide pen/pencil grip € Utilize a keyboard € Dictate work (or lecture) into audio recording device or provide a scribe € Allow for extended time, reduce written work € Reduce amount of copying/provide copies or cloze notes € Allow for alternative forms of expression (present orally, visually)
Difficulty with spelling	€ Reduce spelling lists, design with a common phonetic skill € Use spelling and grammar assistive devices (e.g. Spell check, word prediction software) € Teacher or peer proofreading

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	€ Do not take points off for spelling errors on written work € Allow for re-submission of work after feedback € Allow for extended time, reduced work
Difficulty organizing writing	€ Explicitly teach Self Regulated Strategies € Use graphic organizers € Chunk large assignments into smaller tasks € Provide model of completed writing task € Allow for alternative forms of expression (present orally, visually) € Allow for extended time, reduced work

Academic Access Concern: English Language Proficiency
Suggested Strategy/Scaffold

- € Teach Academic Vocabulary (pronounce clearly, show homophones/cognates, identify part of speech, provide student friendly definition, record in graphic organizer, opportunities to use the word in context, frequent/varied use in all four modalities (speaking, reading, writing, listening) in variety of contexts
- € Integrate oral and written language instruction into content area teaching
- € Use concrete and visual models (may include manipulatives, illustrations, hands on, video, etc)
- € Use graphic organizers and foldables
- € Use multi-media to enhance comprehension
- € Provide structured opportunities to speak with a partner or small group (use sentence frames, sentence starters, accompanying word bank, pair higher proficiency with lower)
- € Assess background knowledge (concept map, common sense inventory, background knowledge probe, gallery walk) to build
- € Clarify content delivered (reword using present tense, shorter sentences, fewer clauses, use examples, graphics and arrows to illustrate, etc)
- € Teacher explanation and modeling
- € Cue (begin lesson with clear focus, agenda, etc in student friendly language, end with wrap up or formative eval)
- € Capitalize on student's home language and knowledge (e.g. Use bilingual peers with higher proficiency, side by side translated texts, etc)

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Behavioral Access Concern: Attendance
Suggested Strategy/Scaffold

- € Teach/Explain expectation for attending and how absences relate to risk of dropping out infuse into your class expectations, include in parent communications
- € Positively praise/acknowledge attendance (both good and improved)
- € Connect personally with student(s)
- € When the student is absent, immediately and privately talk with student about what is preventing him/her from attending, assist with problem solving (as appropriate)
- € When the student is absent, make a personal communication with parent/guardian (keep it positive and concerned)
- € Track attendance/class attendance and set goals, acknowledge, reinforce (e.g. group contingency-Create friendly competition among classrooms)
- € Establish a positive and respectful classroom environment
- € As soon as student returns from absence, assist with gathering work-teach and acknowledge these behaviors

Behavioral Access Concerns: Following Directions
Suggested Strategy/Scaffold

- € Read directions aloud, provide BOTH visual and auditory directions
- € Have student repeat directions back
- € Simplify number of instructions on page
- € Reword instructions using simpler language
- € Highlight or bold font key directions

Behavioral Access Concern: Easily Distracted/Sustaining Effort/Attention to Detail
Suggested Strategy/Scaffold

- € Give short and simple directions, both visually and auditory
- € Highlight key words in directions and text
- € Use highlighted textbook, teach highlighting/color coding
- € Check in frequently with the student
- € Assign a peer partner
- € Use graphic organizer
- € Provide guided notes
- € Plan hands-on activities
- € Frequent breaks (use private signal)
- € Cue with a device (e.g. sports watch, timer) to stay on task
- € Self-monitoring sheet for on-task behavior
- € Self-monitoring sheet/rubric for task completion
- € Limit length of sustained effort (e.g. reading, reasoning) by providing breaks or assistance
- € Chunk large assignments into smaller tasks

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€ Change seat to reduce distractions

Behavioral Access Concerns: Planning and Time Management
Suggested Strategy/Scaffold

€ Provide start-up assistance and frequent feedback

€ Chunk large assignments into smaller tasks

€ Use graphic organizers

€ Use self-monitoring sheet/ rubric for task completion

€ Use self-monitoring sheets for organization

€ Offer/use timers to help with pacing or for periodic self-evaluation

€ Set up a notebook management system

€ Use project organizers to help students keep track of tasks

€ Teach AND model strategies for:
   o Organization
   o Self-questioning and self monitoring
   o Problem Solving

€ Memory (such as mnemonics)

Behavioral Access Concerns: Anxiety
Suggested Strategy/Scaffold

€ Seat students with anxiety up front and away from rambunctious peers

€ Post the daily schedule and notify the student in advance of any upcoming changes

€ For answering questions in front of the class, use a signal to let a student with anxiety know his/her turn is coming

€ Allow student to choose seat or location where he/she feels most comfortable for tests and give extended time

€ Allow students to choose preferred way to access or respond to test questions, decrease number of choices and for oral projects, allow for alternatives (e.g. video)

€ Teach (and model) mindfulness, deep breathing, and other relaxation techniques

€ Teach positive self-talk strategies

€ Acknowledge the student's anxiety - Work with the student to identify triggers

€ Allow the student to briefly 'check in' with a trusted person at school/access a quiet retreat

€ Teach positive visualization and positive self talk

€ Allow for test/assignment retakes within defined parameters

€ Provide the student with guided notes or a copy of a 'study buddy's' notes, textbooks on tape

€ Use an attention signal (flashing lights, clapping hands, a sound) when giving directions and write directions on the board

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