

OFFICE OF

Student Support Services

Inclusive by Design: Building Access Points That Welcome Every Learner

**Presented by:
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Objective

- Identify ways to create access points to ensure all learners can participate and benefit from instruction



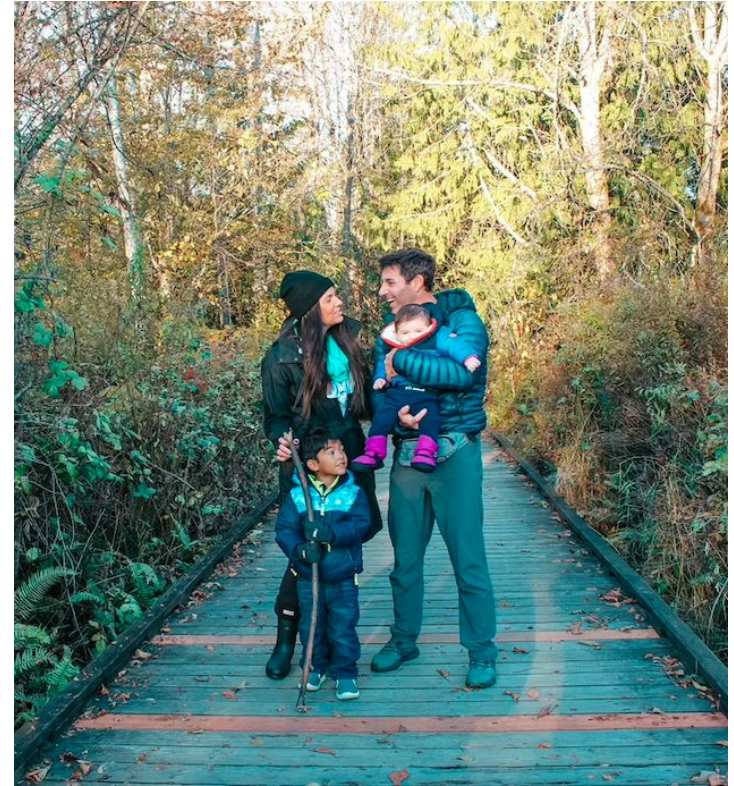
Inclusion Activity

When flying, does the
middle seat get both
armrests?

Mountains
or Ocean?

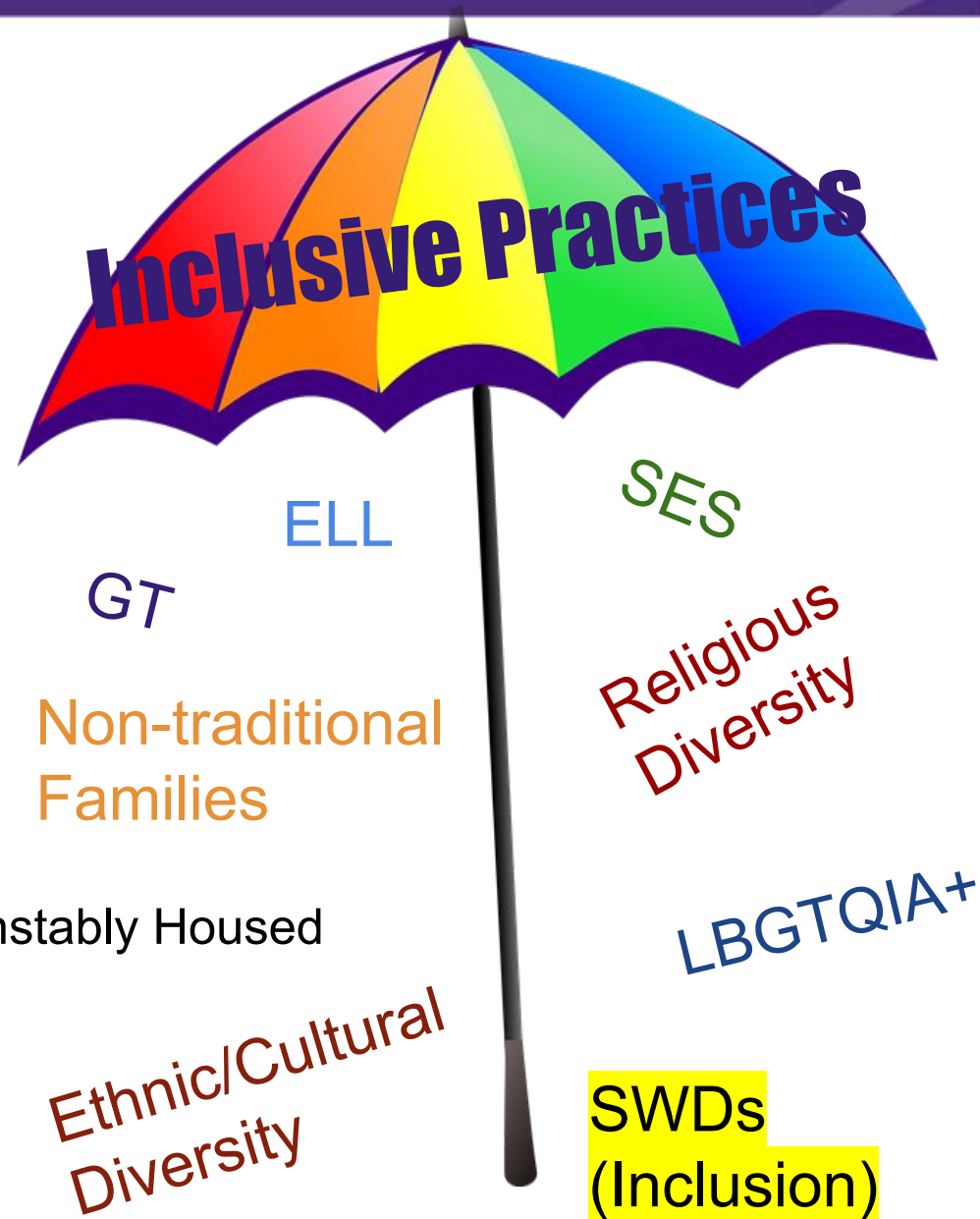


My Why





What is your why?





What is an access point?



What Do We Mean by an “Access Point”?

- An **access point** is a planned way into learning
- It removes *barriers* without lowering expectations
- It provides **multiple ways** for learners to:
 - Engage with content
 - Understand information
 - Show what they know

Access points are not accommodations *after* students struggle, they're built in from the start.



Access Points: Clearing Up Misconceptions

Access Points ARE:

- Proactive
- Flexible
- Available to *all* learners
- Aligned to grade-level standards

Access Points Are NOT:

- “Easier” work
- A separate assignment
- Only for students with IEPs or 504s
- A last-minute fix



Common Vocabulary

Accommodation

A change made to the teaching or testing procedures in order to provide a student with access to information and to create an equal opportunity to demonstrate knowledge and skills.

How

Modification

A change in WHAT the student is expected to learn and/or demonstrate. While a student may be working on modified course content, the subject area remains the same as the rest of the class.

What



Why Access Points Matter



Simulation

Standard: NGSS MS-LS1-6

Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy.



Simulation

Photosynthesis and the Flow of Energy and Matter

Photosynthesis is a biochemical process through which autotrophic organisms convert radiant energy from sunlight into chemical energy stored within organic molecules. This process occurs in specialized organelles known as **chloroplasts** and plays a critical role in both the cycling of matter and the flow of energy within ecosystems.

During photosynthesis, plants absorb **carbon dioxide** from the atmosphere through structures called stomata and obtain **water** from the soil through their root systems. Light energy is captured by chlorophyll pigments and used to drive a series of chemical reactions that rearrange the atoms of carbon dioxide and water. As a result of these reactions, plants synthesize **glucose**, a carbohydrate that serves as a primary energy source for cellular processes. **Oxygen** is released into the atmosphere as a byproduct of this transformation.

The energy captured from sunlight does not remain in its original form. Instead, it is transferred into the chemical bonds of glucose molecules, where it can be stored and later released during cellular respiration. This stored chemical energy supports plant growth, maintenance, and reproduction and is subsequently transferred to other organisms when plants are consumed. In this way, photosynthesis functions as the foundational mechanism through which energy enters and moves through biological systems.

Matter is also conserved and cycled during photosynthesis. The carbon atoms incorporated into glucose originate from atmospheric carbon dioxide and may later be returned to the atmosphere through respiration or decomposition. Similarly, oxygen produced during photosynthesis becomes part of the atmospheric reservoir and is used by aerobic organisms. These processes demonstrate that while energy flows through ecosystems, matter is continuously recycled.

Photosynthesis is therefore a central process that links solar energy, chemical matter, and living organisms, maintaining the balance necessary for life on Earth.



Simulation

Write:

A scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy.



Simulation

Single-Point Rubric: Explaining Photosynthesis

Standard: NGSS MS-LS1-6 – *Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy.*

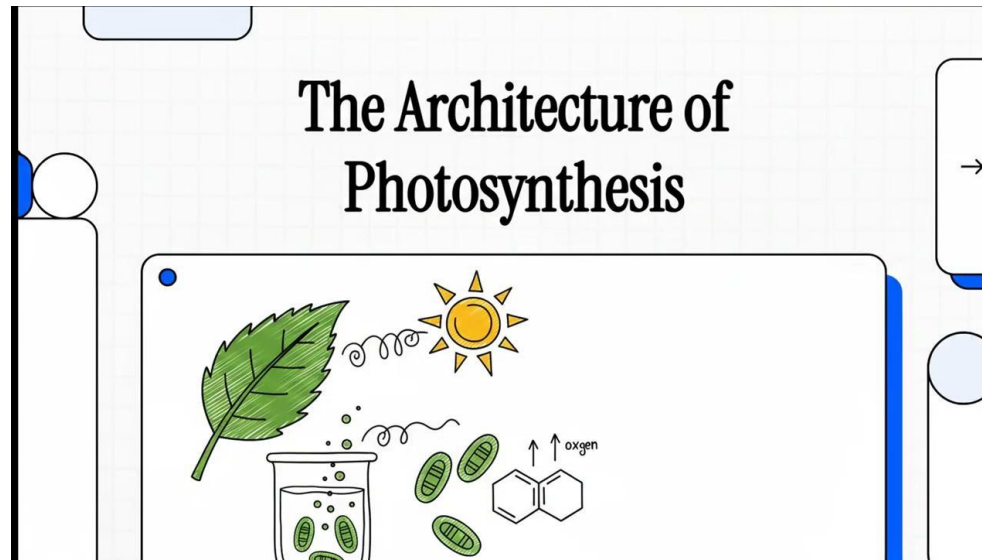
Criteria	Meets the Standard
Scientific Understanding	• Explain how plants use light, water, and CO₂ to make glucose and oxygen. • Show how energy and matter move through the plant.
Use of Evidence	• Give at least one fact from a text, diagram, or experiment to support your explanation.
Reasoning & Connections	• Explain why this happens and how it helps the plant grow.
Communication of Ideas	• Share your ideas clearly using scientific vocabulary and/or visuals. • You can write, draw, speak, or use visuals. Use some science words if you can.



Simulation Resources

- [Video](#)
- [Podcast](#)
- [Visual](#)
- [Reduced Text](#)
- [Outline](#)
- [Game](#)

SCAN ME!





Turn and Talk

- What did you notice about the difference of completing the task after access points were added?
- Why do access points matter?





Why do access points matter?

- Increase participation and engagement
- Support language, literacy, and executive functioning
- Reduce reliance on one-on-one support
- Improve outcomes for *all* learners—not just a few



How do we create access points?



Classroom Accommodations Checklist

Adapted from *Accommodations: Assisting Students with Disabilities – A Guide for Educators*

A. Instructional Methods and Materials

1. Student can't identify main ideas or important points.

- ☐ Highlight important points of the text to draw attention. Tell the student to read these points first.
- ☐ Give the student a list of important vocabulary.
- ☐ Have the student read the summary or objectives first.
- ☐ Have the student read the review questions first, then look for the answers.
- ☐ Give the student a worksheet or study guide to follow when he or she must do independent reading.
- ☐ Use hands-on activities, pictures, or diagrams to support understanding of abstract concepts or complex information.
- ☐ Let the student use sticky notes or an erasable highlighter to mark key points in the textbook.
- ☐ Let the student use a book written at a lower grade level. This can help the student pay more attention to the main ideas.

2. Student can understand the information, but can't read the required materials.

- ☐ Provide an audio version of the material. Use books-on-tape or have an assistant, volunteer, or other student make a recording.
- ☐ Use a videotape or movie that presents the same information.
- ☐ Use assistive technology to transfer printed words to speech.
- ☐ Have a learning buddy read aloud textbooks or other printed material.



IF A STUDENT HAS DIFFICULTY...Try this!

Area of Difficulty Suggestions

Area of Difficulty	Suggestions
BECOMING INTERESTED	• Tell stories which relate to people's lives • Establish relevancy or purpose • Provide concrete experiences • Read aloud story or article to stimulate • Seat student close to teacher
COMPLETING TASKS ON TIME	• Reduce amount to be completed • Teach student to maintain a calendar of assignments • Use time to define work times • Have student keep a journal or log of timelines • Allow more time • Write schedules • Provide checklists ~ individual responsibility checklist for personal use in completing and turning in assignments, detailing when and where • Provide periodic closure of key information
DRAWING CONCLUSIONS/MAKING INFERENCES	• Teach thinking skills directly • Draw a parallel to a situation that the student might have experienced in problem solving



ACCESS POINTS for Common Activities

WHEN THE STUDENTS
ARE ASKED TO...

ADD AN ACCESS POINT

SIT AND

LISTEN

- Visuals to look at
- Movement breaks
- An FM system (that amplifies the teacher's voice)
- A rug or mat to help determine where to be
- An object to signify who is speaking (e.g., a talking stick)
- A ball to sit on
- Choice about where to sit



ACADEMIC SUPPORTS ON THE FLY

ACADEMIC CHALLENGE	ACADEMIC SUPPORT ON-THE-FLY	TIPS FOR IMPLEMENTATION
Worksheet is too dense or crowded.	Cut the paper up and isolate sections to minimize an overly crowded page.	Use scissors on the teacher's desk.
The work cannot be done independently.	Provide support from a peer partner or small group.	Ask the teacher quietly if they would consider allowing students to partner or work in small groups for the activity because you didn't have time to prepare adapted text in advance.
Concepts are complex or complicated.	Provide visuals for a more concrete explanation.	Use a tablet, laptop, or smart phone to find images of objects or ideas that are depicted abstractly in a story. Share them with the student right on the device or print them out in the teacher's office (or wherever



The Architecture of Photosynthesis

+ Create notebook

Share

Settings

Sources



+ Add sources



Try Deep Research for an in-depth report and new sources!



Search the web for new sources



Web



Fast Research



Select all sources



The Architecture of Photosynthesis



Chat



They take in light, water, and **carbon dioxide** to create what they need to survive ¹. Inside the plant, sunlight is used to break apart water, which releases the **oxygen** we breathe ¹. Then, the plant uses the energy from that sunlight to turn carbon dioxide into **glucose** ¹. This glucose is stored energy that helps the plant grow and provides food for other living things ¹.

Option 6: The "Two-Stage" Focus

Best for learners ready to distinguish between the two scientific phases of the process.

The process of **photosynthesis** has two main stages that happen in the **chloroplasts** ¹. In the first stage, **chlorophyll** catches sunlight to make energy molecules while releasing **oxygen** from water ¹. In the second stage, called the **Calvin cycle**, the plant uses those energy molecules to change **carbon dioxide** into **glucose** ¹. This glucose is a vital chemical energy source that the plant uses for **cellular respiration** and development ¹.

Save to note



How does oxygen release connect to the cycling of matter?

What role does glucose play in supporting global food webs?

How do chloroplasts specifically capture and transform solar energy?

Studio



Audio Overview



Video



Mind Map



Report



Flashcards



Quiz



Infographic

BETA



Slide



Data Table



The Architecture of...

1 source · 22m ago



The Industrial...

1 source · 28m ago



The Two Stages of Photosynthesis

1 source · 33m ago



Where should we start?

The screenshot shows the Google AI Assistant interface. At the top, a text input field contains the prompt "make me a game in HTML format to address this standard", which is circled in red. To the right of the input field are icons for a plus sign with a red '1', a microphone, and an upward arrow. Below the input field is a menu of tools, also circled in red. The tools listed are: Upload files, Add from Drive, Notebooks, Guided learning, Create image, Create music (with a 'New' button), and More tools (with a right arrow). The 'Canvas' tool is highlighted with a red circle. To the right of the tools menu is a black button with white text that says "Code, write, or make slides".

make me a game in HTML format to address this standard

Flash ▾

Upload files

Add from Drive

Notebooks

Guided learning

Create image

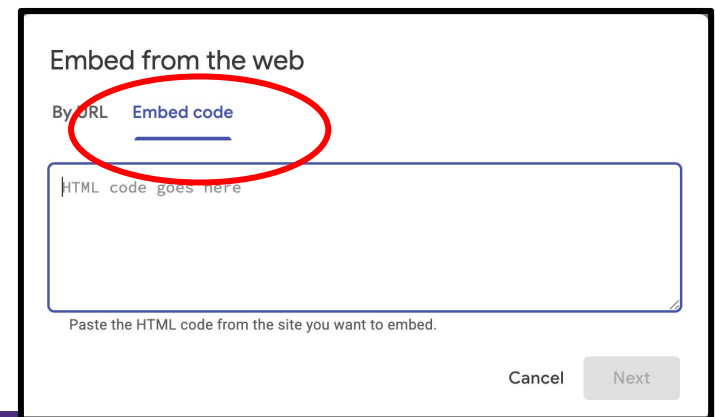
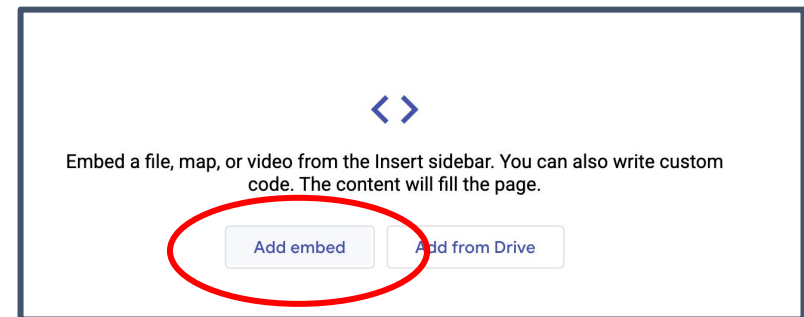
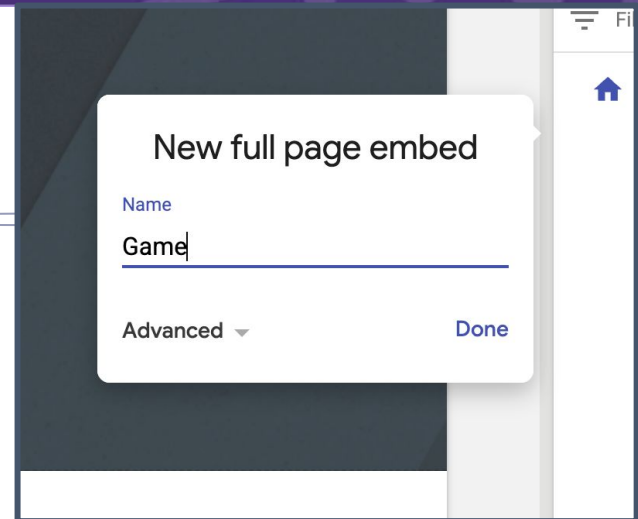
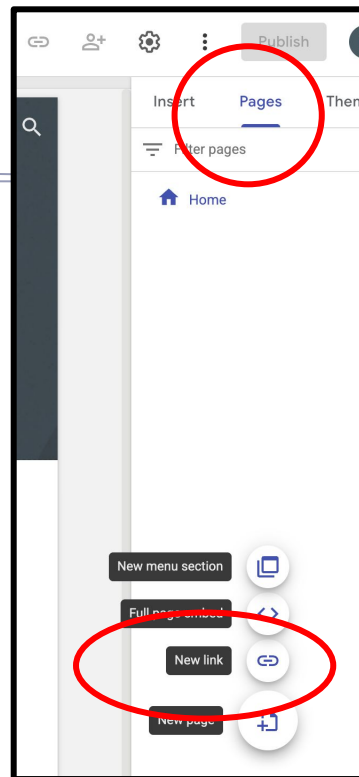
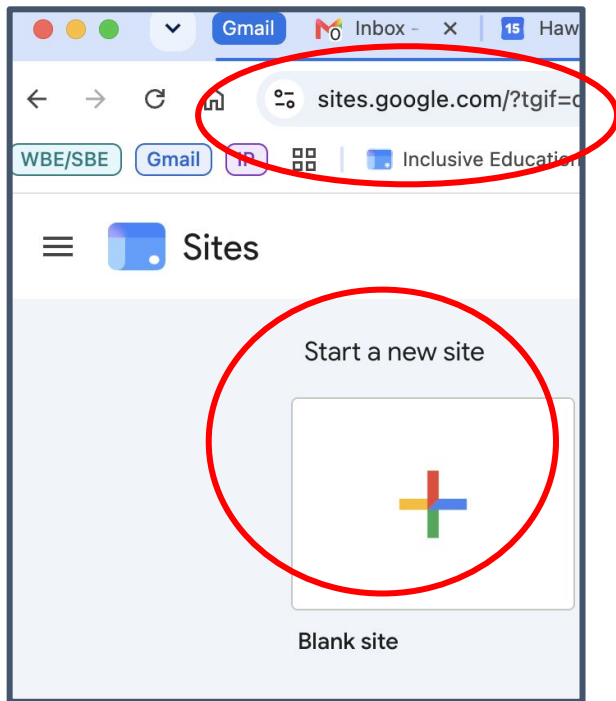
Create music **New**

More tools >

Canvas

Deep research

Code, write, or make slides





**What does
this look like
in the
planning
process?**





CCSS.ELA-LITERACY.RL.5.3

COMPARE AND CONTRAST TWO OR MORE CHARACTERS, SETTINGS, OR EVENTS IN A STORY OR DRAMA, DRAWING ON SPECIFIC DETAILS IN THE TEXT (E.G., HOW CHARACTERS INTERACT).

Strand: Key Ideas and Details

Anchor: Reading Literature

Anchor Standard: 5.RL.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Knowledge: Define terms: compare and contrast

Knowledge: Identify the character, setting, and or event

Knowledge: Identify similarities of characters, settings, or events

Knowledge: Identify differences between characters

Reasoning: Compare characters, setting, and events

Reasoning: Contrast characters, setting, and events

KNOWLEDGE

REASONING



TEACHING STRATEGIES

- Clear Learning Target
- Breakdown Knowledge and Reasoning
- Preview Text
- Define Key Vocabulary



READING

- Adjust readability:
 - Lexile
 - Text Compactor
 - Rewordify
- High-Interest Text (Student Choice)
- Partner Reading
- Text-to-Speech



VISUAL SUPPORTS

- Visual notes
- Picture cue cards
- Visual Vocabulary
- Highlighted Text



WRITING

- Graphic Organizer
- Thinking Maps
- Outlined Notes



INDIVIDUAL STUDENT NEEDS

- Check IEP Accommodations
- Getting Started:
 - Cues to Begin Work
 - Peer Support
- Following Directions:
 - Provide examples
 - Provide Checklist
 - Auditory and Visual Directions

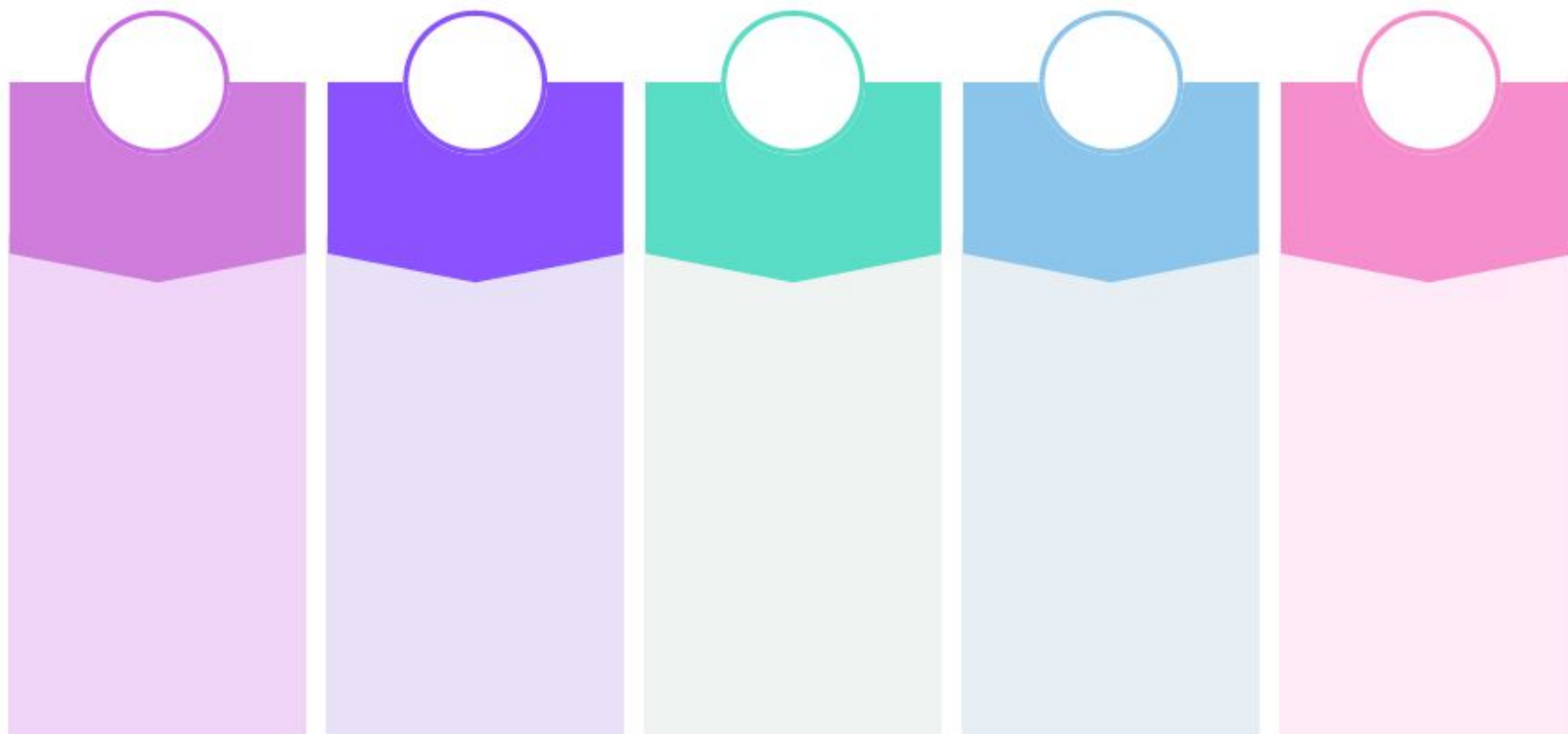


STANDARD:

KNOW:

THINK:

DO:





**ANCHOR
READING
STANDARD
RL.1**

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

GRADE SPECIFIC STANDARD AND DECONSTRUCTION

4.RL.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
ESSENTIAL QUESTION(S)	- How can I use what I already know with what I've learned in the text to make meaning? - How can I learn to read between the lines to deepen my understanding?		
LEARNING PROGRESSIONS	Grade: 3rd	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
	Grade: 4th	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
	Grade: 5th	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	
DOK Range Target for Instruction & Assessment	☒ 1 ☒ 2 ☒ 3 ☐ 4		
Learning Expectations:	Know: Concepts/Skills	Think	Do
Students should be able to:	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Differentiate between explicit and inferred information.	Explain how details and examples support inferences.	



Thank you for your time!

A hand-drawn white oval with four dashed arrows pointing towards it from the top-left, top-right, bottom-left, and bottom-right directions.

Any questions?

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