



Inclusive by Design: Building Access Points That Welcome Every Learner



Objective for the session:

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

Inclusive Practices vs. Inclusion



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 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

Definition of 2 Key Terms

Accommodations	Modifications
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. <i>HOW</i>	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. <i>WHAT</i>

Why do access points matter?

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Classroom Analysis 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.

3. Student is blind or visually impaired.

- ☐ Provide books on tape or large print versions of text.
- ☐ Provide books and other instructional materials in Braille.
- ☐ Provide copies of class handouts and materials with key information in an embossed format.
- ☐ Provide a special tilt-top desk or bookstand to hold materials for easier reading.
- ☐ Provide specialized equipment, such as an optical enhancer, magnifier, tape recorder, stylus and slate, or braillewriter.
- ☐ Talk while you teach, making an attempt to describe exactly what you are doing. Be sure to describe nonverbal messages and introduce beginnings, transitions, and closures to each activity.
- ☐ Use real-life examples and concrete materials whenever possible.
- ☐ Make the student feel comfortable asking for assistance. "Tell me what you need." "How does this fit with what you know?"

4. Student is deaf or hard of hearing.

- ☐ Make sure the student is facing you when you are speaking.
- ☐ Seat the student in the place where he or she can receive maximum information and is least likely to be distracted by other classroom activities.
- ☐ Use nonverbal communications to convey your messages.
- ☐ Use visual information (words, charts, graphics) to reinforce what is presented orally. Repeat as often as necessary.
- ☐ Help the student to be comfortable asking others for assistance whenever it is needed. "Tell me what you need."
- ☐ Use a sign language interpreter or note-taker when appropriate.

30 Powerful Ways to Accommodate in the Student Centered Classroom

5. Student has difficulty with most lessons.

5A. Student needs help to get ready for the lesson.

- ☐ Introduce new vocabulary prior to lesson; prepare a glossary of terms; use visual aids (chalkboard, overhead, charts).
- ☐ Use advance organizers to alert students to what will be included and expected from the lesson or discussion.
- ☐ Provide an overview of the content or expected learning at the beginning of the session.
- ☐ Link what is being learned to previous lessons or background knowledge.

5B. Student needs help during the lesson.

- ☐ Present material in a logical manner and use explicit cues to shift from one aspect to the next.
- ☐ Promote active involvement of students by asking questions or breaking up the lecture with small group interaction, discussion or structured responses.
- ☐ Break the information into steps or key components and monitor the student's comprehension as the information is presented.
- ☐ Provide oral and visual clues during lecture or discussion about what is important to include in notes. Write important ideas on the board or chart paper. Use different color chalk or markers for emphasis or coding.
- ☐ Provide structured organizers for note-taking, such as a copy of overheads, outline of lecture, or pre-designed graphic organizers.
- ☐ Provide students with copies of notes taken by peers.
- ☐ Teach the student how to use a two-column note-taking format or concept mapping for notes.
- ☐ Key class notes to the relevant pages in the textbook.
- ☐ Let the student use a tape recorder to record class lectures and discussions.
- ☐ Repeat, paraphrase, and summarize all-important points, particularly at the conclusion of the lecture or discussion.
- ☐ Ask the student to paraphrase key points in his or her own words and identify anything that is still unclear.
- ☐ Prepare a summary of important information from the lecture with blanks to be filled or questions to be answered by the student.

5C. Student needs help after the lesson.

- ☐ Use cooperative learning techniques such as "Think-Pair-Share" or "Jigsaw" to have students review key points.
- ☐ Ask the student to tell or write the important information that was included in the lesson before the class ends. Encourage the student to ask questions.
- ☐ Arrange for time to meet with the student after class to clarify anything the student doesn't understand.

6. Student has difficulty with mathematical concepts and processes.

- ☐ Let the student use concrete materials and manipulatives to explore and learn about mathematical concepts.
- ☐ Use computer-based models to represent mathematical concepts.
- ☐ Let the student practice skills using computer-based instruction.
- ☐ Let the student use a calculator for routine computation tasks.
- ☐ Let the student use a chart or table with basic math facts.
- ☐ Color code or highlight key words in math word problems.
- ☐ Let the student use a flowchart to plan strategies for problem solving.

B. Assignments and Assessments

1. Student has difficulty following instruction.

1A. Student needs help to get ready for the instructions.

- ☐ Use a prearranged signal to gain the student's attention before giving directions.
- ☐ Make sure the student is facing you when instructions are given.
- ☐ Change your tone of voice to alert the student and sustain attention.
- ☐ Give the student an agenda or schedule for each day.

1B. Student needs help while you are giving instructions.

- ☐ Combine oral directions with pictures, words or diagrams.
- ☐ Read written directions orally before starting the assignment.
- ☐ When modeling expected behavior, describe critical components.
- ☐ Complete sample problems or tasks to show the student what is expected.
- ☐ Have the student paraphrase instructions or show you what to do.
- ☐ Repeat and simplify instructions for the student.
- ☐ Give the student a description of expected behaviors or the rubric to be used for evaluation.
- ☐ Give step-by-step instructions with the steps outlined in writing or shown in picture sequences.

1C. Student needs help after you give the instructions.

- ☐ Assign a study buddy to help the student when needed.
- ☐ Check to see if the student needs any assistance in getting started.
- ☐ Teach the student how to use an assignment notebook or personal planner to keep track of assignments and work.

2. Student has difficulty completing assignments.

- ☐ Break long-term assignments into parts with corresponding due dates.
- ☐ Teach the student to maintain a calendar of assignments.
- ☐ Give the student an individual responsibility checklist.
- ☐ Give the student a choice of tasks and assignments.
- ☐ Let the student have access to learning resources and instructional materials outside of class.
- ☐ Use a kitchen timer to define work times.
- ☐ Reduce the total amount of work, but select those tasks or items that are needed to accomplish learning objectives.
- ☐ Have the student keep a journal or homework log that includes the instructions and timelines.
- ☐ Communicate homework assignments and expectations to parents so they can help, if needed.
- ☐ At first, give partial credit for late assignments or incomplete work until the student is able to complete the work on time.

3. Student gets confused by complex materials

- ☐ Block sections on paper for each response by drawing lines or folding. Show students how to cover parts of text or worksheet not being used.
- ☐ Use different kinds of paper, such as graph paper, for doing computations or paper with midlines for taking notes.
- ☐ Use color-coding to help students identify tasks, meanings or expectations.
- ☐ Give page numbers for locating answers to questions.
- ☐ Simplify directions by numbering each step.
- ☐ Use uncluttered and clearly formatted tests and worksheets. Arrange problems or items so that it is easy to know where to start and how to proceed.

30 Powerful Ways to Accommodate in the Student Centered Classroom

4. Student needs help organizing or locating materials.

- ☐ Let the student use a special folder or binder to keep materials organized. Use dividers or folders to keep subjects organized and use color-coding by unit or subject.
- ☐ Give the student a compartmentalized container for classroom materials, tools and supplies.
- ☐ Let the student use physical supports such as bookends, plastic containers for supplies, or bags or folders for work materials.
- ☐ Place a timetable or assignment list on the student's desk.
- ☐ Give the student a checklist of materials needed for each class to be kept in the student's locker or binder.
- ☐ Give the student a written copy of instructions and requirements for each assignment.
- ☐ Let the student keep one copy of school materials at home and another copy in class.

5. Student has limited writing abilities.

5A. Student has difficulty with handwriting.

- ☐ Place a dot on the upper left side of the paper to help student remember where to start writing.
- ☐ Give the student a copy of notes or directions for the assignment.
- ☐ Let the student write directly in the workbook or on a copy of the workbook page.
- ☐ Let the student use a word processor or typewriter.
- ☐ Let the student dictate his or her work to a teaching assistant or classmate who will write it down.
- ☐ Let the student create an audio or video recording of his or her response to a classroom assignment.
- ☐ Let the student use adaptive devices: pencil grips, special pen or pencil holders, or erasable pens.
- ☐ Make sure that worksheets have ample space for writing answers.
- ☐ Give the student two copies of a worksheet, one to work on as a draft and one to use as a final copy to hand in.
- ☐ Let the student use graph paper for writing computation problems to help align the numbers.
- ☐ Provide special paper with raised or color-coded line indicators.
- ☐ Reduce the length of a written assignment or allow more time.

5B. Student has problems with expressive language.

- ☐ Let the student use a thesaurus (book or computer-based) to find words to write or say.
- ☐ Let the student use special word processing software that assists and anticipates what the student is trying to write.
- ☐ Give the student a structured outline or graphic organizer to help plan written assignments or oral presentations.
- ☐ Let the student use word processing software to plan ideas before writing.

5C. Student has problems with grammar or spelling.

- ☐ Let the student use a spelling dictionary or electronic spelling aid.
- ☐ Let the student use peer editing or teacher assistance in the revision process.
- ☐ Let the student use the spell-check or grammar-check utility in word processing software.
- ☐ Grade content and mechanics separately in assignments requiring written expression. Give the student a change to correct identified spelling and grammar errors.

6. Student has difficulty taking tests.

6A. Change the presentation format.

(Note: The accommodations listed below with an * can be used for classroom assessments, but may not be allowed during state assessments.)

- ☐ Provide large print or enlarged copies of the test.
- ☐ Provide a Braille version on the test.
- ☐ Let the student use assistive technology for magnification or amplification.
- ☐ Provide a sign language interpreter to interpret oral directions.

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- ☐ Use symbols on the test or answer form that help the student follow directions, such as an arrow or stop sign.
- ☐ Read the directions aloud.
- ☐ Reread or explain the directions during the test if the student needs it.
- ☐ Provide a printed copy of the directions for the student.
- ☐ Read the test items aloud to the student, unless the assessment is a test of reading skills.
- ☐ Provide text to speech technology to communicate directions or test items for items other than reading tests.
- ☐ Let the student read the test items aloud to him – or herself as he or she works on the assessment.
- ☐ Let the student use a pointer, template, blank card, or positioning tools to maintain or enhance visual attention to the test materials.
- ☐ Let the student use blank colored transparencies or overlays to enhance visual perception.
- ☐ Provide white noise (sound machines) and headphones to reduce auditory distractions.
- ☐ Give verbal encouragement (keep working, answer every question) without giving clues to correct or incorrect answers.
- ☐ Give extra examples for practice to make sure the student understands what to do.
- ☐ Underline or highlight key words in the directions, passages or questions.
- ☐ Group questions so that similar kinds of items are together. Put the easiest questions first.*
- ☐ Block matching questions into small groups of four or five items.*
- ☐ Provide a list of words to use for fill in the blank questions.*
- ☐ Eliminate one of the choices in multiple-choice items.*
- ☐ Require fewer questions, but select ones that measure all required content and skills.*
- ☐ Grade the student's response separately for content and mechanics.*
- ☐ Let the student take an open book test, unless memorization of content is required.*

6B. Change the response mode.

(Note: The accommodations listed below with an * can be used for classroom assessments, but may not be allowed during state assessments.)

- ☐ Increase space allowed for test answers.
- ☐ Let the student respond orally, dictate to a test proctor or aide, or tape record answers on a test.
- ☐ Let the student sign responses to an interpreter.
- ☐ Let the student Braille responses on a separate paper.
- ☐ Let the student use a typewriter or word processor to write answers to the test items.
- ☐ Let the student write on the test itself instead of writing on an answer sheet.
- ☐ Let the student use special paper with raised, shaded or color-coded lines or a writing guide to enhance legibility for written responses.
- ☐ Let the student use gridded paper to organize computation.
- ☐ Let the student use an abacus to solve mathematical problems.
- ☐ Let the student use a calculator to solve mathematical problems.
- ☐ Let the student use speech to text technology to record responses.
- ☐ Let the student use alternative keyboards, pointing devices, and switches to activate electronic devices.
- ☐ Let the student use special communication devices to generate oral or written responses.
- ☐ Monitor the student's answer sheet to determine if the student is recording the responses in the correct place.
- ☐ Give partial credit for answers to extended response questions that are partly correct.
- ☐ Provide pre-designed webs, diagrams, or charts and outlines for students to plan and respond to open-ended or essay questions.*
- ☐ Let the student provide alternate demonstrations of knowledge and skills using objects and oral explanations, role-playing, or interviewing.*
- ☐ Allow the use of references such as a regular or spelling dictionary.*

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- ☐ Let the student use manipulatives or a calculator to recheck or complete computations.*
- ☐ Let the student retake the test and give credit for improvement.*

6C. Change the test schedule and procedure.

- ☐ Let the student have additional time to complete the test.
- ☐ Break the test into small sections, and let the student take it over a period of days.
- ☐ Let the student take breaks during the test.
- ☐ Let the student take the test at a specific time of day that is best for him or her.

6D. Change the setting.

- ☐ Administer the test individually or in small groups.
- ☐ Let the student use adaptive or special furniture to take the test.
- ☐ Let the student take the test in an environment with reduced stimuli such as in a study carrel or in another classroom where there are no distractions.
- ☐ Allow the student appropriate opportunities for movement.

6E. Student needs assistive devices.

- ☐ Have student use adaptive calculators.
- ☐ Provide visual magnification and auditory amplification devices.
- ☐ Provide technology for writing assessments or extended response items (word processing software, digital voice, or tape recorder).

7. Student has difficulty taking tests.

7A. Student has difficulty preparing for the test.

- ☐ Provide instruction in test-taking skills. Use practice tests to help students learn some of the strategies effective test-takers use.
- ☐ Review the knowledge and skills to be tested several days before the test.
- ☐ Provide study guides to help students prepare for the test.
- ☐ Give the student practice with the testing format including sample questions and explanation of the scoring rubric or test procedures.
- ☐ Read the instructions of the test to the student and simplify the language, if needed. Go over sample questions so the student knows what to do.

7B. Student has difficulty identifying areas that need to be corrected after the test.

- ☐ Review corrected tests and discuss responses with students.
- ☐ Have the student evaluate his or her own performance on the test.
 - Did I study the right things?
 - Did I make use of clues in the test?
 - Did I survey the test and plan my response?
 - Did I use the time allowed effectively?
 - Did I answer the questions I knew first?
 - Did I correct mistakes?
 - Did I have to guess?

C. Time Demands and Scheduling

- ☐ Use flexible scheduling practices that allow the student more time to complete a course. Sometimes summer school can be used for this purpose.
- ☐ Let the student have additional time for assignments and assessments.
- ☐ Give assignments ahead of time so the student can get started early.
- ☐ Provide a clear schedule with checkpoints along the way.
- ☐ Use a reward system to motivate assignment completion.
- ☐ Let the student choose an activity following the completion of a required assignment.
- ☐ Give the student shorter tasks.
- ☐ Give the student easier tasks first.

D. Learning Environment

1. Student is easily distracted or has a short attention span.

- ☐ Let the student use an enclosed study carrel to complete independent work.
- ☐ Let the student sit in an area away from the busy parts of a classroom.
- ☐ Give the student tasks that can be completed in short periods of time.
- ☐ Let the student use a timer to monitor how much longer he or she has to work on tasks.
- ☐ Give the student legitimate opportunities to get up and move in the classroom, use the restroom, or get a drink of water.
- ☐ Have the student sit close to the teacher or paraprofessional.

2. Student can't work in groups.

2A. Whole groups.

- ☐ Let the student sit next to an aide, volunteer, or trained classmate who can help maintain attention and understanding.
- ☐ Give the student a preview of what is going to happen during the class.
- ☐ Provide a balance of different kinds of activities within the lessons.
- ☐ Provide follow-up instruction individually, as needed.

2B. Small groups.

- ☐ Make sure the student has the communication and social skills needed for group interaction.
- ☐ Assign a specific role and responsibility to the student when working in a group.
- ☐ Let the student work with a trained classmate to help keep on task in a group situation.
- ☐ Allow partial participation in cooperative groups.

2C. Student has difficulty with independent work, study and practice.

- ☐ Let the student use a learning center with appropriate materials and equipment.
- ☐ Let the student use self-checking materials or computer-assisted instruction to practice skills.
- ☐ Identify a study buddy who can repeat and explain directions.

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3. Student can't control own behavior.

- ☐ Give students a copy of class rules and expectations. Let students role-play positive and negative examples of behaviors on a regular basis to make sure all students understand.
- ☐ Give positive reinforcement for replacement behaviors or following class rules.
- ☐ Establish and regularly use a hierarchy of consequences for rule infractions. Make sure that the student understands the expectations and consequences.
- ☐ Monitor student's compliance with class rules and communicate regularly with the student, the family, or others.
- ☐ Identify a study buddy who can help the student when the teacher is unavailable. Make sure the buddy knows how to work with the student.
- ☐ Provide a set of alternative activities for the student during unstructured time. Make sure the student knows how to initiate and complete the activities and wants to do them.
- ☐ Use a regular routine for transitions in the class. Establish a system of alerts and procedures to follow to get ready to start a lesson, to change classes, to complete an activity, to go to lunch, or to go to another area in the school.
- ☐ Identify a quiet area in the classroom where the student may go when necessary.
- ☐ Seat the student away from distractions such as windows, heating or cooling vents, doors, resource areas, or other students who may disrupt the student.

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
EXPRESSING HIMSELF/HERSELF IN WRITING	• Accept alternate forms of reporting (e.g. oral report, tape recorded report, tape an interview, maps, photographic essay, panel discussion) • Have someone dictate work to someone else • Have student prepare only notes or outline in subject • Shorten amount required • Provide practice with story starters, or open-ended stories
EXPRESSING HIMSELF/HERSELF VERBALLY	• Accept alternate forms of information (e.g. written work, art work, exhibit, chart/graph, bulletin board, photos, etc.) • Ask questions requiring short answers • Provide prompts • Give rules for class discussions • Teach student to ask questions in class • Question at the teaching level • Break him/her in gradually "by speaking" in smaller groups • Allow taped reports
FOLLOWING DIRECTIONS	• Use fewer words • Provide examples • Repeat • Have student repeat • Provide checklist • Use auditory and visual directions
GETTING STARTED: GIVE CUE TO BEGIN WORK	• Give work in smaller amounts • Provide immediate feedback/check on progress • Sequence work • Provide time suggestions • Peer or peer tutor

KEEPING TRACK OF MATERIALS/ ASSIGNMENTS	• Use notebook • Use large envelope for each subject • Keep extra supplies on hand • Provide assignment sheets to resource/CM teacher and parents • Have student carry a mail bag • Write assignment on board • Give rewards for bringing assignments
LEARNING BY LISTENING	• Use visuals (graphic organizers, mind mapping, etc.) • Use file, flash, or vocabulary cards • Have student close his/her eyes and visualize the information • Spell by visualizing the whole word • Teach use of acronyms • Give explanations in small distinct steps • Remove extra words (highlighting) • Provide study guide
PAYING ATTENTION TO SPOKEN WORD	• Give explanations in small distinct steps • Provided written back-up to oral directions • Use prearranged signal to gain attention • Make sure student is facing you when speaking • Have student repeat directions • Use buddies, tape recorder • Shorten the listening time • Alternate spoken with written manipulative tasks • Look directly at student; place hand on shoulder
PAYING ATTENTION TO PRINTED WORD SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	• Select a text, highlight • Underline, number • Use highlighting tape • Keep desk clear of extras • Face desk to wall or use study carrel • Overhead transparency
READING TEXTBOOKS	• Use lower level or adapted text (if available) • Tape text • Shorten amount of reading material by highlighting key points, concepts and information (reduced readability) • Have students read sections or segments of material aloud in small groups and report out to whole group • Allow extra time for reading • Omit reading assignments • Pair or peer share reading load • Place main idea, key concepts and information on index cards • Oral tests, quizzes • Cooperative group work • Pre-teach vocabulary with context of developing concept • Give take home tests • Use larger type
REMEMBERING SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	• Provide a checklist • Provide cues • Have student make note to self • Teach memory skills • Teach use of acronyms and other mnemonic devices

SEEING RELATIONSHIPS	• Directly point out relationships • Draw arrows on worksheets or tests to show that ideas are related • Class discussion • Teach directly relations of function, category, opposition, sequence, etc. • Provide direct practice • Provide headings or a partially filled in chart for an example • Use a banner with symbols for ideas/events
SPELLING SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	• Dictate word, ask student to repeat it • Teacher short easy words in context • Have students make flash/index cards • Teach words by spelling patterns • Avoid penalizing for spelling errors • Post words during study time for constant visual cues • Provide a tactile aid to spelling
STAYING ON TASK SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISD	• Reduce distractions • Increase reinforcements • Provide checklist • Reduce amount of work • Give time-out • Provide quiet alternatives for a short time • Use a timer to set short periods of work
UNDERSTANDING CAUSE/EFFECT; ANTICIPATING CONSEQUENCES	• Use concrete examples • Use real life situations • Teach cause/effect directly (e.g. brainstorming, role playing, etc.) • Have students use their imaginations
UNDERSTANDING WHAT IS READ	• Reduce the language level (readability) • Become more concrete (more examples) • Reduce amount of new ideas • Provide examples and non-examples • Provide experiences for a frame of reference • Provide study guide • Give organizational help • Provided alternate media • Remove extra words • Use "fill-in-the-blank" techniques
WORKING IN GROUPS	• Provide a partner • Provide a student with responsibility or position of leadership • Provide more structure by defining tasks and listing steps
WORKING INDEPENDENTLY	• Assign task at appropriate level (student readiness) • Be certain the student can see an end to the task • Give precise directions • Reinforce often • Provide a variety of types of work within the assignment
WRITING LEGIBLY	• Use formats that are low on writing (multiple choice, fill in, programmed) • Use manipulatives • Have student type, use word processor • Allow use of tape recorder • Use graph paper • Save papers for two weeks, then have student read what he/she wrote • Teach writing directly

KEEPING TRACK OF MATERIALS/ ASSIGNMENTS	• Use notebook • Use large envelope for each subject • Keep extra supplies on hand • Provide assignment sheets to resource/CM teacher and parents • Have student carry a mail bag • Write assignment on board • Give rewards for bringing assignments
LEARNING BY LISTENING	• Use visuals (graphic organizers, mind mapping, etc.) • Use file, flash, or vocabulary cards • Have student close his/her eyes and visualize the information • Spell by visualizing the whole word • Teach use of acronyms • Give explanations in small distinct steps • Remove extra words (highlighting) • Provide study guide
PAVING ATTENTION TO SPOKEN WORD	• Give explanations in small distinct steps • Provided written back-up to oral directions • Use prearranged signal to gain attention • Make sure student is facing you when speaking • Have student repeat directions • Use buddies, tape recorder • Shorten the listening time • Alternate spoken with written manipulative tasks • Look directly at student; place hand on shoulder
PAVING ATTENTION TO PRINTED WORD SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISO	• Select a text, highlight • Underline, number • Use highlighting tape • Keep desk clear of extras • Face desk to wall or use study carrel • Overhead transparency
READING TEXTBOOKS	• Use lower level or adapted text (if available) • Tape text • Shorten amount of reading material by highlighting key points, concepts and information (reduced readability) • Have students read sections or segments of material aloud in small groups and report out to whole group • Allow extra time for reading • Omit reading assignments • Pair or peer share reading load • Place main idea, key concepts and information on index cards • Oral tests, quizzes • Cooperative group work • Pre-teach vocabulary with context of developing concept • Give take home tests • Use larger type
REMEMBERING SOURCE: REGION 16 CONTENT MODIFICATIONS/MESQUITE ISO	• Provide a checklist • Provide cues • Have student make note to self • Teach memory skills • Teach use of acronyms and other mnemonic devices

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 • A focus object for students to hold or manipulate • A signal to start listening • The book that is being read • A topic bag—filled with objects that relate to the content • A job to do (help another student, write ideas on the board)
PRESENT ORALLY	• Note cards • Visuals • A handout • A voice recorder • A video • A microphone • PowerPoint • Preprogrammed communication device • A partner • A podium

**WHEN THE STUDENTS
ARE ASKED TO...**

ADD AN ACCESS POINT

TAKE A TEST

- A review of test strategies
- A review of the information
- A practice test
- A double-spaced test
- Easy questions first
- A reader for the test
- A reduced number of choices by eliminating one or two
- Matching a long column divided into smaller sections
- A computer
- As much time as needed
- An oral exam
- A performance-based test
- The option of drawing or labeling
- Simplified language

**WHEN THE STUDENTS
ARE ASKED TO...**

ADD AN ACCESS POINT

COMPLETE WORKSHEETS

- A word bank
- A word window
- Verbal or recorded directions
- Visual directions
- Highlighted directions
- Pre-printed labels for students to pick and stick
- Fewer problems or questions
- Challenge questions
- Choice of writing instrument
- Make worksheet digital for typing

**WHEN THE STUDENTS
ARE ASKED TO...**

ADD AN ACCESS POINT

DISCUSS

- A talking object
- Note cards with students' ideas written on them
- Peer support
- A preprogrammed communication device with questions
- A piece of paper to draw ideas or concepts
- Choice about how to participate in the discussion
- The text the students are discussing
- A highlighted section of the text—have the student read and others discuss
- Parking lot for ideas
- Idea markers

**WHEN THE STUDENTS
ARE ASKED TO...**

ADD AN ACCESS POINT

TAKE NOTES

- A lecture outline to complete during the lecture
- A chart
- A graphic organizer
- Notes from the day before
- Choice about how to take notes
- Lecture notes with pictures
- Copies from another student
- Google notes
- Collaborative note-taking
- A laptop computer

**WHEN THE STUDENTS
ARE ASKED TO...**

ADD AN ACCESS POINT

**USE A
COMPUTER**

- A task card for how to login
- Turn on accessibility options
- Visual guides for support
- Modified keyboard
- Enlarged font
- An adjusted delay on the mouse
- An alphabetical keyboard
- Large keyboard
- Choice about what to work on

**WHEN THE STUDENTS
ARE ASKED TO...**

ADD AN ACCESS POINT

**READ A
TEXT**

- Audio book
- Larger print font
- Highlighter
- Choral reading
- Background information about the text
- Bullets of the main ideas
- Sticky notes to write questions on
- "Just-right books"
- Puppets to read to
- Reading light
- Choice about what to read

WHEN THE STUDENTS ARE ASKED TO...	ADD AN ACCESS POINT
GET ORGANIZED	• A checklist • Time to get organized • An outline to complete during the lecture • A chart or graphic organizer • Color code things • Label items • Choice about organizational strategy • Chrome book • A peer • Visual schedules
WHEN THE STUDENTS ARE ASKED TO...	ADD AN ACCESS POINT
WRITE	• Option to tell a friend his or her story before writing it • A whole-group discussion • Graphic organizers • Use of bullet writing • Pencil grips • Option for student to dictate the story to an adult or a peer • Words on a piece of paper that the student rewrites • Stickers to fill in blanks • Option to draw instead of write • Raised-line paper—so students can feel lines

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 you have access to a printer).
Connections/relationships between concepts are unclear.	· Draw arrows in the worksheet or text to show which ideas are connected/related. · Write/ draw the relationships on a separate piece of paper.	Find a pencil, pen, and paper. Check in with the teacher if you want to ensure your connections are accurate.
Reading level is too advanced.	· Use a laptop or tablet to find an adapted version of the history text on BookShare. · Pull up the Cliff Notes of the novel. · Use the website NEWSELA to find a similar article that addresses the same concepts at a more accessible reading level.	If you don't have a tablet or laptop with you or the student, see if you can borrow one from the general or special education teacher, librarian, or administrator.
Math problems are too complex.	Quickly rewrite problems or directions so the student can complete the math operations at their level (e.g. use a calculator to complete long division; multiply whole numbers rather than fractions; write out the operation needed to find volume).	Complete this while the teacher is giving directions if possible.
Complex or open-ended questions are not accessible.	Turn open-ended questions into multiple-choice or yes or no questions.	If the teacher asked the question verbally, write the new question and possible multiple choice or yes/ no answers down for the student. If the question is on an assignment or worksheet, change it right on the paper or overlay a strip of paper (or index card) with the new question.

Text to Speech

Read&Write for Google Chrome

- ▶ Reads aloud with dual color highlighting
- ▶ Text and picture dictionaries
- ▶ Translates text
- ▶ Suggests next word as you type
- ▶ Speech-to-text
- ▶ Collect text from browser for use in documents
- ▶ Create and listen to voice notes inside Google Doc

***Free 30 Day Trial for Teachers!**

Help Videos:

<http://tinyurl.com/pl9yolh>

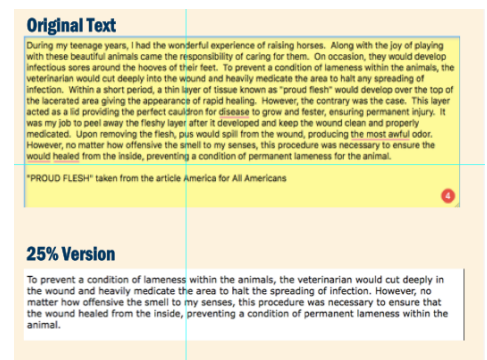
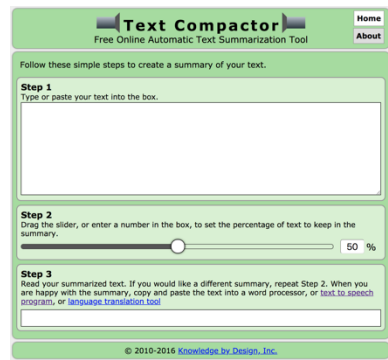
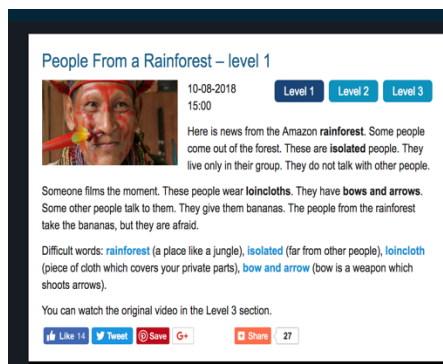
Natural Reader (Free)

www.naturalreaders.com

- ▶ A voice reader download that allows you to create a text document and have it read aloud to you.
- ▶ Paste any text into the software and it will be read aloud.
- ▶ Allows you to start and stop anywhere within the text.
- ▶ Adjustable reading speed.

Reducing Reading Level or Text

News In Levels	Text Compactor	Rewordify
Presents current news highlights at three different reading levels. Difficult words are highlighted and explained.	Paste in text selections and the program will compact the text so that it becomes less complex. Free.	Free online software that reduces complex text and difficult words in a selection so that it is easier to read.



<https://www.newsinlevels.com/>

<https://www.textcompactor.com/>

<https://rewordify.com/>

Model Strategies

- ▶ Use whole group and small group time in class to model the strategies you want students to use
- ▶ Explain how to do the strategy and why it is important

Let's get Specific!

Think
Alouds

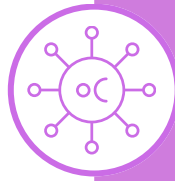
Graphic
Organizers

Highlighting

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
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
Reasoning: Contrast characters, setting, and events	



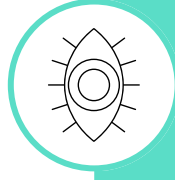
TEACHING STRATEGIES

- 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:

Dö



QUESTIONS

