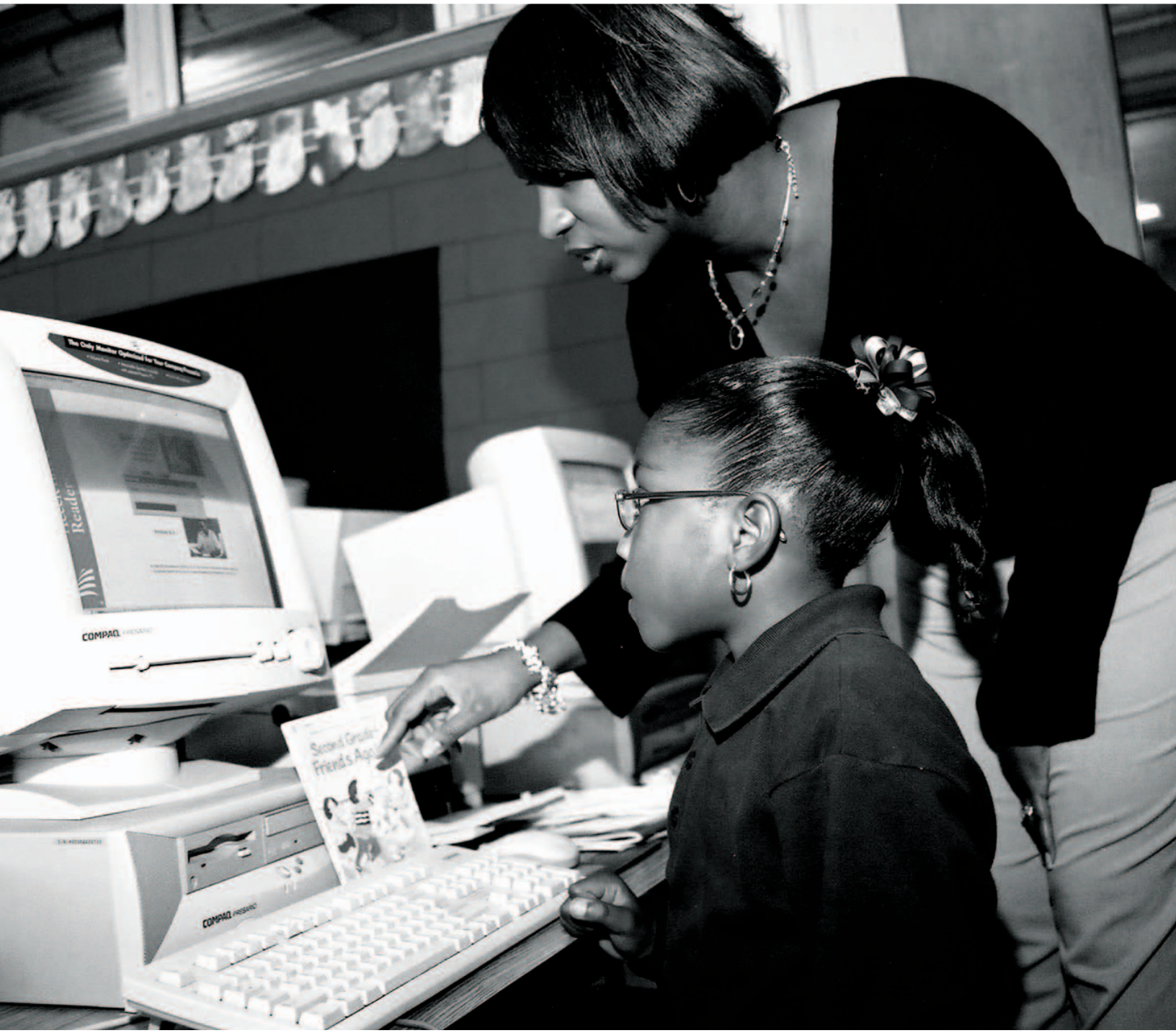
ccess Guide

An Online Resource For Louisiana Educators and Families



The source of support for promoting:

- curriculum access
- academic progress
- instructional decisions
- compliance with state and federal laws

Louisiana Department of
EDUCATION

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[TOLL FREE]

Creating Access for All: *PIECES OF THE PICTURE*

The Access Guide, designed by Louisiana educators, provides a variety of suggestions, resources, and tools to maximize the likelihood of higher academic achievement for ALL students, including struggling learners, students with significant disabilities, and those who need added rigor. Launched during the 2008-09 school year, the site will expand over time in response to user input. Visit often!

Where can the Access Guide be found?

- http://sda.doe.louisiana.gov/AccessGuide
- On the Louisiana Department of Education's home page (http://www.louisianaschools.net)
  - Parents page (Helpful Instructional Resources)
  - Administrators page and Teachers page (Curriculum)
- At the Unit Title of each Louisiana Comprehensive Curriculum (LCC) course

How does the Access Guide support instruction for struggling learners?

When planning instruction, users can search suggested strategies, accommodations, and technology aligned to activities in the LCC. Product options (formative and summative assessments) can be found on the Resources tab.

How does the Access Guide support the needs of students with significant disabilities?

The site provides information and sample products related to curriculum, assessment, and instructional issues for students with significant disabilities. The resources can be used in the planning, implementation, and evaluation of a student's educational program linked to grade-level content(http://sda.doe.louisiana.gov).

How can I give feedback on how the Access Guide meets my needs and the needs of my students?

We welcome your feedback through the Access Guide User Survey found at http://www.louisianaschools.net/lde/eia/agsurvey.aspx

Universal Design for Learning (UDL) looks at how curriculum should be changed to adapt to the students, not the other way around.

Does your curriculum need adapting?

Use this simple test to see if your curriculum needs adapting:

- Does it provide multiple ways for students to learn information, or does it focus on limited methods such as reading or lecturing?
- Does it provide multiple ways for students to demonstrate how they know the information, or does it focus on written tests and assignments?
- Does it provide multiple ways to motivate students to become engaged in learning, or does it ignore student preferences and limit choices?

For more information please visit:
http://www.louisianaschools.net/lde/eia/1538.html

Do you know about LATI?

The Louisiana Assistive Technology Initiative (LATI) provides training, information, and resources to educators and families about assistive technology in LA schools. There are 8 AT Centers across the state that provide professional development. Centralized AT projects such as the AT Reimbursement Program can be located at the Department of Education webpage at http://www.louisianaschools.net/lde/eia/1538.html.

Do you know about AIM?

Districts are required to provide AIM (Accessible Instructional Materials) in a timely manner for students who are unable to use standard print-based curriculum materials. This means that as IEP Teams make curriculum decisions, they need to determine a student's need for AIM. Consider:

- Does my student have difficulty reading the standard textbook and other core curriculum materials?
- Would an alternate format such as digital text, audio, large print or Braille assist my student in accessing the curriculum?
- What type of format meets my student's needs and how will our team acquire those materials for the student?

For answers, go to www.atanswers.com/aim

Problem Solving for Struggling Learners

Instructional Decision-Making Cycle

Start*

- Expect that the student can learn!
- Identify what is critical for the student to know and be able to do.
- Verify that the teacher has deep content knowledge.
- Employ the principles of Universal Design for Learning (UDL)
  - Multiple means of representation
  - Multiple means of expression
  - Multiple means of engagement

Identify*

- how the student's current performance differs from the expected performance
- the level of the student's current foundation skills and background knowledge beginning with LCC unit guiding questions
- whether the student can execute a task with supports and re-teaching
- what motivates the student to perform*
- the student's strengths
- specific student difficulties

Brainstorm*

Brainstorm barriers to access in the areas of:

- Language
- Comprehension of Content
- Variety or Alternative of Task/Assignment
- Adjustments, Checks, and Feedback

Consider*

- Collaboration: People/Resources
- Changes/Enhancements in instructional practices & intensity
- Highly Interactive Instruction: Pacing, Setting, Responding
- Services currently in place: BIP, IHP, IAP, AT, OT, Speech, IEP, and counseling, etc.
- Accessible Instructional Materials

Plan & Implement

- Pair the LCC with the Access Guide.
- Select & implement strategies, accommodations, technology choices and Product Options for struggling students, as well as modifications for students with significant disabilities.

Progress Monitor

Has progress been made?

NO, a discrepancy exists between performance and expectations.

Fidelity Check

Did you…

- implement the principles of UDL?
- revisit the Access Guide for additional choices?
- build background information?
- review previously taught information?
- model procedures?
- provide variety of end Product Options?
- provide additional practices?
- consider language differences, AT, OT, Speech needs, etc.?
- support instruction as needed?

YES, the student was successful in accessing the activity or curriculum. Repeat process for new challenges.

Conclusion

Continuously progress monitor (formal & informal) to ensure the student is being successful in accessing the curriculum.

***More information online**

Curriculum, Instruction & Assessment:
STUDENTS WITH SIGNIFICANT DISABILITIES

IDEA ('04) and NCLB require that all students, including those with significant cognitive disabilities, have access to the general education curriculum and participate in statewide assessments. These federal laws call for:

- raised expectations
- challenging academic standards
- alternate assessments aligned to grade-level content.

The Access Guide provides resources for instructional teams to use in meeting these requirements, including information related to:

Alternate Assessment

Students with the most significant cognitive disabilities are eligible to participate in LEAP Alternate Assessment, Level 1 (LAA 1) based upon the LAA 1 Participation Criteria.

Louisiana Extended Standards

These standards are to be addressed by students who meet the LAA 1 Participation Criteria. They capture the essence of the Louisiana Grade-Level Expectations (GLEs) and provide a way for students with significant cognitive disabilities to access the general education curriculum. The standards serve to:

- articulate academic learning from one grade to the next
- facilitate access to grade-level content
- move from the concrete to the abstract
- attend to prerequisite skills and understandings.

Extended Standards do not represent the entire curriculum for a given grade or content area. Rather, they represent the core academic content that may be assessed at each grade span.

Sample Instructional Materials in Alternate Formats

The Access Guide provides a searchable data base of sample instructional materials linked to the Extended Standards and GLEs. The materials can be further adapted to support the needs of individual students.

Writing the IEP

Guidelines are provided on developing IEPs linked to GLEs, Extended Standards, and functional skills.

Essential Issues

The site provides information related to essential issues listed below that must be considered when planning an IEP and an instructional day for a student who has a significant disability:

- Ability to Contribute
- Age-appropriateness
- Assistive Technology
- Friendship
- Future-oriented
- Generalization
- Inclusion
- Partial Participation
- Positive Behavioral Support
- Self-determination
- Student Dignity
- Student Preferences
- Community Access (high school)
- Vocational Training/ Employment (high school)

Further information can be found at http://sda.doe.louisiana.gov