Instructional Practices to Increase Accessibility

Practices and Accommodations that enable students with disabilities to show what they know and can do
Session goal:

Improved outcomes for students with disabilities through

• Meaningful inclusion
• Access to grade level content
• Systematic monitoring of student progress
• Targeted utilization of school resources
• Integration of technology to support learning
• Accommodations to meet individual needs
Changes that have impacted outcomes for students with disabilities:

• Adoption of Arizona’s ELA and Math Standards
• The implementation of AzMERIT summative assessments
• The implementation of the Multi-State Alternate Assessment (MSAA) and associated instructional supports
“As later learning builds on early learning, it is important that college and career readiness begin at even younger years. Students that fall behind earlier in their educational years will face a daunting education gap to catch up to their fellow students. For example, students who were far off track in eighth grade had only a 10% chance of being successful in reading, 6% chance in science, and 3% chance in mathematics of reaching the ACT College Readiness Benchmarks by twelfth grade."
### Agency Initiatives Targeting Instruction

- Multi-Tier System of Supports (MTSS)
- Examining Data to Improve Student Achievement (EDISA)
- Inclusion Taskforce
- K-12 Academic Standards Unit - Promoting incorporation of the formative assessment process
- Universal Design for Learning/Accommodations Taskforce
- Identification of “high flyers” – Public Education Agencies who had success at closing “the gap"
- State Personnel Development Grant

**Close the Gap**
Beyond Compliance: Results-driven Accountability

How will academic improvements be measured and reported?

• District required benchmarks
• Student performance on AzMERIT
• Student performance on MSAA

Bottom Line:
We must demonstrate improved outcomes for students with disabilities
Defining Improved Outcomes

How will we gauge improvement in non-academic areas?

- Independence
- Self-advocacy
- Collaboration
- Decision-making
- Flexibility
- Communication
- Social Skills
- Integrity

Social-Emotional Learning
ACCESS TO GRADE LEVEL CONTENT
Students with Disabilities

How can teachers ensure

• accessibility to grade level content?
• alternative avenues for students to express what they know and can do at grade level?

How can teachers

• address individual needs and preferences to engage students?
• Provide “just right” levels of support
• Encourage students to take an active role in decisions that impact their learning and quality of life
Dual Track Approach

Access to grade level content
- Principles of UDL
- Formative assessment process
- Collaboration through co-teaching/co-planning
- Instructional accommodations

Focused instruction addressing identified needs
- MTSS
- Research-based programs
- Progress-monitoring
- Assistive technology
- Instructional accommodations
CONSIDERING LEAST RESTRICTIVE ENVIRONMENT

IEP teams must weigh all the factors
Recommendations from a NCSC Study on Inclusion:

“At the federal policy level, we need to ask: 1) Do IEP teams truly consider the *possibility* of regular class participation for all students as an integral part of individualized education planning...”

http://www.ncscpartners.org/Media/Default/PDFs/Resources/NCSC%20LRE%20Article%20Exceptional%20Children%20EC%20APA.pdf
LRE Considerations

Considerations begin with the student’s participation in the general education classroom, to the maximum extent appropriate.

Instruction in the general education classroom ensures:

- Standards-based instruction by a content expert
- A variety of learning opportunities
- Rich exchange of ideas
  - Teacher-student
  - Peer to peer
- Exposure to social norms and expectations

If they’re not there, they’re missing out!
Michael Yudin on Inclusion

https://www.youtube.com/watch?v=7ui8kY5en8Q
“...IF APPROPRIATE TO MEET THE NEEDS OF A PUPIL AND TO ENSURE ACCESS TO THE GENERAL EDUCATION CURRICULUM, SPECIALLY DESIGNED INSTRUCTION THAT IS IN ACCORDANCE WITH A PUPIL'S INDIVIDUALIZED EDUCATION PROGRAM MAY BE DELIVERED IN A VARIETY OF EDUCATION SETTINGS BY A GENERAL EDUCATION TEACHER OR OTHER CERTIFICATED PERSONNEL PROVIDED THAT SPECIAL EDUCATION PERSONNEL CERTIFICATED PURSUANT TO SECTION 15-203 ARE INVOLVED IN THE PLANNING, PROGRESS MONITORING AND WHEN APPROPRIATE INVOLVED IN THE DELIVERY OF THE SPECIALLY DESIGNED INSTRUCTION...”
PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING

Planning for access from the beginning
Principles of Universal Design for Learning

Planning access for all \textit{from the beginning} lessens the need for retrofitting and accommodations

UDL planning provides options for:

- Presentation
- Response
- Engagement/Motivation

Benefits all students, not just those with disabilities
ESSA appropriates the UDL definition found in the Higher Education Opportunity Act of 2008: Universal Design for Learning (UDL) means a scientifically valid framework for guiding educational practice that — (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Higher Education Opportunity Act of 2008

Source: CAST
www.cast.org
Principles of Universal Design for Learning

UDL – an identified component in Every Student Succeeds Act

CAST (Center for Applied Special Technology) has been the leading proponent of incorporating UDL into instruction –

- Materials
- Webinars, Videos
- Research Basis

“...the goal of education is not simply the mastery of knowledge but the mastery of learning.” (CAST, 2010)
MONITORING STUDENT PROGRESS

Embedding the formative assessment process
The Formative Assessment Process

When coupled with UDL practices, the formative assessment process:

- Provides the teacher with immediate, actionable information
- Indicates where fine-tuning is necessary in options of presentation, response, engagement
- Identifies the next incremental step for an individual student on the trajectory toward mastery
- Keeps learning moving forward
- Focuses students on awareness of where they are in their learning
“...allow LEAs to focus on formative testing. That way the teacher knows, on a real-time basis, if a child is on path or not and can provide assistance on an individualized basis in time to actually help the child get back on course.”

Arizona Superintendent of Public Instruction Diane Douglas, AZ Kids Can’t Afford to Wait
The Formative Assessment Process

Through this process, students learn to

• Set goals for their own learning
• Evaluate their growth toward those goals
• Evaluate the quality of their work and the work of others
• Identify strategies to improve
Three Key Formative Assessment Questions:

- Where am I headed?
- Where am I now?
- What do I need to do next to close the gap?
Margaret Heritage explains that the feedback loop is the process of

- collecting evidence about student learning
- identifying gaps
- providing feedback to the student
- adapting instruction

It is cyclical and continuous...as soon as a gap is closed the teacher creates new learning goals for the student to meet.

Margaret Heritage, Senior Scientist at WestEd, is an internationally renowned expert on the formative assessment process.
The Feedback Loop

The feedback loop is key to keeping learning moving forward

Students receive feedback through

- Measuring themselves against learning goals, prior work, peer work, or a rubric/model
- Interactions with their teacher who helps them establish where they are performing in relation to the learning goal; identifying next steps
- Respectful interactions with their peers, including constructive feedback to modify work products or to provide a different perspective or alternative strategy for consideration
The formative assessment process supports the development of metacognition:

• Helps students develop self-evaluation skills and reflect on their own understandings
• Provides opportunities for students to analyze works of varying quality
• Provides a means for students to conceptualize the learning process -- by introducing students to learning progressions, they better understand the path toward a learning goal and evaluate where they are in relation to that goal
• Contributes to a growth mindset – understanding that success involves a series of iterations, working off feedback in a sustained effort to improve
Social-Emotional Learning

Components of Social-Emotional Learning Include:

The student’s ability to recognize and manage emotions
The ability to build and sustain relationships with others
The ability to evaluate and resolve interpersonal problems
The ability to make effective and ethical decisions

For more information on SEL: CASEL (http://www.casel.org/)

http://www.gtlcenter.org/sites/default/files/TeachingtheWholeChild.pdf
ADDITIONAL SUPPORTS

Personnel and Technology Considerations
Utilization of Personnel

General Education, Special Education Collaboration Through:

Leadership fostering a Culture of Collaboration and Learning
  • Provide opportunities, expectations for practice/embedded training

Co-teaching
  • Model allows students with disabilities to remain in gen/ed for instruction
  • Resource teacher monitors/adjusts access to instruction as needed

Co-creating lesson plans
  • Ensures rigorous instruction in grade level content
  • Ensures consideration of individual needs in planning
Utilization of Personnel

Assistive Technology Specialists:
• Evaluate which devices and apps may assist with access

Para-Professionals:
• Can provide planned-for supports within the gen/ed setting

Special Area Teachers:
• Alternative access to content and skill building provided through
  o PE
  o Art
  o Music
  o Computer labs
Technology is the hallmark of the future, and technological competency is essential to preparing all students for future success. Emerging technologies are an educational resource that enhances the experience for everyone, and perhaps especially for students with disabilities. Technological innovations have opened a virtual world of commerce, information, and education to many individuals with disabilities for whom access to the physical world remains challenging. Ensuring equal access to emerging technology in…classrooms is a means to the goal of full integration and equal educational opportunity for this nation’s students with disabilities.
Technology

Interactive opportunities  Virtual field trips  Targeted apps

Online organizational tools  Online texts, supplemental resources
  *text to speech capabilities

Word prediction software  Speech to text software

Calculators  Flipped classrooms  Creative response options

Self-paced learning programs  Online demonstrations

Any technology becomes AT if it provides accessibility for an individual
ADE Proposals for Technology Integration

ADE will first seek funding for classroom technology and statewide broadband internet access.

ADE will increase training for teachers on how to utilize technology in an interactive manner with students and support teachers in implementing the data in classroom instruction.

Arizona Superintendent of Public Instruction Diane Douglas, AZ Kids Can’t Afford to Wait
Accommodations

Meeting the Specific Needs of Individuals
As a follow-up to our 2015 teacher survey on instructional accommodations, last spring ESS surveyed general education teachers and special education teachers on

• Instructional accommodations currently provided
• How IEP teams made the determinations of which accommodations to provide
• What teacher PD opportunities they would like to see offered

Nearly 1,000 teachers responded
2017 Instructional Accommodations Survey

Please refer to Handout:

May 2017 Survey of Instructional Accommodations

Take 5 minutes to identify those accommodations you believe to be in frequent use by both general education and special education teachers to provide access for students with disabilities,

Then share thoughts at your table
Tools and Strategies (12)

- Note-Taking*
- Highlighting Text*
- Student Eliminates Incorrect Responses*
- Student Reads Aloud to Self (Softly)*
- Answer-Masking
- Scratch Paper*

- Redirection to Task
- Headphones, Noise Buffers*
- Line Reader*
- Special Pencil*
- Grammar Check
- Spell Check

Bold: Technology enabled    *Available on AzMERIT
Setting and Time Options (9)

**Setting (6)**
- Larger Work Area*
- Work in Separate Location*
- Preferential Seating*
- Study Carrel*
- Specialized Furniture*
- Specialized Lighting*

**Time (3)**
- Additional Time to Complete Tasks*
- Extended Breaks (beyond 10-15 minutes)*
- Frequent Breaks*

Bold: Technology enabled  
*Available on AzMERIT
Disability-Specific Accommodations (15)

- Large Print*
- Magnification*
- Tactile Graphics
- Abacus*
- Zoom*
- Braille Note-Taker*
- Human Transcription*
- Braille Writer*
- ASL Video*
- Sign Language Interpreter*
- Closed-Captioning*
- Adapted Mouse*
- Adapted Keyboard*
- Realia
- Translation Dictionary*

These accommodations provide access to grade level content for students with visual and hearing disabilities, those with disabilities affecting motor functions, and students with disabilities who are also ELs.

Bold: Technology enabled        *Available on AzMERIT
Options for Engagement
(Student Preferences) (4)

- Change Background Color*
- Change Text Color*
- Adjusted Type Size*
- Color Overlays*

Bold: Technology enabled       *Available on AzMERIT
## Accommodations Providing Access to Grade Level Content

<table>
<thead>
<tr>
<th>Presentation (10)</th>
<th>Response (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Scaffolding</td>
<td>• Scaffolding</td>
</tr>
<tr>
<td>• Multi-Media Supports</td>
<td>• Task-Specific Graphic Organizers</td>
</tr>
<tr>
<td>• Supplementary Visual Aids</td>
<td>• Human Scribe*</td>
</tr>
<tr>
<td>• Clarify, Reword, Repeat* Text</td>
<td>• Speech-to-Text</td>
</tr>
<tr>
<td>• Text-to-Speech</td>
<td>• Word-Prediction Software</td>
</tr>
<tr>
<td>• Human Reader</td>
<td></td>
</tr>
<tr>
<td>• Small Group Instruction*</td>
<td></td>
</tr>
<tr>
<td>• 1:1 Instruction*</td>
<td></td>
</tr>
</tbody>
</table>

**Bold:** Technology enabled

*Available on AzMERIT*
Compare your selections with the actual survey results on the following slides

Note the most frequently cited accommodations in use; discuss survey results as they pertain to:

• The impact of frequently cited accommodations on student access to grade-level standards
• The impact of frequently cited accommodations on the development of student autonomy
Impacts of Proficient Use of Assistive Technology on Post-School Outcomes for SWD

![Graph showing the comparison between students using assistive technology (AT) and those not using assistive technology (No AT) in terms of graduation, post-secondary education, and paying jobs. The graph indicates higher success rates for students using AT in all categories.]

<table>
<thead>
<tr>
<th>Graduation</th>
<th>Post-Secondary</th>
<th>Paying Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>No AT</td>
<td>79.6%</td>
<td>40.1%</td>
</tr>
<tr>
<td>AT</td>
<td>99.8%</td>
<td>80.9%</td>
</tr>
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</table>

Preparing Students with Disabilities for Computer-based Testing

It is the goal of ADE Assessment to transition Arizona’s Local Education Agencies to computer-based testing as rapidly as possible. This factor becomes an additional consideration for IEP teams who must be intentional during goal development to ensure that the student gets the necessary computer practice throughout the year in order to confidently engage with computer based assessments, possessing the skills and knowledge to utilize the available tools and features as they were intended.

Goal development should be informed by reviewing both the sample tests and test development materials available at http://azmeritportal.org/sample-tests/ and evaluating the individual student’s computer skills in comparison to the expected proficiencies for participation in computer-based testing.

Not teaching to the test, but teaching vital CCR computer literacy skills
## 2016 AzMERIT/MSAA RESULTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Passing ELA Gen/Ed</th>
<th>% Passing ELA SPED</th>
<th>% Passing Math Gen/Ed</th>
<th>% Passing Math SPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>41%</td>
<td>17%</td>
<td>46%</td>
<td>22%</td>
</tr>
<tr>
<td>4</td>
<td>46%</td>
<td>18%</td>
<td>45%</td>
<td>18%</td>
</tr>
<tr>
<td>5</td>
<td>46%</td>
<td>15%</td>
<td>46%</td>
<td>17%</td>
</tr>
<tr>
<td>6</td>
<td>38%</td>
<td>11%</td>
<td>39%</td>
<td>12%</td>
</tr>
<tr>
<td>7</td>
<td>41%</td>
<td>12%</td>
<td>31%</td>
<td>10%</td>
</tr>
<tr>
<td>8</td>
<td>33%</td>
<td>8%</td>
<td>26%</td>
<td>9%</td>
</tr>
<tr>
<td>9 10 11</td>
<td>34% 29% 30%</td>
<td>6% 4% 10%</td>
<td>(Alg 1) 37% (Alg 2) 34%</td>
<td>(Alg 1) 7% (Alg 2) 6%</td>
</tr>
</tbody>
</table>
Instructional Accommodations

Don’t limit provision of instructional accommodations to those permitted for use in standardized testing

During selection, be sure to consider accommodations that help provide access to grade level content

Based on the PLAAFP, consider a wide array of options to address individual needs
  • Consult with student regarding preferences
  • Maintain a feedback loop with the student to make adjustments
  • Monitor the results of accommodation use over time to determine effectiveness
Instructional Accommodations

Promote student autonomy by

Fading, as tolerated, accommodations that involve student over-reliance on teacher or the paraprofessional

Assisting students with recording which accommodations work to develop a virtual “bank” of accommodation choices for future use

Considering technology options that
  • Foster independence
  • Enable students to better blend into gen/ed settings
Consider the Bigger Picture

Upon graduation, students with disabilities must be prepared to

• Join the workforce in meaningful, sustained employment with opportunities for growth

• Succeed in higher education – either college or trade skill development

• Function as independently as possible by
  • Advocating for their personal needs
  • Utilizing tools/practices that minimize the effects of their disabilities

• Assume adult responsibilities, including those of citizenship, workplace, and personal relationships

• Live full, rewarding lives

• Engage in life-long learning