Framework for Access and Belonging

The Framework for Access and Belonging (FAB) is a structured process to analyze the instructional, physical, and social environment of a general education setting from the perspective of an individual student. The intended outcome of using the FAB is to have an implementation plan, through the use of supplementary aids and services, that expands participation and learning for a student with a disability. The first step in the framework is to survey each FAB team member to identify the student's strengths and barriers to learning and/or belonging. Next, with support from a FAB Facilitator, the team will review the data and create an action plan. Using one or more of the suggested tools in this publication provides a solid foundation of student-specific information. The final step in the FAB process is to monitor student progress to determine how the strategy or strategies have impacted the student's access and belonging.

Framework for Access and Belonging (FAB) Action Plan

Date of Initial Meeting:		**LEA:**	
Student Name:		**Grade:**	

Priority for Access and Belonging *Where will the learner be included? What is the Priority?*	**Identified Barriers** *What? Where?*	**Strategy Actions** *What? By Whom? Refer to FAB Resource Site* and FAB Activity*	**Identify Action and Outcome Data** *What? When? Who?*
The learner will be included in _____ and have the support to engage with learning goals.	Engagement: • Collaboration • Social climate and belonging	Engagement:	What ***action*** data will we collect? Use the action data collection documents.
The learner will be included in _____ and have multiple formats to show understanding of learning goals.	Action and Expression: • Interacting and responding to instruction • Assessment	Action and Expression:	
The learner will be included in _____ and will have access to comprehend and intake information to meet learning goals.	Representation: • Information • Presentation	Representation:	What ***outcome*** data will we collect? Where? Who? Use the outcome data collection documents.
Strengths and Needs Within the Current Environment:			

Supports/Collaboration

Start Date:		**Frequency of Meetings:**	
Supports for Educator/Family: (can be multiple or none)	Trainings:	Resources:	Modeling/Coaching:

Implement Strategy

Anticipated Start Date *(Implement Strategy)*:		**Date of Review Meeting:**	

Did It Work?

(Review current environment and compare to inclusion statement)

Action Data	**Level of Implementation**	**Outcome Data** *(Impact of Strategy)*	**Level of Access and Belonging**
	Not started Partial implementation Full implementation Stopped		No change Slight improvement Moderate improvement Priority for access and belonging met

Next Steps

Continue current plan (schedule next review date)
Modify plan (document modifications - next page)
Discontinue plan (document reasons in notes)
Other (identify new priority for access and belonging from data)
Develop supports for educators/families/caregivers

* FAB Resource Site: https://sites.google.com/pattan.net/fab-framework-for-access-belon/home

Adapted from: Todd, A. W., Newton, J. S., Horner, R., Algozzine, B., Algozzine, K. M. (2015). *TIPS 2 Meeting Minutes Form*. Eugene, OR: University of Oregon, Educational and Community Supports.

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Removing Barriers With Universal Design for Learning
SaS Toolkit Brainstorming Activity

(Adapted from CAST UDL 3.0 Guidelines: https://udlguidelines.cast.org/)

To analyze the barriers to inclusion, use this brain storming activity to identify strategies that will be used universally and what scaffolds are needed for the student to be included in the learning environment.

UDL Principle and Inclusion Strategies *(Examples in Italics)*		Universal Supports	Differentiated Supports
I. Design Multiple Means of Representation *(The WHAT of Learning Knowledge Networks)*			
1. Design Options for Perception		**For ALL**	**INDIVIDUALIZED**
1.1	**Customize ways to display information** *Visual information: font, size, contrast, color, layout, spacing. Auditory information: amplitude, speed, timing, cueing.*		
1.2	**Support multiple ways to perceive information** *Text provided for spoken language, voice recognition-to-text, visual symbols for emphasis, sound alerts.ASL. Text or spoken equivalents for graphics/video/animation, tactile supports for visuals, use of physical objects or spatial models, aide or partner.*		
1.3	**Represent a diversity of perspectives and identities in authentic ways** *Learn from multiple and varying perspectives.*		
2. Options for Language and Symbols		**For ALL**	**INDIVIDUALIZED**
2.1	**Clarify vocabulary, symbols, and language structures** *Pre-teach vocabulary and symbols, highlight components of complex words, embed vocabulary supports in text – hyperlinks, footnotes, definitions, Frayer Model.*		
2.2	**Support decoding of text, mathematical notation, and symbols** *Text-to-speech programs for digital text, use digital math notations with voicing, use text alternatives (recordings, DVD, digital text) with human voicing, formula sheet.*		
2.3	**Cultivate understanding and respect across languages and dialects** *Make rules and relationships explicit, clarify links between concepts, use less complex vocabulary or language structures, etc. Provide examples and nonexamples.*		
2.4	**Address biases in the use of language and symbols** *Key information in dominant and second languages, vocabulary definitions and pronunciations in both languages, shared/related roots identified, syntax/grammar links and differences identified.*		
2.5	**Illustrate through multiple medias** *Present complementary representations (e.g. text with animation/graphics, etc.), link illustrations and verbal enhancements, make text-to-chart or diagram links explicit.*		
3. Design Options for Building Knowledge		**For ALL**	**INDIVIDUALIZED**
3.1	**Connect prior knowledge to new learning** *Activate prior knowledge with imagery, concepts, etc., use organizers (KWL, concept maps, etc.), pre-teach concepts, "bridge" ideas with analogies and metaphors, etc.*		
3.2	**Explore patterns, critical features, big ideas, and relationships** *Emphasize key elements, use organizer, prompts and cues to identify and connect key elements, use multiple examples and nonexamples, mask or reduce extraneous elements, etc.*		
3.3	**Cultivate multiple ways of knowing and making meaning** *Use interactive models, explicit prompts and scaffolds, develop multiple points-of-entry and pathways for content, chunk information, release information progressively, etc.*		
3.4	**Maximize transfer and generalization** *Checklists, sticky notes, electronic reminders, mnemonic devices, space out reviews, organizers for note-taking, connect new information and prior knowledge, embed analogies and metaphors, etc.*		

* FAB Resource Site: https://sites.google.com/pattan.net/fab-framework-for-access-belon/home

continued . . .

UDL Principle and Inclusion Strategies *(Examples in Italics)*		Universal Supports	Differentiated Supports
II. Design Multiple Means for Action and Expression *(The HOW of Learning: Strategic Networks)*			
4. Design Options for Interaction		**For ALL**	**INDIVIDUALIZED**
4.1	**Vary and honor the methods for response, navigation, and movement** *Alternatives in rate, timing, amplitude, range-of-motion, materials, manipulatives, and technologies, allow response alternatives from standard means (e.g., computer response vs. paper and pencil), etc.*		
4.2	**Optimize access to accessible materials and assistive technologies and tools** *Determine appropriate technologies (physical, sensory, cognitive, communication) needed to access instruction, integrate training to support and enhance learning and goal achievement, etc.*		
5. Design Options for Expression and Communication		**For ALL**	**INDIVIDUALIZED**
5.1	**Use multiple media for communication** *Choices may include text, speech, illustration, physical models, film, video, pictures, music, art, etc.*		
5.2	**Use multiple tools for construction, composition, and creativity** *Choices may include spell checks, grammar checks, word prediction, speech-to-text software, dictation, recording, sentence starters, story webs, concept webs, outlining tools, calculators, graphing calculators, software for problem solving skills, Computer-Aided Design (CAD), etc.*		
5.3	**Build fluencies with graduated support for practice and performance** *Differentiated approaches, strategies, skills to achieve same goals, use diverse mentors to guide differentiation processes, scaffolds and gradual release of supports to increase Independence.*		
5.4	**Address biases related to modes of expression and communication** *Honor a wide variety of forms of communication.*		
6. Design Options for Strategy Development		**For ALL**	**INDIVIDUALIZED**
6.1	**Set meaningful goals** *Use a variety of tools (e.g., prompts, scaffolds, models, guides, checklists) to support process of individualized and appropriate goal setting, etc).*		
6.2	**Anticipate and plan for challenges** *Use "stop and think" prompts, use checklists and templates to prioritize and sequence, model "think aloud" process, guide transition from long-term goals to short-term objectives, etc.*		
6.3	**Organize information and resources** *Keep information organized and accessible with graphic organizers, templates, embedded prompts, checklists, note-taking guides, software tools, etc.*		
6.4	**Enhance capacity for monitoring progress** *Develop self-monitoring through guided questions, frequent representations of progress, self-reflection templates, differentiated self-assessment strategies, etc.*		
6.5	**Challenge exclusionary practices** *Work toward building more inclusive spaces and systems.*		

Notes

UDL Principle and Inclusion Strategies *(Examples in Italics)*		Universal Supports	Differentiated Supports
III. Design Multiple Means for Engagement *(The WHY of Learning: Affective Networks)*			
7. Optimize Learning by Welcoming Interests and Identities		**For ALL**	**INDIVIDUALIZED**
7.1	**Optimize choice and autonomy** *Challenge levels, types of recognition used, vary content or context for learning, choice of information tools, design of products, timing and sequence of tasks, etc.*		
7.2	**Optimize relevance, value, and authenticity** *Activities personalized to students' lives, socially relevant, age and ability appropriate, culturally and racially appropriate, active participation, authentic and purposeful outcomes, use of self-reflection, etc.*		
7.3	**Nurture joy and play** *Opportunities for exploration and discovery, incorporate storytelling, nurture indoor and outdoor play.*		
7.4	**Address biases, threats, and distractions** *Vary novelty and risk-taking in activities and transitions (predictability, scheduling, routines, novel events, etc.), vary sensory stimulation levels (background noise, number of items, etc.), vary pace and length of work sessions, vary social demands required for activities, etc.*		
8. Design Options for Sustaining Effort and Persistence		**For ALL**	**INDIVIDUALIZED**
8.1	**Clarify the meaning and purpose of goals** *Develop explicit goals, restate goals for clarity, clearly display goals, develop sort-term objectives for long-term goals, use prompts to visualize and clarify outcomes, etc.*		
8.2	**Optimize challenge and support** *Vary difficulty in core activities, use tools and scaffolds to provide alternatives, use collaboration, vary ranges for acceptable work, emphasize process, effort and improvement, etc.*		
8.3	**Foster collaboration, interdependence, and collective learning** *Cooperative learning groups, clarify roles and responsibilities, positive behavioral supports, differentiated supports, peer tutoring and support systems, connect to virtual communities, etc.*		
8.4	**Foster belonging and community** *Cultivate spaces where learners are wanted and where learners want to be.*		
8.5	**Offer action-oriented feedback** *Encourage perseverance, self-awareness and self-efficacy, emphasize effort and improvement, give frequent, on-going, and substantive feedback, model evaluation strategies, etc.*		
9. Emotional Capacity		**For ALL**	**INDIVIDUALIZED**
9.1	**Recognize expectations, beliefs, and motivations** *Model goal-setting process, coach or mentor students in goal-setting, use prompts, rubrics, checklists, etc., to support self-regulatory goals, on-task behaviors, and self-reinforcements, etc.*		
9.2	**Develop awareness of self and others** *Use differentiated models and feedback to develop skills, e.g., managing frustration, seeking emotional support, and developing internal controls, use real life situations to demonstrate coping skills.*		
9.3	**Promote individual and collective reflection** *Use tools and models to collect and determine own behaviors (e.g., charts, recording devices, peers, etc.), build student self- awareness (and reduce scaffolds) over time, etc.*		
9.4	**Cultivate empathy and restorative practices** *Learn from others perspectives and repair harm.,*		

Notes

FAB Action Plan Data Sample 1 (Action and Outcome)

Teacher _____ **Student** _____ **Date** _____

Environment _____ **Type** Observation or Self-Assessment

Directions: Enter the name of the strategy or strategies that will be implemented. Under each strategy, enter a description and the steps required for the student to successfully use the strategy. Enter notes to be shared with the FAB team. This form can be used daily or weekly. It can be adjusted as needed to align with the goals of the FAB Action Plan.

Strategies	Degree of Strategy Implementation 1 = None 2 = Partial 3 - Full						Strategy Impact On Inclusion 1 = None 2 = Some 3 - Great					
Strategy and Description of Strategy *List components and steps below, as applicable.*	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**
Strategy 1	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Strategy 2	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Strategy 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Notes												

FAB Data Collection Sample 2 (Action)

Teacher _____ **Student** _____ **Date** _____

Environment _____ **Type** Observation or Self-Assessment

Directions: Enter the name of the strategy or strategies that will be implemented. Under each strategy, enter the steps required for the student to successfully use the strategy. This form can be used daily or weekly. It can be adjusted as needed to align with the goals of the FAB Action Plan.

Strategies (List steps below.)	**Did the Implementer Complete the Step?**							
Strategy 1	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**
1.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
2.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
3.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
4.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Strategy 2	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**
1.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
2.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
3.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
4.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
Strategy 3	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**	**Date**
1.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
2.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
3.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
4.	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

FAB Data Collection Sample 3 (Outcome – Example)

Teacher _____ **Student** _____ **Date** _____

Environment _____ **Type** Observation _____

Key Date(s)

Baseline data collection (optional) _____

Strategy implementation began _____

Plan/strategy changes _____

Behavior	Metric	Date	Date	Date	Date	Date	Date	Date	Date
Behavior to be measured by percentage of time	81% - 100%	5	5	5	5	5	5	5	5
	61% - 80%	4	4	4	4	4	4	4	4
	41% - 60%	3	3	3	3	3	3	3	3
	21% - 40%	2	2	2	2	2	2	2	2
	0% - 20%	1	1	1	1	1	1	1	1
Behavior to be measured by frequency count	Highest count range	5	5	5	5	5	5	5	5
	Second highest count range	4	4	4	4	4	4	4	4
	Mid count range	3	3	3	3	3	3	3	3
	Second lowest count range	2	2	2	2	2	2	2	2
	Lowest count range	1	1	1	1	1	1	1	1
Behavior to be measured by duration	Highest count range	5	5	5	5	5	5	5	5
	Second highest count range	4	4	4	4	4	4	4	4
	Mid count range	3	3	3	3	3	3	3	3
	Second lowest count range	2	2	2	2	2	2	2	2
	Lowest count range	1	1	1	1	1	1	1	1

The purpose of this data form is to collect data on a regular basis to see how the student is responding.

Directions:

1. Define the behavior on which you want to collect data. This behavior should be one the team wants to change/improve as a result of the strategy being implemented.
2. Decide which of the following dimensions best matches the behavior:
    - Behavior to be measured by percentage of time works best for behaviors that don't have an easily identifiable start/stop time.
    - Behavior to be measured by frequency count works best for behaviors that are easy to count/have easily identifiable start/stop times; or behaviors that may occur at a high frequency.
    - Behavior to be measured by duration works best for behaviors for which the goal is to increase the amount of time the behavior happens; or behaviors that have an easily identifiable start/stop time.
3. 3. Create a scale by defining each number of the scale based on the dimension chosen:
    - 5 = Defines the "best day" in terms of the behavior as measured by percentage of time, frequency count, or duration.
    - 4 = Defines a "good day" in terms of the behavior as measured by percentage of time, frequency count, or duration.
    - 3 = Defines a "typical day" (pre-intervention) in terms of the behavior as measured by percentage of time, frequency count, or duration.
    - 2 = Defines "not a great day" in terms of the behavior as measured by percentage of time, frequency count, or duration.
    - 1 = Defines "the worst day" in terms of the behavior as measured by percentage of time, frequency count, or duration.
    - Scale options based on dimensions:
        - Percentage of time: Use the standard ranges listed or customize the percentages to fit the behavior and the individual student.
        - Frequency count: Determine the range of the frequency count for each number of the scale. This range will vary depending on the behavior and the individual student.
        - Duration of time: Determine the range of the duration of time for each number of the scale. This range will vary depending on the behavior and the individual student.

Adapted from: Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., & Strain, P. S. (2019). *Prevent-Teach-Reinforce the School-Based Model of Individualized Positive Behavior Support (2nd Ed.)*. Baltimore, MD: Paul H. Brookes Publishing Co.

FAB Data Collection Sample 3 (Outcome – Blank)

Teacher ____________ **Student** ____________ **Date** ____________

Environment ____________ **Type** Observation

Key Date(s)

Baseline data collection (optional) ____________

Strategy implementation began ____________

Plan/strategy changes ____________

Behavior	Metric	Date	Date	Date	Date	Date	Date	Date	Date
		5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
		5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1
		5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1	5 4 3 2 1

Metric Scale Examples by Dimensions of Behavior

Dimension of Behavior	Example Behaviors	Metric Scale	Example Metric Scale
Behavior to be measured by percentage of time	Behaviors that don't have an easily identifiable start/stop time Example: Active participation	• 81% -100%: This is the best day. • 61% -80%: This is a good day. • 41% -60%: This is a typical day (pre-intervention). • 21% -40%: This is not a great day. • 0% -20%: This is the worst day.	Active participation in science activities: • 5 = 81%-100% of the class time: This is the best day. • 4 = 61%-80% of the class time: This is a good day. • 3 = 41%-60% of the class time: This is a typical day (pre-intervention). • 2 = 21%-40% of the class time: This is not a great day. • 1 = 0%-20% of the class time: This is the worst day.
Behavior to be measured by frequency count	Behaviors that are easy to count/have easily identifiable start/stop times Behaviors that may occur at a high frequency Example 1: Initiating an interaction Example 2: Raising hand in class	• Highest count range: This is the best day. • Second highest count range: This is a good day. • Mid-count range: This is a typical day (pre-intervention). • Second lowest count range: This is not a great day. • Lowest count range: This is the worst day.	Initiating an interaction: Example 1 • 5 = Similar to the typical nondisabled peer in the class: This is the best day. • 4 = Mostly independent initiations: This is a good day. • 3 = Some independent and some prompted initiations: This is a typical day (pre-intervention). • 2 = Only prompted initiations: This is not a great day. • 1 = No initiations: This is the worst day. Example 2 • 5 = 2+ independent initiations: This is the best day. • 3 = 1 independent initiation: This is a typical day (pre-intervention). • 1 = 0 independent initiations: This is the worst day.
Behavior to be measured by duration	• Behaviors that the goal is to increase the amount of time this happens • Behaviors that have easily identifiable start/stop times • Duration of a social interaction • Duration of time in the classroom	• Highest count range: This is the best day. • Second highest count range: This is a good day. • Mid-count range: This is a typical day (pre-intervention). • Second lowest count range: This is not a great day. • Lowest count range: This is the worst day.	Duration of time in classroom: Example 1 • 5 = In class the entire class period with little to no support: This is the best day. • 4 = In class most of the period with minimal levels of support: This is a good day. • 3 = In class about half of the class period with minimal challenging behaviors and supports provided: This is a typical day (pre-intervention). • 2 = In class a minimal amount of time, with some challenging behaviors and supports provided: This is not a great day. • 1 = In class either no time or a small amount of time but with challenging behaviors and significant amount of support needed: This is the worst day. Example 2 • 5 = 40-45 minutes: This is the best day. • 4 = 30-40 minutes: This is a good day. • 3 = 20-30 minutes: This is a typical day (pre-intervention). • 2 = 10-20 minutes: This is not a great day. • 1 = 0-10 minutes: This is the worst day.

Commonwealth of Pennsylvania

Josh Shapiro, Governor

PaTTAN
Pennsylvania Training and Technical Assistance Network

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