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**Strategies for Instructional Access in General Education Classrooms**

**Collaborative Discussion Framework**

This tool was developed for use by general education teacher(s) in collaboration with special education teacher(s) as a reflective and collaborative professional development activity. The steps in completing the discussion framework include:

1. Create an instructional **profile of the general education classroom(s)** that identifies the frequency of use of various instructional strategies, materials, and assessment strategies.
2. Identify **potential instructional and curricular barriers** to learning and participation for students, given the instructional profile for the general education classroom(s).
3. Identify **strategies that teachers can put in place to reduce barriers** to learning and participation in the general education classroom(s).
4. Select **specific strategies that teachers will implement** in their classrooms.

The framework can be used to:

* Guide collaborative planning by general and special education teaching partners or by special educators collaborating with grade level or department teams to identify strategies for increasing instructional access.
* Provide professional development to general and special education teachers with an expectation that teachers will identify one or more instructional strategies to incorporate into their instruction.
* Integrate into existing teaming structures the periodic reflection and sharing of instructional strategies that increase access to instruction for all students.

**Strategies for Access: Printed Materials**

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| **Step 1: Develop Profile of General Education Classroom(s)** | **Step 2:****Identify Potential Barriers to Instructional Access**  | **Step 3: Identify Strategies and Services to** **Support Instructional Access** |
| Assign a number that best describes the frequency of use ofeach type of printed material by students in the classroom. Add notes for any important details.**1 = never; 2 = occasionally; 3= frequently** | Identify challenges to learning and participation you can anticipate for some students if nothing is changed. | Consider all possibilities, consulting available resources and support personnel. |
| **Printed Materials** | **Frequency of Use** | **Notes** |       |       |
| Textbooks |       |       |
| Workbooks |       |       |
| Trade books |       |       |
| Worksheets |       |       |
| Newspapers/magazines |       |       |
| Other       |       |       |
| Other       |       |       |

**Strategies for Access: Assessment Formats**

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| **Step 1: Develop Profile of General Education Classroom(s)** | **Step 2:****Identify Potential Barriers to Access**  | **Step 3: Identify Strategies and Services to** **Support Access** |
| Assign a number that best describes the frequency of use of each Assessment Format in this classroom. Add notes for important details**1 = never; 2 = occasionally; 3= frequently** | Identify challenges to learning and participation you can anticipate for some students if nothing is changed. | Consider all possibilities, consulting available resources and support personnel. |
| **Assessment Format** | **Frequency of Use** | **Notes** |       |       |
| Written tests  |       |       |
| Oral presentations |       |       |
| Worksheets |       |       |
| Narrative reports |       |       |
| Performance tasks |       |       |
| Homework  |       |       |
| Rubrics  |       |       |
| Other       |       |       |
| Other       |       |       |

**Strategies for Access: Project/Presentation Formats**

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| **Step 1: Develop Profile of General Education Classroom(s)** | **Step 2:****Identify Potential Barriers to Curricular Access and Instruction** | **Step 3: Identify Strategies and Services to** **Support Access**  |
| Assign a number that best describes the frequency of use of each Project/Presentation format in the classroom. Add notes for important details**1 = never; 2 = occasionally; 3= frequently** | Identify challenges to learning and participation you can anticipate for some students if nothing is changed. | Consider all possibilities, consulting available resources and support personnel. |
| **Project/Presentation Format** | **Frequency of Use** | **Notes** |       |       |
| Term paper/research project |       |       |
| Media Project (e.g. video, web site, etc.) |       |       |
| Oral presentation |       |       |
| Handwritten paper |       |       |
| Typed paper |       |       |
| Drawing/diagram |       |       |
| Three-dimensional project |       |       |
| Oral reading |       |       |
| Graphic presentation |       |       |
| Other       |       |       |
| Other       |       |       |

**Strategies for Access: Instructional Formats**

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| **Step 1: Develop Profile of General Education Classroom(s)** | **Step 2: Identify Potential Barriers to Curricular Access and Instruction** | **Step 3: Identify Strategies and Services to** **Support Access** |
| Assign a number that best describes the frequency of use of each Instructional Format in this classroom. Add notes for important details.**1 = never; 2 = occasionally; 3= frequently** | Identify challenges to learning and participation you can anticipate for some students if nothing is changed. | Consider all possibilities, consulting available resources and support personnel. |
| **Instructional Format** | **Frequency of Use** | **Notes** |       |       |
| Small-group discussion |       |       |
| Large group discussion |       |       |
| Lecture |       |       |
| Independent reading |       |       |
| Individual seatwork |       |       |
| Dyads/partner |       |       |
| 1:1 instruction |       |       |
| Small group instruction |       |       |
| Learning stations |       |       |
| In-class assignment |       |       |
| Note taking |       |       |
| Homework  |       |       |
| Other       |       |       |
| Other       |       |       |
| Other       |       |       |

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| **Date completed:** | **Completed by team members:** |
| **Identify General Education classroom(s) used as a reference point for the profile:** |
|  | **What strategy will we implement?**  | **What resources are needed?** | **How will we assess effectiveness in supporting access to instruction?**  |
| **Strategies for Access:** **Printed Materials**  |  |  |  |
| **Strategies for Access:** **Assessment Formats** |  |  |  |
| **Strategies for Access: Project/Presentation Formats** |  |  |  |
| **Strategies for Access:** **Instructional Format** |  |  |  |

**Implementation Plan**

**NOTE:** If you are interested in identifying strategies for a specific student, it is suggested to utilize the Supplementary Aids and Services Consideration Toolkit, which can be accessed on the PaTTAN website at the link below. Your local Intermediate Unit has trained facilitators who can support this process.

<http://www.pattan.net/category/Educational%20Initiatives/Inclusive%20Practices/page/Supplementary_Aids_and_Services_SaS_Consideration_Toolkit_.html>