

## Instructional Planning using Accessibility Framework based on State Standards

Content Area: \_\_\_\_\_

Unit: \_\_\_\_\_

**Unit Objectives:**

- |    |    |
|----|----|
| 1. | 4. |
| 2. | 5. |
| 3. | 6. |

**References:**

The Accessibility Framework was developed by: Education Development Center Inc. (EDC): Enhancing Mathematics Instruction for Students with Learning Difficulties. Education Development Center Inc. (EDC) in Waltham, MA. The course was developed with support from the National Science Foundation Grant No. ESI-9911831. For more information go to: [www.edc.org/accessmath](http://www.edc.org/accessmath)

Koga, N., & Hall, T. (2009) *Curriculum Modification*. Wakefield, MA: National Center on Accessing General Curriculum. Retrieved 11/18/2014 from <http://aem.cast.org/about/publications/2004/ncac-curriculum-modification.html#.WO5ZoqK1saE>

Clayton, J., Burdge, M. et. al. Instructional Strategies and Curriculum Access; A Four-Step Process for Accessing the General Curriculum for Students with Significant Disabilities. *Teaching Exceptional Children*, Vol. 38 No.5, pp.20-27. 2006

**Instructional Planning using an Accessibility Framework based on State Standards**

Consider integrating Math or ELA Accessibility Strategies where appropriate:

<b>Week 1</b>		
<b>Considerations:</b>	<b>Notes:</b>	<b>Service Delivery: Support Responsibilities within educational team</b>
<p>What is the <b>critical content</b> (aligned to the CCSS &amp; on assessment as expected outcomes) that will be covered?</p> <p>(e.g.- critical concepts, skills, vocabulary)</p>		
<p>What are the <b>task demands</b> for the student(s)? (conceptual, language, visual-spatial, organization, memory, attention, fine motor, working independently)</p>		
<p>What might be some <b>barriers</b>? What kinds of difficulties do you anticipate for the student?</p>		
<p>What kinds of <b>accessibility strategies</b> and accommodations (changes in <u>how</u> a student accesses information and demonstrates learning) are anticipated?</p>		
<p>Given the <b>current IEP goals &amp; accommodations</b>, what additional supports/adjustments need to be made in instruction?</p>		

## Week 2

Considerations:	Notes:	Service Delivery Support Responsibilities
<p>What is the <b>critical content</b> (aligned to the CCSS &amp; on assessment as expected outcomes) that will be covered?</p> <p>(e.g.- critical concepts, skills, vocabulary)</p>	<p><u>Critical Concepts:</u></p>  <p><u>Vocabulary:</u></p>  <p><u>Skills:</u></p>	
<p>What are the <b>task demands</b> for the student(s)? (conceptual, language, visual-spatial, organization, memory, attention, fine motor, working independently)</p>		
<p>What might be some <b>barriers</b>? What kinds of difficulties do you anticipate for the student?</p>		
<p>What kinds of <b>accessibility strategies</b> and accommodations (changes in <u>how</u> a student accesses information and demonstrates learning) are anticipated?</p>		
<p>Given the <b>current IEP goals &amp; accommodations</b>, what additional supports/adjustments need to be made in instruction?</p>		

## Week 3

Considerations:	Notes:	Service Delivery Support Responsibilities
<p>What is the <b>critical content</b> (aligned to the CCSS &amp; on assessment as expected outcomes) that will be covered?</p> <p>(e.g.- critical concepts, skills, vocabulary)</p>	<p><u>Critical Concepts:</u></p>  <p><u>Vocabulary:</u></p>  <p><u>Skills:</u></p>	
<p>What are the <b>task demands</b> for the student(s)? (conceptual, language, visual-spatial, organization, memory, attention, fine motor, working independently)</p>		
<p>What might be some <b>barriers</b>? What kinds of difficulties do you anticipate for the student?</p>		
<p>What kinds of <b>accessibility strategies</b> and accommodations (changes in <u>how</u> a student accesses information and demonstrates learning) are anticipated?</p>		
<p>Given the <b>current IEP goals &amp; accommodations</b>, what additional supports/adjustments need to be made in instruction?</p>		

## Week 4

Considerations:	Notes:	Service Delivery Support Responsibilities
<p>What is the <b>critical content</b> (aligned to the CCSS &amp; on assessment as expected outcomes) that will be covered?</p> <p>(e.g.- critical concepts, skills, vocabulary)</p>	<p><u>Critical Concepts:</u></p>  <p><u>Vocabulary:</u></p>  <p><u>Skills:</u></p>	
<p>What are the <b>task demands</b> for the student(s)? (conceptual, language, visual-spatial, organization, memory, attention, fine motor, working independently)</p>		
<p>What might be some <b>barriers</b>? What kinds of difficulties do you anticipate for the student?</p>		
<p>What kinds of <b>accessibility strategies</b> and accommodations (changes in <u>how</u> a student accesses information and demonstrates learning) are anticipated?</p>		
<p>Given the <b>current IEP goals &amp; accommodations</b>, what additional supports/adjustments need to be made in instruction?</p>		

## Week 5

Considerations:	Notes:	Service Delivery Support Responsibilities
<p>What is the <b>critical content</b> (aligned to the CCSS &amp; on assessment as expected outcomes) that will be covered?</p> <p>(e.g.- critical concepts, skills, vocabulary)</p>	<p><u>Critical Concepts:</u></p> <p><u>Vocabulary:</u></p> <p><u>Skills:</u></p>	
<p>What are the <b>task demands</b> for the student(s)? (conceptual, language, visual-spatial, organization, memory, attention, fine motor, working independently)</p>		
<p>What might be some <b>barriers</b>? What kinds of difficulties do you anticipate for the student?</p>		
<p>What kinds of <b>accessibility strategies</b> and accommodations (changes in <u>how</u> a student accesses information and demonstrates learning) are anticipated?</p>		
<p>Given the <b>current IEP goals &amp; accommodations</b>, what additional supports/adjustments need to be made in instruction?</p>		

## Week 6

Considerations:	Notes:	Service Delivery Support Responsibilities
<p>What is the <b>critical content</b> (aligned to the CCSS &amp; on assessment as expected outcomes) that will be covered?</p> <p>(e.g.- critical concepts, skills, vocabulary)</p>	<p><u>Critical Concepts:</u></p>  <p><u>Vocabulary:</u></p>  <p><u>Skills:</u></p>	
<p>What are the <b>task demands</b> for the student(s)? (conceptual, language, visual-spatial, organization, memory, attention, fine motor, working independently)</p>		
<p>What might be some <b>barriers</b>? What kinds of difficulties do you anticipate for the student?</p>		
<p>What kinds of <b>accessibility strategies</b> and accommodations (changes in <u>how</u> a student accesses information and demonstrates learning) are anticipated?</p>		
<p>Given the <b>current IEP goals &amp; accommodations</b>, what additional supports/adjustments need to be made in instruction?</p>		

## Week 7

Considerations:	Notes:	Service Delivery Support Responsibilities
<p>What is the <b>critical content</b> (aligned to the CCSS &amp; on assessment as expected outcomes) that will be covered?</p> <p>(e.g.- critical concepts, skills, vocabulary)</p>	<p><u>Critical Concepts:</u></p> <p><u>Vocabulary:</u></p> <p><u>Skills:</u></p>	
<p>What are the <b>task demands</b> for the student(s)? (conceptual, language, visual-spatial, organization, memory, attention, fine motor, working independently)</p>		
<p>What might be some <b>barriers</b>? What kinds of difficulties do you anticipate for the student?</p>		
<p>What kinds of <b>accessibility strategies</b> and accommodations (changes in <u>how</u> a student accesses information and demonstrates learning) are anticipated?</p>		
<p>Given the <b>current IEP goals &amp; accommodations</b>, what additional supports/adjustments need to be made in instruction?</p>		