

Increasing Access for All

A Guide for Schools

The Challenge

All students deserve a high-quality education that prepares them for future success. To enable this, all students with disabilities must have access to the full rigor of grade-level instruction. Yet, many educators, especially those who serve a higher proportion of students with disabilities, do not receive the professional learning they need to ensure access to high-quality curriculum and instruction. As a result, school leaders and teachers often inadvertently exacerbate persistent gaps, rather than drive progress, when delivering daily instruction.

This guide is designed to help school leaders and educators overcome barriers to delivery of grade-level instruction through evidence-based strategies that support students with disabilities in general education. To do this:

- Teachers should follow the Cycle of Student Support to drive outcomes for all students.
- School leaders should establish building-wide conditions that support the learning of all students.

At SPED Strategies, we believe that:

- All students are capable of accessing grade-level learning with the right supports
- All educators and staff are responsible for ensuring students with disabilities access grade-level learning
- All special education services and systems should be designed to increase access to grade-level learning

The Cycle of Student Support

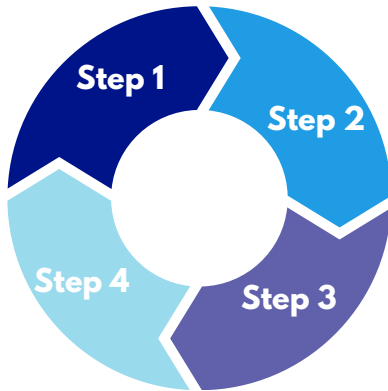
The cycle of student support is intended to provide a process for educators and support staff to collaborate in service of providing access to grade-level learning. This collaboration takes place at two levels of instructional design:

- Educators and support staff engage in planning at the **unit level** to understand the grade-level learning within instructional materials alongside required prerequisite knowledge and skills to identify and provide coherent support in service of grade level learning.
- Educators and support staff engage in planning at the **lesson level** to reflect on collected data, student strengths and needs and the impact of unit level design choices to adjust the daily delivery of lessons that meet the needs of all learners.



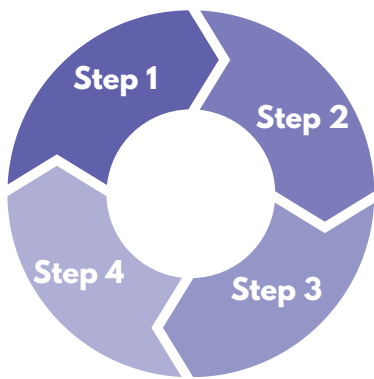


Unit Level Supports



Step 1	Identify grade-level and prerequisite skills, standards, and knowledge and compare to current student performance.
Step 2	Collaborate with support staff to identify and plan effective supports* throughout the unit.
Step 3	Deliver lesson level supports.
Step 4	Review efficacy of supports and identify ongoing adjustments.

Lesson Level Supports (Step 3 of Unit Level Supports)



Step 1	Gather and review formative student data (e.g. interviews, observations, daily assessments).
Step 2	Identify aligned skill/support needed
Step 3	Identify aligned instructional strategies
Step 4	Adjust an upcoming lesson

*Supports include curriculum-embedded resources, instructional strategies, accommodations, and related services skills. Integrating Related Services. Related services, such as speech, occupational and physical therapies, help students benefit from general education by teaching skills that help them access, participate, and benefit from their education. When teachers collaborate with service providers, they can identify and integrate the knowledge, skills and previous learning necessary to engage with the full rigor of grade-level content.

**The Cycle of Student Support addresses grade-level learning. A small percentage of students will have persistent foundational skill and knowledge gaps that interfere with their ability to learn grade-level content may need supplemental instruction. Supplemental instruction should simultaneously build the background knowledge and skills students need to access grade-level instruction, and provide explicit instruction targeting the foundational gaps that hinder grade-level learning.





School Level Conditions

School leaders play a crucial role in ensuring that students within their school buildings have access to the support they need to be successful. School leaders ensure teachers are supported in making instructional decisions that close achievement gaps for students with disabilities by taking the actions below.

Provide High-Quality Instructional Materials and Aligned Professional Learning

School leaders must commit to providing all students with access to high-quality grade-level instruction every day and supporting general and special education teachers with daily instruction.

Ensure HQIM is Available

Select instructional materials aligned to grade-level standards, and ensure students with disabilities participate in grade-level instruction, daily.

Provide planning time and professional learning on the alignment of instructional materials to grade-level standards and the points of rigor students must master.

Offer Targeted Support

Focus observations and coaching to support teachers in ensuring all students, including SwDs engage with the most rigorous components of the lesson.

Provide training for general education on understanding how to integrate critical elements of an individualized education program (IEP) into daily lesson planning.

Build Structures to Integrate Special Education Services into Grade-Level Learning

School leaders should develop and implement structures that integrate special education services into grade-level learning, rather than approaching special education as a separate and siloed process.

Build Capacity

Provide curriculum-aligned professional learning to special education teachers that builds their capacity to support SwDs in accessing grade-level content.

Protect Time

Ensure routine planning time for related service providers and general education teachers in order to integrate related service goals into daily grade-level instruction.

Support HQIM Use Across Tiers

Ensure HQIM are used during specialized or supplemental instruction (e.g. intervention time) that prepare students for grade-level learning.

Develop Support Structures

Establish a school-wide support team to support students with designated experts across disciplines to monitor outcomes and make adjustments.

