

# What Parents Need to Know About Access Points and Inclusion

---

## Family Café 2023



The Access Project and the Florida Inclusion Network are funded by the Florida Department of Education, Division of Public Schools, Bureau of Exceptional Education and Student Services, through federal assistance under the Individuals with Disabilities Education Act, Part B.



# ACCESS Project's Mission and Vision

---

Mission: To provide resources that facilitate the teaching and learning of access points.

Vision: All students living independent and fulfilling lives.

# Florida Inclusion Network's Mission

---

The Florida Inclusion Network (FIN) collaborates with all districts and schools to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.



[Section 1003.57, Florida Statutes \(F.S.\)](#)

# FIN's Mission Implementation

---

In partnership with districts, FIN facilitates the implementation of best practices for inclusive education through:

- Data-driven, student-focused planning and problem solving across districts and schools.
- Data-driven professional development and technical assistance to increase knowledge and skills of district and school personnel.
- Coaching and resources for district and school personnel to build and sustain capacity.
- Sharing information to build collaborative relationships between families, schools and districts.

# Session Objectives

---

- Participants will learn about beliefs and benefits of inclusion.
- Participants will understand the least restrictive environment (LRE) for students with disabilities.
- Participants will distinguish between placement and services for students with disabilities.
- Participants will understand instruction using access points for students with the most significant cognitive disabilities.
- Participants will learn about available resources.

# Every Student Succeeds Act (ESSA)

---

- All students must be taught to high standards
- Schools must address needs of those at risk of not meeting high state standards
- Universal Design for Learning (UDL), including technology, supports learning needs of all children

<https://www.fldoe.org/academics/essa.shtml>

# Special Education

---

The term "special education" means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including:

- (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
- (B) instruction in physical education.

[Section 300.39 of Title 34, Code of Federal Regulations \(C.F.R.\)](#)



# Free Appropriate Public Education (FAPE)

---

The Individuals with Disabilities Education Act (IDEA) defines the term "free appropriate public education" to mean special education and related services that

- (A) have provided at public expense, under public supervision and direction, and without charge;
- (B) meet the standards of the State educational agency...

[20 C.F.R. § 1401](#)



# Least Restrictive Environment

---

To the maximum extent appropriate, **students with disabilities**, including students in public or private institutions or other care facilities, **must be educated with students who are not disabled**, and special classes, separate schooling or other removal of **students with disabilities from the general educational environment may occur only when the nature or severity of the disability of the child is such that education in regular classes cannot be achieved satisfactorily** even with the use of supplementary aids and services.

[33 C.F.R. § 1412](#)

# Individuals with Disabilities Education Act

---

- Children with disabilities are educated with their peers without disabilities to the maximum extent possible.
- Per federal regulation, the long-standing use of the term regular educational environment "encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in which children without disabilities participate."

[United States Department of Education, 71 Federal Register 46585](#)

# General Education Classroom

---

IDEA has included a strong preference for children with disabilities to be educated alongside their peers without disabilities, to the maximum extent appropriate. That is why a student's placement in the general education classroom is the *first* option the placement group should consider. [71 Federal Register 46585](#)

A child with a disability may not be removed from education in age-appropriate regular classrooms just because he or she needs modifications to the general curriculum.

[34 C.F.R. § 300.116](#)

# Decision-Making

---

Removal of children from the "regular education environment" occurs only when the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

[33 C.F.R. § 1412](#)

# Considerations

---

- What aids, services and supports does the child need?
- Can the child be educated satisfactorily in the general education classroom with the aids, services and supports?

If the group decides that the child's needs can be met in the general education class, then that placement is the LRE for the child.

# What is Inclusion of SWD?

---

- All students learning together
- An atmosphere of belonging and acceptance
- Collaborative, integrated services
- Support and adaptations within general education
- Highly effective, research-based instruction and assessment

# Inclusion

---

“...a student with a disability is receiving education **in a general education** regular class setting, reflecting **natural proportions** and **age-appropriate heterogeneous** groups in core academic and elective or special areas within the school community; a student with a disability is a **valued member of the classroom and school community**; the teachers and administrators support **universal education** and have knowledge and support available to enable them to effectively teach all children; and access is provided to technical assistance in best practices, instructional methods, and **supports tailored to the student’s needs** based on current research.”

[s. 1003.57, F.S.](#)

# State Performance Plan Indicator 5

---

5A: Regular Class: Percent of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served inside regular class 80% or more of day



5B: Percent of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served inside regular class less than 40% of day



5C: Separate Environment: Percent of children with IEPs, age 5 and enrolled in kindergarten and ages 6–21, served in separate schools, residential facilities, or homebound/ hospital placements.



<https://www.ideadata.org/resources/resource/1410/sppapr-indicator-cards>



# A Continuum of Alternative Placements and Service Delivery Models

A Continuum of Alternative Placements and Service Delivery Models						
Indirect Support	Direct In-Class Supports (general education classroom)			Out-of-Class Supports (special education classroom)		Off-Campus Supports
Consultation	Dual Certified	Support Facilitation	Co-Teaching	Resource Room	Separate Class	Other Separate Environment



# Specially Designed Instruction

---

IDEA defines “specially designed instruction” (SDI) as:

Adapting, as appropriate to the needs of an eligible child under this part, the content, methodology or delivery of instruction (i) to address the unique needs of the child that result from the child’s disability; and (ii) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.

[34 C.F.R. § 300.39](#)

# Related Services

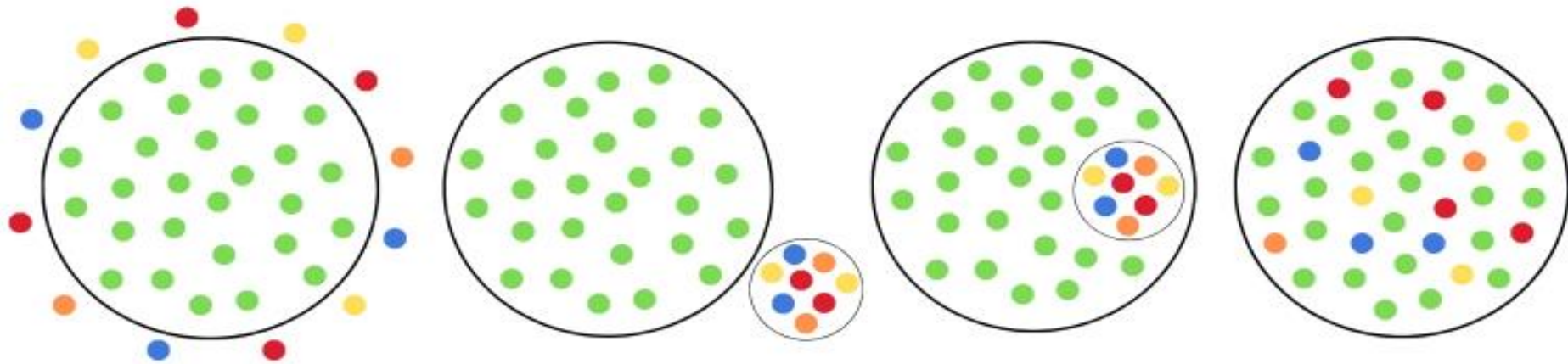
---

The term “related services” means transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children.

[20 C.F.R. § 1401](#)

# Evolution of Including of SWD

---





# All Means All

---



# All Students Benefit From Inclusion

<b>Students with the Most Significant Cognitive Disabilities</b>	<b>Peers without Disabilities</b>
Participate in more frequent social interactions	Benefit academically from providing support in the classroom
Learn new social and communication skills	Develop new friendships that can last over time and add enjoyment
Access practical and natural sources of support	Prepare to succeed in workplaces with diverse coworkers/customers
Make more progress on their individualized goals	Gain new understandings of, and become advocates for, people with disabilities
Develop new friendships that can last over time and add enjoyment	Raise their expectations of peers with significant cognitive disabilities

Adapted from Impact-Winter 2018/2019 Vol. 31, Number 2

# Inclusion and Students with the Most Significant Cognitive Disabilities

---

- Research shows positive benefits of inclusion for students with the most cognitive significant disabilities, but also for their general education peers as well (Carter et al., 2016; Jimenez, Browder, Spooner, & DiBiase, 2012).
- Students with an intellectual disability can make progress on academic as well as social goals in inclusive classrooms (e.g., Brock, Biggs, Carter, Cattey, & Raley, 2016; Heinrich, Collins, Knight, & Spriggs, 2016).

# The Least Dangerous Assumption

---

In the absence of **absolute evidence**, it is essential to make the assumption that, *if proven to be false*, would be ***least dangerous*** to the individual."

Anne Donnellan





# Presumed Competence

---

“It seems that, in general, we initially presume the positive, ***unless and until we receive information to the contrary***. The same is not always true, however, for individuals who happen to have disabilities.”

Anne Donnellan

# National Assessment of Educational Progress Scores 2022 Highlights

---

Florida is in the top 5 for average scale scores of **students with disabilities** across all grades and subjects

- Grade 4 Reading – #1 (up from number 2 in 2019)
- Grade 4 Mathematics – #1 (third time in a row)
- Grade 8 Reading – #2 (same as 2019)
- Grade 8 Mathematics – #4 (same since 2017)

Florida has the narrowest achievement gap between **students with disabilities** and **students without disabilities** in all grades and subjects.

<https://www.fldoe.org/newsroom/latest-news/2022-naep-results-show-benefits-of-keeping-kids-in-school-and-floridas-unwavering-commitment-to-closing-achievement-gaps-floridas-highest-naep-rankings-in-state-his.html>

# State Education Agency Performance Report 2023 - Indicator 3C

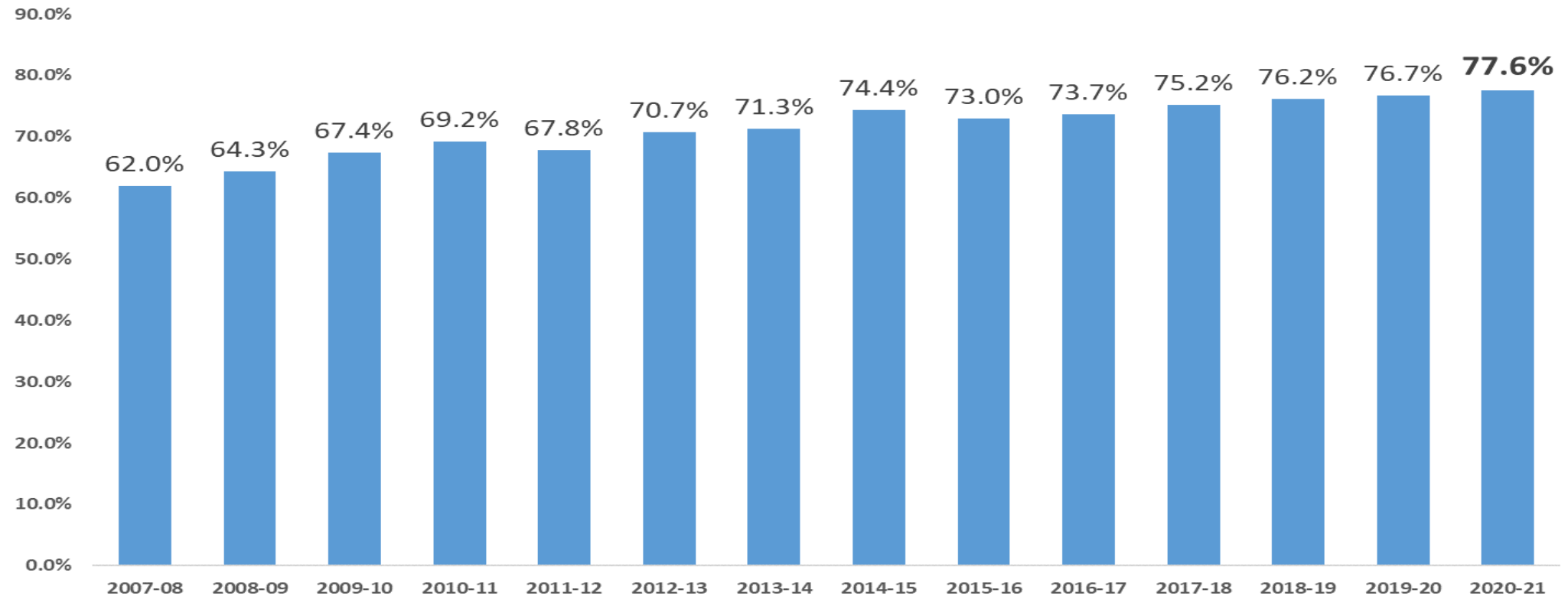
3C. Proficiency rate for children with IEPs against alternate academic achievement standards.

Description	Target	State Data (2021-2022)
Grade 4 ELA/Reading	≥56.50%	53.00%
Grade 8 ELA/Reading	≥58.35%	56.14%
Grade HS ELA/Reading	≥61.00%	55.74%
Grade 4 Math	≥56.00%	52.43%
Grade 8 Math	≥62.10%	58.68%
Grade HS Math	≥62.50%	58.71%

<https://www.fldoe.org/core/fileparse.php/7672/urlt/SEAPerformance2023.pdf>

# Regular Class Placement

(Ages 5 in Kindergarten and Ages 6–21 as of 2020-2021)

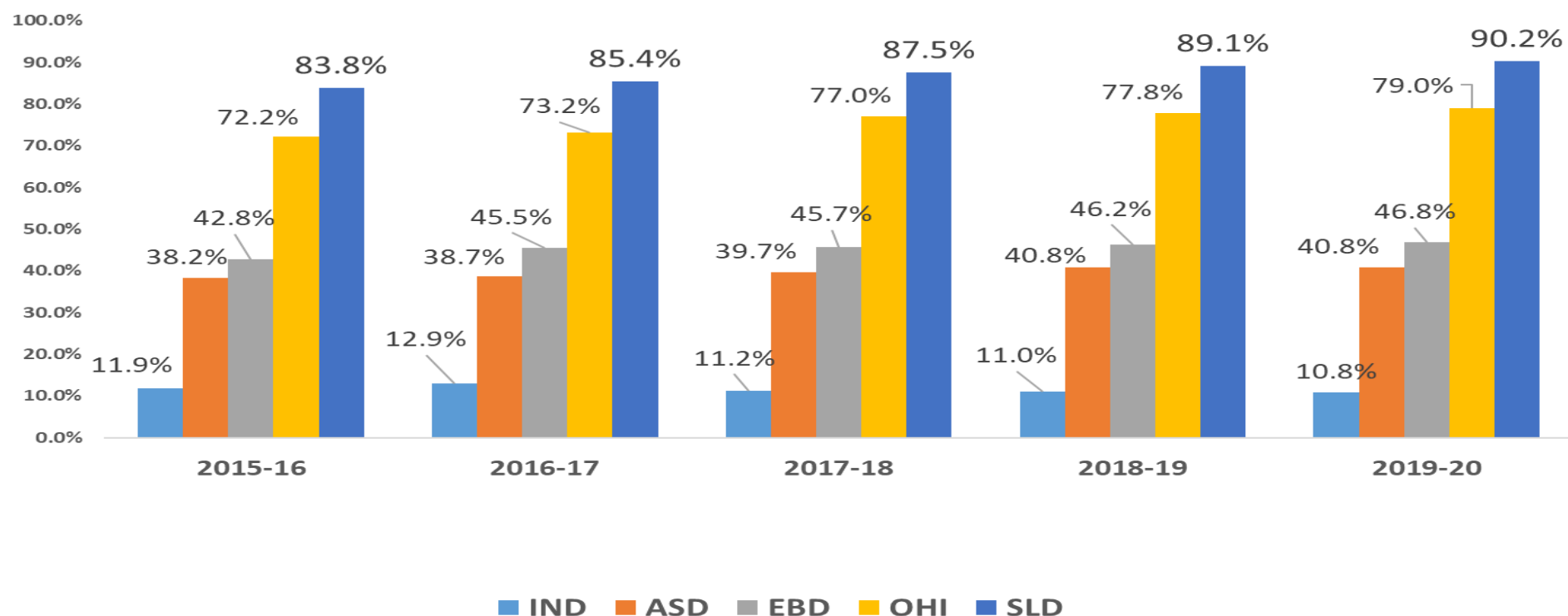


IDEA Section 618

# Regular Class Placement

## Ages 6 - 21 by Exceptionalities 2015-2016 through 2019-2020

---



IDEA Section 618

# Access Points - Least Restrictive Environment

---

Access Points are alternate academic achievement standards built to target the salient content of Florida's standards. They are designed to frame the instruction and assessment of students with the most significant cognitive disabilities allowing them to work toward the general education curriculum.

# Access Points

---

Students with the most significant cognitive disability are instructed by using academic standards that are aligned to the general education content but delivered at the individual level of complexity needed for the student to be successful and move learning forward.

# Access Courses

---

Access courses are setting neutral, which means a student being instructed by using Access Points can be instructed in a variety of settings including those with same grade non-disabled peers (peers without disabilities) in general education courses.



# A Thought...

---

- You want everyone to have a piece of apple
- Some students may have swallowing issues or mobility issues, so you give them different forms of apple (slices, applesauce, apple juice, smell, touch)
- You adapt for individual needs
- We want all students to have access to the same grade specific concepts
- Teach standards to ensure everyone has a chance to learn the big idea

# Modifications to a 9th Grade General Education Reading Assignment

---

General education benchmark: ELA.9.V.1.1

- Integrate academic vocabulary appropriate to grade-level in speaking and writing.

The aligned Access Point: ELA.9.V.1.AP.1

- Use grade-level content vocabulary in communication, using the student's mode of communication.

# 9<sup>th</sup> Grade Reading Assignment

---

## Lincoln to Thai king: Thanks but no thanks for the elephants

By: Kaweewit Kaewjinda, Associated Press | February 10, 2022



820L 1000L 1210L 1370L

Assign to Google  
Classroom



The elephant is Thailand's national animal, so it's only natural that King Mongkut in 1861 offered to send a pair to the United States as a gift of the friendship between the two countries.

President Abraham Lincoln, likely bemused and relieved at the distraction from America's then-raging Civil War, politely declined, saying his country uses the steam engine and would have no use for the working animals.

# 9<sup>th</sup> Grade Reading Assignment continued

---

As part of the 200th anniversary celebrating the long-lasting relationship, the U.S. Embassy in Bangkok is showcasing historic gifts the two countries have exchanged on the grounds of Thailand's Grand Palace.

It includes the first-ever official letter sent in 1818 from a Thai diplomat to President James Monroe — there are documents spanning two centuries — as well as some spectacular Thai objects d'art and portraits.

Then there's the elephants story, also documented among the exhibits.

# 9<sup>th</sup> Grade Reading Assignment continued

---

In his 1861 letters, Mongkut offered the elephants after learning they were not native to America. He also sent along three gifts: a sword and scabbard, a photograph of the king with one of his daughters, and an impressive pair of elephant tusks.

He addressed the letters to then-President James Buchanan "or whomever would become president" with elaborate paragraph-long salutations.

Lincoln, already president by the time the letters arrived a year later, penned a reply, addressing the king simply as "Great and Good Friend."

The offer of elephants did not neglect practical details. Mongkut stated, "On this account, we desire to procure and send elephants to be let loose to increase and multiply in the continent of America."

# 9<sup>th</sup> Grade Modified Reading Assignment



The elephant is Thailand's national animal, so it's only natural that King Mongkut in 1861 offered to send a pair to the United States as a gift of friendship between the two countries.

President Abraham Lincoln, likely **totally confused** and relieved at the **(object or action that interferes with mental focus)** from America's then-screaming and acting **violently** Civil War, politely **refused**, saying his country uses the steam engine and would have no use for the working animals.

As part of the 200th **(yearly recognition or celebration)** celebrating the long-lasting relationship, the U.S. **Government office** in Bangkok is **showing off to people** historic gifts the two countries have **swapped/switched** on the grounds of Thailand's Grand Palace.

It includes the first-ever official letter sent in 1818 from Thai peacekeeper to President James Monroe.

- there are documents spanning two centuries

- as well as some **amazing** Thai objects d'art and portraits.

Then there's the elephants story, also **recorded/supported** among the **shows**.

In his 1861 letters, Mongkut offered the elephants after learning they were not native to America.

# 9<sup>th</sup> Grade Reading Question

---

“President Abraham Lincoln, *bemused* and relieved at the distraction from America’s then-raging Civil War...”

What does bemused mean?

# 9th Grade Modified Reading Question

---

“President Abraham Lincoln, **bemused** and relieved at the distraction from America’s then-raging Civil War...”

bemused:  
puzzled, confused or bewildered

What does “bemused” mean?





# Modifications to a 3<sup>rd</sup> Grade General Education Math Assignment

---

General education benchmark: MA.3.M.1.1

Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.

The aligned Access Point is: MA.3.M.1.AP.1

Explore selecting and using appropriate tools to measure liquid volume (i.e., gallons, quarts, pints, cups) and temperature in degrees Fahrenheit.

# 3rd Grade Math Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Cumulative Math Test

3rd Grade

19. Partition the shape into 8 equal parts and label each part with a fraction.



3.G.2

20. Is this angle an acute angle, a right angle, or an obtuse angle?



- A. acute
- B. right
- C. obtuse

3.G.3

21. Which 3-dimensional figure does the net below make?



- A. rectangular prism
- B. triangular prism
- C. pyramid

3.G.4

22. What time is shown on the clock to the exact minute?



\_\_\_\_\_ : \_\_\_\_\_

3.MDA.1

23. Which is the best estimate for the capacity of liquid in the pitcher below?



- A. 8 gallons
- B. 4 quarts
- C. 1 pint
- D. 2 cups

3.MDA.2

24. How many more nonfiction books were read than fantasy books?



\_\_\_\_\_ more books

3.MDA.3

# 3rd Grade Modified Math Test

---

23. Which tool can be used to measure water?



Hammer

**A.**



Pitcher

**B.**



Watch

**C.**

# Resources

---



# TIES Center: Support for Leaders and Teachers

---

- <https://tiescenter.org/resources>
- <https://tiescenter.org/resource/ties-brief-4-providing-meaningful-general-education-curriculum-access-to-students-with-significant-cognitive-disabilities>



# TIES Center: Videos for Parents

---


- Helping Your Child with Writing at Home
- Helping Your Child with Routines at Home
- Helping Your Child with Communication at Home
- Helping Your Child with Math While at Home
- Helping Your Child with the Foundations of Reading at Home

<https://tiescenter.org/about/stakeholders/parents-and-families/parent-resource-videos>

# Access Project Website



[HOME](#) [CONTACTS](#) [MAILING LIST SUBSCRIPTION](#) [CALENDAR](#) [EMAIL WEB-MASTER](#)



Providing Resources that Facilitate the Teaching & Learning of Access Points

### Bulletin Board

[B.E.S.T. MATH COURSES WITH SUPPORTS NOW AVAILABLE!!](#) [EXCEPTIONAL STUDENT EDUCATION TUITION REIMBURSEMENT](#) [2022 ACCESS POINTS BROCHURE \(ENGLISH\)](#)

[Courses](#) [Health Education](#) [FSAA](#) [Classroom Resources](#) [Webinars](#) [District Supports](#)

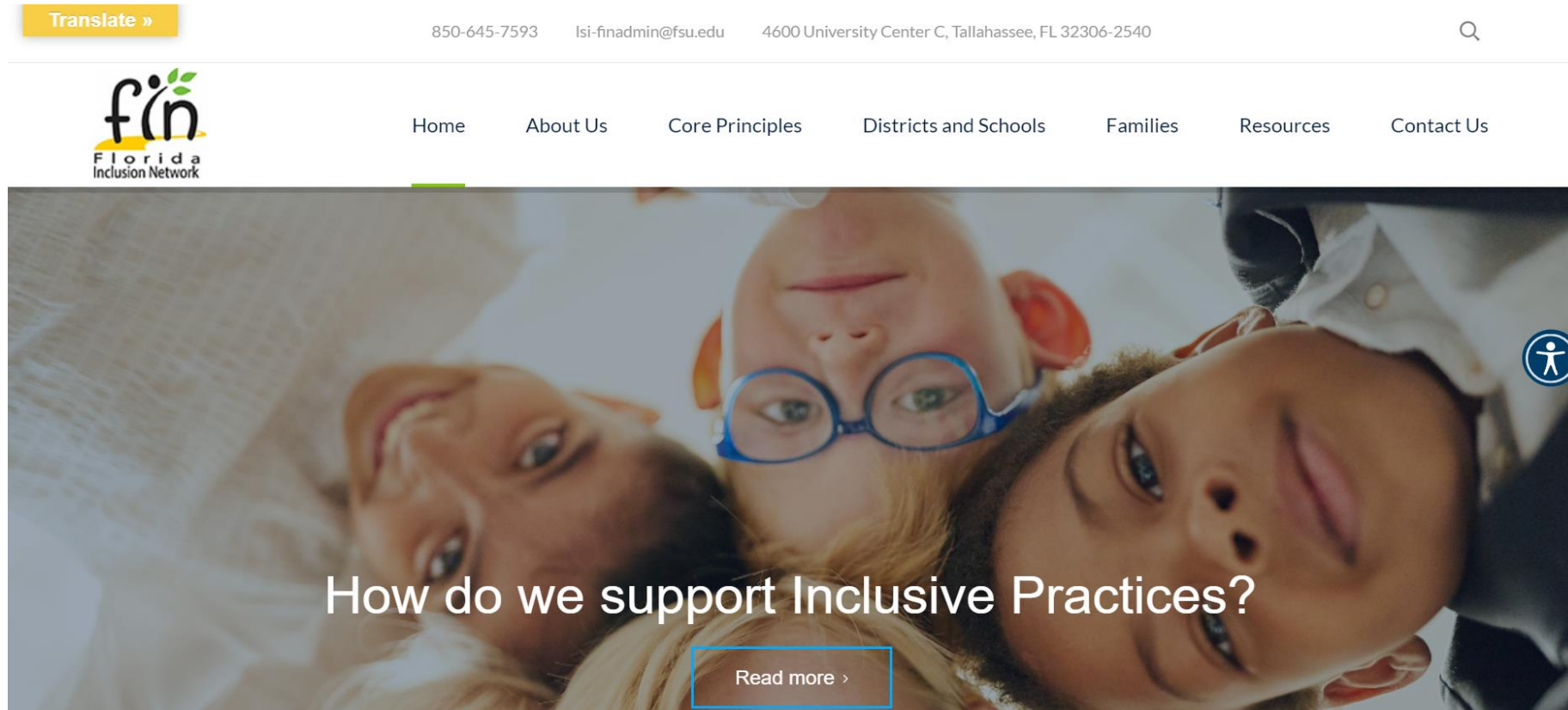
**Mission:** To provide resources that facilitate the teaching and learning of access points.

**Vision:** All students living independent and fulfilling lives.

**BEES Discretionary Project**  
The Access Project is funded by the State of Florida, Department of Education, Bureau of Exceptional Education and Student Services (BEES) through federal assistance under the Individuals with Disabilities Education Act (IDEA), Part B.

<https://accessstofs.org>

# FIN Website



<https://www.floridainclusionnetwork.com/>



7

BACK to SCHOOL TIPS

For Parents

### Start the Year Off Right

\*Adapted and reprinted with permission from PEAK Parent Center

#### 1. Build Alliances

The old saying, "There is strength in numbers," is still true today. If challenges arise during the school year, it is helpful to know you have others you can turn to. Now is the time to nurture alliances with teachers, support staff, parents, students and others who impact you and your child. Call or send a thank you note to those who provided "bright spots" during the previous year. Mention how you appreciated their involvement and how you look forward to their future support. Contact others you would like to include among your supporters in the coming year and let them know the important impact they can have in your lives. Be sure to offer your support to others in return.

#### 2. Review Your Child's IEP

Many times, Individual Educational your child's new teacher may not know. Before school starts, read through the goals with your child, especially the each classroom teacher working with. An IEP's strength lies in the parents in implementing it.

#### 3. Create a "What Works"

All parents should consider creating child's transition each new school year. Include a profile describing your learning priorities for the year. Include your child if these are needs. Describe situations to avoid behavior challenges teacher's assistant, if applicable. Describe e.g., seating and positioning needs, samples of your child's work and describe the original assignment. Share the give tips on facilitating connections showing your child participating with classroom.

## Communication Tips

### For Families of Children with Disabilities

*Working and Communicating Positively with School Staff*

**Looks Like**

**Sounds Like**

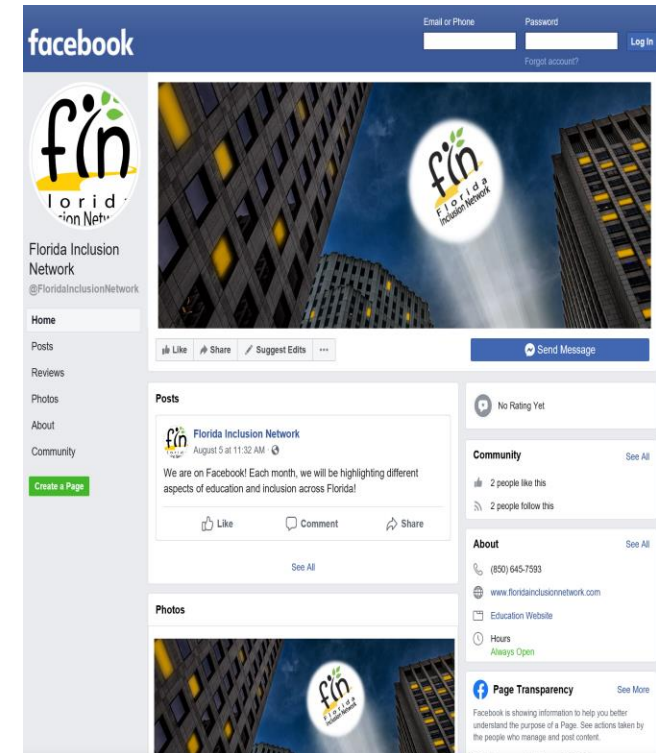
#### Communicate Clearly

Reminding people of your child's strengths.	"Please remember that the disability is just a part of who my child is. He/she has many strengths and unique characteristics."
Listening to others with an open mind and offering your ideas.	"I agree that my child needs to improve his/ her reading comprehension. Can we adjust his/her schedule so that he/ she will receive intensive instruction during the regularly scheduled reading block in an inclusive setting?"
Taking a step-by-step approach to problems and offering your ideas for solutions. Express your understanding that things can change over time.	"I'm not sure this strategy will work with my child, so let's try it and talk about this again in ___ weeks. If this doesn't work, I have another idea that we could try."
Jotting down notes before, during, and after you meet with your child's individual educational plan (IEP) team members. Use concrete and specific examples when you share concerns.	"I'd like to share some concerns from our last conversation. I think there may be some misunderstanding about my son's/ daughter's communication support needs. He/ she needs to have a special switch in order to communicate his/ her choices. He/ she uses this device at home to make choices about foods, activities, and clothing."
Asking questions to understand both sides of an issue. Get a second opinion from other teachers or the school administrator.	"I'm not sure I understand why my son/ daughter has been placed in a different reading program. Can you explain what you are basing this decision upon? I think I would also like to hear about the new reading program from the reading coach."

## Family Resources

<https://www.floridainclusionnetwork.com/families/>

# Join us on Social Media



# Contact Us

---

## Access Project

- Christi Yu, Project Manager  
[Yu.Christina@brevardschools.org](mailto:Yu.Christina@brevardschools.org)
- Jeff Pruitt, Project Coordinator  
[Pruitt.Jeff@brevardschools.org](mailto:Pruitt.Jeff@brevardschools.org)

## Florida Inclusion Network Project

- JaSheena Ekhaton, Executive Co-Director
- Kelly Claude, Executive Co-Director  
[LSI-FinAdmin@fsu.edu](mailto:LSI-FinAdmin@fsu.edu)