Instructional Routines and Supports which Assist in Accessing the General Education Curriculum

For All Students with Significant Disabilities	For Students with the Most Profound Disabilities
- Collaboration with teachers in academic content areas supports the goal of providing meaningful instruction for all students. - Multi-modal/sensory experiences are taught in natural contexts vs. isolated tasks. - Teach the language first before assessing the student. - Support language through the use of Aided Language Stimulation - Repetition of instruction with moderate differences (familiar with just enough difference to increase student's curiosity and engagement) allows for active learning vs. passive participation. - Provide opportunities for control (choices) = intrinsic motivation. Allow for the student's feeling of competence - Use Communication Strategies & Provide Literacy Instruction - Ongoing Dynamic Assessment - Use of Assistive Technology - Use of scaffolding, systematic instruction, and prompting hierarchy - Allow time for processing. - Adapt instructional materials which support individual learner needs, (i.e. CVI). - Student Progress is measured in terms of - Increase in accuracy % - Decrease in prompting - Type of prompting - Frequency of prompting - Increase in complexity of cognition - match → identify → sequence →describe →explain/analyze - Visual supports are decreased. - Increased number of choices/number of steps.	- Collaboration with teachers in academic content areas supports the goal of providing meaningful instruction for all students. - Begin with the student's natural responses. Provide multiple opportunities to interact with instructional materials that are embedded within experiences found in naturally occurring contexts. This will support active and meaningful responses. Students must respond consistently in order to demonstrate awareness. - Repeated exposure to instructional materials at student's instructional level with moderate differences should allow the student to demonstrate familiarity, thus understanding, through their primary access method of eye gaze and attention, movement, and/or expression. - Adapt instructional materials using objects and tactiles. Use multi-sensory instructional materials/activities which support the needs of individual students, (i.e. CVI). - Adapt materials for fine motor control of grasping and to stabilize materials. - Use assistive technology: low to high as agreed upon by interdisciplinary team. - Teach the language first before assessing the student. - Support language through the use of Aided Language Stimulation - Utilize communication strategies such as Partner-Assisted Scanning to support overall communication and during literacy activities.