**SPED 665 Internship in Special Education II**

Access Plan For General Education Work Sample

Spring 2011

The Intern should be given the opportunity to collaborate and consult with regular classroom teachers to help students with disabilities find both academic and social success in the regular classroom. The intent of the Access Plan is for the Intern to systematically design strategies that respond to the learning competencies and needs of a student in the regular classroom.

Most teachers are familiar with aspects of this plan as part of an IEP. We believe special education Interns should have the opportunity to specifically focus on one student and develop an Access Plan that is “teacher-friendly” – that is, a plan that corresponds to the regular classroom schedule, expectations, and curriculum.

I.D.E.A. Requirements

An IEP must include a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child--

 (I) to advance appropriately toward attaining the annual goals;

 (II) to be involved and progress in the general curriculum in accordance with clause (i) and to participate in extracurricular and other nonacademic activities; and

 (III) to be educated and participate with other children with disabilities and nondisabled children in the activities described in this paragraph.

The Intern may choose or be assigned a student with a disability who is in the regular classroom. Using the student’s file, observation of the student, and discussion with appropriate professionals, the Intern should develop a written plan that can be implemented by a regular classroom teacher, another professional, or a paraprofessional. The plan should include modifications, adaptations, and the person(s) responsible to carry out the plan during the day. The Intern may need to start by creating an Inclusion Plan for one activity in the classroom. Ultimately, the Intern should create a plan for a full day and minimally 3 activities for a typical day.

The Intern should expand/modify this form to meet the needs of the student. Cooperating Professional may suggest another format if the school has an alternative and should evaluate the Intern's completed written work.

**Access Plan**

**Student’s Name** ‘E’ **Intern’s Name** Andrea MacMurray

**Grade** Third **Classroom Teacher** Mrs. ‘R’ **Date** 3/24/2012

**Part I. Identify potential barriers/challenges to access to general education**

All Subjects:

‘E’ is a third-grade student in a rural K-8 School. He has been identified with Specific Learning Disability and a Speech and Language Impairments and reacts positively to modifications and accommodations made for him throughout the school day. ‘E’ works quite well in a whole group setting with a lot of support however; he works best in a small group setting. He is currently receiving small group and individual instruction on the modified curriculum in the resource room. In both a small group and whole group, setting ‘E’ is very driven to succeed. He is always willing to give it his best try. ‘E’ was diagnosed with a Central Auditory Processing Disorder. This has a significant impact on learning phonmene/graphme associations and efficient sound blending for reading. It also affects his ability to understand and participate during whole group instruction because his ability to drown out the background noise is very low. Because of ‘E’ Central Auditory Processing Disorder, it is often difficult for him to know who the speaker is and comprehend what is being asked of him. This affects his interactions with peers, and teachers. However, ‘E’ has a very strong peer group. He is very social and this disorder does not seem to impede on the social aspect of his development. However, that being said he is on the quieter side.

*Reading:*

Academically, ‘E’ has made significant progress this school year in the areas of reading. However, reading is still considered ‘E’ weakest academic area with specific challenges in aspects of phonemic awareness, spelling, passage comprehension, and writing. As well, as word attack, academic knowledge, and word identification. ‘E’ also has trouble with articulation of words, sentences, and conversations. His difficulty with sound production impacts his intelligibly both in the classroom and with peers.

‘E’ is currently reading independently at a 1.5 grade level. That is 1.5 grade levels behind. ‘E’ is currently working on three syllable types closed (i.e. bat), r-controlled (i.e. hurt), and magic e (i.e. time). He practices recognizing these syllables types in isolation, sentences, and in controlled texts. ‘E’ also has cue cards for r-controlled sounds, long vowel sounds, and short vowel sounds. These help him to practice prior to being expected to state them. ‘E’ participates in fluency drills at least 3-10 times a day where he reads from a list of closed, r-controlled, and magic e words for one minute. With cue, ‘E’ can break words up to determine the correct sound. He is beginning to do this on his own.

To conclude ‘E’ is making a lot of progress this year through his multiple sessions a day of one-to-one reading instruction. That being said his reading skills not only affect reading but other subjects as well such as math. ‘E’ requires a lot of support in the classroom with reading assignments and understanding what is being asked of him.

**Part II: Plan for Supports**

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| **activity or class period****(e.g., reading, language arts, science, algebra, chemistry, Entering the classroom, homework)** | **Modifications/Adaptations/Supports**Include as appropriate: Objective(s) for the student; expectations; Pre-teaching activities necessary; Learning strategies; Alternative/supplemental materials; Input and Output modifications; Supports for independent work; Physical placement of student; Prompting guidelines; Procedures to monitor progress | **Person****responsible**(Classroom Teacher, Paraprofessional, Peer, Intern, Volunteer) |
| All Subjects | * ‘E’ seat should be placed in such a way that he can not only have easy access to the speaker but the board.
* His back should be to distracting stimuli.
* ‘E’ will wear an assistive hearing piece and the speaker shall wear a corresponding microphone.
* Model slow, clear speech when speaking to ‘E’. ‘E’ needs to see your face when you speak to best be able to comprehend what you said.
* Check in with ‘E’ prior to him beginning work. make sure he understands what is asked of him. Then allow him to complete the task at hand as independently as possible.
 | Classroom TeacherInclusionary AideSpecial Educator |
| Morning Meeting | * ‘E’ should be guided to sit adjacent to the teacher on her right side to take advantage of his stronger ear.
 | Classroom Teacher |
| Reading in the Classroom | * He should be grouped with peers of mixed levels.
* He will need assistance with the reading. That means that he will need prompts to break words up, point to each word as he reads, reminders on what the vowel is such as long or short sound and what syllable type each word is.
* ‘E’ is currently working on three syllable types closed, r-controlled, and magic e. When reading ‘E’ will need to be prompted as to recognize which words are which syllables and that will help him be able to recognize whether the vowel is long or short.
* It might also be beneficial to have a book that is larger print and/or a note card to help ‘E’ track where he is.
 | Classroom TeacherInclusionary AideSpecial Educator |
| Mathematics | * The directions on a test/quiz or worksheet should be read and clarified to ‘E’.
* Check in with ‘E’ at the beginning of an assignment to make sure that he comprehends what is being asked of him. Then allow him to complete the task as independently as possible.
* Manipulatives should be provided so that ‘E’ can physically manipulate and visually see the mathematic problems.
 | Classroom TeacherInclusionary AideSpecial Educator |
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