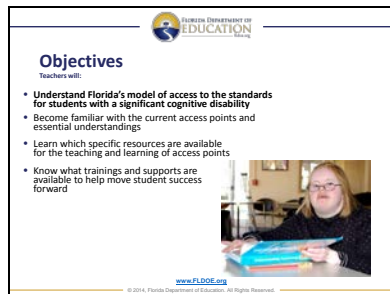


Slide 1



Welcome to the Florida Department of Education webinar on the teaching and learning of access points for students with a significant cognitive disability. This webinar is specifically designed for teachers . The webinar will last approximately 45 minutes. You can pause the webinar at any time.

Slide 2



The objectives for this webinar are;

- to provide administrators with an understanding of Florida's model of access to the standards for students with a significant cognitive disability; ; (advance slide)
- to assist administrators in becoming familiar with the resources that are available to support the Access Points and Essential Understandings; (advance slide)
- along with how to locate and share the resources that are designed to assist teachers; (advance slide)
- Finally, this webinar will provide information to help administrators identify training opportunities and supports available to their districts, schools and teachers..

Slide 3



Let's take a minute to review the progress that Florida has made in regards to the teaching and learning of academic standards for students with a significant cognitive disability.

Slide 4




Beginning in 2006, access points became the means through which students with a significant cognitive disability have accessed the general education content found in the Next Generation Sunshine State Standards.

- Access points were developed for all standards with three levels of complexity. These levels were described as participatory, supported and independent to allow for us to conceptualize the range of students whom we served. (advance slide)
- Courses containing these standards, also known as *access courses*, were developed to support access for all students to the general education standards in the 2010-11 school year. (advance slide)
- Access courses were designed to be setting neutral, which means a student working on access points can be instructed in a

variety of settings including those with same grade non-disabled peers in general education courses. (advance slide)

- Students with a significant cognitive disability were expected to work on standards that were aligned to the general education content and were delivered at the individual level of complexity needed for the student to be successful.

Slide 5



**Why do we need new access points?**

- Next Generation Sunshine State Standards in math and English language arts (ELA) have been replaced with new college and career ready standards.
- The initial plan was for a new form of access to general education standards to be developed called Core Content Connectors (CCCs).
- Florida Standards were adopted by the State Board of Education in February 2014.
- Given the shift to the Florida Standards, Core Content Connectors were replaced with the access points.
- These new access points were ready for use in 2014-15.

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New access points have been developed for various reasons.

As you are aware, Next Generation Sunshine State Standards in math and English Language Arts have been replaced with college and career ready standards.

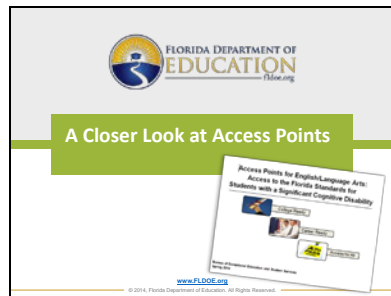
The initial plan was for a new form of access to general education standards to be developed called Core Content Connectors (CCCs).

In February of 2014 Florida Standards were adopted by the State Board of Education.

Based on this change access points were realigned and the best attributes from the CCCs were included.

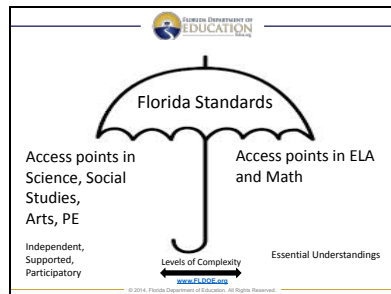
The access points for the Florida Standards were adopted by the state board in June 2014 and are approved for use beginning in the 2014-15 school year. All access courses have been revised to include the new access points in ELA and Math.

Slide 6



Let's take a look at the new access points which were developed in conjunction with the National Center and State Collaborative, the Florida Department of Education content experts, Just Read, the Bureau of Exceptional Education and Student Services (BEES), the ACCESS Project and Florida general education content experts and teachers of students with a significant cognitive disability.


Slide 7



This is a visual to illustrate access points. The umbrella represents the Florida Standards. There are differences in what access points look like as we support our college and career ready standards. Science, Social Studies, Health, Dance, Theater, Arts and P.E. access points have levels of complexity and are defined as independent, supported and participatory. Math and ELA Access Points are designed in a scaffolded hierarchy called Essential Understandings.

All access points are intended to allow fluid movement as students grow in competency. They are not meant to pigeon hole or categorize a student. Both levels of complexity and Essential Understandings help teachers disaggregate the standard into a variety of levels that may be taught in their classrooms. Regardless of the subject in which teachers are working, students have flexible access to the Florida Standards.

Slide 8



**Essential Understandings (EUs)**

- EUs **are** scaffolds that disaggregate the access points to help teachers provide instruction.
- EUs **provide** a variety of entry points where a student may begin to interact with grade-level content.
- EUs **serve** as benchmarks along the continuum of learning to ensure progress toward the access points.
- EUs are **not** part of the standards.

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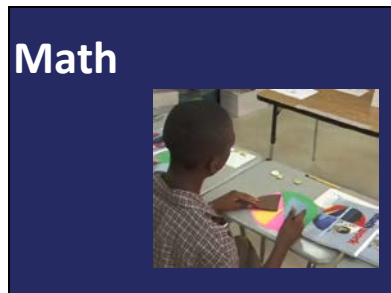
What are Essential Understandings?

- Essential Understandings are scaffolds that disaggregate the Access Points to assist in the teaching and learning of the standards.
- They help to guide teachers in where to begin instruction allowing all students to interact with grade level content.
- They provide benchmarks along a continuum of complexity to ensure progress toward the access point(s). These benchmarks are meant to help teachers conceptualize what those levels of complexity may look like for individual students; they are not a checklist. Sometimes EUs will cover multiple Access Points.

- It is important to note that EUs are NOT part of the standards.

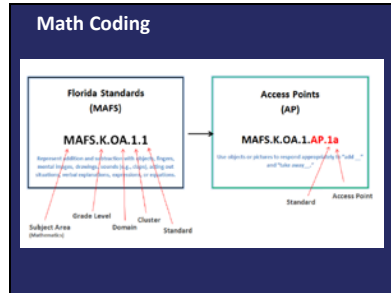
They serve as a guide to assist teachers. It is not required that every EU is used when instructing students. Teachers should use EUs for assistance in targeting entry points into a standard and as support to determine appropriate steps in the teaching process, but not as a requirement for students to achieve. Remember, students with a significant cognitive disability have individual needs which require the teachers best judgment in moving learning forward.

Slide 9



Let's take a closer look at the specifics of the new Florida Standards Access Points.

Slide 10



Lets take a closer look at how the Access Points have been improved and aligned with the college and career ready standards.

The access point that you are viewing now is taken from kindergarten.

When looking at Access Points we always start with the general education standard. (advance slide)  
The standard is then built into access points. (advance slide)

The Florida Standard Access Points are further scaffolded for instructional support through the Essential Understandings. (advance slide)

On the left you see the math standard and access points the way we are used to seeing them. On the right, you will find the Florida Standard, Access Point and the Essential Understands that help us break down the Access Points into smaller chunks. It is critical that we remember that Essential Understanding are fluid. They are meant to help us begin to think about the steps along the way in a continuum of learning progressions. Teachers know their students best and must determine if additional steps are needed along the way as well as the appropriate entry point for each student. Differentiating instruction is critical to meet the needs of all students.

Slide 11

Math – Before	Math – After
<p><b>MA.K.A.1.1:</b> Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.</p> <p><b>Access Points:</b> MA.K.A.1.In.a: Represent quantities to 5 using sets of objects and number names. MA.K.A.1.Su.a: Represent quantities to 3 using sets of objects and number names. MA.K.A.1.Pa.a: Indicate desire for more of an action or object. MA.K.A.1.Pa.b: Indicate desire for no more of an action or object.</p>	<p><b>MAFS.K.CC.1.1:</b> Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p><b>Access Points:</b> MAFS.K.CC.1.AP.3a: Identify numerals 1-10. MAFS.K.CC.1.AP.3b: Identify the numerals 1-10 when presented with the name of the number. MAFS.K.CC.1.AP.3c: Write or select the numerals 1-10.</p> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>Repeat a number after a teacher orally says the number.</li> <li>Student can write or select a given number when provided with a set of base ten blocks or other manipulatives.</li> <li>Match and state the numerals: 1-10.</li> <li>Identify the numeral after a teacher model.</li> </ul>

This is an example of a middle school math Access Point. As we work together throughout the year, familiarizing ourselves and each other with the new Florida Standards, we will be improving the Essential Understandings. Although the Standards and Access Points remain constant, teachers throughout Florida will be working on developing additional EUs and refining the existing EUs.

Slide 12

Math – Before	Math – After
<p><b>MA.8.A.1.2:</b> Interpret the slope and the x- and y-intercepts when graphing a linear equation for a real-world problem.</p> <p><b>Access Points:</b> MA.8.A.1.In.a: Use information from physical models, diagrams, tables, and graphs to solve addition, subtraction, multiplication, and division number sentences (equations) based on real-world problems. MA.8.A.1.Su.a: Use information from physical models, diagrams, tables, and pictographs to solve number sentences (equations) involving addition and subtraction with one-digit and two-digit numbers. MA.8.A.1.Pa.a: Solve simple real-world problems involving quantities using language, such as number names, more, less, same, larger, smaller, and none. MA.8.A.1.Pa.b: Solve simple problems involving joining or separating sets of objects or pictures to 8.</p>	<p><b>MAFS.8.F.2.4:</b> Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.</p> <p><b>Access Points:</b> MAFS.8.F.2.AP.4a: Identify rise/run (m) as slope and identify the coordinates of the y-intercept.</p> <p><b>Essential Understandings:</b></p> <ul style="list-style-type: none"> <li>Indicate the point on a line that crosses the y-axis.</li> <li>Describe the rate of change qualitatively (e.g., steep or rapidity of change).</li> <li>Interpret/define a line graph with coordinates for multiple points.</li> <li>Identify coordinates (points) on a graph.</li> <li>Understand the following concepts and vocabulary: x-axis, y-axis, x-intercept, y-intercept, line, rise, fall, slope, rate of change.</li> </ul>

This is an example of high school access points and Essential Understandings

Slide 13

Math – Before	Math – After
<p><b>MA.912.S.3.1:</b> Calculate and interpret measures of the center of a set of data, including mean, median, and weighted mean, and use these measures to make comparisons among sets of data.</p> <p><b>Access Points:</b> MA.912.S.3.In.c: Determine the mode by identifying the number that occurs most often and the mean by finding the average. MA.912.S.3.Su.c: Identify the number that occurs most frequently (mode) in a set of data with up to nine numbers. MA.912.S.3.Pa.a: Identify quantity in data sets of 10 by counting objects, pictures, or symbols and identify which category has more, less, or none.</p>	<p><b>MAFS.912.S-ID.1.1:</b> Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p> <p><b>Access Points:</b> MAFS.912.S-ID.1.AP.4a: Use descriptive stats like range, median, mode, mean, and outliers/gaps to describe the data set.</p> <p><b>Essential Understandings:</b> Given a scatter plot, identify outliers in the data set. Identify the highest and lowest value in a data set given a number line and matching symbols (concept of range). Identify the representation (use plastic snap cubes to represent the tally showing the number of occurrences) of the concept of mode. Identify the concept of median using concrete representations of data (create a bar graph with an odd number of bars using snap cubes; arrange from shortest to tallest; student place fingers on two outside towers, knock towers over and move inward until they reach the one middle tower left standing).</p>

Now, lets take a closer look at English Language Arts which cover the domains of (advance slide) reading, (advance slide) writing, (advance slide) Speaking and Listening



Slide 14



This schema details the coding for the English Language Arts Florida Standards. You will often hear them referred to as ELA. Each ELA standard begins with LAFS which stands for Language Arts Florida Standards. The coding for ELA is exactly the same as math:

Each ELA standard begins with LAFS which stands for Language Arts Florida Standards

This is followed by the grade level to which this standard applies

The next coding element identifies the Domain ;

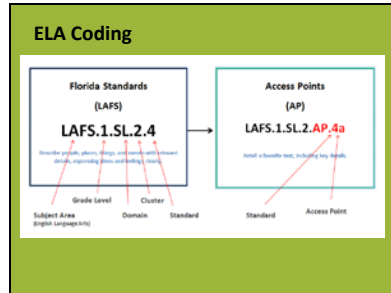
followed by the cluster number

And finally the individual standard.

On the right side of your screen you see the ELA Standard specific to the Access Points. ELA Access Points follow the same coding as the general education standard with the addition of the letters

**A P** after the cluster. This specific strand is Language Arts Florida Standard, grade 1, Speech and Language, Cluster 2, Access Point 4a

Slide 15



Just as with math,  
When looking at Access Points we  
always start with the general  
education standard.

(advance slide)The standard is then  
built into access points.

(advance slide)The Florida Standard  
Access Points are further scaffolded  
for instructional support through the  
Essential Understandings.

While looking at the ELA standards,  
please begin to review the Essential  
Understandings as well. Please note  
that EUs are not part of the coding  
schema as they are NOT part of the  
standards and Access Points, but serve  
to support them. They are fluid,  
meaning that they are intended to be  
used at the teachers discretion and  
are not a required set of teaching skills  
but a support for the teacher to think  
about how the standard can be  
disaggregated for specific student's  
needs.

Slide 16

ELA – Before	ELA – After
<p><b>LA.2.1.6.2:</b> The student will listen to, read, and discuss familiar and conceptually challenging text.</p> <p><b>Access Points:</b> <b>LA.2.1.6.In.1:</b> Listen to, read, and talk about stories and informational text. <b>LA.2.1.6.Su.1:</b> Listen to and talk about stories and informational text. <b>LA.2.1.6.Pa.1:</b> Listen and respond to stories and informational text.</p>	<p><b>LAFS.2.RL.1.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>Access Points:</b> <b>LAFS.2.RL.1.AP.1a:</b> Answer who, what, where, when, why and how questions using key details from text. <b>LAFS.2.RL.1.AP.1b:</b> Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.</p>

Just as with math,  
When looking at Access Points we  
always start with the general  
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used at the teachers discretion and  
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Slide 17

ELA – Before	ELA – After
<p><b>LA.2.1.6.2:</b> The student will listen to, read, and discuss familiar and conceptually challenging text.</p> <p><b>Access Points:</b>  <p><b>LA.2.1.6.In.b:</b> Listen to, read, and talk about stories and informational text.</p> <p><b>LA.2.1.6.Su.b:</b> Listen to and talk about stories and informational text.</p> <p><b>LA.2.1.6.Pa.b:</b> Listen and respond to stories and informational text.</p> </p>	<p><b>LAFS.2.RL.1.1:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>Access Points:</b>  <p><b>LAFS.2.RL.1.AP.1a:</b> Answer who, what, where, when, why and how questions using key details from text.</p> <p><b>LAFS.2.RL.1.AP.1b:</b> Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.</p> <p><b>Essential Understandings:</b>  <p>Answer a simple question about a story.</p> <p>With prompting and support, answer questions about key details in a story.</p> </p></p>

This is an example of a 7<sup>th</sup> grade standard. Please feel free to pause this slide and the next to explore the standards, APs and EUs.

Slide 18

ELA – Before	ELA – After
<p><b>LA.7.1.7.3:</b> The student will determine the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details.</p> <p><b>Access Points:</b>  <p><b>LA.7.1.7.In.g:</b> Identify the theme in fiction or nonfiction selections.</p> <p><b>LA.7.1.7.Su.c:</b> Determine the main idea or essential message in text through identifying relevant details and events, including but not limited to who, what, where, when, and what happened.</p> <p><b>LA.7.1.7.Pa.c:</b> Recognize details in read-aloud stories and informational text.</p> </p>	<p><b>LAFS.7.RI.1.1:</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Access Points:</b>  <p><b>LAFS.7.RI.1.AP.1a:</b> Refer to details and examples in a text when explaining what the text says explicitly.</p> <p><b>LAFS.7.RI.1.AP.1b:</b> Use two or more pieces of textual evidence to support conclusions or summaries of text.</p> <p><b>Essential Understandings:</b>  <p>Make an inference from an informational text.</p> <p>Identify a conclusion from an informational text.</p> <p>Identify a summary of an informational text.</p> <p>Identify a detail to support the inference, conclusion or summary.</p> </p></p>

As you look at this high school example of access points and Essential Understandings, think about how we can apply these standards to real world application for our students, as well as post secondary opportunities. For example, this would be an important post secondary skill in a work environment when thinking about an email or note from an employer. What is it that my supervisor is telling me? What is the message that I need to understand?

Slide 19

ELA – Before	ELA – After
<p><b>LA.910.1.7.2:</b> The student will analyze the author's purpose and/or perspective in a variety of texts and understand how they affect meaning.</p> <p><b>Access Points:</b>  <p><b>LA.910.1.7.In.b:</b> Identify the author's purpose (e.g., to inform, entertain, persuade) and point of view (e.g., first person) in text and use the information to construct meaning.</p> <p><b>LA.910.1.7.Su.b:</b> Identify the author's purpose (e.g., inform, entertain, persuade) using key words, phrases, and graphics in a variety of reading selections.</p> <p><b>LA.910.1.7.Pa.b:</b> Make purposeful responses to pictures or symbols paired with words in school settings.</p> </p>	<p><b>LAFS.9-10.RI.2.6:</b> Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p><b>Access Points:</b>  <p><b>LAFS.9-10.RI.2.AP.6a:</b> Determine the author's point of view or purpose in a text.</p> <p><b>LAFS.9-10.RI.2.AP.6b:</b> Determine/Identify the specific language words that the author uses to advance the point of view or purpose.</p> <p><b>LAFS.9-10.RI.2.AP.6c:</b> Develop and explain ideas for why authors made specific word choices within text.</p> <p><b>Essential Understandings:</b>  <p>Identify what an author tells about a topic.</p> <p>Identify the author's purpose in telling about a topic.</p> <p>List words that provide description or detail (specificity) that an author uses in a sentence or short paragraph.</p> </p></p>

Now that we have looked at math and ELA individually, let's take a more in depth look at the EUs and compare Math and ELA Essential Understandings.

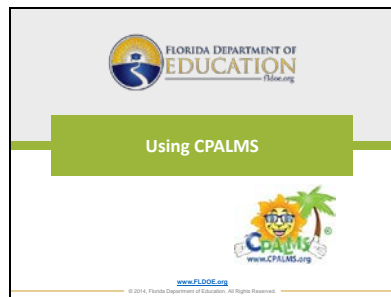
When the content experts began this process there was much discussion about the nature of math and the nature of ELA. They discussed how students learn these two subjects and ultimately decided that the fundamental nature of the subjects required that the Essential Understandings be written differently.

Because of this, Math Essential Understandings are written as concrete and representation. As teachers, we need to identify where to begin with each individual student and work from that point.

ELA Essential Understandings are listed skills. Think about what your student can do, and then work toward the next EU. This is especially true in earlier grades in the foundational domain. As we move into the later grades, it is possible that we can teach multiple EUs at the same time.

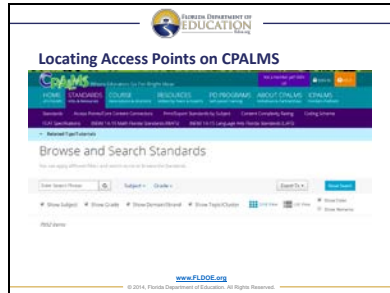
Remember that EUs are NOT part of the standards. They are resources to support teachers. It is teachers who will make the instructional decisions on the best way to instruct a student and which of the EUs are appropriate.

Slide 20



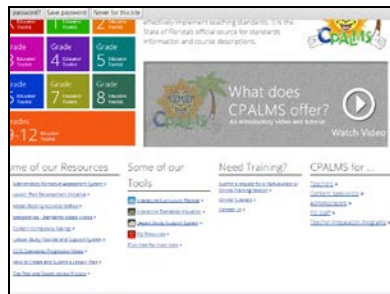
In this next section, let's take a look at CPALMS and how you can locate and print the Florida Standards and access points, find tutorials and obtain assistance with the use of this very helpful resource.

Slide 21



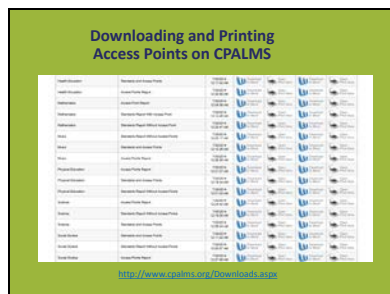
In order to find the access points, go to the CPALMS website and click on the standards tab at the top of the page. You will see the access points link there. From there, one can browse the standards by subject area, grade band, and domain. The domains of the new special skills standards are organized around the domains of the IEP: curriculum and learning, social and emotional, etc.

Slide 22



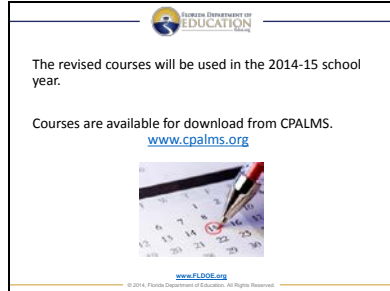
CPALMS training and tutorials can be found on this page as well. If you look under "Need Training?" you will find tutorials and informational videos. For further assistance, you can send a question to CPALMS via the contact us link.

Slide 23




You can download and print specific standards by subject and grade level. You can connect to this page by clicking on Print/Export Standards by Subject on the standards page, or by using the link in this slide.

Slide 24



The revised courses will be used in the 2014-15 school year.

Courses are available for download from CPALMS.  
[www.cpalms.org](http://www.cpalms.org)

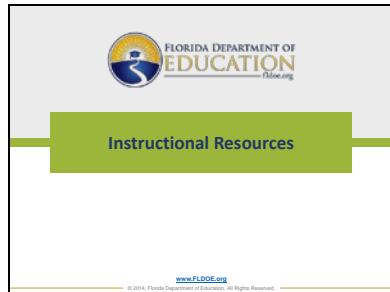



[www.FLDOE.org](http://www.FLDOE.org)

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In addition to finding the Florida Standards and access points, all access courses have been revised and are available for download on CPALMS. You can pause this screen and use the cpalms hyperlink in this slide to go to the site.

Slide 25



  
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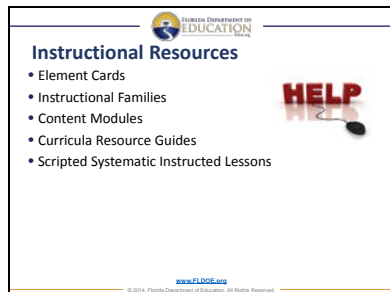
**Instructional Resources**


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There are a variety of resources that will help facilitate instruction of the Florida Standards for students with significant cognitive disabilities. The resources help teachers design and deliver instruction.


Slide 26



  
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**Instructional Resources**

- Element Cards
- Instructional Families
- Content Modules
- Curricula Resource Guides
- Scripted Systematic Instructed Lessons

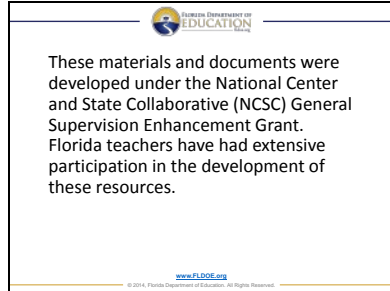


[www.FLDOE.org](http://www.FLDOE.org)

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Instructional resources include:  
(advance slide for each resource)  
Element Cards  
Instructional Families  
Content Modules  
Curricula Resource Guides  
Scripted Systematic Instructed Lessons  
Instructional Resource Guide

Slide 2



Florida Department of  
EDUCATION

These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant. Florida teachers have had extensive participation in the development of these resources.

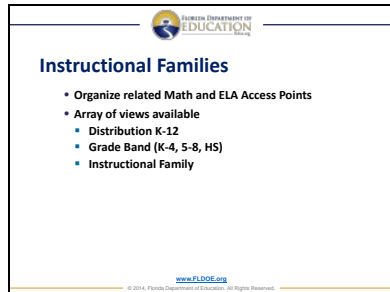
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These materials and documents were developed under the National Center and State Collaborative (NCSC) General Supervision Enhancement Grant and are consistent with its goals and foundations. Florida teachers have had extensive participation in the development of these resources.

Let's take a look at these together.

Slide 28



Florida Department of  
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### Instructional Families

- Organize related Math and ELA Access Points
- Array of views available
  - Distribution K-12
  - Grade Band (K-4, 5-8, HS)
  - Instructional Family

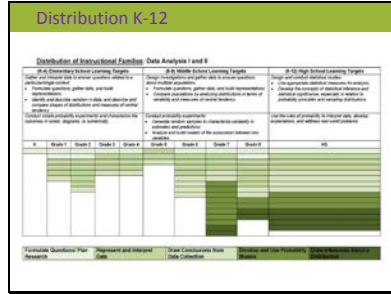
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The first resource we will look at are the Instructional Families. Instructional Families provide educators with an easily interpreted visual of Access Points within and across grade bands. They are organized in three different views: (animation: advance slide) a view of K-12; a view by grade band and finally a view by instructional family. Instructional Families are very useful when planning instruction. Teachers that serve multiple grades can see skills and concepts across grades. It is also useful to see what concepts were taught prior to a particular grade level and how concepts continue to build.



Slide 29



In the first view Instructional Families are distributed from Kindergarten to 12<sup>th</sup> grade. This one is taken from Data Analysis. You will note that the key to the color coding is at the bottom of the page. For example, if you look at the very pale green bars which cover Formulate Questions/Plan Research, you will see that this Instructional Family is taught in grades K through 4 and 6 though high school. It is not found in grade 5.

Slide 30

**Grade Band (K-4, 5-8, HS) Data Analysis I**

Instructional Family	K-4	5-8	HS
Formulate Questions/Plan Research	Yes	No	Yes
Represent and Interpret Data	Yes	Yes	Yes
Measure, Monitor, and Evaluate Data Collection	Yes	Yes	Yes

This view presents instructional families and specific Access Points within each family by **grade-band**. This grade band shows grades 5-8 in Data Analysis. Educators can use this view to see what specific Access Points are taught in a grade.

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**Instructional Family Data Analysis I**

Instructional Family	K-4	5-8	HS
Formulate Questions/Plan Research	Yes	No	Yes
Represent and Interpret Data	Yes	Yes	Yes
Measure, Monitor, and Evaluate Data Collection	Yes	Yes	Yes

In the final view, Access Points are arranged in a vertical format, by Instructional Family. Remember you can pause the webinar to take a closer look.

Slide 32

**Element Cards**

- Promote understanding of how students move toward Florida Standards
- Contain one or more access points
- Assist teachers in developing instructional lessons

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Element Cards are the next resource the we will look at. Unlike their name: Element Cards are not actual cards. They are a digital resource.

- Element Cards help in promoting understanding of how students move toward Florida Standards.
- Contain one or more Access Points
- They are a great resource in assisting teachers in developing instructional lessons. Element cards encompass all grade levels for Math and ELA.

Slide 33

**Florida Standard** Standard  
**Access Point** AP  
**Instructional Family** Instructional Family  
**Essential Understandings** EUs  
**Suggested Instructional Strategies** Strategies  
**Supports and Scaffolds** UDL

**7.G.A.3.B.1.A.1**  
 Draw a picture graph with a bar graph (with equivalent scales) to represent a data set with up to 10 categories. Label major and minor grid lines, and label with category names and data values.

**Florida State Connections from State Connections**

**Progress Indicators** (Determining what conceptual data and representing it visually, what the data do or do not show (e.g., bar graphs, line plots, picture graphs))

**Category Understandings**

- Identify the categories in a graph
- Understand the concept of major and minor grid lines
- Count each unit in a category
- Interpret the data in a picture graph or bar graph
- Use math to answer category (graph) questions

**Representations**

- Understand that each person can only represent one point of data
- Identify data sets with equal numbers (e.g., bar graphs representing 2 points)
- Identify a picture on bar graph

**Representational Strategies**

- Sketch the concept of more or less using examples, then examples, apply to data on graph
- Use a color in graph that provides a visual of the values in each category both on a bar graph
- Teach the concept of major or minor grid lines
- Ask students:
  - o Point to the categories for graph for comparison
  - o Count or identify the data for the first category
  - o Mark the data on a graph together with a number line (use below the number)
  - o Repeat for second category
  - o Identify each category with a color (use which category has less)
  - o Based on the categories that are identified in the previous step, (e.g., the category that has fewer, count up or back in the remaining category by adding the numbers)
  - o Repeat the number

**Supports and Scaffolds**

- Number line
- Colorfully sketch the graph
- Create the categories with number line and scaffold to bar graph

This is one example of a math Element Card. As you can see it begins with the Florida Standard (advance slide) Below the standard is the Access Point (advance slide) Next you will see the Instructional Family (advance slide) Please note that the instructional family is color coded in the same way that it was color coded on the instructional family resource document thus allowing for integration between resources. Following the instructional family you will find the Essential understandings (advance slide),

All element cards include sections on Suggested Instructional Strategies (advance slide) and Supports and Scaffolds or Universal Design for Learning concepts. (advance slide)

This is not a complete list of supports but serves as a beginning to help teachers and support personnel to think about the best way to approach teaching an access point to a variety of students. These possible tools and materials assist in the promotion of understanding and engagement with concepts. Supports and scaffolds provide a way for students to demonstrate what they know and can do.

Slide 34

AP 3.5.1	AP 3.5.2	AP 3.5.3
<p><b>AP 3.5.1</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p> <p><b>AP 3.5.2</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p> <p><b>AP 3.5.3</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p>	<p><b>AP 3.5.1</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p> <p><b>AP 3.5.2</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p> <p><b>AP 3.5.3</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p>	<p><b>AP 3.5.1</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p> <p><b>AP 3.5.2</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p> <p><b>AP 3.5.3</b> Analyze how an author uses rhetorical techniques to create a specific effect or purpose in a text.</p>


In this example you see an English Language Arts Element Card. In ELA many Access Points are very similar across multiple grades. Therefore, when the ELA Element Cards were developed, multiple Access Points were included on each Element Card.

(animate through the slide and say) They include the Florida Standard Access Point Strategies and Ideas for UDL

As you can see, these have the same components as the previous math element card that we reviewed. Element cards encompass all grade levels for Math and ELA.

The ACCESS project is working with Community of Practice members from across the state of Florida in developing more Element Cards.

Slide 35

 **Content Modules**

- Provide explanations and examples of concepts contained in the Florida Standards
- Promote an understanding of concepts to assist the teacher in planning instruction
- Contain potential adaptations and modifications to consider when designing instruction
- Built in a consistent format

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Content Modules are multimedia resources that provide teachers with a deeper understanding of complex concepts. It is necessary to understand the content before teaching it. Content Modules are excellent companions when planning instruction.

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 **Content Module Design**

- **Time for Take Off:** Key Vocabulary
- **Floating on Air:** List of skills covered at each grade level




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Content Modules are set up in consistent sections. For each Content Module you will find: (advance slide) Key vocabulary (advance slide) A list of skills (advance slide) And ideas for UDL (advance slide) And real world applications

Slide 37

 **16 Content Module Topics**

ELA	Math
<ul style="list-style-type: none"><li>• Author's Purpose and Point of View</li><li>• Informational Writing</li><li>• Main Idea, Theme and Details</li><li>• Narrative Writing</li><li>• Persuasive Writing</li><li>• Summarizing and Inferencing</li><li>• Text Structure</li><li>• Vocabulary and Acquisition</li></ul>	<ul style="list-style-type: none"><li>• Coordinate Plane</li><li>• Expressions</li><li>• Fractions and Decimals</li><li>• Functions</li><li>• Linear Equations</li><li>• Perimeter, Area and Volume</li><li>• Radicals and Exponents</li><li>• Ratios and Proportions</li></ul>

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As you can see there are ELA Modules for author's point of view, main idea, inferencing, and more. In Math we have modules such as Expressions, Functions and Ratios.

Slide 38

**Time for Take Off**

**Time for Take Off**

**What is Vocabulary?**

**Selecting Vocabulary Words**

**Check for understanding:** Click on the PDF to receive form to choose words for notebook definition.

**Check for understanding:** Click on the PDF to receive form to choose words for notebook definition.

**Check for understanding:** Click on the PDF to receive form to choose words for notebook definition.

Time for Take off lists key vocabulary. There are examples of how to build understanding of vocabulary. In this example, the content module explains how to set up a vocabulary journal.

Slide 39

**Floating on Air**

**Floating on Air**

**Check for understanding:** Click on the PDF to receive form to choose words for notebook definition.

**Check for understanding:** Click on the PDF to receive form to choose words for notebook definition.

**Check for understanding:** Click on the PDF to receive form to choose words for notebook definition.

Floating on Air includes Access Points that are covered by each module. For more complicated concepts, there is a hyperlink to an accompanying PowerPoint that will walk the teacher through an example and make suggestions for instruction. These PowerPoints are on a temporary site. As they are moved onto the ACCESS website, the electronic link will be updated. Remember that these resources are meant to remain electronic to allow for the ability to continuously upgrade.

Slide 40

**Sharing the Sky**

**Sharing the Sky**

Universal Design for Learning	Challenge	Learning Objective	Learning Strategy	Assessment
Representation	Students may struggle to understand the concept of a learning objective. The learning objective is a statement that describes what students should be able to do as a result of learning.	Students will be able to identify the learning objective for a lesson.	Students will be able to identify the learning objective for a lesson.	Students will be able to identify the learning objective for a lesson.
Engagement	Students may struggle to understand the concept of a learning objective. The learning objective is a statement that describes what students should be able to do as a result of learning.	Students will be able to identify the learning objective for a lesson.	Students will be able to identify the learning objective for a lesson.	Students will be able to identify the learning objective for a lesson.

Sharing the Sky provides suggestions for UDL as it applies the specific content module.

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**Prepare for Landing**

Prepare for Landing provides real-world applications through the skills taught in the Content Module. Note that each Content Module includes ideas for building Communicative Competence; Fluency in reading, writing, math; age appropriate social skills; independent work behaviors; and skills in accessing support systems.

The slide contains the following text:

**Prepare for Landing**

Prepare for Landing provides real-world applications through the skills taught in the Content Module. Note that each Content Module includes ideas for building Communicative Competence; Fluency in reading, writing, math; age appropriate social skills; independent work behaviors; and skills in accessing support systems.

Prepare for Landing provides real-world applications through the skills taught in the Content Module. Note that each Content Module includes ideas for building Communicative Competence; Fluency in reading, writing, math; age appropriate social skills; independent work behaviors; and skills in accessing support systems.

Prepare for Landing provides real-world applications through the skills taught in the Content Module. Note that each Content Module includes ideas for building Communicative Competence; Fluency in reading, writing, math; age appropriate social skills; independent work behaviors; and skills in accessing support systems.

Slide 42

**Curricula Resource Guides**

- Provide guidance for teaching Florida Standards to SwSCD
- Examples of differentiated instruction for SwSCD
- Delineates the necessary skills and knowledge students need to acquire in order to master specific learning targets
- Helps educators build content knowledge of the Florida Standards
- Examples of formative assessment questions

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- Helps educators build content knowledge of the Florida Standards
- Examples of formative assessment questions

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Curricula Resource Guides explain how to teach students with the most significant cognitive disabilities and provide examples for differentiating instruction for students in multiple grade levels. All Curricula Resource Guides follow the same organizational set up. (read slide)

Slide 43

**7 Curricula Resource Guides**

ELA	Math
<ul style="list-style-type: none"> <li>• Reading Informational Texts</li> <li>• Vocabulary Acquisition and Use</li> <li><i>Writing in development</i></li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Equations</li> <li>• Measurement and Geometry</li> <li>• Fractions and Decimals</li> <li>• Ratio and Proportions</li> </ul>

[www.FLDOE.org](http://www.FLDOE.org)

The slide contains the following text:

**7 Curricula Resource Guides**

ELA	Math
<ul style="list-style-type: none"> <li>• Reading Informational Texts</li> <li>• Vocabulary Acquisition and Use</li> <li><i>Writing in development</i></li> </ul>	<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Equations</li> <li>• Measurement and Geometry</li> <li>• Fractions and Decimals</li> <li>• Ratio and Proportions</li> </ul>

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There are 7 Curricula Resource Guides available.

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**Vocabulary Definitions Examples**

**Performance Example**

Year	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Population	281	282	283	284	285	286	287	288	289	290	291
Area	10	11	12	13	14	15	16	17	18	19	20

**Line Plot**

**Bar Graph**

**Line Graph**

Curricula Resource Guides give you key vocabulary, the definition and an example of the concept.

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**Florida Department of Education**

**3.3 Prior Knowledge/skills needed (can be taught concurrently):**

- Number identification
- Addition
- One-to-one correspondence
- Symbol-Object

**2. What are some of the types of activities general educators will use to teach this skill?**

**2.1 Activities from General Education Resources**

- **4-1-1** Ask students to collect data (e.g., how students spend playing video games) in a table (table provided) and then have students create a bar graph.
- **4-1-2** Have students collect graphs from a variety of sources (Internet, magazines, etc.) and sort them by type.
- **4-1-3** Create a scaled pictograph representing classroom "favorite sport".
- **4-1-4** Use line graph which charts height and weight of an individual to answer questions about the pattern of her growth.
- **4-1-5** Use students' data, such as responses to a survey about favorite dessert, and have them identify a graph with an appropriate scale to represent the data.
- **4-1-6** Provide the same data set displayed in two different forms: the graph and table graph. Ask students to compare and contrast the information obtained from each graph.
- **4-1-7** Provide students with set of numbers and ask them to calculate the average.

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This section includes ideas on how to embed prior knowledge skills. In this example the concept is broke down to concepts of more and less. The graduation hat icon signifies Promoting Career and College Readiness and the light bulb signifies Standards for Mathematical Practice.

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**Florida Department of Education**

**Performance Examples**

**MAFS.1.MP.4.1**

**Performance Example**

**Essential Understanding: Conceptual Understanding and Fluency/Proficiency**

**Conceptual Understanding**

**Fluency/Proficiency**

Performance Examples provide an example of how a skill may look in an assessment format. Providing Students with a Significant Cognitive Disability opportunities to respond in and become familiar with testing formats is important.

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**FLORIDA DEPARTMENT OF EDUCATION**

**4. What are Some Additional Activities That Can Promote Use of this Academic Concept in Real World Contexts?**

- 3-919** Have students collect nutrition information on their favorite foods from several fast food restaurants and graph the amount of fat and total calories for each of the items. Ask them to clarify the food's fat and calories.
- 4-913** Ask students to collect and graph the average temperature of weather across the year in the state in which they live, then have them match the type of clothing they need to wear across the year.
- 4-914** Have students graph their monthly allowance (or job earnings) and predict how long it would take for them to purchase a desired item. If allowed, they may be charged an experiential fee (such as a hobby) and a more expensive item (such as a Nintendo DS) and compare the difference in time it would take to save the money to purchase these items.
- 3-918** Ask students to research the amount of UV-B and UV-A sunlight that is emitted over time and compare this to what are considered harmful levels of each. Based on this information, ask students how often they should apply sunscreen and/or how long it is safe to stay out in direct sunlight.
- 4-919** Have students set a goal time for running or walking five miles. Ask them to time themselves each time they run or walk five miles and predict how long they will achieve their goal.
- 3-914** Ask students to research the cost of living for the city in which they reside. Then have them research the median wage earned for 10 professions they may be interested in. Research and compare these wages to the cost of living. Ask the students if they will be able to live comfortably on these wages? Will they need to work more than one job?

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Florida Standards emphasize the need for content to be meaningful and applicable to real life. This is especially important to a Student with a Significant cognitive Disability. Promoting Career and College Readiness (CCR) or post secondary options, is an important component of the Curricula Resource Guides.

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**6.2 Incorporate UDL: Universal Design of Learning When Teaching Data Analysis**

Some examples of options for teaching Data Analysis to students who present individual challenges due to:

As barriers, these options may:	Physical disabilities or Motor impairments	Perceptual disabilities or Learning Difficulties	Executive function challenges	Look for additional barriers due to:
<b>Attention/Executive Function</b> - Inconsistent attention or poor working memory - Inconsistent organization of work - Inconsistent planning and organization - Inconsistent monitoring and self-regulation - Inconsistent motivation and self-efficacy - Inconsistent time management and procrastination - Inconsistent organization of work and materials	<b>Physical Disabilities or Motor Impairments</b> - Limited fine motor skills - Limited gross motor skills - Limited strength and endurance - Limited coordination and balance - Limited flexibility and range of motion - Limited stamina and energy levels - Limited ability to use tools and equipment	<b>Perceptual Disabilities or Learning Difficulties</b> - Limited ability to process and understand written and oral language - Limited ability to understand and use symbols and signs - Limited ability to understand and use visual information - Limited ability to understand and use auditory information - Limited ability to understand and use tactile information - Limited ability to understand and use olfactory information	<b>Executive Function Challenges</b> - Limited ability to plan and organize work - Limited ability to monitor and regulate work - Limited ability to manage time and resources - Limited ability to set and achieve goals - Limited ability to work independently	Lack of additional barriers due to: - Lack of motivation - Lack of self-efficacy - Lack of social skills - Lack of communication skills - Lack of problem-solving skills - Lack of critical thinking skills - Lack of decision-making skills - Lack of emotional regulation skills - Lack of social-emotional skills - Lack of cultural and linguistic skills - Lack of family and community support - Lack of access to resources and services - Lack of transportation and mobility - Lack of housing and shelter - Lack of food and nutrition - Lack of health and safety - Lack of legal and financial skills - Lack of civic and community participation skills - Lack of digital and technology skills - Lack of environmental and sustainability skills - Lack of global and international skills - Lack of career and workforce skills - Lack of entrepreneurship skills - Lack of leadership and management skills - Lack of innovation and creativity skills - Lack of resilience and perseverance skills - Lack of growth and learning mindset skills - Lack of social and emotional learning skills - Lack of self-awareness and self-management skills - Lack of social awareness and relationship skills - Lack of responsible decision-making skills - Lack of critical thinking and problem-solving skills - Lack of communication and collaboration skills - Lack of citizenship and community participation skills - Lack of career and workforce skills - Lack of entrepreneurship skills - Lack of leadership and management skills - Lack of innovation and creativity skills - Lack of resilience and perseverance skills - Lack of growth and learning mindset skills - Lack of social and emotional learning skills - Lack of self-awareness and self-management skills - Lack of social awareness and relationship skills - Lack of responsible decision-making skills - Lack of critical thinking and problem-solving skills - Lack of communication and collaboration skills - Lack of citizenship and community participation skills

**Ideas For UDL**


Teachers are required to meet a range of student needs. Curricula Resource Guides give suggestions when teaching students with sensory differences such as:

- visual impairments
- deafness
- lack of movement or motor differences,
- students with extremely limited motivation
- attention and students who are limited in their use of speech.

Each component of UDL is addressed: representation, expression and engagement.



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 **FLORIDA DEPARTMENT OF EDUCATION**

**Scripted Systematic Instructed Lessons**

Sample scripted lessons for math and ELA, organized in grade bands and utilizing:

- Prompt hierarchy
- Reinforcement procedures like restatement
- Data collection
- Evidence-based best practices
- Builds from essential understandings and increasingly more difficult

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Another resource available to teachers are the Scripted Systematic Instructed Lessons (known as MASSIs and LASSIs) which offer intensive instruction using evidence-based practices known to be effective in teaching academic skills to students with a significant cognitive disability. These lessons are built around a real-world theme. Scripted Systematic instructed Lessons come with tools such as data sheets that can be used for monitoring progress and a skills test to practice responding in an assessment context. These lessons always follow the same format. As you can see these practices are ones of which we are familiar. There are no surprises. Good instruction is good instruction.

Slide 50

**Sample of a Scripted Lesson**

**7<sup>th</sup> 7<sup>th</sup> BUILD A GRADE ALIGNED COMPONENT: Creating an Equation**  
**8<sup>th</sup> BUILD ESSENTIAL UNDERSTANDING: Symbol Concept**

**INTRODUCE PROBLEM:** “Chase” “Shawn” share problems. We are going to solve these problems. In both of the problems there is a number we don’t know yet. We will solve the problem using a variable, a variable is a letter that can be used to place a number you don’t know yet.”

**MODEL THE PROCESS:** Under using Equation Template. Let’s review our story problem about Shawn. I am going to read the three sentences. One doesn’t have a number. We’ll use a letter when we don’t know the number. Let’s put that in our equation as we go. Shawn has 10 dollars in his bank. “From your money, each in his bank?” “I really want you to be prepared to answer.” “Yes, I’m going to do that. He has money in his bank?” “I really want you to be prepared to answer.” “Yes, I’m going to do that. “There isn’t a number. Let’s use a letter.” “What problem?” “I am getting 10 dollars.” “I am getting 10 dollars because we know that Shawn had 5 dollars in his bank and some dollars in his pocket. I want to add the 5 dollars. “I want to add the 5 dollars to the 10 dollars to find how many in total?” “I really want you to be prepared to answer.” “Yes, I’m going to do that.” “I am getting 10 dollars.”

**STUDENT PRACTICE:** “Chase” “Shawn” share problems. Provide students with the Equation Template. Use EVERYONE’S BEST PRODUCTS and if we need to help students with each step.

STUDENT PRACTICE	
Teacher Facilitates	Student Responses
1. “Read the problem together: ‘Shawn bought 2 candy bars. Later he bought more candy. He ate 3 candy bars.’ Write the equation that represents this problem. Use the letter x to represent the unknown amount of candy. Write the number.”	Shawn bought 2 candy bars. Later he bought more candy. He ate 3 candy bars. $2 + x - 3 =$
2. “Have the students write the equation on the template. Do not solve using any or students are unable to write the number. Ask for one student to read the equation to the class.”	$2 + x - 3 =$
3. “What do you need to independently write down or say? ‘What do you write next?’	Shawn bought 2 candy bars. Later he bought more candy. He ate 3 candy bars. $2 + x - 3 =$
4. “What do you need to independently write down or say? ‘What do you write next?’	Shawn bought 2 candy bars. Later he bought more candy. He ate 3 candy bars. $2 + x - 3 =$
5. “What do you need to independently write down or say? ‘What do you write next?’	Shawn bought 2 candy bars. Later he bought more candy. He ate 3 candy bars. $2 + x - 3 =$

Here is a sample excerpt. Scripted Systematic Instructed Lessons begin with building Essential Understandings and then moves toward the grade-aligned access point. These lessons are scripted with embedded systematic and explicit instruction. They are divided by elementary, middle and high school. This resource is a great tool to use if you have an instructional assistant in your classroom. It provides explicit directions of exactly what and how to teach a lesson.

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This may be a good stopping point. Have the student have a classroom student decision (they can vote on class president for a day or student of the day). Students can fill out tables, read them in, vote on the results, and mark them on a table and cover a bar graph. There is a generalization worksheet with this level. You can use this for additional guided practice or to send home as homework.

INDEPENDENT PRACTICE:	Teacher Direct Work	Targeted Response	Level of Learning
Give 10 minutes for 20 minutes of independent work on the problem and have students select responses. Based on whether responses are correct or incorrect.	Only provide praise for completing a maximum of 10 minutes of independent work. Do not provide specific praise for correct answers while students are working.	Remember the goal is for students to be able to interpret the data to further identify using tables and bar graphs, so we have the second half of this document for that target CCC for this grade level. You can use this Conceptual Foundations section to review.	Check for student has completed the work, review selected problems with the student.

➤ Intended to be taught over multiple days

➤ Stop signs are suggested stopping points in the lesson

Teachers have flexibility in pacing of these lessons. Suggested stopping points are provided along the way help you pace the instructional process.

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### Progress Monitoring

Student Name: \_\_\_\_\_

**Middle School Equations Progress Monitoring**

Directions: Show each step during instruction and record on the table. A correct answer is marked with a "C" or a partially correct with a "P".

**BUILD ESSENTIAL UNDERSTANDINGS - CONCEPT AND SYMBOLS: Identifying the Number from a Sentence**

**MS-1 BUILD A GRADE ALIGNED COMPONENT: Creating an Equation**

**MS-1 BUILD ESSENTIAL UNDERSTANDING: Symbol Concept**

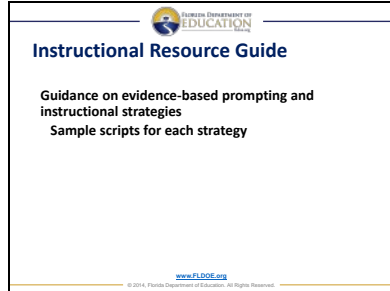
Teacher and Direction for Teacher	Instructional Cue	Student Essential Understanding	1	2	3	4	5	6	7	8	9	10	11	12
1. "Listen for 'listen' into problem."	Circle the numbers.	Student understands what numbers in story problem.												
2. "Write story problem and equation."	Write the list equation.	Student understands what numbers in story problem.												
3. "Read aloud."	Read for students to independently solve the problem.	Student understands what numbers in story problem.												
4. "Stop aloud."	"What do you see with the problem?"	Student understands what numbers in story problem.												
5. "Stop aloud."	"How do you know it is independent work equation?"	Student understands what numbers in story problem.												
6. "Stop aloud."	"What do you see with the problem?"	Student understands what numbers in story problem.												
7. "Read aloud."	Read for students to independently solve the problem.	Student understands what numbers in story problem.												
8. "Stop aloud."	"What do you see with the problem?"	Student understands what numbers in story problem.												
9. "Stop aloud."	"How do you know it is independent work equation?"	Student understands what numbers in story problem.												
10. "Stop aloud."	"What do you see with the problem?"	Student understands what numbers in story problem.												
11. "Stop aloud."	"How do you know it is independent work equation?"	Student understands what numbers in story problem.												
12. "Stop aloud."	"What do you see with the problem?"	Student understands what numbers in story problem.												

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This is an example of the progress monitoring sheet that accompanies all Scripted Systematic lessons. The steps in the progress monitoring sheet correspond to the steps in the actual lesson. There is a troubleshooting section at the end as well as a suggestion for a culminating activity.

The ACCESS project offers training on how to write MASSIs and LASSIs. You will want to watch for more information on these trainings and become involved with building a library of MASSIs and LASSIs for our state.

Slide 53



One of our favorite resources is the Instructional Resource Guide. This guide serves as a source of information about evidence-based best practice in instruction for students with significant cognitive disabilities. The guide reviews instructional strategies that are based on theories of Applied Behavior Analysis in an easy to read and share format. You may want to share this with your ESE and general education teachers, interns and parents as you all strive to use optimal teaching strategies for students with a significant cognitive disability.

There are sample scripts for (advance slide)

- \* Constant Time Delay (advance slide)

- System of Least Prompts (advance slide)

- Model, Lead, Test (advance slide)

and ideas for finding a response mode

Slide 54

**Constant Time Delay (CTD)**

CTD is a form of prompting that can be used with students who have a significant memory deficit, including a student whose skill or strategy through constant and repeated practice, has not been learned.

Each task is done only once, and the student must be able to do the task on their own before the next task is introduced.

After a task is done, the student is given a few seconds before being prompted to do the next task.

**Zero Delay Round**

Review the task directions and immediately give the controlling prompt to teach the skill the correct way. Review the task instructions.

For example (number identification):

1. Teacher says "Two hundred" and points to the number 2.
2. Student responds by pointing to the number 2.
3. Teacher indicates the correct answer by saying, "Good! That is two!" and repeats the task (optional).

**Time Delay Round**

After several repetitions of zero delay, move to a 5-second delay, then a delay time that is appropriate for the student's skill level. For example, the student may be able to do the task.

The task directions are given (optional), and the controlling prompt is used after the student gives the correct response after a 5-second delay.

For example (number identification):

1. Teacher says "Two hundred" and waits 5 seconds before giving the student a prompt to respond.

Each strategy is explained. In this example we are looking at Constant Time Delay. Zero Delay Round as well as Time Delay Round are explained.

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**Sample Script for CTD (Teaching Expressive Symbol Identification)**

Sample Script for Math & ELA

Task	Teacher Prompt	Student Response	Teacher Response
Identify the symbol for the number 1.	Point to the symbol for the number 1.	Point to the symbol for the number 1.	Good! That is one!
Identify the symbol for the number 2.	Point to the symbol for the number 2.	Point to the symbol for the number 2.	Good! That is two!
Identify the symbol for the number 3.	Point to the symbol for the number 3.	Point to the symbol for the number 3.	Good! That is three!
Identify the symbol for the number 4.	Point to the symbol for the number 4.	Point to the symbol for the number 4.	Good! That is four!
Identify the symbol for the number 5.	Point to the symbol for the number 5.	Point to the symbol for the number 5.	Good! That is five!

This view shows you a sample script for constant time delay

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**FLORIDA DEPARTMENT OF EDUCATION**  
fldoe.org

**Instructional Resources**

www.FLDOE.org

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So, where do you find all of these great resources?

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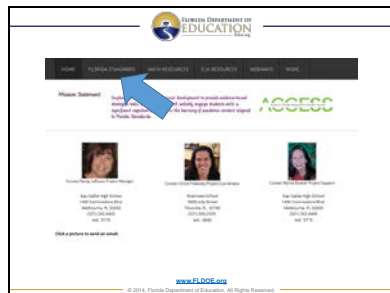


All of the materials that we have shared in this webinar are available on the ACCESS website.

In the future they will also be located on CPALMS. Our goal is to provide maximum access as we move the teaching and learning of academics for students with a significant cognitive disability forward in our state.

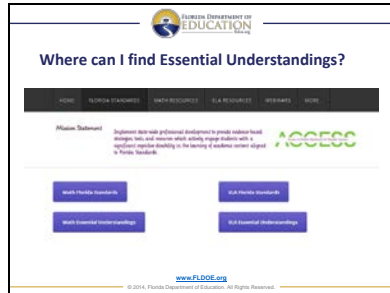
Florida Standards Access Points and Essential Understandings can also be found and downloaded from the ACCESS Website.

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Look at the top tool bar. There are pages for Florida Standards, Math Resources and ELA Resources.

Slide 59



To download a copy of Florida standards for math and ELA, click on the Florida Standard page. Here you will have the option of downloading the documents with or without the Essential Understandings.

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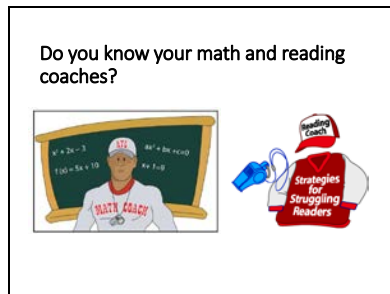
Next you will find the Standard code is the May be is three state. There is a key page right hand corner of screen that provides you with the codes that will help you identify the information provided within each page.

Slide 61



Next you will find the ELA resources. The layout is the same as the math page.

Slide 62



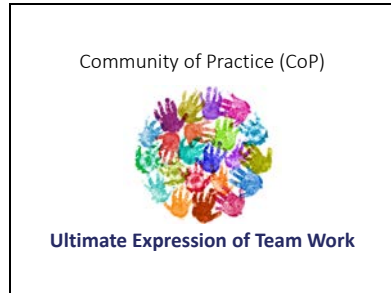
Does your school or district have math and reading coaches? Reaching out to content experts will help you find resources and supports that will enhance the teaching and learning of academics in your classroom. They can support you with teaching tools that are available in your building and provide access to a variety of training opportunities within your district.

Slide 63



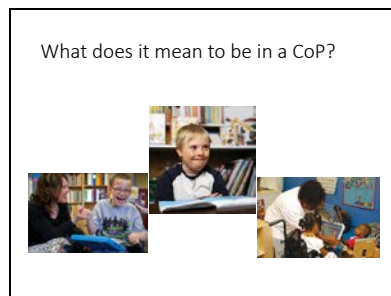
Local Assistive Technology Specialists (LATS) can be a great resource for you and your students. Watch for training opportunities in your district and from the ACCESS Project. Assistive Technology is always changing and growing. Keeping current in this arena is a full time job, and our LATS are there to help us stay abreast.

Slide 64



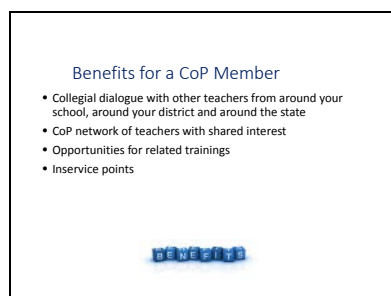
Communities of Practice are the ultimate expression of Team Work and provide an avenue to work and learn with others who have the same investment in students with a significant cognitive disability. A state wide train the trainer was held this summer, and most districts now have a local trainer. Check with your district ESE office to find out when a CoP training is going to be opening in your area.

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Following an initial face to face training, CoP members meet virtually an average of 6 times during the school year to discuss various topics regarding their work with students with a significant cognitive disability. The CoP shares research and evidence-based best practices for instruction, assessment and communication for students with a significant cognitive disability.

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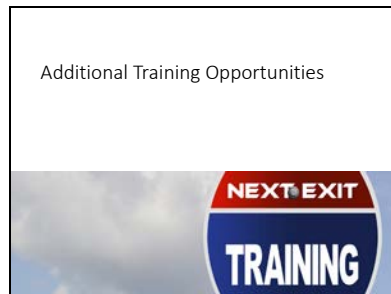


CoP members can be found across the state of Florida. They are found in small and rural districts, and hanging out down on the beautiful beaches of South Miami. Joining this group of powerful and dedicated educators gives you access to collegial dialogue in many ways. As teachers of SwSCD, we often find ourselves isolated and without anyone to create or problem solve. Through the network of teachers who work together, communicate on an Edmodo page just for them and opportunities to meet up at related trainings and workshops, building professional relationships is a



huge benefit. And of course, the inservice points that you can earn in your specific area of interest is always a bonus.

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The ACCESS Project offers various trainings throughout the state to move teaching and learning forward.

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Do you have a student for whom a mode of communication has not yet been identified? You may benefit from a training on Communication Strategies with Phillip Schweigert. Phillip is a nationally renowned researcher and trainer with an extensive background working with students with multiple impairments including dual sensory impairment. The Communication Matrix is one of the products developed in collaboration with Dr. Charity Rowland through an IDEAs That Work grant from the US DOE.

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A webinar discussing Environmental Inventory is available. Environmental Inventory discusses how to set up a room that provides communication opportunities.


Both the Communication Matrix and Environmental Inventory are powerful formative assessments to track student progress and drive instruction forward.

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Another opportunity for additional training is Seating for Task Performance with Karen Kangas. This training focuses on students with the most complex bodies. We invite teachers to come with the occupational and/or physical therapist from their school.

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- Log on to Edmodo: [www.edmodo.com](http://www.edmodo.com)
- Sign in if you have an existing Edmodo account or create your account.



Maintaining a high level of interaction with our CoP members is important to supporting teachers. Edmodo is a Facebook for teachers. It is a quick and easy way to share information. It's free and easy to sign up and is strongly encouraged for CoP members and teachers interested in communicating with teachers from around the state. We have a few hundred CoP members that are in our groups which allows for significant collegial dialogue. Its really quite interesting.

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- Join the ACCESS to Florida Standards group.
- Email us for our group code: [filakosky.Christina@brevardschools.org](mailto:filakosky.Christina@brevardschools.org)
- Please add a photo.

ACCESS would love for you to join our group. Here is their group code: It's always great to put a face with a name. Please include a picture of yourself and not one of your dog.

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For More Information:

- Randy LaRusso  
321-242-6400 ext. 5115  
[Larusso.Randy@brevardschools.org](mailto:Larusso.Randy@brevardschools.org)
- Christi Filakosky  
321-269-2326 ext. 4040  
[Filakosky.Christina@brevardschools.org](mailto:Filakosky.Christina@brevardschools.org)

ACCESS Virtual Office  
<http://tinyurl.com/accesstoffs>

If you have additional questions or need assistance, please do not hesitate to contact the Access Office by phone, email or visit them in their virtual office.

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Thank you for watching this webinar on the Florida Standards for students with a significant cognitive disability. Your service to students in the Florida educational system is greatly valued.