Student Access Map (SAM) Instructions

The Student Access Map, or SAM, was initially designed as a framework for determining appropriate Assistive Technology supports to aid students in addressing the curriculum standards. It can be used as a planning tool to identify the goals and supports needed for a student in different curriculum areas. It can be completed by any/all team members, although a multi-disciplinary approach is optimal. It can be used in any learning environment (e.g. regular ed classroom, substantially separate classroom, school-wide location, home), as part of a formal assessment procedure or as an informal guide.

Section 1: Standard/Goal/Activity
Key questions:
- What is it that we want the student to be able to do?
- Why is the Team looking for supports?
- What is the Standard, IEP goal or activity where the student is having or will have difficulty?
- What are the specific skills that are required for this task?
- What other factors are part of the activity?
- What is the main purpose of this activity?
- What is the essential skill that is being targeted?

Section 2: Student
Key Question:
- What are the student's skills as they relate to skills required for the targeted standard, goal or activity?

Section 3: Barrier
Key Questions:
- Which required skill might prevent him/her from participating fully in the activity?
- What is preventing the student from successfully completing the activity?
- Given the skills required for the task, which are a challenge for this student?

Section 4: Supports
Key Questions:
- What strategies and tools may help eliminate or minimize the barrier?

Section 5: Plan
Key Questions:
- What is the Team's plan for implementation of the suggested supports?

From: Maureen Dacey, Easter Seals of Massachusetts for Boston Public Schools Access Technology Center, October 1, 2002
http://www.boston.k12.ma.us/teach/technology/emmanuel.asp

Student Access Map (SAM)

Student: _____   Date: _____ Location: _____   Person completing this form:_____

☐ Standard/Objective ☐ IEP Goal / Benchmark ☐ Instructional Activity List academic skills, personal skills, and environmental factors.• State primary goal of the activity	Student List the student's strengths and challenges as they relate to the requirements of the activity. Barrier• Which required skill/factor impedes the student's participation or success?	Barrier Which required skill/factor impedes the student's participation or success?	Supports: Tools & Strategies List all possible no tech, low tech, mid tech, or high tech supports to help student perform the task.	Plan List/prioritize steps of your implementation plan• Identify time line and persons responsible • List criteria for success

Student Access Map (SAM) - Reading/Decoding

Student: <u>Terrell</u>   Date: <u>12/03/02</u>   Location: <u>Classroom/Office</u>   Person completing this form: <u>IEP Team</u>

☐ Standard/Objective ☐ IEP Goal / Benchmark ☐ Instructional Activity • List academic skills, personal skills, and environmental factors • State primary goal of the activity	Student • List the student's strengths and challenges as they relate to the requirements of the activity.	Barrier • Which required skill/factor impedes the student's participation or success?	Supports: Tools & Strategies • List all possible no tech, low tech, mid tech, or high tech supports to help student perform the task.	Plan •List/prioritize steps of your implementation plan •Identify time line and persons responsible • List criteria for success
• Standard: #2 (Reading) Read and respond to age/level appropriate reading materials• Instructional activity: participate in guided reading of Chapter 1 in book *Sadako & the Thousand Paper Cranes* by Eleanor Coerr and small group discussion around a key question **• Academic skills:** Read, Decode text, Comprehend text and auditory info, Formulate and organize ideas **• Personal skills**: Listen, Speak, Attend, Visual tracking and acuity **• Environment**: Independent/small group work **• Goal:** - Independently read text, Participate in small group discussion around key question	• Gr.4 student • Good cognitive skills • Difficulty decoding multi syllabic words • Gets frustrated easily • Difficulty keeping place in text says the words move around • Good auditory comprehension skills • Good verbal skills	• Reading/decoding of the passage with enough fluency to comprehend and remember details• Visual tracking	**• Low Tech**: Graphic organizer for vocabulary (Inspiration software)• **Brainstorm story content using graphic organizer** : Finger grip ruler, Swizzle stick/pencil, Magnifying bar, Plastic word frame, Highlighter/tape, Laminated highlighter tape, Page flags, Colored transparencies, Enlarge text on copier, Read with a peer, Word walls/lists/rings **Mid Tech**: Small flashlight, Record book onto tape, Speaking Homework Wiz **High Tech**: Scan text & use text reader, Phonics-based software, Electronic books, e.g., Start-to-Finish, for reading practice	• Low to high tech tools will be introduced in the order listed, by classroom teacher • Success will be determined by the quantity and quality of student's contributions to the group discussion • Classroom supported by resource room teacher • Schedule meeting in 1 month with student; teachers and AT assessor to determine which tools/supports may need to be provided on long term basis

Student Access Map (SAM) - Math

Student: <u>Terrell</u>   Date: <u>12/03/02</u>   Location: <u>Classroom</u>   Person completing this form: <u>IEP Team</u>

☐ Standard/Objective ☐ IEP Goal / Benchmark ☐ Instructional Activity List academic skills, personal skills, and environmental factors.• State primary goal of the activity	Student List the student·s strengths and challenges as they relate to the requirements of the activity. Barrier• Which required skill/factor impedes the student's participation or success?	Barrier Which required skill/factor impedes the student's participation or success?	Supports: Tools & Strategies List all possible no tech, low tech, mid tech, or high tech supports to help student perform the task.	Plan ✗ List/prioritize steps of your implementation plan• Identify time line and persons responsible • List criteria for success
Standard: Interpret the multiple uses of numbers by taking real-world situations and translating them into numerical statements • Instructional activity: Word problems based on real life examples of using money • 4th grade inclusive classroom with 18 students • Skills: - - problem-solving - - information organization - - concepts of whole numbers - - whole number computation - - patterns & relationships - - logical & critical thinking	Grade 4 student Likes math • Slightly below grade level• Good verbal math skills • Good logical thinking• Good auditory comprehension skills • Doesn't know times tables from memory • Can use calculator• Difficulty with showing his work in an organized fashion• Getting thoughts down on paper sequentially		**No Tech**• Peer/adult support• Problems are presented individually • Visualization• Additional time for task **Low Tech** • Manipulative coins/bills, 100 chart & counters • Cuisenaire Rods Money games • Graphic organizers Page Up or other paper holder to hold small models of supports, e.g.,100s chart, times tables, sentence strips, etc. **Mid Tech**• Talking calculator - to check work, Tape recorder & headphones - to tape answers **High Tech**: IntelliMathics, Inspiration , Talking portable word processor	Supports will be introduced in the following order: Para /teachers reads questions& writes dictated answers • Student copies dictated answers • Student uses manipulatives to solve problem • Present 1 problem at a time• Student dictates to tape recorder • With head phones, student transcribes tape • Introduce talking calculator• Teacher will be trained on Inspiration & IntelliMathics software• Classroom supported by resource room teacher • Schedule meeting in 1 month with student; teachers and AT assessor to determine which tools/supports may need to be provided on long term basis • Student success determinedly length/quality of student written responses