

## Accessing Grade Level General Education Curriculum

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In this session, the presenters will discuss the key components for providing access and progress in grade-level general education curriculum with specific application for students who are deaf-blind. In addition, planning and implementing effective academic instruction in the current environment of hybrid / distance learning will be shared.

### KEY POINTS

- The Individuals with Disabilities Education Act and Every Student Succeeds Act focus on all students having access to and making progress in the grade-level general education curriculum.
- Educators can start with the content standards and identify priority learning targets for students, including those who are deaf-blind.
- Once priority learning targets have been identified, education teams can identify barriers and solutions to provide access to the curriculum for students who are deaf-blind.
- Collaboration between special education, general education, therapists, and families is key both during in-person instruction and distance learning.

### ADDITIONAL RESOURCES

- [The General Education Curriculum—Not an Alternate Curriculum](#)
- [Providing Meaningful General Education Curriculum Access to Students with Significant Cognitive Disabilities](#)
- [TIES Lessons for All: The 5-15-45 Tool](#)
- [Distance Learning and Deafblindness: Learning from Parents](#)
- [Planning for Instruction both at School and Distance Learning: The 5C Process](#)
- [Parent Resource Videos](#)
- [Using the Least Dangerous Assumption in Educational Decisions](#)

