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