

**Discuss the scenario that matches the title of your breakout room:**

How will you plan for access?

What strategies might you utilize to ensure the student can fully participate in your residency?

Link to Planning Checklist:

<https://docs.google.com/document/d/1L18EIJspNrTkTY70ntCYT8u23ZD-YjxU/edit?usp=sharing&oid=110601435699795599133&rtpof=true&sd=true>

**Scenario 1:**

A student often vocalizes and moves around the room while you are giving instructions. When working independently, the student seems to lose track of the instructions. When working in a group they often seem to be off task. What strategies might you utilize to ensure the student can fully participate in your residency?

**Scenario 2:**

One of your students is a wheelchair user who has limited fine motor skills (limited small muscle movement including in the hands) and is non-speaking. How will you plan for access? What strategies might you use to ensure they can fully participate in your residency?

**Scenario 3:**

A student has difficulty with instructions that require more than one step and often loses track of where they are in both independent and small group activities. The classroom teacher is concerned the student won't be able to participate in the end of semester culminating performance for your residency. What strategies might you utilize to ensure the student can be in the culminating performance and feel successful?

**Scenario 4:**

A participant in your residency has difficulty holding up an instrument or standing for extended periods. The classroom teacher is concerned they won't be able to participate in music activities. What strategies might you utilize to ensure the participant can fully participate in your residency?