

Why Universal Access?



The reason for reading . .

“To read a writer is for me not merely to get an idea of what he says, but to go off with him, and travel in his company.”

Andre Gide



Fluent readers . . .

... focus their attention on making connections among the ideas in a text and between these ideas and their background knowledge. Therefore, they are able to focus on comprehension.

National Reading Panel, 2001



Poor readers . . .

... must focus their attention primarily on decoding individual words. Therefore, they have little attention left for comprehending the text.

National Reading Panel, 2001



Text Difficulty

Independent Level: 95-100% accuracy.
Can read text independently without assistance.

Instructional Level: 90-94% accuracy.
Can read text with instructional assistance.

Frustration Level: Below 90% accuracy.
Has great difficulty reading text even with assistance.



Students with disabilities . . .

IDEA (P.L. 94-142)

Requires that all public schools make available to all eligible children with disabilities a free and appropriate public education in the least restrictive environment appropriate to their individual needs.



Rehabilitation Act, 504

No qualified individual with a disability in the United States shall be excluded from, denied the benefits of, or be subjected to discrimination under any program or activity that receives Federal funds.



Section 508

Requires Federal electronic and information technology to be accessible to people with disabilities, including employees and members of the public.



So why Universal Access?

The fundamental requirement of all students to access text in the curriculum, along with the rights of students with disabilities, provide the foundation for implementing Universal Access strategies to make sure all students succeed in school.


