Applying the Universal Design for Learning Framework in Virtual Learning

Sean J. Smith, Ph.D.
seanj@ku.edu

https://bit.ly/3W9jnrU

1. **Bitly -** http://bitly.com
2. **QR Code Generator -** https://www.qr-code-generator.com/

Sean J. Smith, Ph.D.

- Teacher
- Teacher Educator
- Researcher
- Parent
- Consultant

seanj@ku.edu

Inclusion through Innovation

Looking Ahead?

1. Moving Target
2. Similar but Different
3. COVID but Normalcy
4. Digital Solutions
5. Is hybrid here to stay?
6. …

Inclusion through Innovation

Looking Ahead?

1. How do we plan?
2. How do we ensure FAPE
3. What is LRE?
4. Seriously - Measuring Progress
5. What does Inclusion Look Like?
6. ...

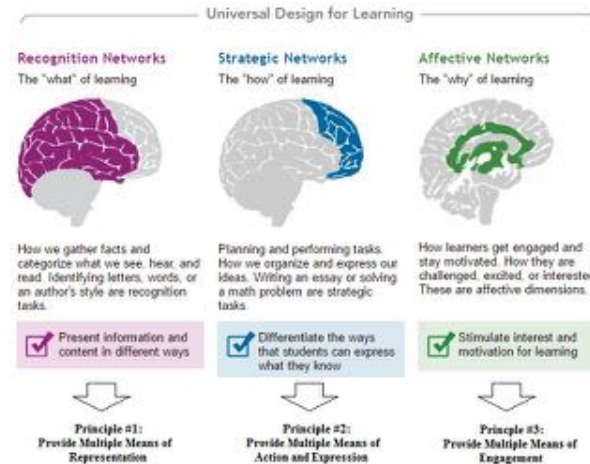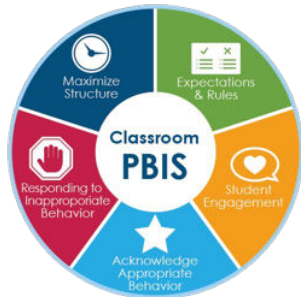**Inclusion through Innovation**

Priority #1

Design & Plan for ALL Learners
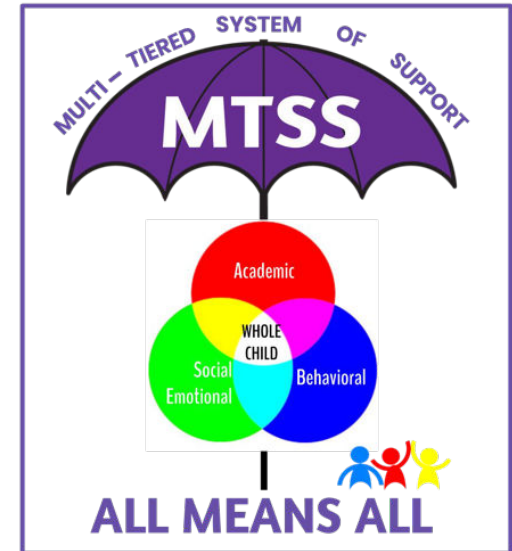
Inclusion through Innovation

How - What - Design & Plan?

1. Personalize for ALL Learners
2. Individualize - Unique & Specific
3. Instructional Frameworks
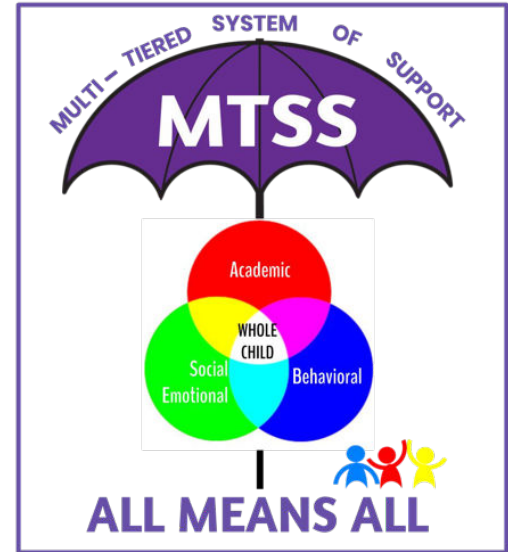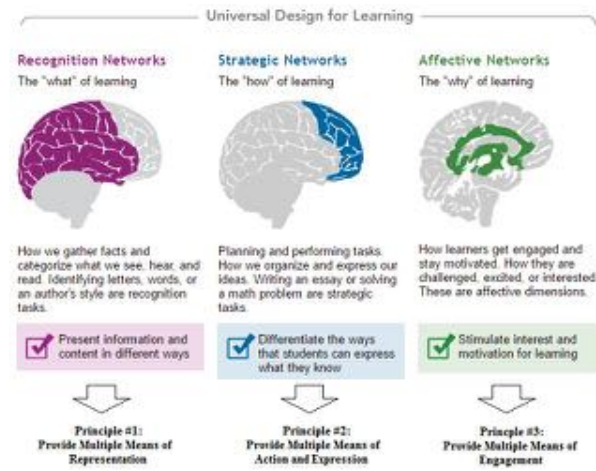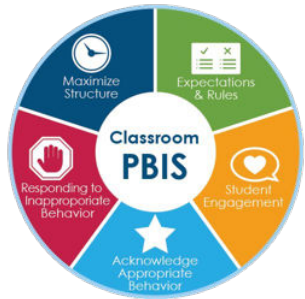4. Systems of Supports
5. Pathway - Map

What do you Use to Structure your Planning & Design?

WHY DIFFERENTIATED INSTRUCTION?

Classrooms are filled with students who:

have different needs

come from different educational backgrounds

have different attention spans and interests

have different language abilities

have different cultural backgrounds

Classroom PBIS

Maximize Structure

Expectations & Rules

Responding to Inappropriate Behavior

Student Engagement

Acknowledge Appropriate Behavior

Universal Design for Learning

Recognition Networks
The "what" of learning

Strategic Networks
The "how" of learning

Affective Networks
The "why" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Present information and content in different ways

Differentiate the ways that students can express what they know

Stimulate interest and motivation for learning

Principle #1:
Provide Multiple Means of Representation

Principle #2:
Provide Multiple Means of Action and Expression

Principle #3:
Provide Multiple Means of Engagement

MULTI – TIERED SYSTEM OF SUPPORT

MTSS

Academic

WHOLE CHILD

Social Emotional

Behavioral

ALL MEANS ALL

Learning Barriers

Common Barriers & Challenges

| Academic Challenges	Executive Function	Learning behaviors
When reading text: • Decoding • Vocabulary • Comprehension **When writing:** • Generating ideas • Organizing ideas • Drafting writing • Mechanics of writing	**Understanding Expectations** • Remembering instructions • Following step-by-step instruction • Knowing how and when to ask for help **Planning and Organization** • Breaking tasks down and setting realistic goals • Time management • Self-monitoring progress • Managing resources	**Motivation** • Engaging in tasks • Persisting with tasks • Focus/Attention **Self regulation** • Confidence (learned helplessness) • Strategies to cope • Using feedback

Academic Challenges	Executive Function	Learning behaviors
When reading text: • Decoding • Vocabulary • Comprehension **When writing:** • Generating ideas • Organizing ideas • Drafting writing • Mechanics of writing	Understanding Expectations • Remembering instructions • Following step-by-step instruction • Knowing how and when to ask for help Planning and Organization • Breaking tasks down and setting realistic goals • Time management • Self-monitoring progress • Managing resources	Motivation • Engaging in tasks • Persisting with tasks • Focus/Attention Self regulation • Confidence (learned helplessness) • Strategies to cope • Using feedback

Instructional Goals:	
Content	**Skills and Strategies**
Learn to read	Decode text
Learn to read content for meaning	Read strategically
Learn science content and vocabulary	Research and gather information
Learn social studies content and vocabulary	Write effectively
Learn and apply math concepts and procedures	Listen and speak effectively
Learn and apply language concepts	Other:
Analyze literature	
Other:	

Instructional Material:	**Teaching Method:**	**Practice/Application Method:**
Printed textbook	Lecture	Workbook/worksheets
Trade book	Hands-on teacher demonstration	Homework
Workbook/worksheets	Chalk/white board presentation	In-class assigned writing
Newspaper or magazines	Overhead visual presentation	Research paper
Printed notes/outlines	Large group instruction	Group project
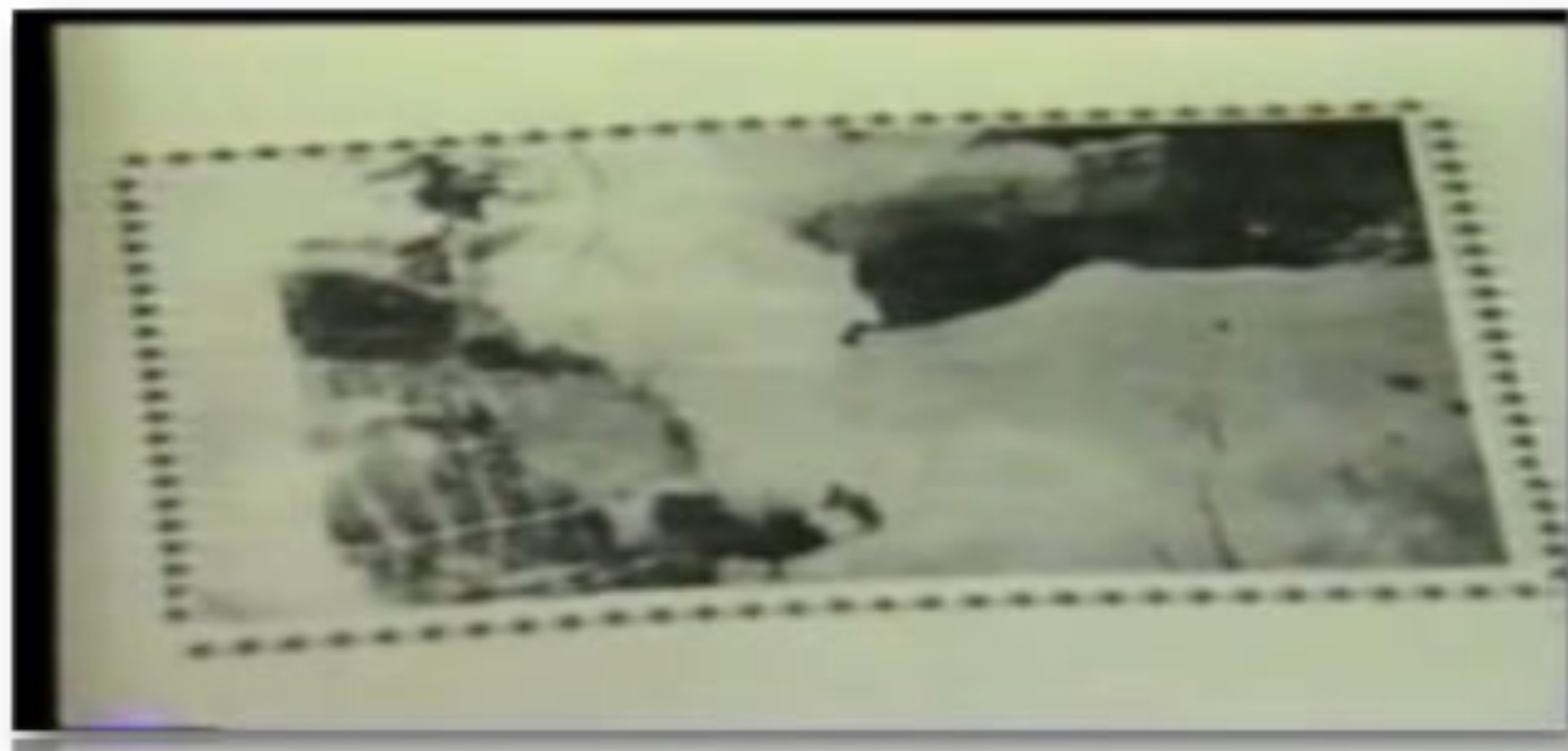
Executive Functioning Skills

Planning is the ability to figure out how to accomplish our goals.

Organization is the ability to develop and maintain a system that keeps materials and plans orderly.

Time Management is having an accurate understanding of how long tasks will take and using time wisely and effectively to accomplish tasks.

Task Initiation is the ability to independently start tasks when needed. It is the process that allows you to just begin something even when you don't really want to.

Working Memory is the mental processes that allow us to hold information in our minds while working with it.

Metacognition is being aware of what you know and using that information to help you learn.

Self-Control is the ability to regulate yourself, including your thoughts, actions, and emotions.

Attention is being able to focus on a person or task for a period of time and shifting that attention when needed.

Perseverance is the ability to stick with a task and not give up, even when it becomes challenging.

Flexibility is the ability to adapt to new situations and deal with change.

Executive Functioning

Flexible Thinking — Adjust behavior to unexpected changes

Working Memory — Keep key information in mind while using it

Self-monitoring — Be aware of how you are doing in the moment

Planning & Prioritization — Set and meet goals

Time-keeping — Be aware of time passing

Impulse Control — Stop: Think before acting

Attention & Focus — Maintain focus on the task at hand

Organization — Keep track of things physically and mentally

Task Initiation — Take action to get started on tasks

Emotional Control — Keep feelings in a moderate range

- **Flexible Thinking**
- **Working Memory**
- **Self-monitoring**
- **Planning & Prioritization**
- Time-Keeping
- **Impulse Control**
- Attention & Focus
- **Organization**
- **Task Initiation**
- Emotional Control

Inclusion through Innovation

MINI MOVIE

THE
MARSHMALLOW
TEST

How are you Planning and Designing?

Lesson Plans?

Unit Plans?
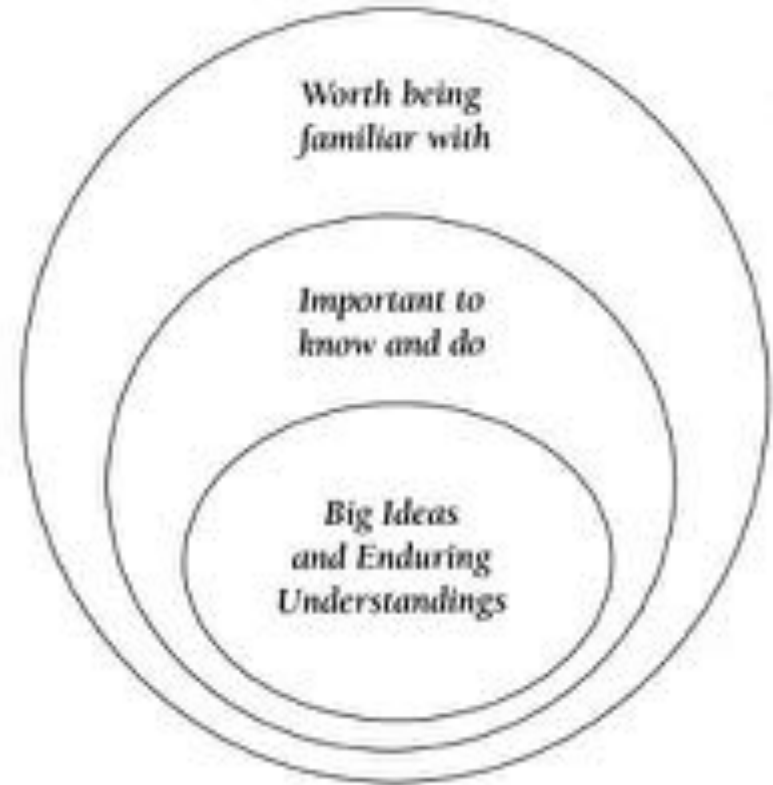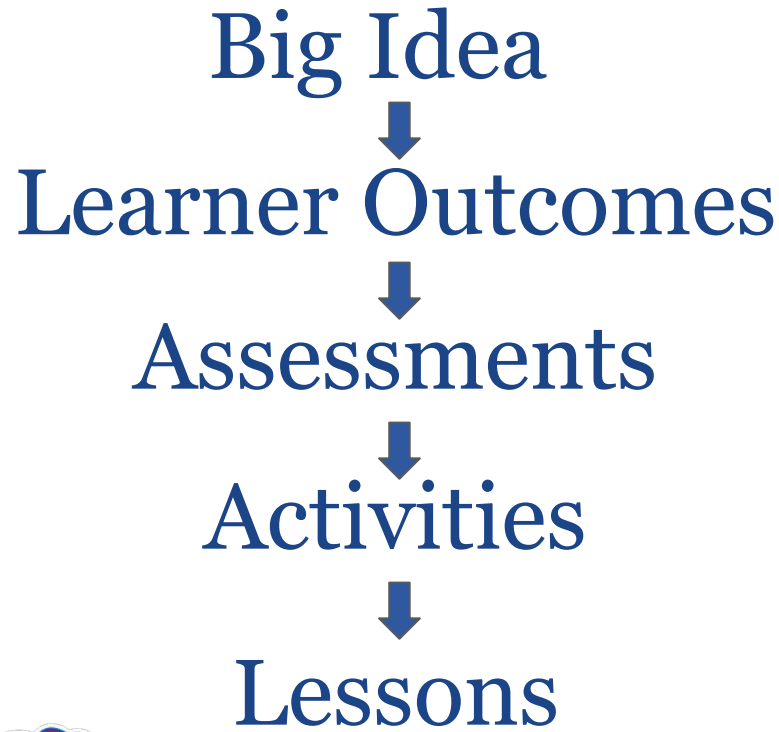
Curriculum/Content Maps?

Grade to Grade?

Determining Assessments?

Sequence of Content?

Time dedicated?

President Report

- ❏ Library Research
- ❏ Organize Information
  Answer Questions
- ❏ Outline
- ❏ Write a Report
- ❏ Share a Poster

President Report

- ❏ **Purposeful Goals**
- ❏ **Measurable Goals**
- ❏ **Determined Options for Assessment**
- ❏ **Multiple Means of Representation**
- ❏ **Multiple Means of Action & Expression**

EQUALITY

Everyone is treated the same because it is assumed the same supports will benefit everyone.

EQUALITY
Everyone is treated the same because it is assumed the same supports will benefit everyone.

EQUITY
Everyone is given different supports to have access. They are treated equitably.

EQUALITY
Everyone is treated the same because it is assumed the same supports will benefit everyone.

EQUITY
Everyone is given different supports to have access. They are treated equitably.

UDL
The cause of the inequity has been addressed. The systemic barrier has been removed.

Plan & Design for Variability?

UDL

| Representation | To provide multiple means of Representation to address the WHAT of learning |
| What? of Learning | |

| Action and Expression | To provide multiple means of Action and Expression to support the HOW of learning |
| How? of Learning | |

| Engagement | To provide multiple means of Engagement to answer the WHY of learning. |
| Why? of Learning | |

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

		Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
		Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning
Access		Provide options for **Recruiting Interest**	Provide options for **Perception**	Provide options for **Physical Action**
Build		Provide options for **Sustaining Effort & Persistence**	Provide options for **Language & Symbols**	Provide options for **Expression & Communication**
Internalize		Provide options for **Self Regulation**	Provide options for **Comprehension**	Provide options for **Executive Functions**

https://udlguidelines.cast.org/

The Universal Design For Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks — The "WHY" of Learning	Recognition Networks — The "WHAT" of Learning	Strategic Networks — The "HOW" of Learning
Provide options for **Recruiting Interest** ✔	Provide options for **Perception** ✔	Provide options for **Physical Action** ✔
Provide options for **Sustaining Effort & Persistence**	Provide options for **Language & Symbols** ✔	Provide options for **Expression & Communication** ✔
Provide options for **Self Regulation** ✔	Provide options for **Comprehension** ✔ ✔	Provide options for **Executive Functions**

Barriers - Solutions

- Multiple ways to respond
- Self-regulation support
- Task options
- Support in synthesizing information
- Activate background knowledge
- Text in multiple formats

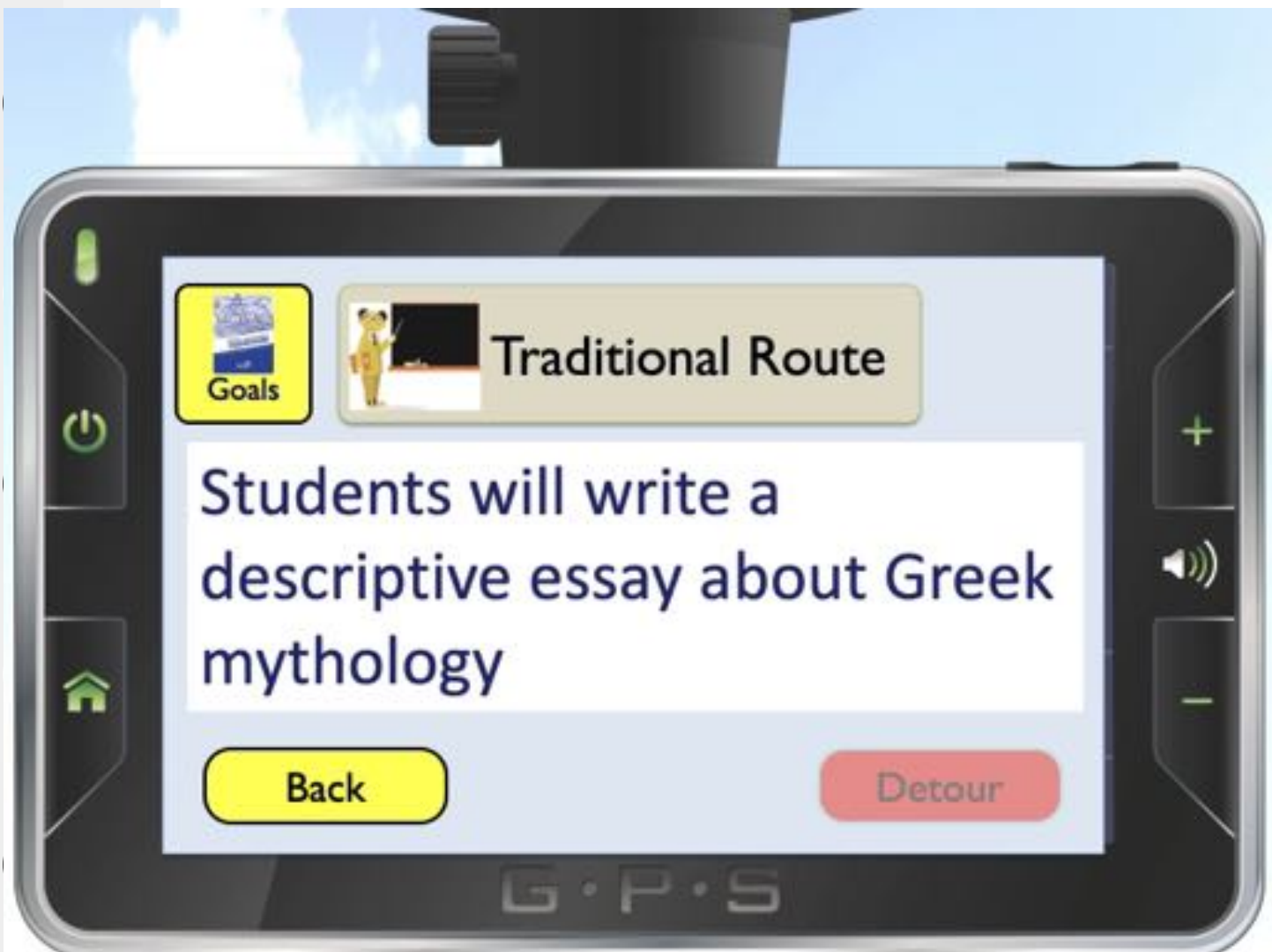# UDL In the Classroom - A Review

Classroom Application

Elements of UDL

1. All learners knowing the <u>goals</u>
2. Intentional, flexible <u>options</u> for all students to use
3. Students <u>access</u> to resources from the <u>start</u> of a lesson
4. Students <u>building</u> and <u>internalizing</u> their own learning

Inclusion through Innovation

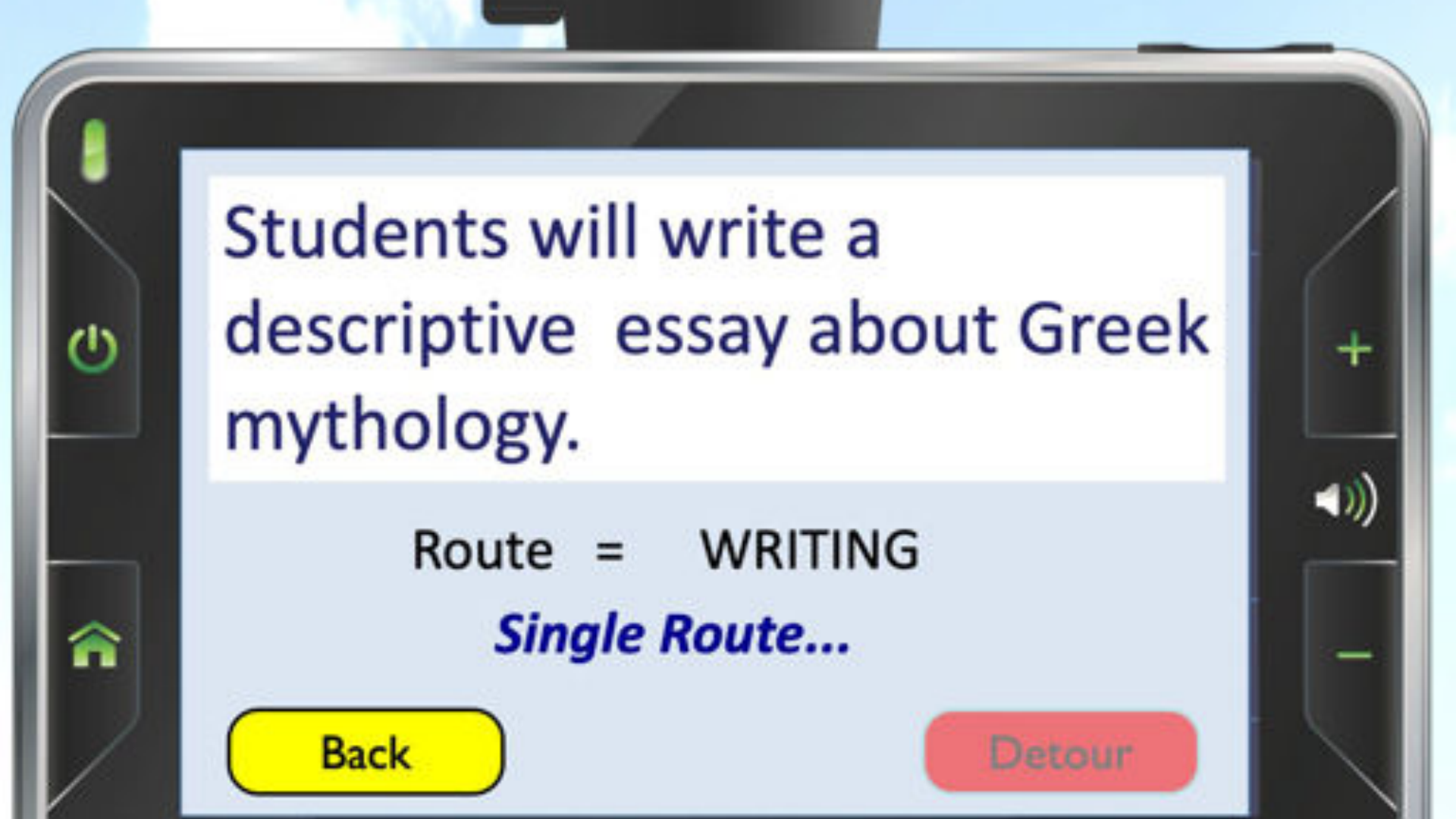Students will write a descriptive essay about Greek mythology.

Route =   WRITING

Single Route...

Back

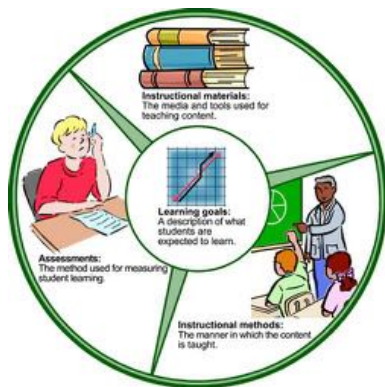Detour

Putting UDL to Practice

Step-by-Step UDL Lesson Plan Template

1. Understood's Version
2. Tips for Developing Learning Goals
3. Tips - Example 2
4. Top Ten Tips for Engaging Students through UDL

Inclusion through Innovation
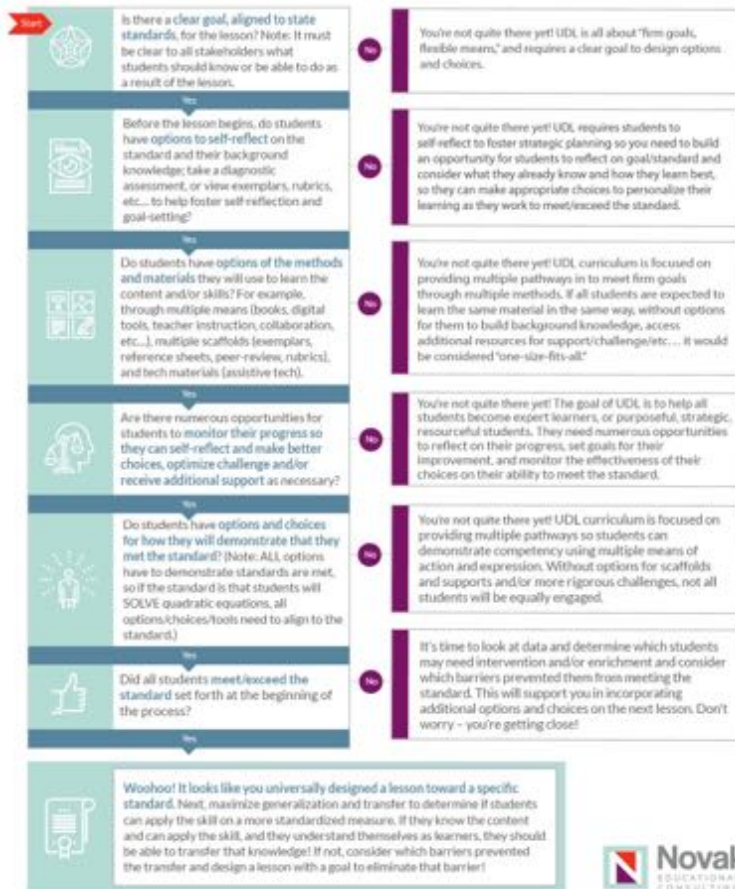
Novak
EDUCATION

the UDL approach
Loui Lord Nelson, Ph.D.

Instructional materials:
The media and tools used for teaching content.

Learning goals:
A description of what students are expected to learn.

Assessments:
The method used for measuring student learning.

Instructional methods:
The manner in which the content is taught.

UDL-IRN

UDL Flowchart

Dr. Katie Novak, EdD

Start — Is there a clear goal, aligned to state standards, for the lesson? Note: It must be clear to all stakeholders what students should know or be able to do as a result of the lesson.

No → You're not quite there yet! UDL is all about "firm goals, flexible means," and requires a clear goal to design options and choices.

Yes ↓

Before the lesson begins, do students have options to self-reflect on the standard and their background knowledge; take a diagnostic assessment, or view exemplars, rubrics, etc... to help foster self-reflection and goal-setting?

No → You're not quite there yet! UDL requires students to self-reflect to foster strategic planning so you need to build an opportunity for students to reflect on goal/standard and consider what they already know and how they learn best, so they can make appropriate choices to personalize their learning as they work to meet/exceed the standard.

Yes ↓

Do students have options of the methods and materials they will use to learn the content and/or skills? For example, through multiple means (books, digital tools, teacher instruction, collaboration, etc...), multiple scaffolds (exemplars, reference sheets, peer-review, rubrics), and tech materials (assistive tech).

No → You're not quite there yet! UDL curriculum is focused on providing multiple pathways in to meet firm goals through multiple methods. If all students are expected to learn the same material in the same way, without options for them to build background knowledge, access additional resources for support/challenge/etc... it would be considered "one-size-fits-all."

Yes ↓

Are there numerous opportunities for students to monitor their progress so they can self-reflect and make better choices, optimize challenge and/or receive additional support as necessary?

No → You're not quite there yet! The goal of UDL is to help all students become expert learners, or purposeful, strategic, resourceful students. They need numerous opportunities to reflect on their progress, set goals for their improvement, and monitor the effectiveness of their choices on their ability to meet the standard.

Yes ↓

Do students have options and choices for how they will demonstrate that they met the standard? (Note: ALL options have to demonstrate standards are met, so if the standard is that students will SOLVE quadratic equations, all options/choices/tools need to align to the standard.)

No → You're not quite there yet! UDL curriculum is focused on providing multiple pathways so students can demonstrate competency using multiple means of action and expression. Without options for scaffolds and supports and/or more rigorous challenges, not all students will be equally engaged.

Yes ↓

Did all students meet/exceed the standard set forth at the beginning of the process?

No → It's time to look at data and determine which students may need intervention and/or enrichment and consider which barriers prevented them from meeting the standard. This will support you in incorporating additional options and choices on the next lesson. Don't worry – you're getting close!

Yes ↓

Woohoo! It looks like you universally designed a lesson toward a specific standard. Next, maximize generalization and transfer to determine if students can apply the skill on a more standardized measure. If they know the content and can apply the skill, and they understand themselves as learners, they should be able to transfer that knowledge! If not, consider which barriers prevented the transfer and design a lesson with a goal to eliminate that barrier!

Novak
EDUCATIONAL CONSULTING

UDL in Practice During COVID

Tool	What You Can Do	Ideas for Use Online	UDL Connections
"Speak text" accessibility feature on iOS MacOs, and other operating systems. Read & Write Chrome Plugin (also available as an iPad Keyboard)	• Provides literacy support tools, such as text to speech, fluency tutor, word prediction, and word lookup • Text-to-speech can support reading fluency and comprehension • Word look-up supports comprehension and vocabulary development • Supports language learners & students with reading-based disabilities whose listening skills are often much stronger than their reading skills.	Asynchronous • Tool can be used with digital files provided for instruction (PDFs, Google Docs, online text).When students read independently, these tools can provide various literacy supports.	1.1 Offer options for customizing the display of information 1.3 Offer alternatives for visual information 2.1 Clarify vocabulary and symbols 2.3 Support decoding of text

schoolvirtually

Inclusion through Innovation

UDL in Practice During COVID

1. Digital Tools for Representation
2. Digital Tools for Action & Expression
3. Digital Tools for Engagement

schoolvirtually

Inclusion through Innovation

Beyond Accommodations

Accommodations

1. Extended time
2. Note taker
3. Quiet place
4. Audio digital text
5. Text is larger
6. Dictate to a scribe
7. Special lighting/sound
8. Outline of a presentation
9. Text-to-speech
10. Record a lesson instead of taking notes

TO MAKE DESK WORK EASIER

- [ ] Provide desk closest to teacher
- [ ] Provide alternate desk away from group activities
- [ ] Assign desk at front of class
- [ ] Adjust desk to child's height (correct placement is child's feet on floor/stool with elbows resting on table)
- [ ] Provide rubber band around chair legs for child's feet
- [ ] Use alternate seating options; ball, knee chair, move-and-sit, disc-o-sit or air cushion
- [ ] Allow child to stand
- [ ] Allow child use of weighted lap pad
- [ ] Allow frequent breaks

FOR SITTING IN A GROUP

- [ ] Allow child to sit on a carpet square
- [ ] Mark child's spot on carpet with tape
- [ ] Allow child to use chair or beanbag
- [ ] Seat child closest to teacher
- [ ] Seat child at edge of group
- [ ] Seat child at back of group
- [ ] Seat child at front of group
- [ ] Allow use of handheld fidget toys/manipulatives
- [ ] Allow child to sub-vocalize
- [ ] Allow child to change position as needed (from knees, to straight legs, to criss/cross, etc)

FOR WRITING

- [ ] Provide a pencil grip (specify kind _____)
- [ ] Provide angled writing desk or slant board
- [ ] Always provide lined paper or specialized paper
- [ ] Provide visual instructions for common written tasks
- [ ] Assist with brainstorming for written work
- [ ] Help organize thoughts for long writing tasks
- [ ] Give extra class time to finish
- [ ] Allow the option to finish at home without penalty
- [ ] Provide a list of common words and their correct spelling at desk
- [ ] Allow dictation to a scribe
- [ ] Allow assistive technology (specify kind _____)
- [ ] Allow child to dictate ideas into a tape recorder, then scribe his/her own words later or at home

FOR READING

- [ ] Allow child to read out loud
- [ ] Give child a book mark to hold place and help to follow along while reading
- [ ] Minimize visual distractions on the page
- [ ] Allow child to move/change position/take breaks

FOR CLASSWORK

- [ ] Allow child to move to a quieter area/out in hallway
- [ ] Repeat instructions to child 1:1
- [ ] Allow child to take work to Resource Room
- [ ] Provide visual instructions
- [ ] Cover page to show only 1-2 problems at a time

FOR HOMEWORK

- [ ] Allow extra time to complete assignments
- [ ] Give modified assignments that require less writing
- [ ] Give modified assignments that require less reading
- [ ] Give option of drawing in lieu of writing
- [ ] Allow work to be typed
- [ ] Allow work to be scribed
- [ ] Allow work to be modified at the parent's discretion
- [ ] Decrease amount of work required

FOR TRANSITIONS

- [ ] Prepare student ahead of time verbally or with a timer
- [ ] Follow schedule as accurately as possible
- [ ] Allow child to bring a "transition toy" with them
- [ ] Give child something to carry with them
- [ ] Have child be the "door holder"
- [ ] Have child be the "caboose" (last in line)
- [ ] Have child be the "leader" (first in line)
- [ ] Remind child to keep his/her hands to themselves
- [ ] Remind child about "personal space bubble"

FOR RECESS

- [ ] Do not take recess away for mis-behavior in class
- [ ] Offer good proprioceptive options such as monkey bars, rock wall climbing, or digging

- [ ] Allow child to wear weighted back pack
- [ ] Allow child to pull the lunch wagon
- [ ] Allow child to push adult in a wheeled chair
- [ ] Allow child to wipe down tables
- [ ] Allow child to carry books to/from the office/library
- [ ] Allow child to carry Xerox paper to/from copy room

FOR SENSORY BREAKS

- [ ] Make child "classroom messenger"
- [ ] Allow child to pass out papers
- [ ] Allow child frequent trips to the bathroom or drinking fountain as needed
- [ ] Sing songs that encourage movement
- [ ] Encourage whole class stretching
- [ ] Allow child access to sensory tub, sand, beans, rice
- [ ] Do chair pushups or tailor sit pushups as a class

TIPS FOR GENERAL SENSORY SUCCESS

- [ ] Give child warnings before a fire drill or other bells
- [ ] Explain false alarms to child when applicable
- [ ] Provide 'Quite Chill' out space, under a desk, in a corner where they can be alone and safe
- [ ] Allow noise-canceling head phones
- [ ] Allow gum chewing, hard candy, or other food
- [ ] Allow water bottle w/straw at desk or other chewy
- [ ] Allow fidget toys
- [ ] Post visual routine in classroom
- [ ] My child is very sensitive to smells
- [ ] My child is very sensitive to touch: Please DO NOT TOUCH HIM/HER
- [ ] Keep visual distractions in the room to a minimum
- [ ] Play calming music in the background
- [ ] Allow modifications to art activities with possible use of tools to increase participation
- [ ] Please share my child's 504 with all para-educators in contact with my child
- [ ] My child is on a special diet, you can support this by:

_____

- [ ] My child needs a modified dress code as follows:

Posted lesson goals - Having goals helps students know what they're working to achieve.

Assignment options - For instance, students may be able to create a podcast or a video to show what they know. They may even be allowed to draw a comic strip.

Flexible work space - This includes spaces for quiet individual work, small and large group work, and group instruction. If students need to tune out noise, they can choose to wear earbuds or headphones during independent work.

Regular feedback - At the end of a lesson, teachers may talk with individual students about lesson goals. Students are encouraged to reflect on the choices they made in class and whether they met the goals.

Provide scaffolds - embedded notes, sentence starters (e.g., lab reports), guided notes, word prediction, digital readings with notes, etc.

Student choice - draw a physical model instead of an equation to represent an application model.

Project based learning - authentic, meaningful connections.

Challenge options - deeper connections. Virtual or physical breakout rooms to encourage problem solving.

Formative assessments - students reflect on progress - you analyze errors and identify misconceptions.

Multimodal learning - visual & auditory. Video tape lessons. Students refer back to.

Pre-teach vocabulary - learner knowledge, prior experience, (e.g., CAPS, Quizlet). Also examples & Non-examples.

Chunk (visually, structurally) during explicit instruction

Model think alouds - for problem solving

Inclusion through Innovation

UDL Templates

-Multiple Means of -

- Representation
- Action & Expression
- Engagement

-Considerations for the Classroom

...r recruiting interest ...individual choice and ...y ...e relevance, value, and ...ticity ...ize threats and ...ctions	• How are you designing your class to ensure that every student sees themselves in the cur- riculum, on the classroom walls, and within the classroom expectations? • How do you ask students to share their interests, their ideas for learning, and what they know? • How do you design your learning environment to ensure that students feel safe enough to take risks, be their authen/ selves, and contribute to creating a classroom community?
...ptions for sustaining effort and ...nce Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and communication • Increase mastery-oriented feedback	How do you ensure that all learners know the purpose of the lesson and why it is important? • How do your lessons ensure varying l challenge so students can choose pa/ that appropriately challenge and su/ them? • What are the strategies you use to / that all students have meaningful collaboration with diverse partne/ • How do you ensure students rec/ feedback throughout each lesso/ combination of self-reflection, / and teacher feedback?
Provide options for self-regulation • Promote expectations and beliefs that opti- mize motivation • Facilitate personal coping skills and strategies	• How do you help students sta/ and provide resources to pre/ • How do you prevent studen/ upset or quitting when lear/ challenging?

Collaborate - Learning Coach

"It Takes a Village to Raise a Child"

Pandemic - Resulted in Role Changes

1. Social Emotional Development

2. Executive Functioning Skills

3. Technologist

4. Master Communicator

What about the Parent/Family?

Inclusion through Innovation

Learning Coach…

- Empower parents/family members
- Engage parents
- Ensure the home can support/reinforce
- Effective communication
- ….

Learning Coach...

1. What strategies have we employed to communicate/connect/engage parent/family member?

2. How have we gone about empowering the parent/family member - hybrid/virtual/F2F learning?

Why Communicate?

- Direct/Support/Facilitate Instruction.

- Support/Facilitate Learning.

- Improve Learner Outcomes.

- Engage and Empower (e.g., use of strategies).

- Share Information, Resources, Knowledge, & More.

Inclusion through Innovation

Why Communicate?

Family Engagement

- Hybrid

- Virtual

- Periodic F2F disruptions

- Reinforcement on School-based learning

- Online - extended learning

Inclusion through Innovation

Supporting Families +

- https://www.pealcenter.org/
- Designated State Parent Training Center
- Personalized to the Needs of PA
- Experts in Family Engagement
- Identified and proven strategies, processes, etc.

Inclusion through Innovation

IEP Process

1. **Use School's Platform (LMS - Suite)**
   a. Send Meeting Announcements
   b. Safe and Protected
   c. Shared Information - Connecting Tools
   d. It's protected
   e. It's familiar

Cloud-based apps - Microsoft Teams - Etc.

IEP Process

2. Consider varied web-conferencing tools (video, phone, organizing emails and communication)

3. Synchronize calendars (Google Calendar, Doodle, Outlook, etc.)

4. Create a Digital Agenda (organize the meeting, keep folks on track and informed)

5. Use confidentiality features of tech (e.g., email functions)

Inclusion through Innovation

IEP Process

6. **Maximize the power of Zoom**
   a. Master the tech features
   b. Ensure accessibility
   c. Use the various features
   d. Be creative
   e. Be collaborative

Inclusion through Innovation

Have the Tech Work for You

WI's Example

Virtual IEP Meetings: Technology Tips for All Participants

⏳	Be patient—technology may not work as intended. Assume that everyone is doing their best.
🔋	Test out technology in advance, and make sure all devices are charged.
	Have a back-up plan ready in the event technology issues arise.
🕐	Join the meeting about 10–15 minutes in advance to troubleshoot any technology issues.
👂	Actively listen and participate in the meeting.
	Set up a meeting space that reduces potential distractions to minimize background noise as much as possible.
🔒	Ensure the security of confidential information before, during, and after the meeting.
💻	Turn off any notifications on your computer—they may show up on others' screens.
🎧	Use headphones or a headset with built-in microphone, when possible.

Let the Tech Work for You

❏ Flexible Meeting Time

❏ Engage More Members

❏ Use the Power of Video (e.g., recorded data, student messages, educator message/example)

❏ Share Digital Information (e.g., work samples, <u>data</u>)

❏ Efficient and Effective

❏ <u>Record</u> - Let's Ask David

Inclusion through Innovation

Let the Tech Work for You

Presentation

- ❏ Successes
- ❏ Challenges
- ❏ Dreams
- ❏ List goes On

Inclusion through Innovation

Tech - Work Outside the Norm

Making Action Plans (MAP) Process

- ❏ [MAP](#) - Including Samuel
- ❏ Vermont's [MAP](#)
- ❏ Brookes Publishing - [MAPs](#)
- ❏ [Video Illustration of the MAP Process](#)

MAPS Form

Dreams

Goals   Supports

Strengths

Needs
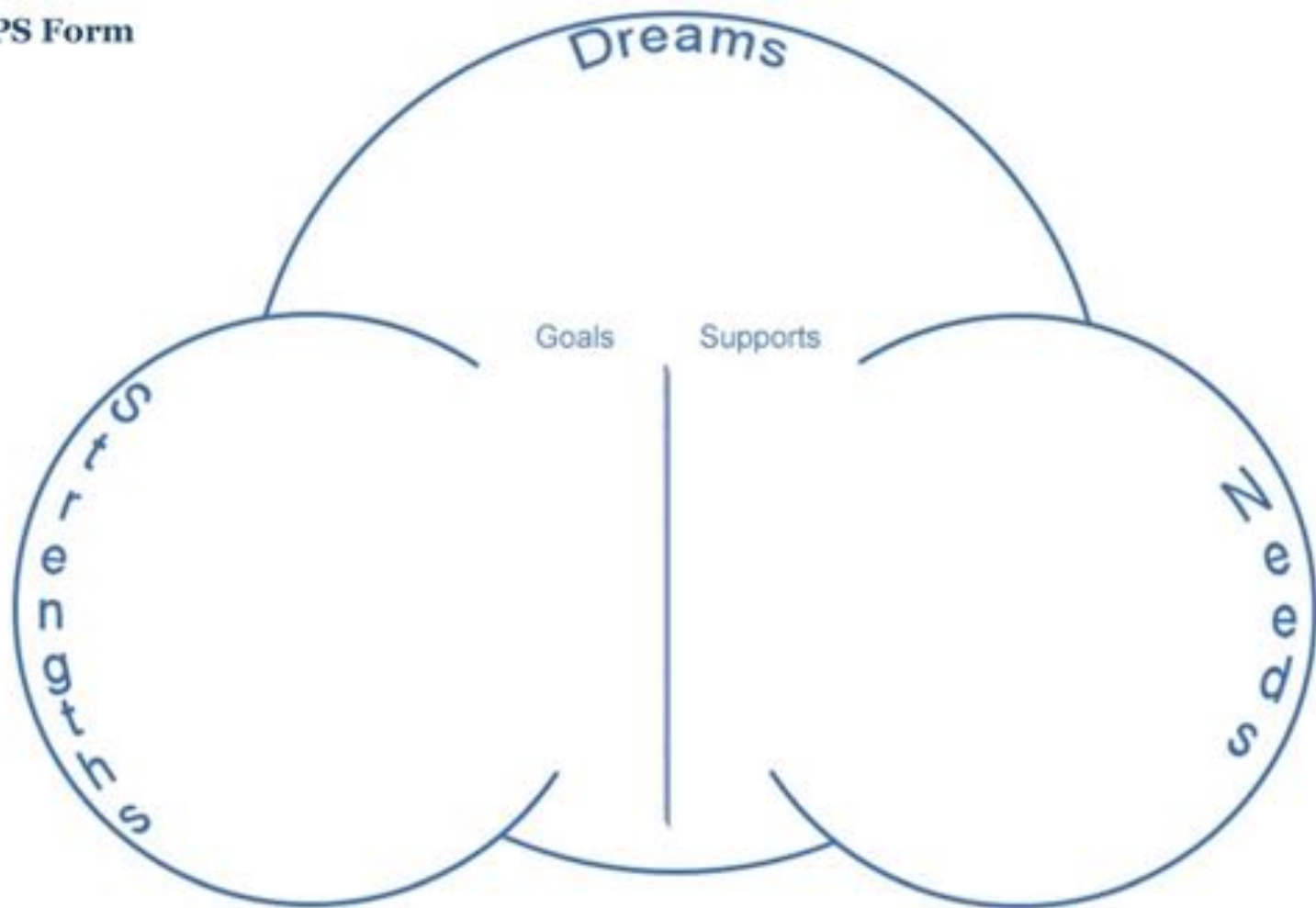
Virtual vs F2F - Future IEPs

1. Can make scheduling and attendance easier...
   a. Parent - Related Service Provider - General Educa[tion] Peer
2. Improved focus and purpose of the meeting -
   a. What information & material is essential
3. Improved power dynamic
4. Increased collaboration
5. Districts have created virtual PDs on effective IEPs

Inclusion through Innovation

Virtual vs F2F - Future IEPs

1. [Video Overview of Virtual IEP Tips](#) - Special Education Teacher

2. Virtual IEP Meeting Suggestions - [Tip Sheet](#)

3. [OSEP's TIP Sheet](#)

4. [PATTAN's](#) Virtual Learning Resources

5. [Podcast](#) - How to Run a Virtual IEP Meeting

Communicate - Instruction +

1. Class Directions
2. Class Expectations
3. Strategy Applications - Student Empowerment
4. Tips & Strategies for the Home
5. Assessment - Determining Progress
6. Executive Functioning Skills
7. Social Emotional Supports

Inclusion through Innovation

Communicate - Class Instruction

1. Explicit Directions
2. Step-by-Step Supports
3. Assignment/Instruction Expectations
4. How To Information
5. Instruction
6. Rinse & Repeat

Inclusion through Innovation

Communicate - Class Instruction

1. Explicit Directions
2. Step-by-Step Supports
3. Assignment/Instruction Expectations
4. How To Information
5. Instruction
6. Rinse & Repeat

Tips for Teaching with Video

Top Tech Tools for Teachers

Best Screen Recorders - 2021

common sense education

10 Ways to Use Video for Hybrid Instruction

Understood's Video Tips

CULT OF PEDAGOGY

Inclusion through Innovation

Communicate - Teach Stakeholders

1. Strategies - In the Home
2. Strategies - Student Empowerment
3. Strategies - Engagement
4. Strategies - Social Emotional

Learning Coach 101

Inclusion through Innovation

Communicate - Tech we will Use

1. Audio - Podcast & More
   a. [Step-by-Step Guide](#)
   b. [Podcasts for Instruction](#)
2. Video Modeling
   a. [Step-by-Step Guides](#)
   b. [Video Modeling 101](#)

Inclusion through Innovation

Communicate - Podcasts for Teachers

Inclusion through Innovation

Parent-Teacher Communication Tools

Teacher-Parent Communication Strategies

Best Family Communication Platforms - With Teachers

Best Classroom Messaging Software

12 Ways to Use Social Media for Education

The Secret to Remote Learning Communication with Parents (Includes Podcast)

Webinar: Tips And Tricks For Communicating With Parents Remotely

KU

Inclusion through Innovation

Resource Highlight: Parent University

[Parent University](): Created by Broward County Public Schools (FL) to help parents with transitioning to remote learning

Includes pre-recorded webinars and slide

Pre-K – 1   Grades 2 – 5   Grades 6 – 12

Parent University

Inclusion through Innovation

Resource Highlight: Remote Parent Engagement Strategies

Hawai'i Statewide Family Engagement Center: 5 Remote Family Engagement Strategies (Tips, Examples, and Step-By-Step Guides)

Online Tools for Parent Engagement: Resources from Education World, Edutopia, and Common Sense Education,

Creating Virtual Parent-Teacher Events: Resources from ParentSquare and Albert
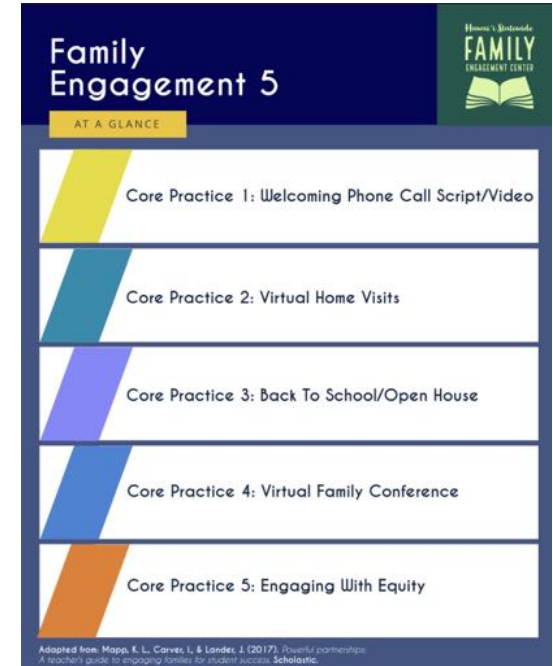
Inclusion through Innovation

Parent-Teacher Communication Tools

Virtual Meeting Platforms

Social Media: Create Classroom Accounts/Pages

Direct, Individual Communication

Create Newsletters/Virtual Handouts

Inclusion through Innovation

Create a Waterfall in the Chat

1. If/when you virtually engaged with parents this past year, what strategies did you use?

2. What strategies were successful and what strategies could have been improved?
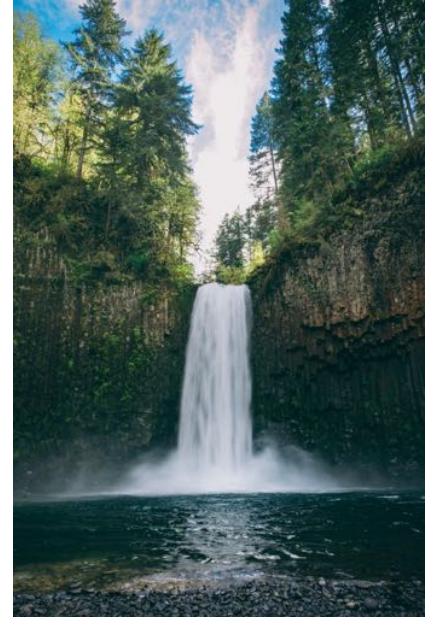
Inclusion through Innovation
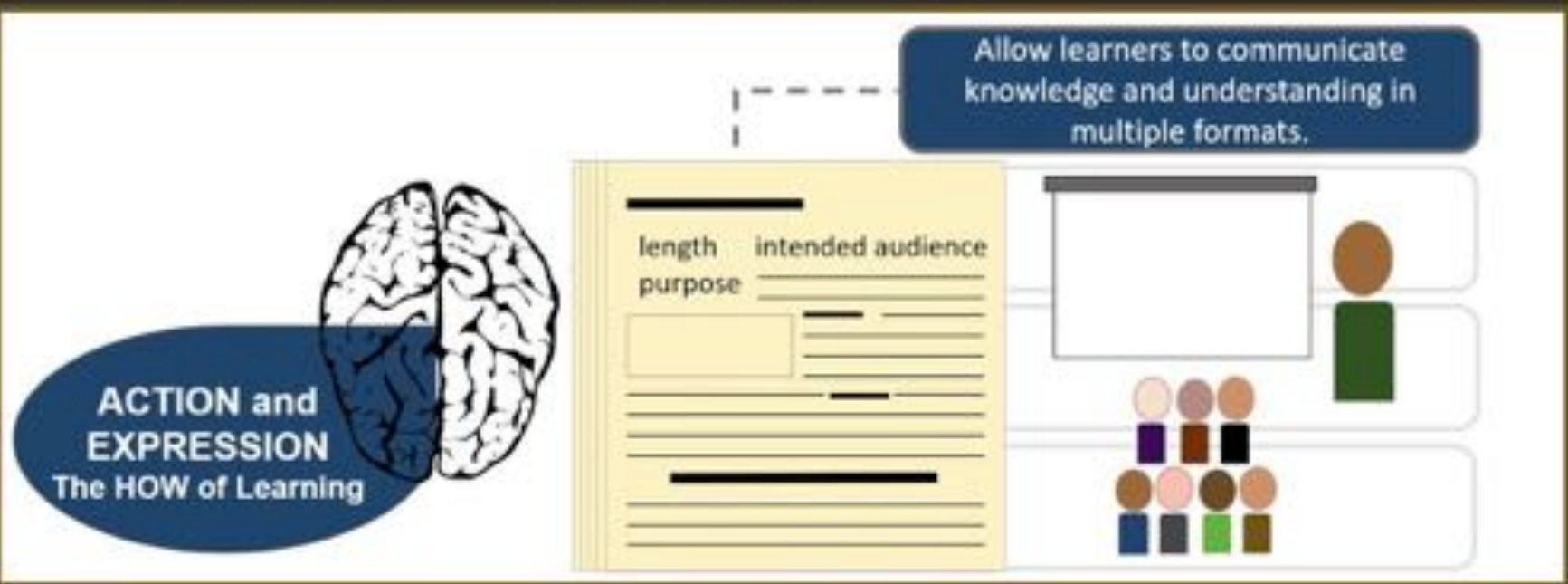
https://bit.ly/3SSqGSP

U D L

EXAMPLE

Assessing with Video

1.Biographies….interviews

2.Presentations

3.Demonstration of knowledge and skill acquisition

4.Students create how-to videos

5.Perform a lab experiment – home – outside

6.Proper sport technique

UDL in Action – Strollin with Nolan

High School Journalism

- **Specific Expectations**
- **Specific Deliverables**
- **Specific Roles**
- **High Expectations**
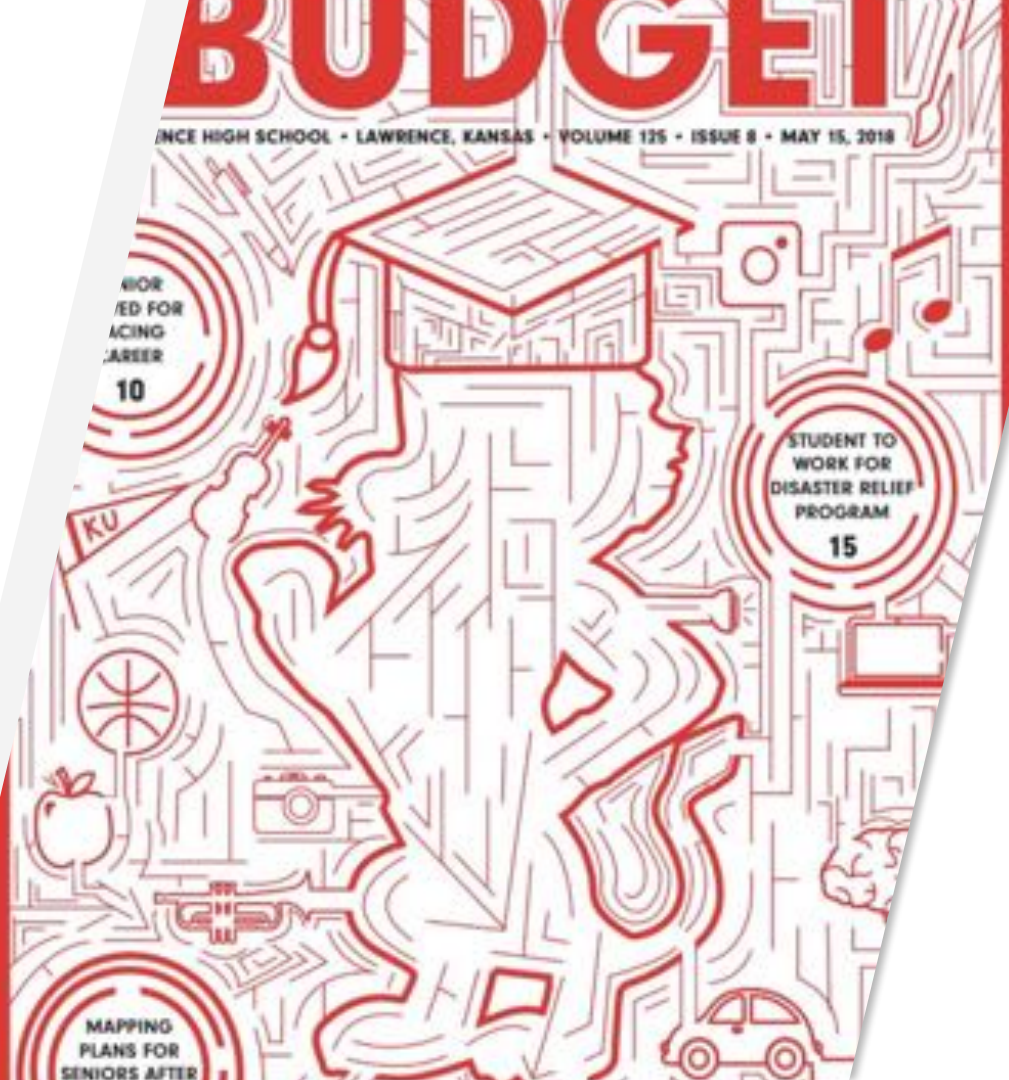
Strollin' With Nolan

Creating the Video

Identified the interviewees

Develop the questions

StoryBoard/Outlined the video shoot

Practiced and applied articulation/fluency - speech & language skills

Knowledgeable of the content to facilitate discussion

Edit and produce subsequent video

Inclusion through Innovation

#2 - Not all Graphic Organizers are Equal
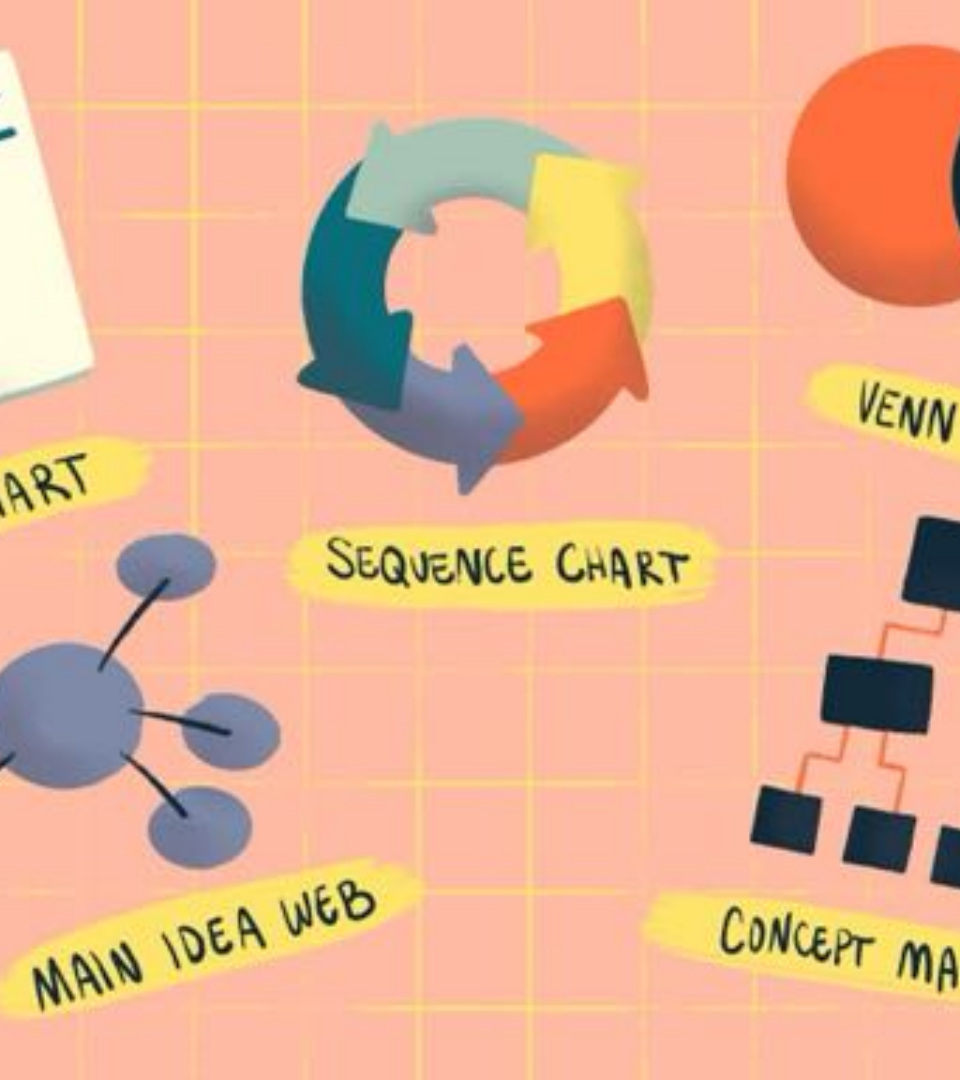
1. What's the Best One for my Students?
2. The barriers I am trying to address?
3. Grade Level?
4. Content Area?
5. Instructional Purpose?
6. Assessment Purpose?

Interactive Graphic Organizers

- Color to Differentiate

- Manipulate

- Shapes & Lines & Objects...Oh My

- Images

- Video

- Audio
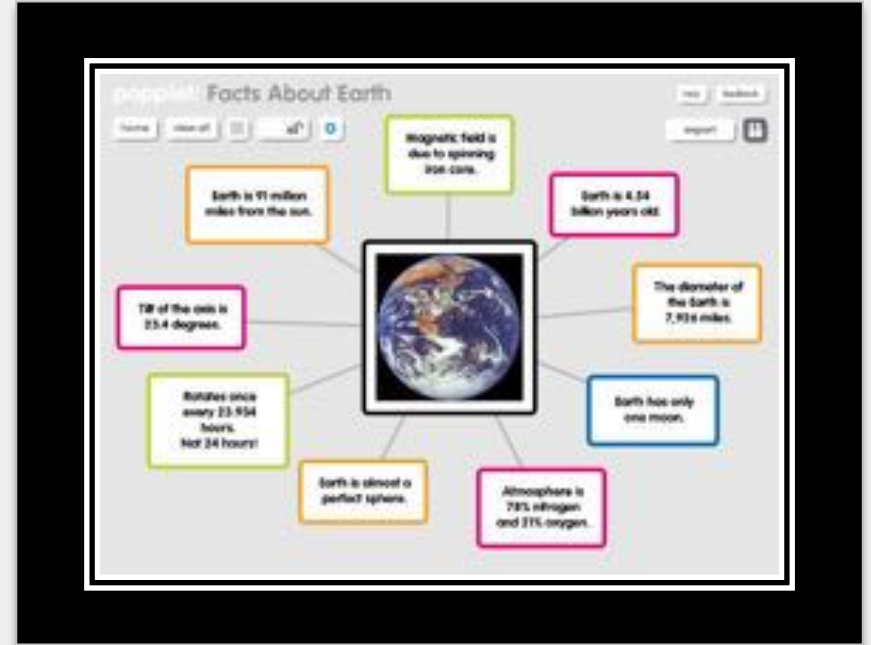
Organizing Video

StoryBoard Thoughts

- [Story Board That](#)
- [Make Belief Comixs](#)
- [Digital Books](#)

Create your own at Storyboard That

Organizing Video

Interactive Graphic Organizers - Resources

- BubblUs
- iBrainStorm
- Checkvist
- ConceptBoard

Inclusion through Innovation

Organizing Video

Interactive Graphic Organizers - Resources

- MindMeister
- MindDomo
- Mural
- Popplet
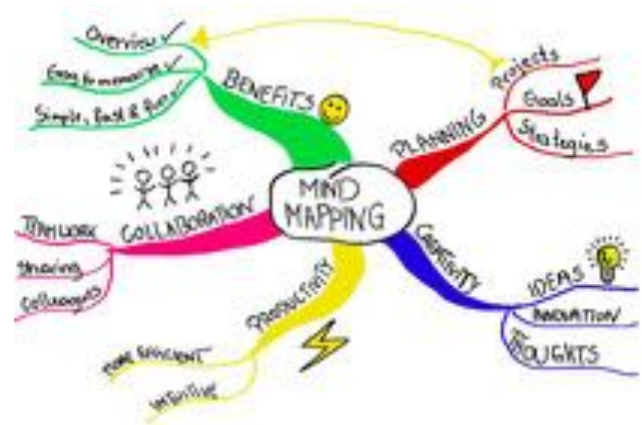
Inclusion through Innovation

Instructional Video

UDL in Practice

What's the Practice? - <u>Explicit Instruction</u>

Archer and Hughes (2010) describe explicit instruction as being systematic, direct, engaging, and student oriented.

Six suggested steps:
(a) strategically sequence content into manageable parts,
(b) pre-teach the prerequisite skill,
(c) provide clear and concise directions,
(d) model and demonstrate,
(e) scaffold the instruction, and
(f) constantly monitor student progress.
(Archer & Hughes, 2010)

Inclusion through Innovation

Grade/Content Instruction

1. Embed these in our LMS
2. Explicit Instruction
3. Visual Organizers
4. For Students & Parents
5. Rinse & Repeat
6. and more…

Inclusion through Innovation

Instruction & Video

1. Multiple ways to Display information
   a. Alternative for visual
   b. Alternatives for audio
2. Promotes understanding
   a. Across languages
   b. Across reading levels
3. Illustrates through a variety of perspectives
4. Activitates or supplies background knowledge
5. Maximize transfer and generalizability
6. Provide scaffolds that can be gradually released with increasing independence and skills

Assessing with Video

1. Virtual Exit Slips – Post a Short Video
2. Explain a Math problem
3. Demonstrate a Skill
4. Peer review for writing/online work
5. Narrative to a student artifact
6. Fluency in reading assignments – Vocabulary meaning

Inclusion through Innovation

Formative Assessment with Video

1. Graphic Organizers & Mind Maps to brainstorm, organize information, sequence thoughts, and structure the narrative/text/ideas.
2. Visuals that represent the ideas/concepts.
3. Script - text and the narrative of what I'll say.
4. The list goes on with how I prepare for and create the video.

Inclusion through Innovation

Communicate - Tech we will Use

1. Audio - Podcast & More
   a. [Step-by-Step Guide](#)
   b. [Podcasts for Instruction](#)
2. Video Modeling
   a. [Step-by-Step Guides](#)
   b. [Video Modeling 101](#)

Inclusion through Innovation

Communicate - Podcasts for Teachers

How to Use Screencastify

1. Basics of screen capturing your screen.

2. Used across devices & platforms.

3. Capturing & Editing.

4. Download for use.

Inclusion through Innovation

Screencastify - Beyond Video

- Monitor Engagement

- Check for Understanding

- Student understanding

- View & Editing

Inclusion through Innovation

How to Make Effective Videos for Learning?

1. [4 Ways to Use Video to Improve Teaching](#)
2. [Using Video to Improve Your Teaching](#)
3. [Tips to Using Video in Teaching](#)

Inclusion through Innovation

How to Make Effective Videos for Learning?

1. [Video Editing Tech for Teachers](#)
2. [Creating Video from Different Apps/Tools](#)
3. [Tips to Using Video in Teaching](#)

Communicate - Class Instruction

1. Explicit Directions
2. Step-by-Step Supports
3. Assignment/Instruction Expectations
4. How To Information
5. Instruction
6. Rinse & Repeat

[Tips for Teaching with Video](#)

[Top Tech Tools for Teachers](#)

[Best Screen Recorders - 2021](#)

[Understood's Video Tips](#)

[10 Ways to Use Video for Hybrid Instruction](#)

common sense education

CULT OF PEDAGOGY

KU

Inclusion through Innovation

Design Thinking Process and Universal Design for Learning

goo.gl/OVOhOn

Define Problem

Share Out

LIKE
SHARE
TWEET
COMMENT
FOLLOW

Engagement

Empathy and Perspective

Reflection

Universal Design for Learning

Generate Ideas

Action and Expression

Representation

User Feedback

Prototype - Test - Refine

Sketch Design

Barbara Bray
@bbray27

Jackie Gerstein
@jackiegerstein

Assessing our Students

Rubrics

1. Pathway
2. Checklist
3. Communicating to the student/parent
4. Options for proficiency
5. Multiple means to demonstrate knowledge & understanding

Mind Map Rubric

	5	4	3	2	1
Neatness and Presentation	The mind map was well presented and all the information is easy to understand	The mind map was well presented and most of the information is easy to understand	The mind map was mostly well presented but some of the information was difficult to understand	The mind map was not neat enough to understand most concepts	The mind map was not neat enough to understand
Use of images/symbols	Most categories are enhanced with simple symbols or diagrams	Some categories are enhanced with simple symbols or diagrams	A few categories are enhanced with simple symbols or diagrams	The mind map includes some images	The mind map includes a few images
Use of colour	Has included colour to show all connections and/or to categorise topics throughout the mind map	Has included colour to demonstrate some connections and or topics throughout the mind map	Has included some colour in the mind map but has not used colour to categorise throughout the mind map	Has used very little colour in the mind map and has not used colour to categorise throughout the mind map	Has failed to include colour in the mind map

Criteria	Your Score	Possible Points	Feedback
Model accuracy: All 8 lunar phases are represented correctly, placed in the correct order, and accurately labeled on the model. Model accurately represents the physical relationship between the sun, moon, and earth.		25	
Model functionality: Model is designed to show or suggest the rotation of the earth and the point of view of a person standing on a fixed point on the earth.		25	
Presentation: The presentation accurately and thoroughly describes the cyclic patterns of lunar phases, eclipses, and seasons, referencing specific features in the model to illustrate those patterns.		40	
Aesthetics and mechanics: The presentation is delivered clearly, neatly, and is free from distracting errors.		10	
Total		100	

Rubrics

Rubrics - Tool for Learners

- Provides an example!
- Best to Least
- Allows for Peer Interaction - Feedback
  - Targeted Feedback
  - Positive Language - They are Engaged
  - Opportunity for Students to Give Constructive Feedback
  - List goes on.

Inclusion through Innovation

Writing/Handwriting Rubric

Total Score: ____ /30	3 points ☺	2 points 😐	1 point ☹
Handwriting	the — Handwriting is excellent with no reversals	The — Handwriting is fair with few reversals	Handwriting is poor with many reversals.
Capitals/lowercase	It is hot.	it is hot.	iT Is hOt.
Spacing	It is cold. — Spacing is appropriate and consistent.	It is cold. — Spacing is inconsistent or incorrect.	Itiscold. — Student did not have any spacing.
Details in illustration			
Use of color & coloring appropriately	Used lots of Color and Colored items Appropriately	Used 3-4 colors and Items were/were not Colored appropriately	Used only one or two Colors and items were Not colored Appropriately
Coloring inside the lines			
Punctuation	Is that it? — Punctuation is included and is appropriate	Is that it. — Punctuation is included, but is not appropriate	Is that it — Punctuation is not included
Use of sight words	I like it. is and the it — Used the appropriate sight words and used conventional spellings for sight words.	I lik it. or I little it. — • May/may not have used the appropriate sight words • May/may not have spelled sight words correctly.	I k t — Did not use the appropriate sight words to convey a complete thought.
Progression of temporary spelling to Conventional spelling	I have a truck. — Used sight words and conventional spellings.	I hav a truc. — Used sight words and temporary spellings.	I vt svb — Did not use sight words or phonetic spelling.

Self Reflection

number	self reflection
4	I know this VERY well. I feel like I could teach it to someone else.
3	I feel like I know this pretty well. I get almost every question right the first time.
2	I feel like I am still learning this. I still have some questions and am unsure sometimes.
1	I have LOTS of questions. I am not sure what to do most of the time.

©Number Two Pencils

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Project Evaluation

Name: Kranti Modi Project: Tecumseh's War

Goal: Make a video about the westward expansion	Evaluation: The footage looks good!	Rating (Beat / Met / Didn't)	Score
		Beat 60 / Met (40) / Didn't 20	40
Objectives:			
1 I'll write, direct, and act.		Beat 10 / Met (6) / Didn't 2	6
2 We'll make a short video.	It should be shorter. Part of it is boring.	Beat 10 / Met (6) / Didn't 2	6
3 We'll write in class and shoot in the park.		Beat 10 / Met (6) / Didn't 2	6
4 We need to be done in 2 weeks.	We have 2 days to go!	Beat (10) / Met 6 / Didn't 2	10
5 We'll show what the expansion was like for Native Americans.	We need another scene showing Tecumseh's side.	Beat 10 / Met 6 / Didn't (2)	2
6 We'll use Mom's camera and make props/costumes.		Beat 10 / Met (6) / Didn't 2	6
		TOTAL:	76

Rubric Tools & More

- Fundamentals of Rubrics
- Rubrics 101 and More
- Creating and Using Rubrics
- Create Your Own Rubric
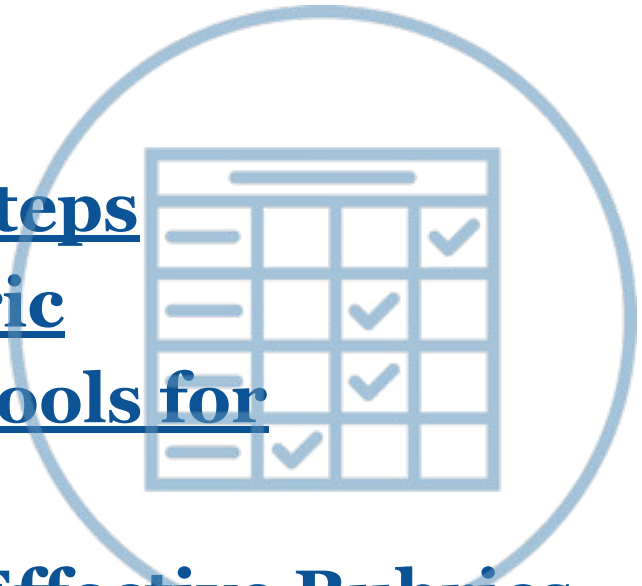- List of Rubric Creators
- RubiStar
- Rubric Maker
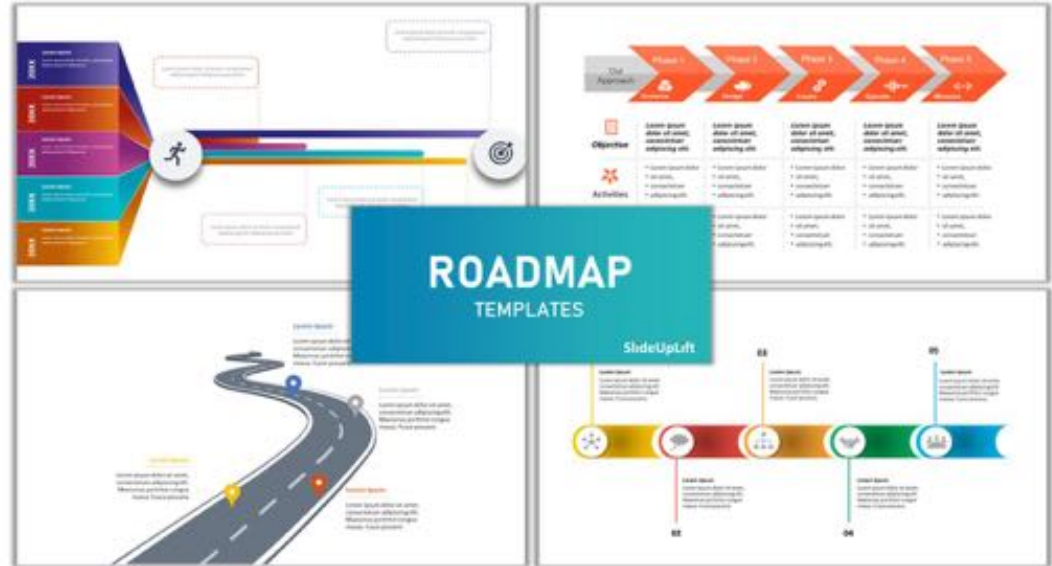
Rubrics Creation

- Include Action verbs (e.g., Demonstrate, Express)
- Provide Qualifiers (what it takes to achieve certain points)
- Describe the expected task.
  - Pose questions - self-reflective.
  - Students Test on your Models
  - List goes on.

Inclusion through Innovation

Inclusion through Innovation

Examples of Formative Assessments

1. Exit Slips
2. Student Checklists
3. Three-Minute Paper
4. One-minute sentence summary
5. Misconception check - provide them with misconceptions and ask them to agree or disagree
6. …

Entry and Exit Slips

1. Written out on Chart Paper
2. Padlet
3. Poll everywhere
4. [Google Classroom Tool](#)
5. [Google Forms](#)
6. [Flubaroo](#)
7. [Edulastic](#)

Low stake quizzes and polls

1. Quizlet
2. Socrative
3. Quizalize
4. Kahoot
5. Gimkit
6. Plickers
7. Flippity

Formative Assessment Resources

Five Formative Assessment Strategies: Special Needs Students and Distance Learning

How-to: Adapt Formative Assessment for Distance Learning

Tips for Formative Assessment in Distance Learning

Tech Tools for Formative Assessment

Inclusion through Innovation

Summative/General Assessment Resources

[Summative Assessment in Distance Learning](#)

[9 Ways to Assess Student Learning Online](#)

[Microsoft: Feedback and Assessment Tools for Remote Learning](#)

[Supporting Remote and Hybrid Teaching and Learning](#)

[Supporting Students with Disabilities in K-12 Online and Blended Learning](#)

[Online Tools for Supporting Students with Disabilities in Distance Learning](#)

Inclusion through Innovation

Technology Tools for Online Assessment

[75 Digital Tools and Apps for Online Formative Assessment](#)

[30 Of The Best Tools For Remote Teaching And Learning](#)

[10 Best Tech Tools for Student Assessment (with Video Explanations)](#)

[27 Formative Assessment Tools for Your Classroom](#)

Priority #3

Digital Revolution/Evolution

Beyond Digital Solutions

Inclusion through Innovation

Version 1.0 - Accessibility

1. [Accessible educational materials](#)
2. [Accessible formats](#)
3. [Accessible technologies](#)
4. [Assistive technologies](#)
5. [Access to Learning](#)
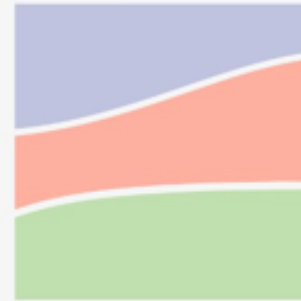
National Center on Accessible Educational Materials

Inclusion through Innovation

Version 1.0 - Availability

1. Google Classroom
2. Schoology
3. Canvas
4. ClassDojo
5. SeeSaw

20+Virtual Learning Platforms

Inclusion through Innovation

Version 2.0 - Instruction

Tech to Guide Instruction

- [Video and its role in Instruction](#)
- [Text-to-Speech - Literacy](#)
- [Speech-to-Text - Writing](#)
- [Word Prediction - Reading & Writing](#)
- [Notetaking Tools](#)
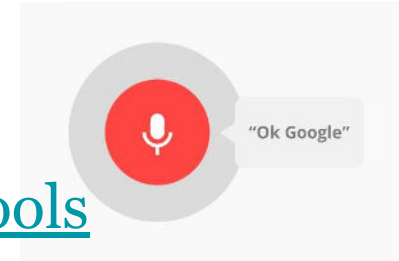
[Tech Matrix - Guide to Assistive/Educational Tools](#)

Inclusion through Innovation

Version 2.0 - Instruction

Tech to Guide Instruction

- Tools for Assessment
- LMS +
- Digital Dashboards
- UDL +
- Interactive Graphic Organizers
- Digital Books

Matrix - Guide to Assistive/Educational Tools

Inclusion through Innovation

Version 2.0 - CMS +

Tech to Guide Instruction

- [Khan Academy](#)
- [IXL](#)
- [Study Island](#)
- [CodaKid](#)
- [Reading Eggs](#)
- [PBS Kids](#)
- [BrainPop](#)

[Common Sense - Best Virtual Learning Platforms](#)

Inclusion through Innovation

Text-to-Speech (TTS)

Text-to-Speech Tools

- Read Write
- Bookshare
- Learning Ally
- Snap & Read

Inclusion through Innovation

Read and Write for Chrome

Dictionary

Picture
Dictionary

TTS

Audio
Maker

Screen
Mask

Translator

Highlighter

Practice Read
Aloud

Play/Pause/Stop text-to-speech

Collect highlights or highlighted vocab words into separate Google Doc

Turn word prediction on/off

Access word or picture dictionary

Add or remove highlights

Customize features such as speaking voice, # of predicted words

Book it, Part 26: The Way to A...Better Day

Many children we work with do not see a link between their behavior and immediate positive consequences they can receive, let alone the connection between their behaviors and their long-term impressions on others. As SLPs, these students can be challenging in many ways, not only because it can be difficult for us to get them to participate in activities that improve

Read and Write for Chrome: Collecting Highlights

Collecting Highlights (1 minute)
https://www.youtube.com/watch?v=sRw2Ka5WSqg

Read and Write for Chrome: Vocabulary Tool

Vocabulary Tool (1 minute)
https://www.youtube.com/watch?v=BNks9ofZbO0

Snap & Read

- Read Aloud
- Dynamic Text Leveling
- Translates
- Study Tool
- Removes distractions

Inclusion through Innovation

Bookshare

- Digital Text
- Adjustable text format
- Read Aloud
- Digital books for accessible materials
- FREE

Inclusion through Innovation

Inclusion through Innovation

Pictello
The talking visual story creator

Inclusion through Innovation

NEWSELA Reading Levels

740L
Tom Brady has been one of the NFL's greatest quarterbacks.

Even star quarterbacks have to play by the rules.

870L
New England Patriots quarterback Tom Brady has been an NFL golden boy.

But even a golden boy has to play by the rules.

1050L
With movie-star good looks and four Super Bowl championships, Tom Brady has been an NFL golden boy.

But even a golden boy has to play by the rules.

1230L
With movie-star looks, a supermodel wife and four Super Bowl championship rings, quarterback Tom Brady has been an NFL golden boy.

But even a golden boy has to play by the rules.

MAX
Tom Brady has been an NFL golden boy, with movie-star looks, a supermodel wife, four Super Bowl championship rings, and a regular-guy-makes-good back story — he went from being a sixth-round draft pick to one of the greatest quarterbacks in league history.

But even a golden boy has to play by the rules.

ARTICLE CLIPS FROM NEWSELA.COM

TEACHING WRITING SKILLS

BROOKES
PUBLISHING Co
www.brookesinclusionlab.com

Word Prediction

1. Word Lists
2. Spelling
3. Vocabulary
4. Quantity
5. Fluency

Writing Assistance

- Mechanics
- Spelling
- Grammar
- Word usage
- Punctuation
- Style
- Effective Strategies
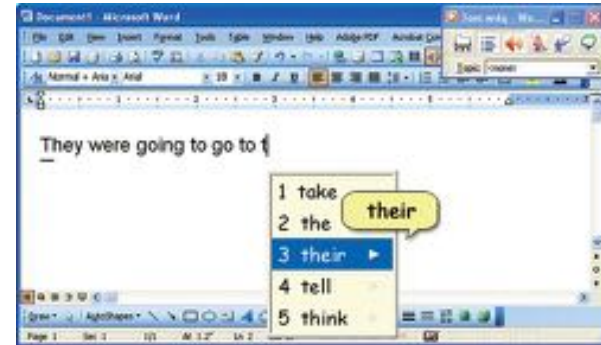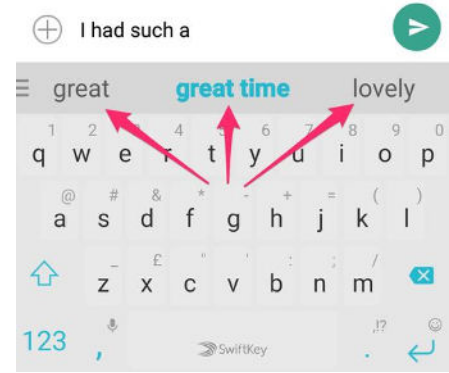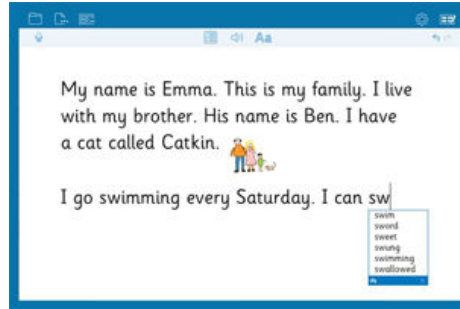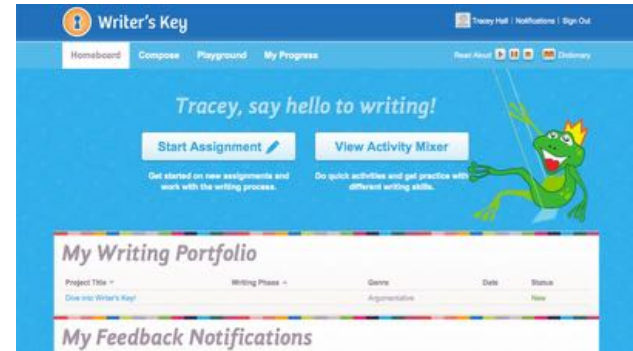
Inclusion through Innovation

Writing Assistance

- Integrating strategies
- Progress Monitoring
- Writing tools
- Brainstorming
- Organizing
- Drafting
- Editing

SRSD
Writing to Learn

HyperDocs

KU

Inclusion through Innovation

Graphic Organizers

1. Visual
2. Audio
3. Interactive
4. Mind Maps
5. Visual Connectors
6. Contextualize
7. Organize
8. Draft
9. Outline
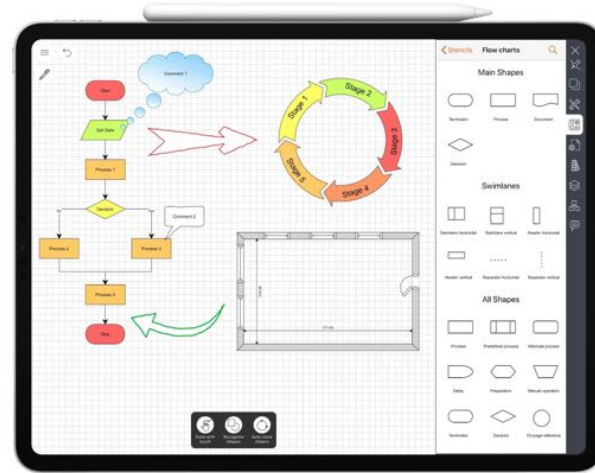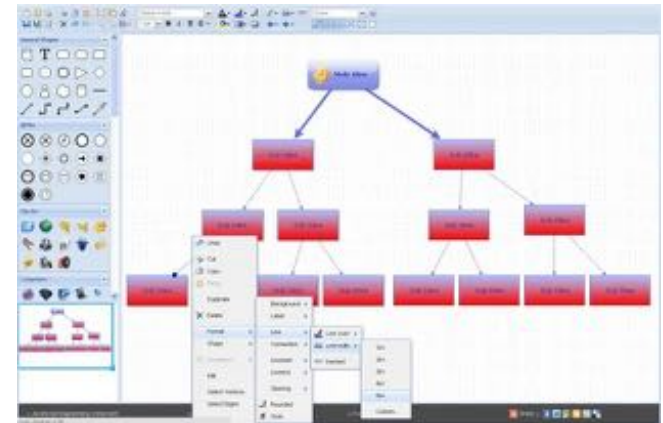
Read and Write: NoteTaking

Collecting Highlights (1 minute)
https://www.youtube.com/watch?v=sRw2Ka5WSqg
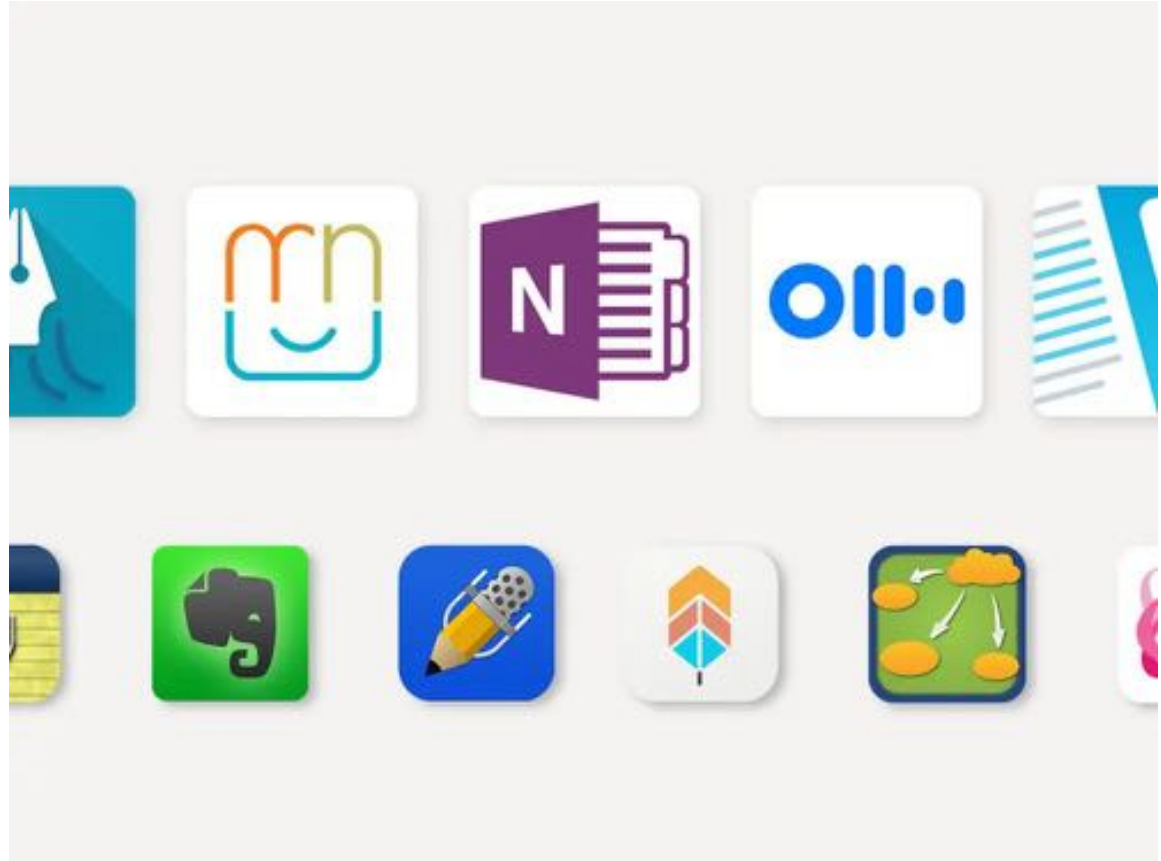
Collaborative Writing

1. Engaging
2. Supportive
3. Peer Tutoring
4. Interactive

Inclusion through Innovation

Version 3.0 - EBP

Inclusion through Innovation

Inclusion through Innovation

High Leverage Practices

Prompting

- Assists student in using a specific skill
- Given before or as the learner attempts to use a skill- added to instruction not instruction
  - Model – show what to do (partial or full)
  - Visual – pictorial/written cue, video clip
  - Verbal – spoken words/signs
  - Gestural – point, hand signals, movements
  - Positional – stimulus in particular location
  - Environmental – arranged to induce ___ed behavior

Prompting Hierarchy

Natural Cue
Gesture
Verbal
Visual/Picture
Model
Physical (partial, full)
Full Physical

LEAST TO MOST

MOST TO LEAST

KU
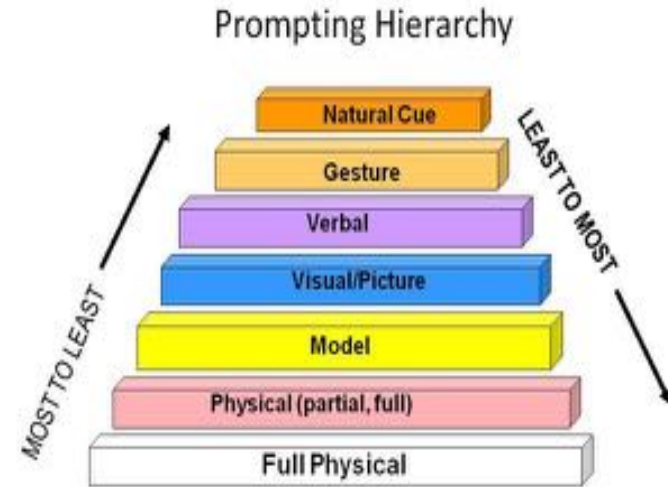
Example: Least-to-Most/System of Least Prompts

- Sequence from the least to the most amount of help
- Graduated guidance and gradually remove

3 Parts:
1. Antecedent (i.e., target stimulus and cue/task direction telling learner to use the target skill)
2. Target Skill (i.e., learner response)
3. Consequence (i.e., feedback/reinforcement)

CAUTION- Avoid dependance by ensuring timely delivery, decrease, and continued progress monitoring for guidance, fade as quickly as possible
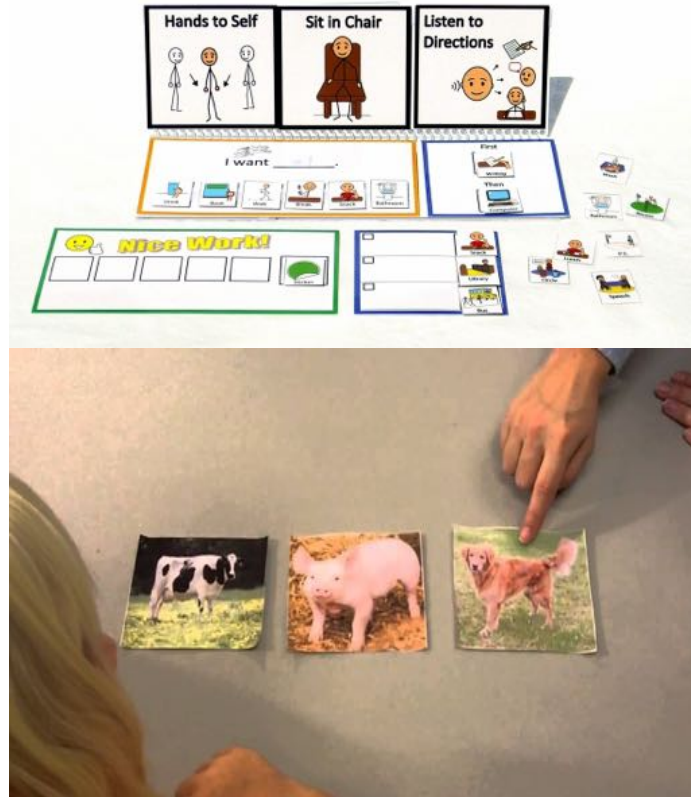
Explicit Instruction

Archer and Hughes (2010) describe explicit instruction as being systematic, direct, engaging, and student oriented.

Six suggested steps:
(a) strategically sequence content into manageable parts,
(b) pre-teach the prerequisite skill,
(c) provide clear and concise directions,
(d) model and demonstrate,
(e) scaffold the instruction, and
(f) constantly monitor student progress.
(Archer & Hughes, 2010)

Inclusion through Innovation

Self-Assess…

The main purpose of formative and student self-assessment is for students to be able to self-monitor and self-regulate their learning in order to take ownership and reach goals.

Current Practice ALERTS

Sponsored by: Division for Learning Disabilities (DLD) and Division for Research (DR) of the Council for Exceptional Children

A focus on: **Self-Monitoring**

TeachingLD.org

ISSUE 27 SUMMER 2017

What Is It?

As an introduction to self-monitoring, consider this scenario:

Ms. Fullard notices many students in her inclusive 4th-grade classroom, and especially those with learning disabilities (LD), have difficulty managing their behavior and achieving to their full potential. For example, in math, Tim often gets up during seatwork time and wanders around the room and Lauren frequently answers problems incorrectly due to carelessness. Ms. Fullard does her best to help her students, but she just can't monitor all of them carefully all of the time. She really wants her students to learn how to regulate their own behavior.

Self-regulation, or managing one's own behavior, is critical for success in and out of school (Cleary, 2015). Self-regulation involves skills such as goal setting, self-instruction, self-monitoring, and self-reinforcement. Although each aspect of self-regulation is important, self-monitoring has particularly strong support for improving student outcomes in the research literature. Self-monitoring involves two components: *self-assessment* (evaluating the presence or frequency of a target behavior) and *self-recording* (documenting one's self-assessment).

Self-monitoring typically focuses on attention (*self-monitoring of attention*, or SMA) or performance (*self-monitoring of performance*, ...

GO for it!

completed), accuracy (e.g., percent of answers correct), or strategy use (e.g., steps completed). Self-recording for SMP can occur during or after task completion.

Based on Ms. Fullard's observations of her students, she decides to use SMA with Tim and SMP with Lauren. For Tim, SMA is implemented during seatwork time in math and involves his cell phone vibrating every two minutes as a cue for him to self-assess his on-task behavior. Tim self-records his data on a recording sheet Ms. Fullard tapes inside his math folder each morning (see Figure 1 on page 2). For Lauren, SMP occurs at the end of math class each day. Ms. Fullard gives Lauren the answer key to the day's practice problems and she self-assesses her accuracy. Lauren self-records and graphs her data on a recording sheet Ms. Fullard gives her at the beginning of each week (see Figure 2, on page 3).

For Whom Is It Intended?

Self-monitoring can benefit learners across grade levels (pre-k through 12th grade) with and without disabilities who need support regulating their behavior. In particular, self-monitoring addresses common characteristics of students with LD, like Tim and Lauren, who often experience difficulties with executive function and self-regulation, as well as engagement, attention, academic performance, and strategy use (Butler & Schnellert, 2015).

Nuts and Bolts - Self-Assessment

Step 1 - <u>Explain</u> what a self-assessment is and why it's important

Step 2 - Always show a <u>Model</u>

Step 3 - <u>Teach</u> students different strategies of self-assessment

Step 4 - Practice

Step 5 - Create a way to hold students accountable

Step 6 - Don't stop

Inclusion through Innovation

Graphic Organizers

5 Categories:
(a) cognitive mapping,
(b) semantic mapping,
(c) semantic feature analysis,
(d) syntactic/semantic feature analysis, &
(e) visual display. (Dexter & Hughes, 2011).

- K-W-L Chart
- Cause and Effect Chart
- Brainstorming Web
- Compare and Contrast Venn Diagram
- T Chart
- Network Tree
- Flow Chart
- Mind Map
- Timeline, Word Cloud
- Hamburger or Fish Bone
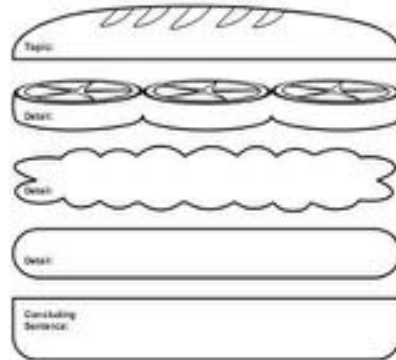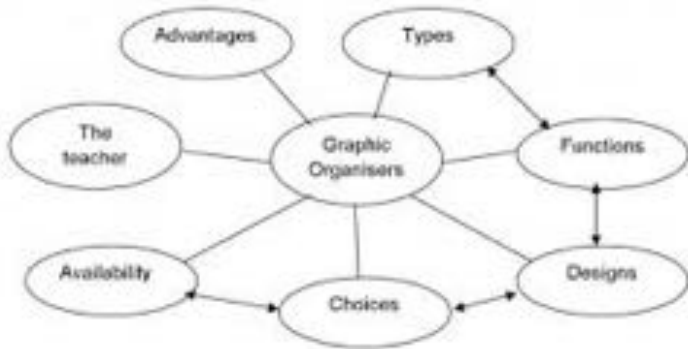
Video Modeling

- Using audio-visual technology (i.e., iPhone, iPad) to help teach students specific skills
- Bandura's Social Learning Theory (1977) we learn by watching & imitating

1. Video Peer Modeling (VPM)
2. Video Self-Modeling (VSM)
3. Point of View Modeling (POVM)
4. Video Prompting

Places to find videos- meTV, PEERS Role Play Videos

Inclusion through Innovation

Version 3.0 - Digital Tools + EBP

1. The Writing Classroom - SRSD and Tech
2. Project VOISS - VR & Social Skill

How To Use The OREO Writing Strategy With Concept Mapping

In this video, learn how the writing strategy OREO is paired with concept mapping to improve student's writing and organization.

VIEW PDF

Using Inspiration with the STOP Writing Strategy to Support Struggling Writers Organization

This video shows how to pair Inspiration and the STOP writing strategy to support struggling writers with organization of a persuasive essay. Here is a sample Public Service Announcement (PSA) created by Josh's students as a result of this work.

PLAY VIDEO   VIEW PDF

Inclusion through Innovation

Version 3.0 - Digital Tools + EBP

<u>The Writing Classroom</u> - SRSD and Tech
1. Progress monitoring tool
2. Interactive graphic organizers + SRSD
   a. Visuals & Audio
   b. Transpose to Outline
3. Word prediction + SRSD
   a. Brainstorming
   b. Structure writing

Using Inspiration with the STOP Writing Strategy to Support Struggling Writers Organization

This video shows how to pair Inspiration and the STOP writing strategy to support struggling writers with organization of a persuasive essay. Here is a sample Public Service Announcement (PSA) created by Josh's students as a result of this work.

PLAY VIDEO ⊙ VIEW PDF 🗎

Inclusion through Innovation

Version 3.0 - Digital Tools + EBP

Project VOISS - VR & Social Skill
1. Built around effective social narratives
2. Visual supports - Audio supports
3. Interactive - Engaging
4. Safe - Practice
5. Rinse & Repeat - Per Skill
6. Progress Monitoring
7. Screener

Inclusion through Innovation
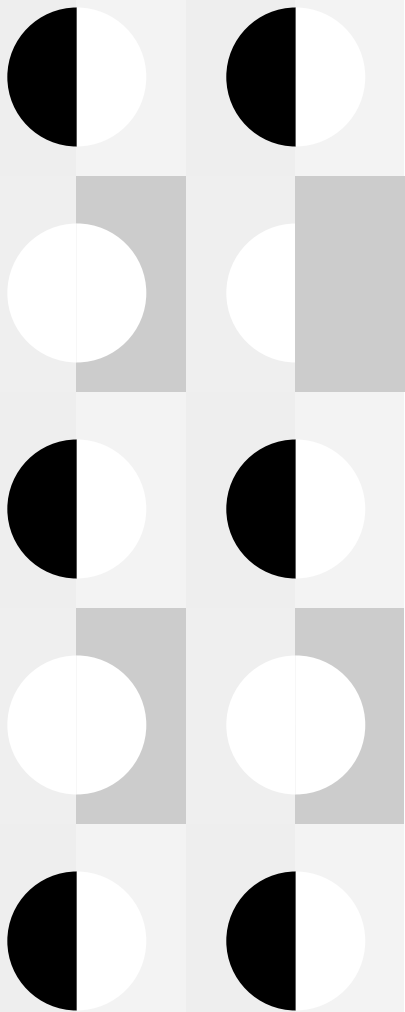
Universal Design for Learning: 3 principles

S Specific

M Measurable

A Action-orientated

R Realistic

T Timed

E Evaluated

R Reviewed

UDL - Goals

- Clear Goals

- Goals with Expert Learner in Mind

- Goals = Assessment

- Personal Connections with Goals

UDL Tips for Developing Learning Goals

Goals are the foundation of any effective learning experience — whether it is a face-to-face class, a remote learning opportunity, or other kind of learning interaction. When we clarify what we want learners to accomplish, then we can select flexible assessments, methods, and materials that effectively support that goal.

Start with a clear goal.

It is critical that learners know the intended goals of the learning experience. This is the first step to developing flexible and accessible opportunities. Make sure the goals are crafted using language that is easy for your learners to understand. Each should know exactly what they are working to achieve — whether it is independent, remote, or collaborative team work.

Ask yourself:

- Do my learners know what the goal is and what the goal means?
- Are my learners able to visualize and/or describe the goal in their own way?

Share goals in multiple ways.

Sharing the goal in multiple formats ensures learners can access what it is they are working to achieve.

For example, you may share the goal verbally, have it posted at the top of a digital handout, or ask learners to restate the goal in their own words.

Ask yourself:

- What options do my learners have to perceive the goal?
- Do all of my learners know where to find the goal of the learning experience and reference it at any point during their work?

Goals

Clear Goals - learner knows the intended goal of the learning experience - enhance engagement - understanding - when they have achieved it - ...

Share the Goal in Multiple ways - verbal, post it, ask the student to restate in their own words - they know when they have achieved - they can access it.

Frame the Goal with Expert Learner in Mind - How are my goals encouraging challenging disciplinary expertise or habits of mind?

Separate Goals from Means - separate the goal from the means, or "how" learners can achieve the goal - When there are clear goals, we can open the door to flexible methods, materials, and assessments.

Align Assessments to Goals - measure what you have intended - avoid barriers.

udlguidelines.cast.org/representation

GUIDELINE 1
Perception ⊙
Interact with flexible content that doesn't depend on a single sense like sight, hearing, movement, or touch.

CHECKPOINT 1.1
● Offer ways of customizing the display of information >

CHECKPOINT 1.2
● Offer alternatives for auditory information >

CHECKPOINT 1.3
● Offer alternatives for visual information >

GUIDELINE 2
Language & Symbols ⊙
Communicate through languages that create a shared understanding.

CHECKPOINT 2.1
● Clarify vocabulary and symbols >

CHECKPOINT 2.2
● Clarify syntax and structure >

CHECKPOINT 2.3
● Support decoding of text, mathematical notation, and symbols >

CHECKPOINT 2.4
● Promote understanding across languages >

CHECKPOINT 2.5
● Illustrate through multiple media >

GUIDELINE 3
Comprehension ⊙
Construct meaning and generate new understandings.

CHECKPOINT 3.1
● Activate or supply background knowledge >

CHECKPOINT 3.2
● Highlight patterns, critical features, big ideas, and relationships >

CHECKPOINT 3.3
● Guide information processing and visualization >

CHECKPOINT 3.4
● Maximize transfer and generalization >

Independence - Digital Tools

Text-to-Speech Tools
- Read Write
- Bookshare
- Learning Ally
- Snap & Read

Inclusion through Innovation

Read and Write for Chrome

Dictionary

Picture
Dictionary

TTS

Audio
Maker

Screen
Mask

Translator

Highlighter

Practice
Read Aloud

Apps   Yahoo!   Mr. Sweeney's Links   Facebook   MobileMe   Course: Moodle 101   Bookmark   My Delicious   Digolet   Other Bookmarks

Dismiss toolbar   textHELP

File   Edit   View   Insert   Format   Tools   Table   Add-ons   Help   Last edit was on December 16, 201

Comments   Share

100%   Normal text   Arial   11   **B** *I* U A   More

Play/Pause/Stop text-to-speech

Collect highlights or highlighted vocab words into separate Google Doc

Turn word prediction on/off

Access word or picture dictionary

Add or remove highlights

Customize features such as speaking voice, # of predicted words

Book it, Part 26: The Way to A...Better Day

Many children we work with do not see a link between their behavior and immediate positive consequences they can receive, let alone the connection between their behaviors and their long-term impressions on others. As SLPs, these students can be challenging in many ways, not only because it can be difficult for us to get them to participate in activities that improve

Read and Write for Chrome: Collecting Highlights

Collecting Highlights (1 minute)
https://www.youtube.com/watch?v=sRw2Ka5WSqg

Read and Write for Chrome: Vocabulary Tool

Vocabulary Tool (1 minute)
https://www.youtube.com/watch?v=BNks9ofZbO0

Snap & Read

- Read Aloud
- Dynamic Text Leveling
- Translates
- Study Tool
- Removes distractions

The Time Traveler
was expounding
a recondite
matter to us.

Inclusion through Innovation

Bookshare

- Digital Text
- Adjustable text format
- Read Aloud
- Digital books for accessible materials
- FREE

Inclusion through Innovation

Website & Extensions that support reading

Access & Readability	[Mercury Reader](Chrome Extension) (Chrome Extension) [Just Read](Chrome Extension) (Chrome Extension) [Read Mode](Chrome Extension) (Chrome Extension)
Decoding & Fluency	[Snap and Read] [Fluency Tutor] [Natural Reader]
Comprehension	Chrome Extensions: **Scribl**, **Kami** Multimodal Reading websites: **UDL Book Builder TarHeel Reader** Web-based Digital Text **Newsela**, **TweenTribune**, **Wonderopolis** Digital Text Resources: **Bookshare**, **ReadWorks**, **ReadWriteThink**

Inclusion through Innovation

Classwide & Individual Data Trends

Formative Assessment

1. Shorter and Frequent
2. Help determine Gaps during Learning
3. Assessments for Learning

An assessment become formative when we use the assessment to inform our teaching practices to support student learning.

Inclusion through Innovation

Progress Monitoring Tools

National Center on

Intensive Intervention

Academic Progress

Monitoring Tools Chart

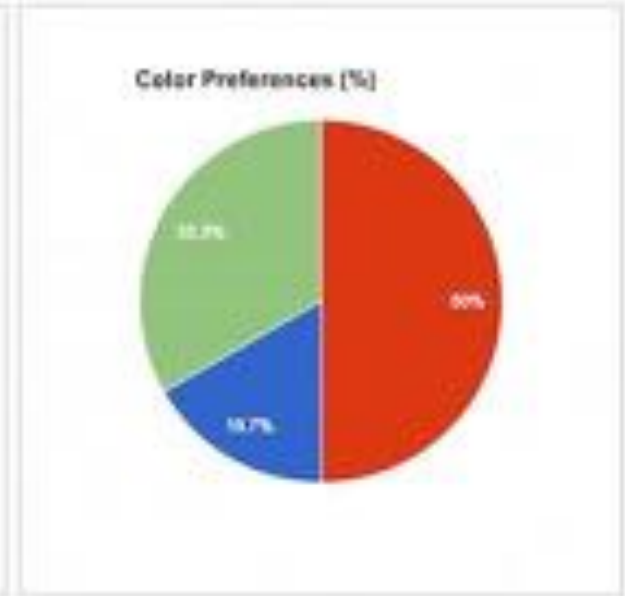## Inclusion through Innovation

Learning Management Systems

Inclusion through Innovation

Google Form Dashboard Example

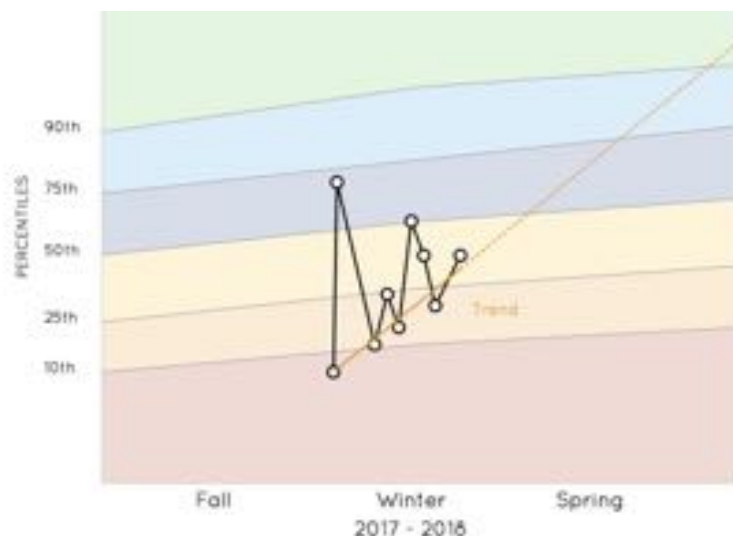| Color	Tally	%
Red	3	50%
Blue	1	17%
Green	2	33%
TOTAL	6	

Color Count

Color Preferences (%)
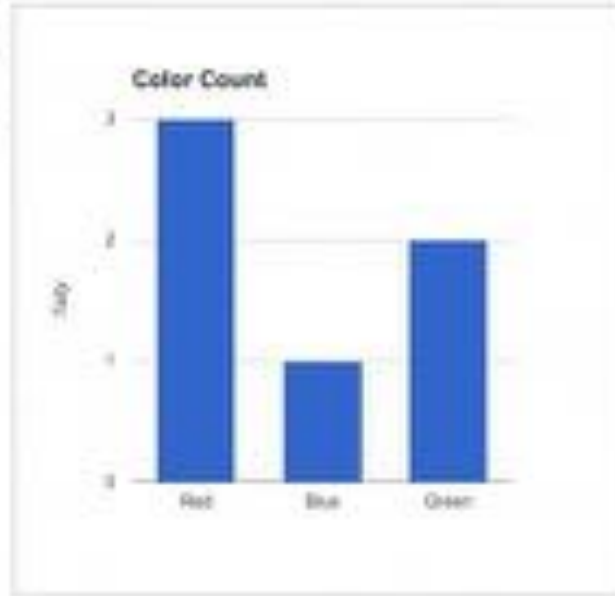
Correct Writing Sequence Percentiles Compared to National Handwriting Norms

Fall — Winter — Spring
2017 - 2018

Date	Words	Letters	Correctly Spelled	Sequences
2/23/18	50	191	49	41

Were being controled by a witch that wants to take all of the chairs, and garbage cans. So i was going to have to save them because no one could live without thier chairs and garbage cans. I grabbed the want out of her hand and made her fly so

Date	Words	Letters	Correctly Spelled	Sequences
2/9/18	46	166	46	32

decided that i would be kind and say no thanks Ill pass so i started to walk home then i came across some bullies that hang out by the short cut i always take home. They all started to come towards me so i ran ba

Date	Words	Letters	Correctly Spelled	Sequences
2/2/18	45	198	43	41

then found out that some maniac was smoking and he dropped his cigarette by a propane tank and it exploded, and almost everyone around the propane tank got injured from the explosion, then some guy pulled out a fire hidrent out of a building an

Date	Words	Letters	Correctly Spelled	Sequences
1/26/18	59	202	56	47

infact i would go back to Michigan to see my best friend, and he is the only friend that would care if i got hurt, and he would act like he was my own brother i wish i didnt have to leave Michigan in the 1st place, this is where i

	4	
3		
2		
1		1

10th   25th   50th   75th   90th

2018 - 2019   >
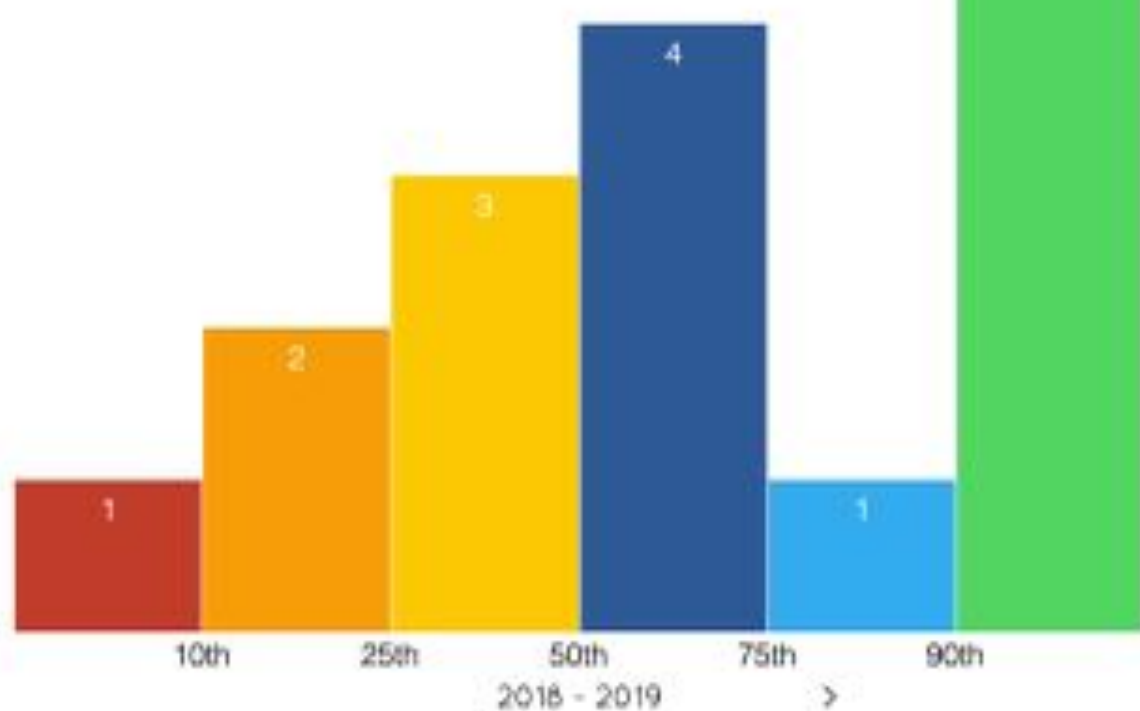
Students Currently In Need of Intervention.

Student Name	Trend	Correct Writing Sequences	Recommendations	Identify Challenges
Aneth	Slightly Down	49, 62, 31,	Conventions Spelling Sentence Fluency	Other Challenges
Bryce	Down	55, 43, 32,	Conventions Spelling Sentence Fluency	Other Challenges
Mackenzy	Down	59, 47, 38	Conventions Spelling	Other Challenges

An Illustration - **1** of Many…..

1. Automatic sign in
2. Usability
3. Features - Access…
4. One Stop Shop…docs, sheets, forms, slides…

Inclusion through Innovation

Creating Quizzes in Google Classroom

Creating your Own Quiz - Beyond PM

1. Whole Class
2. Small Group
3. Individual Student
4. Schedule when the question or quiz

Google FORMS

KU

Inclusion through Innovation

Quiz Format

1. Text
2. Images
3. Video
4. The list goes on and on….

Quiz Format

1. Customize themes
   a. Prompt the students
   b. Visual directions
   c. Contextualize Quiz Topic

Inclusion through Innovation

Settings

1. Forms - Sheets - Google Classroom
2. Automatic - Delayed Feedback
   a. Audio - Images - Video
3. Embedded Reinforcement - Unique Directions - Accessibility
4. Shuffle the Questions

Inclusion through Innovation

Demonstrating what they know

1. Multiple format for responses
2. Student upload
   a. Audio - Images - Video
   b. Direct to google classroom
   c. Link to resources - examples

Inclusion through Innovation

Grading

1. Automatic - Preset
2. Students can see what this missed
3. Students can see what they got correct
4. Embedded feedback - redirect - instruction - audio
5. Point values
6. List goes on

Inclusion through Innovation

Other tools to consider

❏ Quizzes
❏ Live Polling
❏ Data Management
❏ Automatic Scoring
❏ Embedded Images, Media
❏ Group students
❏ Database of Quizzes - Questions

Questions for Consideration

1. How are you regularly collecting data on the progress of your learners?
2. How are you utilizing tools for automatic scoring? - Immediate feedback - break the bad habits?
3. How are you using tools that offer flexible visuals, audio supports, visual representation, and the like?
4. How are you offering options for flexibility and availability?
5. How are you facilitating data walks?

Student Data Walks

Better

<u>Students Using Data</u>

1. Engaging Students through Data
2. Data Walks with your Students
3. Data Walks with Your Parents
4. Visually displaying the Data for Understanding
5. The List Goes on

Inclusion through Innovation