





















All deadlines given w	ell in		
advance			
R	Reading esponse Due	Class Date	Reading Response
_	May 9	May 11	Read & Provide Reading Response on ONE article from the category: <i>Differentiated Instruction & UDL Only 3 students may review the same article</i>
_	May 16	May 18	Read & Provide Reading Response on ONE article from the category: <i>Supporting Families</i> Only 3 students may review the same article
_	May 23	May 25	Read & Provide Reading Response on ONE article from the category: <i>eIIP (Inclusion and Intervention Plans)</i> <i>Only 3 students may review the same article</i>
-	May 30	June 1	Read & Provide Reading Response on ONE article from the category: Supporting the Inclusive Classroom Only 3 students may review the same article

Engagement How to motivate ALL learners
Where possible, I use project-based learning
At Home Assignment: Inclusive Teacher Resource Files
See <u>Facilitation/Home Groups</u> here for ITRF Post your ITRF resources below, so the all your colleagues may share in your group's knowledge
🕞 ITRF Group 1 (Developmental Disability) DUE May 18 (class time)
(class time)
🕞 ITRF Group 3 (Learning Disability) DUE May 25 (class time)
TRF Group 4 (Gifted Students) DUE May 25 (class time)
TITEF Group 5 (Visible Minorities OR LGTBQ+ OR EAL/ELL/ESL)
(Class difference)
Conditions OR Sensory Impairments OR Mental Health Challenges) DUE June 1 (class time)







Representation How to present information for ALL Learners Careful about documents that appear as text but are actually jpeg (picture files). They are a challenge to enlarge in a Power Point. In that cases, link to the actual resource.... See the following from The Adaptive Dimension for Saskatchewan K-12 Students (2017). Saskatchewan Ministry of Education















Action & Expression How ALL students can express what they know

Oral exams or descriptions...

Try Universal Design for Learning 'Thinking' to enhance the procedures for applying UDL....or learn from your students



		Social Sto	ry CHOICES	
	SIMPLE Social Stories (Choose 1 of 3) Learning to Use the Bus (see <u>https://www.ak</u>	aresource	s.com/wp-content/uploads/learn_to_use_th	e_bus.pdf)
	Taking Turns at Circle (see https://www.abar	esources.c	com/wp-content/uploads/Taking-Turns-at-Cir	cle.pdf)
	Let's Keep Our Hands Clean and Healthy (see http://www.easysocialstories.com/SocialSto	iesForAut	ism Aspergers ADD/manicure book.pdf	
In-Class Group				
Exercises, about 30 minutes; worth 3% & uploaded. One group	COMPLEX Social Stories (Choose 1 of 3) Tragedies on Television (see https://carolgra on-Television.pdf)	vsocialstor	ies.com/wp-content/uploads/2015/10/4Tra	agedies-
always wanted an extension; (anxious,	Everyone Is Diagnosed Frequently (see https: Everyone-is-Diagnosed-Frequently.pdf)	//carolgra	ysocialstories.com/wp-content/uploads/201	<u>5/10/8</u>
little perfectionistic) so granted an extension	What Autism Means and What It Doesn't Me content/uploads/2015/10/5What-Autism-M	<u>an</u> (see <u>ht</u> 1eans-and	tps://carolgraysocialstories.com/wp- -What-It-Doesnt-Version-A.pdf	
for two days after class.	Simple Social Story		Advanced Social Story	
Then extended it to ALL	Name of Social Story:		Name of Social Story:	
students. In other	Kinds of Sentences	How Many?	Kinds of Sentences	How Many?
words, if you make an	Descriptive		Descriptive	
	Perspective		Perspective	
exception for ONE can	Directive		Perspective Directive	
exception for ONE can you do so for ALL? (UDL	Perspective Directive Control		Perspective Directive Control	
exception for ONE can you do so for ALL? (UDL	Perspective Directive Control Affirmative Sentence		Perspective Directive Control Affirmative Sentence	
exception for ONE can you do so for ALL? (UDL thinking)	Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught)		Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught)	
exception for ONE can you do so for ALL? (UDL thinking)	Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught) Sentence Ratio		Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught) Sentence Ratio	
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exception for ONE can you do so for ALL? (UDL thinking)	Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught) Sentence Ratio Other points Usually written in the first-person ([sit?) Usually written in the first-person ([sit?)		Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught) Sentence Ratio Other points Usually written in the first-person (is it?) Usually written in the rest-former (is it?)	
exception for ONE can you do so for ALL? (UDL thinking)	Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught) Sentence Ratio Other points Usually written in the first-person (Is it?) Usually written in present-tense (Is it?) Provides provering about the social		Perspective Directive Control Affirmative Sentence Cooperative (identifies what other people will do to support student using the skill being taught) Sentence Ratio Other points Usually written in the first-person (ls it?) Usually written in present-tense (ls it?) Fruides more info about the social	



Is there a good way to know if I am 'on track' in my application of UDL principles?



	TABLI Universally Designed Lesson Plan M	E 2 Model: Instructional Objectives
Lesson Components	UDL Instructional Supports	Example: Physical Science Lesson on Solubility
Instructional objectives Us	e planning pyramid (Schumm, Vaughn, & Harris, 1997) as its basis	All students will define solubility and list three types of solutions Most students will identify how to express the concentration of solutions; Some students will describe the effects of pressure and temperature on the solubility of gases.



	Universally Designed I	TABLE 3 Lesson Plan Model: Lesson Description
esson Components	UDL Instructional Supports	Example: Physical Science Lesson on Solubility
esson description	Resources UDL principles	Textbook, handouts, milk carton, bottle of concentrated acid, computers and printer, paper, color pencils or crayons, graph paper, computer, e-handouts (hard copy and digital text), digital photographs, textbook on audiotapes, Web, CD, print. Computer and Internet Web sites: www.dowasa.com/about/facilities.cfm#wastewatertreatmemt www.graphicorganizers.com http://nc.gpscience.com/self_cheok_quiz http://nsdl.org
	Strategies Differentiating instruction	Compacting or chunking of important key information throughout lesson Questions for varied ability levels Flexible grouping arrangements K-W-L chart and other graphic organizers

Example of		TA Universally Designed Lesson P	BLE 4 lan Model: Instructional Sequence
UDL	Lesson Components	UDL Instructional Supports	Example: Physical Science Lesson on Solubility
in Science	Instructional sequence using UDL	Representation: Includes various ways content will be presented in different ways to meet the needs of all students.	Representation: teacher Lecture notes: by lecture, print, and audiotape; teaching vocabulary and major concepts. Science journal: students will imagine they have a crystal and a solution of zinc choride. They will explain how to use the crystal to tell whether the solution is saturated, unsaturated, or supersaturated. Demonstration: open can of soda. Point out that when soda is
			section, pressure is reduced bubble to gas in section. Opening, pressure is reduced bubbles become visible Explicit instruction: On the board draw three identical large beakers. Draw the same number of small circles in each beaker (representing particles of solute). Ask students to copy drawings and color incircles to represent saturated, unsaturated, or supersaturated solutions.
		Expression: Includes various methods students will use to demonstrate what they have learned.	Expression: sudent Cral: Vocabulary (matching definitions game) Talking word processor for definitions
		Activity giving students opportunity to attain intended learning outcomes.	Online attas for detrinitions of terms K-W-L chart created Written: E-text vocabulary handout/written handout Electronic virtual lab
			Completed worksheet printed or handwritten worksheet Highlighting feature of word processing program Artistic:
from Kurtts, S. A., Matthews, C. E., & Smallwood, T. (2009). (Dis)solving the differences: A		Engagement: Includes various pathways in which students will learn the concepts presented. Pacing to sustain interest and facilitate learning.	Create multimedia product using online resources Engagement: teacheristuderKourniculum Partner activity to plot a solubility curve graph from data on e-worksheet using multicolors and/or plot graph Excel spreadsheet. Virtual investigations: virtual lab-solution chemistry. Foldables: solubility and concentration.
physical science lesson using universal design. <i>Intervention in School and</i> <i>Clinic, 44</i> (3), 151-		A balance between teacher- directed and student-centered activity.	Web site activities: Online, search for wastewater facility and find out what is dissolved in the water. Create a graph that shows solutes and their quantities in water. Virtual investigations ruivic, foldables ruivic, task analysis, self- check form, open-ended questions, computer print-out workshee

UDL Instructional Lesson Components UDL Instructional Supports Example: Physical Science Lesson on Solubility Assess learning outcomes How teacher and students will assess Construct a graph of the amount and types of contaminants released in effluent at a wastewater facility
Assess learning outcomes How teacher and students will assess effluent at a wastewater facility
what has been learned Create a final product that demonstrates understanding of scientific tern Self-assessment: textbook quiz or http://nc.gpscience.com/self_check_q Review of journal entries: Check for understanding in whole class discussion Creation of foldable



5	Student Name:	Торі	ic/Subject:		
Component	Target = 4	Acceptable = 3	Needs Improvement = 2	Not Acceptable = 1	Scor
Creativity and organization	The foldable is highly creative and information is very well organized.	The foldable is creative and information is organized.	The foldable is somewhat creative and information is somewhat organized.	The foldable is not creative and information is not organized.	
Amount of information	All concepts within this topic are thoroughly addressed; there is an extensive amount of information on the topic.	All concepts within this topic are addressed; there is adequate information on the topic.	Most concepts within this topic have been addressed; more information is needed on some topics.	Most concepts within this topic are not addressed; there is limited or no information on most topics.	
Quality of information	Thorough information is provided on all main concepts of the topic, supported by full details and the examples.	Adequate information is provided on main concepts of the topic supported with details and at least one example.	Information provided on some concepts of the topic with limited support of the topic.	Information provided does not address main concepts of the topic and does not support the topic.	
Content accuracy	Content is 100% accurate and listed in the appropriate areas.	Content is 90% or more accurate and listed in the appropriate areas.	Content is 80% or more accurate and listed in the appropriate areas.	Content is less than 79% accurate; not listed in the appropriate areas.	
lllustrations/ graphics	Illustrations feature several types of graphics; text or captions included.	Graphics are included; there is some text or captioning.	Too few, too many, or distracting graphics are featured on the foldable; limited or no text or captions.	There are no graphics or graphics featured are not appropriate for the subject.	



Principle	Definition
Multiple means of representation	Ensure that instruction, questions, expectations, and learning opportunities exist in various formats and at different levels of complexity, addressing a range of ability levels and needs.
Multiple means of expression	Ensure that children have a variety of formats for responding and demonstrating what they know, as wel as a variety of formats for expressing ideas, feelings, and preferences. In addition, children have options in their use of materials, thereby addressing individual strengths, preferences, and abilities.
Multiple means of engagement (Blackhurst et al., 1999; CAST, 2006)	Ensure that various opportunities exist for arousing the attention, curiosity, and motivation of children, addressing a wide range of interests, preferences, and learning styles. Levels of scaffolding, repetition, and appropriate challenges then maintain engagement to ensure successful learning.



Example of UDL in Early Childhood Education

Case Study: Denny

Transitioning between activities is a very broad goal and may challenge children who do not have the skills to move easily between activities. For such children, the teacher needs to consider specific supports. Consider the following example.

Denny will be in Ms. Adams's class, and Ms. Adams has already received information that indicates that Denny has a difficult time stopping and starting activities. When fully engaged with preferred materials or in a preferred activity, he has particular difficulty. If a teacher or parent asks him to put away materials or move from a preferred activity, Denny exhibits such challenging behaviors as throwing objects, defiance, and crying.

Denny may respond to other modifications, for example, additional time or flexibility within transitions; however, Ms. Adams also needs to recognize that she may need to have a different goal for Denny. She should plan a goal for Denny that includes appropriate responses to a given directive, like cleaning up materials, with the hope that transitions will ultimately become more manageable for him.

from Stockall, N. S., Dennis, L., & Miller, M. (2012). Right from the start: Universal design for preschool. Teaching Exceptional Children, 45(1), 10-17.

UDL in Early Childhood Education

Cars and Trucks

For an activity specific to a transportation theme, Ms. Adams can furnish a large piece of butcher paper. The children first drive toy cars and trucks through paint and then drive them onto the paper. The teacher can also make available a variety of paints, markers, stencils, and other art materials so that children can add detail to the piece of butcher paper. In the block center, Ms. Adams can mark roadways with raised puff paint or hot glue that children can feel while they "drive" their vehicles. The key is that the teacher needs to be flexible in how he or she allows the children to demonstrate knowledge of the material without weakening the content.

from Stockall, N. S., Dennis, L., & Miller, M. (2012). Right from the start: Universal design for preschool. Teaching Exceptional Children, 45(1), 10-17.

UDL in Early Childhood Education **Case Study: Toni** Toni has difficulty recognizing symbols in print and focusing on main objects in pictures or drawings. To modify computer settings for Toni, Ms. Adams goes to the Appearance and Personalization tab and clicks on Adjust Screen Resolution to change the font size. By clicking on the Ease of Access control button, she can also hide background images and help focus Toni's attention on specific objects. Ms. Adams needs to become familiar with the different settings that already exist on the computer to modify the visual input to meet the needs of the children. She may want to consider further accommodations with Toni, such as the following: · Some fonts are particularly complicated or decorative, whereas the letters in others are easier for children to understand. She should therefore choose an easy-to-read font. · Text with close letter spacing can be problematic for children with central visual field deficits. Proportionally spaced text can be more difficult than fonts that allow the same amount of horizontal space for each letter. · Black text on a white background is most legible for print materials; however in some cases, light letters on a dark background can be more readable. Web sites such as http://www.lighthouse.org/accessibility/design/accessible-printdesign/making-text-legible/ offer suggestions for designing accessible print. from Stockall, N. S., Dennis, L., & Miller, M. (2012). Right from the start: Universal design for preschool. Teaching Exceptional Children. 45(1), 10-17.

SizeTimeLevel of SupportInputDifficultyOutputParticipationAlternate GoalsSubstitute Curriculum	Sum Adaptatic	mary of NI ons / Modif	NE ications
InputDifficultyOutputParticipationAlternate GoalsSubstitute Curriculum	Size	Time	Level of Support
Participation Alternate Substitute Goals Curriculum	Input	Difficulty	Output
	Participation	Alternate Goals	Substitute Curriculum





