Kids can do and learn as much as we allow them to believe they can!

Kevin Honeycutt

http://www.jibjab.com/view/Mi0Wi3UkR8GdQLaZt2xvZg

Now I have your attention…….

# BRINGING TOGETHER UDL AND THE IEP PROCESS TO ENSURE SUCCESSFUL OUTCOMES FOR STUDENTS

When I was at school all we seemed to do was sit and listen particularly at high school
When I was in my first year of teaching the closest I got wa sprobably in maths when students were allowed to use apparatus

## LEARNING STYLES – VAK

- Visual
- Auditory
- Kinaesthetic
- Linguistic (language)
- Musical
- Logical-mathematical

Auditory – begin with explanation, conclude with what has been covered
Visual – like to write own directions and pay better attention to lectures if they watch them
Kinaesthetic – typically highlight notes, like to take notes for sake of moving, give frequent stretch breaks, koosh balls etc.

# WHY?

- Teachers can provide instruction to a diverse group of learners

- Special modifications can be reduced

- Flexible

# WHAT IS UDL?

The design of instruction that all students can use and it eliminates the need for adaptation

- Provides multiple means of representation – present content in different ways

- Provides multiple means of action and expression – differentiate the ways in which students can express themselves

- Provides multiple means of engagement - make it important to the students you have

# IEP?

A document to be implemented, reviewed and reported on

A process of ongoing collaboration

A plan for individual students

# IEP Goals and UDL Ideas

# STUDENT LEARNING GOAL IS AT THE CENTRE OF UDL

## TO BE ABLE TO ACCESS ALL TEXT IN TEXTBOOKS, WORKSHEETS ETC.

- Pair students together

- Have audio presentation of material

- Use a method such as google.docs for individual access

- Provide enlarged or Braille copies of work

## CAN SIT EXAMS, ASSESSMENTS WITHOUT BEING DISADVANTAGED

- Extra time for assessment
- Reader/writer
- Material presented through auditory means
- Material accessed through a flash drive/google.docs
- Oral questions asked

## ENSURE _____HAS ADEQUATE ACCESS TO THE CURRICULUM

- Large print materials provided

- Use headphones and listen via auditory means

- Have work read out loud

- Appropriate Assistive Technology – e.g. laptop, iPad, dictaphone, livescribe pen

- Seated in position so can see

# WILL USE COMPUTERS AS PART OF HER DAILY ACTIVITIES AT SCHOOL

**Individual**

- Adapted keyboard e.g. large keys, coloured keys
- Screen reader with headphones
- iPad with apps

**Whole Class**

- iPad used as a camera/video recorder
- Educational games where individual choices can be given

## TO CONTINUE TO DEVELOP HIS UNDERSTANDING OF 'POSITION' WORDS

- Discuss locations of objects

- Play games such as "Simon Says"

- Use equipment such as tunnels to crawl through or outdoor climbing frames

- Model making using pictures as a guide (or have a peer or adult describe where the pieces go)

- An object may be hidden and instructions given to the child of where to find it

# PRESENTING WORK IN DIFFERENT WAYS

- Written report
- Oral (speech)
- Song
- Drawings
- Photos
- Powerpoint
- Drama (role play)

# USING A THEME APPROACH

- Can incorporate goals such as being able to take turns

- Makes learning fun

- All students can be active at their level of capability

- Can allow students to use technology without being 'different'

- Can use a multisensory approach

# BUT………

- Sometimes the class programme does not include catering to the goals of individual students

- Sometimes the class programme just is

- So how does the child with specific learning need learn?

# ORGANISATION GOALS

- Visual timetable

- Organisation app on device

- Tactual timetable

- Task analysis

# CLASS READING GOALS

- Shared stories
- Audio (iPad, Daisy player, headphones)
- Enlarged text
- Magnifiers
- Interactive board (team viewer)
- Braille
- Class website

# CLASS WRITING  GOALS

- Computer
- iPad – apps – Dragon dictate, book creator
- Braille
- Dictaphone
- Screen reader
- Adjustable furniture

CLASS P.E GOALS

- Adapted games – Goalball, Hockey, snow sports, sailing
- Adapted equipment – balls with bells in
- Peer assisted sports – running, cycling
- Swimming
- Go on a field trip

# APPS

- VidRhythm – takes quick photo of individuals making sounds (the sound can match the students' ability)

- Book Creator – every student (with or without support) can create books about experiences/themes)

- AutoRap – students talk and this app turns it into a rap

- Google docs. –  online word processor that lets students create and format text documents and collaborate with other people in real time. Students can view work and write using the technology they need

- Evernote – collaboration tool, now has 'chat' component

- Dropbox – shares photos, videos, documents, can access any file from all computers

## SOME USEFUL TIPS

When thinking about how to make an activity multisensory for a student, consider the following:

- Add textures to a task
- Adding a sound to an activity
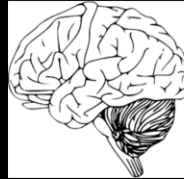- Use colour
- Size, contrast, clutter,

For example, if Adrian is sorting recyclables, put a different fabric texture on each bin. This will help him identify where to put each recyclable item. Or put a carpet square on the tile floor to indicate where he sits during circle time. This way, he can find his spot independently.

For example, if Rachel needs to look for something on the table and is having trouble finding it, tap the table near the item. This may cue her on where to look.

For example, if Jasmine prefers red or yellow, put a red hook in her cubby for her to hang her backpack. The red color may catch her attention as she uses her hands to locate the hook. You could also have a jingle bell dangle on a string from her cubby. This way, as she feels for her cubby, she can hear the bell sound as she nears it.

# INCLUDING THE STUDENT WITH PMLD

- Hand-under-hand techniques
- Physical
- Verbal prompts
- Object cues
- Auditory cues
- Modelling