Agenda

- 3:30-3:35  Introductions and session objectives
- 3:35-4:05  Overview of Universal Design Principles/Assistive Technology
- 4:05-4:50  Discussion : Application Activity UDL/AT
- 4:50-5:00  Debrief/questions
Learning objectives

- Understand basic principles of UDL and AT
- Understand the relationship between UDL and AT
- Engage in discussion and problem solving related to application of these principles to the context for instruction within early childhood classrooms.
- Receive useful professional development resources related to application of UDL in early childhood classrooms.
What is UD? UDL?

- UDL was first applied in architecture to guide the planning of buildings and physical spaces and environments.
- Not solely for use with people with disabilities
  - as these features were added to environments the use increased for ALL.
- What UD features do we all depend on in our everyday environments?
UDL

- UD principles began being applied to instructional settings.
- A scientifically valid framework for guiding educational practice that provides flexibility in three ways
  - In the ways information is presented;
  - in the ways students respond or demonstrate knowledge and skills;
  - in the ways students are engaged;
- Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

~National Center on Universal Design for Learning
The UDL framework

- UDL is organized around 3 principles:
  - Multiple means of representation
    - gives learners various ways of acquiring information and knowledge.
  - Multiple means of expression
    - provides learners alternatives for demonstrating what they know.
  - Multiple means of engagement
    - taps into learners’ interests, offers appropriate challenges, and increases motivation.
Components that make up the UDL framework are based on research-supported practices.

HOW UDL can be applied to curriculum and instruction to support diverse learners is still emerging (Ok, Rao, Bryant & McDougall, 2016)
Why is this SO important?

- Classrooms in the US are more diverse than ever before.
- Instruction will improve when teachers use varied and diverse instructional materials to plan instruction for ALL children.
- Flexibility in instructional planning for ALL children accommodates the differences in individual learners.
- Then, children with disabilities fall along the **NATURAL CONTINUUM OF LEARNERS**.
- **Result? Inclusive classrooms and communities!**
Let’s talk about Assistive Technology

• AT may provide access to the regular classroom as opposed to a special education classroom.

• Some needs are met by UDL principles, others will need additional AT supports.
Equality vs. Equity

In the context of baseball, Equality refers to everyone watching at the same level, while Equity involves using platforms to ensure everyone sees the game from a fair perspective.
Inclusive Classrooms

General Education Students

Universal Design

Special Education Students

Assistive Technology

General Education Students

Special Education Students

Universal Design

Assistive Technology
The Technology Related Assistance to Individuals with Disabilities Act of 1988 (Tech Act) first described an assistive technology device as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

The Tech Act described an assistive technology service as "any service that directly assists an individual with a disability in selection, acquisition or use of an assistive technology device."
The Individuals with Disabilities Education Act (IDEA) of 2004 uses essentially the same definition as the Tech Act, adding an exception that excludes surgically implanted medical devices. An assistive technology device is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability. Exception. - The term does not include a medical device that is surgically implanted, or the replacement of such device."

An assistive technology service is defined by IDEA 2004 as "any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device."

The term includes:

- the evaluation of the needs of such child, including a functional evaluation of the child in the child's customary environment;
- purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices by such child;
- selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;
- coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- training or technical assistance for such child, or, where appropriate, the family of such child; and
- training or technical assistance for professionals (including individuals providing education and rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of such child.
Assistive Technology in the IEP

- Consideration of Special Factors in Developing IEP
  - Asks about vision, hearing and communication needs
  - Asks about assistive technology needs
    - Many special educators say that the student does not require assistive technology without fully understanding what assistive technology is
  - Asks you to consider whether the student needs AT or not but there aren’t any guidelines or direction for how to consider the need for AT
  - If there is assistive technology listed in the accommodations section, even low technology, the student needs AT.
SETT Framework

- The Student
- The Environments
- The Tasks

SETT Framework developed by Dr. Joy Zabala
(citation in reference list)
Assistive Technology Examples
Always Pick Appropriate Technology

Lower Technology
- Page Turners
- Adapted pens, pencils and styluses
- Cup Holder
- Slant Board
- Magnetic buttons and zipper pulls

Higher Technology
- Bookshare - Many Picture Books recently added
- iPad Accessibility
- Time Timer Watch, Ditto
- Adapted Keyboards and Adapted Mice
A Variety of Good Apps in no particular order

- Clicker Apps
- Inspiration Maps
- ChoiceWorks
- First, Then, Visual Schedule
- Letter School
- Scene and Heard
- Apps by L’Escapadou
- Time Timer
- Relax Melodies

- Book Creator
- Pictello
- Dexteria
- My PlayHome and Companions

- Don’t forget about Guided Access and the built in Timer
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<thead>
<tr>
<th>Universal Design for Learning</th>
<th>Differentiation</th>
<th>Individualization</th>
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<tbody>
<tr>
<td><strong>Components</strong></td>
<td>Means of representation (what)</td>
<td>Adaptations in learning environment, content, process</td>
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<tr>
<td></td>
<td>Means of engagement (why)</td>
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<tr>
<td></td>
<td>Means of expression (how)</td>
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<tr>
<td><strong>Purpose</strong></td>
<td>Make curriculum accessible to ALL children</td>
<td>Make adaptations to ensure child participation and engagement with curriculum content</td>
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<tr>
<td><strong>Focus</strong></td>
<td>All children in the classroom</td>
<td>Adaptations support engagement with curriculum or activities</td>
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Application Activity

You have just been hired as a kindergarten teacher in an inclusive, universally designed public school setting. All physical spaces in the school and in your classroom are fully accessible for ALL children and adults. Your school hired you because you have expertise in applying principles of UD and AT across the curriculum and in your teaching strategies. You have been asked to lead two planning sessions with your classroom team to prepare for the year. You have a generous budget to work with. You have received a list of names and preliminary information about your incoming class (below).
Resources

- UNH EC-SEAT Blog https://ecseat.blogspot.com/
- Tech for Tykes http://www.techfortykes.org/favoriteWebLinks.html
- SETT Framework http://www.joyzabala.com/
- Center on Technology and Disability https://www.ctdinstitute.org/
- Search Pinterest, Facebook groups and Twitter