Welcome…

IDEAS 2014

June 3-6, 2014
Epworth by the Sea
St. Simons Island, GA
Assistive Technology on the Landscape of Universal Design for Learning
Learning Objectives

• List the continuum of technology utilized in UDL.
• Complete a consideration of assistive technology based on curriculum with embedded UDL.
• List evidences of classroom UDL including technology.
Presentation Roadmap

• Understand UDL
• Examine UDL designed curriculum material
• Consider AT as part of UDL
Universal Design

Differentiated Instruction
AT Service Delivery Models

Expert vs. Team

Some
Most
All
Number of Students in Groups

- LI
- HI
- ELL
- Disengaged
What’s your number?
All About the Stuff!
Expanded Technology in the TPACK Model
Assistive Technology  UDL
Products/Environments vs. Learning

• Means of Access/Engagement
• Use
• Challenge
Expanded Technology in the TPACK Model
Seashores to Sea Floors

Product Exploration
the text size switch. The size of the text in the reading screen will be the same as what you see here on the help text.

Read Text Aloud
This switch turns on/off the text to speech function. To select the text to be spoken, tap and hold the reading menu. You can expand the text to be spoken by moving the corner icons. Once you have selected your text, tap "Listen" to hear the text. If you have text to speech turned on from the Accessibility menu of your iPad, you will also see the word "Speak" when you select text. Tapping this button will also read the selection, but will use the iPad's text to speech engine.
Text Size

Small

Increase or decrease the size of body text in the reading screen.

Teacher's Email Address: ccochran@doe.k12.ga...

Read Text Aloud: On

Read Test Questions Aloud: Off

Test Image Reinforcement: On

Answer Dictation: On
Text Size

Small  Medium  Large

Slide the toggle to increase or decrease the size of body text in the reading screen.

Teacher's Email Address  ccochran@doe.k12.ga...

Read Text Aloud

Read Test Questions Aloud

Test Image Reinforcement

Answer Dictation
Text Size

Slide the toggle to increase or decrease the size of body text in the reading screen.

Teacher's Email Address: ccochran@doe.k12.ga...

Read Text Aloud

Read Test Questions Aloud

Test Image Reinforcement

Answer Dictation
Text Size

Slide the toggle to increase or decrease the size of body text in the reading screen.

Teacher's Email Address: ccochran@doe.k12.ga...

Read Text Aloud: on

Read Test Questions Aloud: off

Test Image Reinforcement

Answer Dictation: on

Background Sound Effects: on
Text Size

Slide the toggle to increase or decrease the size of body text in the reading screen.

Teacher's Email Address: ccochran@doe.k12.ga...

Read Text Aloud: On

Read Test Questions Aloud: Off

Test Image Reinforcement: On

Answer Dictation: On
Standard UDL supports.
antithetical

**adjective**
1. of the nature of or involving antithesis.
2. directly opposed or contrasted; opposite.

Also, an-ti-thet-i-cal.
AT consideration with UDL materials
Directions for completing this Consideration Process Guide:

1. Using the student’s present levels of performance, in which general area(s) are identified. No further consideration is required.

<table>
<thead>
<tr>
<th>Writing/Written Composition</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study/Organizational Skills</td>
<td></td>
</tr>
<tr>
<td>Activities of Daily Living</td>
<td></td>
</tr>
<tr>
<td>Hearing/Listening</td>
<td></td>
</tr>
<tr>
<td>Recreation and Leisure</td>
<td></td>
</tr>
<tr>
<td>A. Area and Instructional Task(s)</td>
<td>B. Standard Classroom</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td><strong>Read book chapter answer comprehension questions</strong></td>
<td></td>
</tr>
</tbody>
</table>

- School
- Home/Community
- Independent
<table>
<thead>
<tr>
<th>A. Area and Instructional Task(s)</th>
<th>B. Standard Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take notes from chapter readings to create skeleton outline</td>
<td></td>
</tr>
<tr>
<td>Instructional Task(s)</td>
<td>B. Standard Classroom Materials</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Electronic books</td>
<td></td>
</tr>
</tbody>
</table>
Student needs no accommodations

X  Independent - STOP
Reading Accommodations:

- Supplement text with read aloud
- Cognitive checks
- Decreased reading levels
- Highlighting to emphasize key points
- Increased Print Size
- Picture supported text
Writing Accommodations:

• Dictating answers
• Read Alouds
• Cloze Outlining
• Picture writing prompts
<table>
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<tr>
<th>D. Assistive Technology Solutions currently used by the student</th>
<th>E. Other Possible Solutions (Accommodations, Strategies, Assistive Technology Devices and/or Services)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Student needs no technology</td>
</tr>
<tr>
<td></td>
<td>X Independent - STOP</td>
</tr>
</tbody>
</table>
Reading Technology:

• Specialized format books - electronic (eBook)
• Advanced reading & writing aid
• Online Dictionaries
Writing Technology:

- Advanced reading & writing aid
- Onscreen keyboard
- Online dictionaries
- Speech recognition
<table>
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<tr>
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<tr>
<td></td>
<td>Needs physical help to access iPad.</td>
</tr>
</tbody>
</table>
Look-fors in UDL

• Digital Format Text
• Audio Captions
• Image Descriptions
• Video Descriptions
• Cognitive Supports*
UDL Guidelines - Version 2.0: Examples and Resources

Disclaimer: The examples and resources highlighted on these pages have been gathered for educational purposes. CAST does not necessarily endorse the products listed, nor does their inclusion here mean that these products are complete expressions of the UDL principles and guidelines. They may illustrate certain principles and not others.

Below, you will find teacher-friendly examples and resources that illustrate each of the UDL checkpoints. Exploring these examples and resources not only helps to clarify what is meant by each of the checkpoints but also gives teachers ideas of ways to implement UDL in their classrooms.

These lists are meant to be a sampling of the different examples and resources that are available. All products listed are free, but some may have fee-based versions.

We’re on Diigo!

Want to search our examples and resources? Check out our Diigo account and search our library by using tags.
<table>
<thead>
<tr>
<th><strong>UDL Strategy</strong></th>
<th><strong>Description</strong></th>
<th><strong>Why UDL?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Zen Garden</strong></td>
<td>Zen Garden demonstrates the flexibility of digital media when customizing the display of information. See the same content presented in varied formats, and design your own page and contribute to the growing collection.</td>
<td>Why UDL? Zen Garden is an example of the flexibility of digital media. From page to page, the content remains the same; however, the layout is completely different!</td>
</tr>
<tr>
<td><strong>APH Educational Research</strong></td>
<td>J. Elaine Kitchel from the American Printing House for the Blind outlines guidelines for large print text including appropriate size, color, spacing, and the benefits of APH font.</td>
<td>Why UDL? The Large Print Guidelines describe the importance of flexible size, color, spacing, and font features that are essential to consider when customizing the display of information.</td>
</tr>
<tr>
<td><strong>Readability</strong></td>
<td>Readability is a simple tool that makes reading on the web more enjoyable by removing the clutter around what you're reading.</td>
<td>Why UDL? Readability allows the user to customize the display of information by reducing visual distractions that surround written text on the web.</td>
</tr>
</tbody>
</table>

**See also:**
- 3.2: Highlight patterns, critical features, big ideas, and relationships
- 7.3: Minimize threats and distractions
List evidences of classroom UDL including technology.