UDL: Making a Good Idea Reality

A Panel Discussion:
Amanda Inman, Joyce Pufnock, Ben Satterfield
Pat Satterfield, Center 4 AT Excellence/TFL, Moderator
AND YOU!!!
Tools for Life Network

- AT Lending Library
- AT Evaluations & Training
- AT Demos
- Resource and Assistance
- AT Funding Assistance
- DME Reuse
Welcome to Tools for Life

Tools for Life, Georgia's Assistive Technology Act Program, is dedicated to increasing access to and acquisition of assistive technology (AT) devices and services for Georgians of all ages and disabilities so they can live, learn, work and play independently and with greater freedom in communities of their choice.

Tools for Life and the TFL Network work collaboratively together to accomplish our mission through:

- **Webinar Updates & Schedule**
  - Liz Persaud

- **2014 GATE Seminar**
  - DEC 5
    - Georgia Tech Student Center

- **Webinars**
  - OCT 9
    - Using Visual Learning Software to Create Personalized Learning Environments
  - OCT 23
    - Exploring Transition Service Plan Technology Supports: A Unique Perspective

- **Tools for Life AppFinder**

- **AT Online Exchange**
  - gTRADE

- **AT Funding Guide**
  - Dollars & Sense
Goals for this session:

• You will be able to summarize possible features of a good UDL technology solution.

• You will be able to explain several components of a successful implementation for a UDL technology solution.

• You will assess possible roadblocks to a successful implementation and suggest ways to avoid them.
What is a UDL Technology Solution?

A UDL technology solution can be used by all students....

AND also contains features that will support students with learning differences, disabilities, or English language challenges.

- screen reading
- writing supports such as auditory feedback, word prediction, word banks, talking spell checks, homonyms checks
- vocabulary and translation features
- graphic capabilities
- study skills supports
Examples of UDL Solutions

SOLO – Read:OutLoud, Write:Outloud, Draftbuilder, Co:Writer
Kurzweil 3000
TextHelp Read and Write Gold
Inspiration
Write Online
Clicker 6/Classroom Suite
iPads/Chromebooks
Introductions: Position and Responsibility

Joyce and Amanda are full-time employees of a school district and have been involved with implementing UDL tools in their districts. Ben and Pat have been involved this year in an fairly intensive effort to implement a UDL tool in a large Metro Atlanta district as part-time trainers.

Many hours, many teachers, many schools.... some students! 😊

How do we measure success??? What have we learned that can be used next year and by others to see adoption of the technology by all students and avoid the pitfalls....
Questions to the Panel:

Please tell us who made the decision in your district to adopt a UDL solution. Who are the primary stakeholders?
Questions to the Panel:

Who is responsible for overseeing the implementation? Was there an implementation plan developed? Who helped put that together?
Questions to the Panel:

What other implementations were being done at the same time?
Instructional
Other Technology – hardware or software
New SLOs!
New tests!
Questions to the Panel:

Who was trained?
All teachers
Only early adopters
Students
Questions to the Panel:

What did the training model look like?
Training Models

Face to Face
- Large group, one time
- Small group, one time
- Small group, multiple contacts

Synchronous, online
Asynchronous, online
Coaching and Mentoring
Hybrid – combination of several types
Questions to the Panel:

What support materials were provided?
Questions to the Panel:

What challenges did you encounter?

  Scheduling
  Technology
  Too many other implementations
  Resistance by teachers to another new thing
  Others?

What solutions helped with these challenges?
Questions to the Panel:

What would you do differently next time? In a perfect school environment?
Pilot schools?
Time to mentor teachers?
Time to work with students?
Model classroom instruction using the tool?