

Expanding Opportunities for Student Action and Response Supported with UDL Application

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Learning Objectives

- Engaging and Enabling the learner with diverse and complex cognitive, communication and behavioral needs:
- Gain skills in applying UDL-based techniques.
 - How to promote "**action and expression**" of students to attain desirable academic and functional outcomes.
 - How to use multiple means to inspire students to navigate through information and activities and demonstrate what he/she knows.
- Identify strategies to deliver instruction personalized for student needs with providing corresponding adaptations and supports.
 - Aided with examples of student scenarios and tools.

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Padmaja's Publications

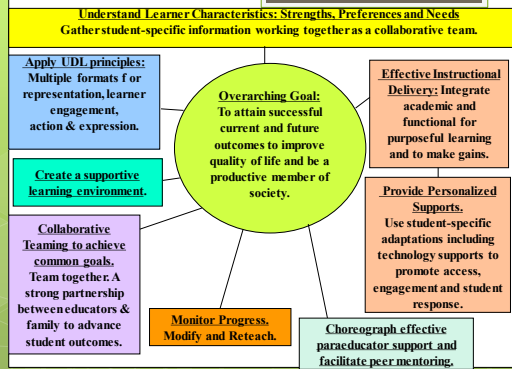


- Autism: Support Strategies & Intervention
- Behavior Guide (Preventive and Positive Approaches)
- Executive Function - Early Years
- Paraeducator Training Guide and DVD
- Severe and Multiple Disabilities, & Significant Disabilities and ESSA
- Mindfulness-based Practices
- Music CD – Transitions



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Instructional framework – Essential Features



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Learner Characteristics

Determine your target student's strengths, needs and preferences.

- Attends to an activity or listens to a story for a few minutes?
- Makes choices/decisions when (limited) options are provided?
- Indicates "Yes/No" response to literal questions?
- Recalls some facts/basic information previously learned?
- Answers 'What' 'Where' and 'When' questions?
- Able to generalize when provided with multiple opportunities to practice in various settings?
- Draw a conclusion or make a prediction?

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Learner Characteristics

Student's strengths, needs and preferences

- Makes a choice between 2 items given representational objects related to the activity?
- Reach for an object with hand or eye gaze or body movement or body orientation?
- Shows increased vocalization in response to person or activity or object?
- Smiles in response to social, visual, auditory, and/or tactile input. Shows change in affect?
- Activates an AT device to obtain something or to respond to questions?
- Orients towards sound through head turn?

What are some motivators specific to the student?

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Applying UDL Guidelines

- **Provide multiple, flexible options for engagement.** Various opportunities are provided to engage student's interest, offer appropriate challenges, increase motivation and gain student response. [The Why of Learning](#)
- Art, dramatic plays, games, toys, books, songs, concrete items with varied textures, sizes and shapes, computer software, etc.
- **Provide multiple, flexible methods of presentation.** Information is presented in variety of formats, and at different complexity levels to address needs. [The What of Learning](#)
- Power point, interactive graphics, simulations, story boards, physical objects, auditory cues, photographs, manipulatives, etc.
- **Provide multiple, flexible methods of action and expression.** Offer a variety of formats - flexible methods - for student to respond, navigate through information and activities and demonstrate what he/she knows. [The How of Learning](#)
- Verbal response, pointing, manipulating picture symbols or concrete objects, using AT devices to communicate and respond, partial participation, etc.

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Supportive Learning Environment -1

- **Incorporate UDL at the initial phase of planning** your design of the environment and instructional delivery.
- Ensure the physical **environment of the classroom is organized, visually appealing and inviting.**
- Offer **structure and predictability with consistent routines** to reduce stress and anxiety levels.
- Provide **clear visual boundaries with clearly defined areas for different activities** and learning stations.
- Have available and **use varied materials to address diverse needs, skill levels and preferences.**
- Appropriate **supports are routinely implemented to increase students' active participation** - Visual supports, Individual Activity Schedule, etc.
- Provide **a designated calming space** for children to take a break to calm down when feeling restless or agitated.

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Supportive Learning Environment -2

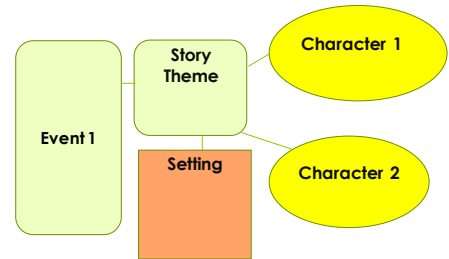
- **Familiarize students with the materials** (touch, look, listen and smell).
- **Position students appropriately** to suit the specific activity.
- **Stabilize materials:** Objects/book/card, etc. on the table surface or on a mini-white board or in a tray attached with Velcro/tape.
- **Use an adaptive grip to grasp/hold objects** with a Velcroed glove or Velcro wrist band (for students with limited motor control).
- **Provide tactile, visual and verbal** supports that are student-specific.
- **Provide visual alternatives for auditory information.** Increase access, engagement and sustain interest.



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A Story Map Organizer Tool

○ Story title: _____



(at a lower complexity level)

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Visual and Tactile Items

Increase access, engagement and sustain interest with story-related adaptations.



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Math - Number Sense

Present materials in a variety of ways to reach all learners.



Use a sorting tray to teach counting and numeral identification.



Numeral and object matching bells in mini-bags (specially for students who may put objects in their mouth) for math activity providing both visual and auditory input

(Adapted from Sarathy, 2014)

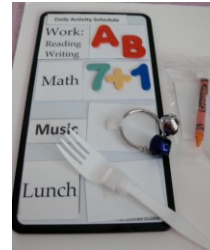
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A Counting Wall



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Adapted Visual Schedule



An Object-based Daily Activity Schedule for students with Significant Communication & Cognitive Needs

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Collaborative Teaming of Professionals & Family

- **A collaborative teaming to enable student success** - Teachers, speech, OT, PT and administrator team together at the initial planning phase to problem-solve and explore diverse ways to advance academic & functional goals:
 - Understand learner's cognitive, communication, motor and behavioral needs.
 - How-to adapt activities and materials to match needs.
 - Gather input from family.
- **Partner with the family.**
 - Ensure that there is a system in place to communicate with parents about their child's activities, concerns and progress on a routine (daily) basis.
 - Assemble a home-learning kit corresponding to the school activities & materials.
 - Be sensitive to cultural differences and respect different family styles, preferences, and traditions.

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Effective Instructional Delivery

- **Activate prior knowledge** to increase access to new instructional information.
- **Draw student's attention with hands-on activities** with multi-sensory features.
- **Use real-life activities.**
- **Engage student's attention** by tapping on the picture and/or object associated with the lesson/concept/story (attached to a mini white board).
- **Maintain attention** by illuminating the pictures and key words in the adapted book with shining a light from behind (Downing, 2005).
- **Note all initiations by the student** - how the student initiates through sounds, movements and changes in state and affect.
- ✓ **Demonstrate the techniques to parents during a virtual session.**

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Instructional Delivery

- **Power Point Presentations** to present content-area lessons and stories to build concept knowledge.
- **Visual aids** (graphic organizers, story boards) to teach vocabulary/concepts.
- **Concrete objects, photos, & auditory input** to aid comprehension of text passages or stories.
- **Real events** like breakfast time, lunch-time, dismissal time, etc. to teach time concepts.
- **Hands-on activities and real-life situations** to instruct Math and Science.
- **Drama and Role-play** techniques to promote concept-knowledge, communication, social skills, and vocational skills.

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Instructional Delivery

- Use adapted books, 3-column choice charts, power point presentations, graphic organizer tools, timeline, response-participation tools, adapted cuff, manipulatives & concrete items, etc. (and during your virtual lessons). Share a set with parents.
- **Demonstrate to parents:** How to use manipulatives & concrete items as supports, how to provide optimal level of prompts to promote learner independence.
 - Share brief how-to videos.



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Systematic Instruction - Delivery

- Use systematic instruction (an evidence based practice) to teach academic and functional skills.
- Make effective **use of prompts** when presenting information. Gradually fade the prompts.
 - Use system of least prompts, time delay and error correction.
 - Limit the amount of totally hand-over-hand activity – the adult controls, manipulates and performs the activity for the student.
- Break down complex tasks into smaller parts to teach new concepts and to increase student's success with learning - Task-analytic instruction.
- Reteach, repeat and lots of opportunities to practice.**
 - Same lesson across days and use of consistent language.

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Promoting Learner Response

- Provide for multiple ways the student is able to actively respond during the activity/lesson:
 - Respond in complete sentences/phrases.
 - Use 'Yes/No' participation cards.
 - Read the text with the aid of the picture cues.
 - Point to pictures or objects related to story as story or text passage is read.
 - Make a choice between 2-3 options given with or without the aid of AT.
 - Touch and manipulate the item.
 - Reach for the target item with eye-gaze or body orientation or facial expression.
 - Activate an AT device to respond (gain a voice).

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Supports for Students with Significant Cognitive, Motor and Visual Difficulties

Adapted Cuff
An object velcroed to a glove for motor needs

Adaptation motor needs

Make an adapted 'Page Turner' with a paper clip fastened to packing foam material.

No Yes
An Adaptation Response Tool

Create a story character stamp using an empty film canister.

A Slant Board
To make a selection between two activities or identify story characters

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Personalized Supports: Choice-Making

- Offer **choice-making opportunities** throughout the day on a consistent basis:
 - To increase motivation to participate in self-selected activities.
 - To become more self-determining by exerting control over daily activities.
 - To positively impact how others perceive them.
- Choice-making teaches children that they can exercise control over their environment by using communicative behavior to indicate choice or behavior.
- Help to make concepts personal, relating them to the student's own life.

Like	Dislike

Select/Choose (A choice Board)	

A 3-column chart

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To Assist Learner Response - Personalized Supports

Story prop: Chicka, Chicka Boom, Boom
Alphabet cards

Graphic Organizer

Counting objects attached to slant board

Happy/Sad
Share thoughts/feelings

Story prop: The Giving Tree

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Access and Response Tools and Supports

Response Participation Tools

Increase communication and response with Visuals and Multi-sensory Items.

Adapted Calendar

Interactive books

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Instructional Delivery: Prompting Strategies

When information is presented, make effective use of prompts.

- o Be alert to the prompts provided through:
 - o Body language.
 - o Facial expressions.
 - o The way the questions are phrased.
 - o The tone of voice.
- o Do not inadvertently communicate to the student that his/her response is a correct/incorrect response.
- o Use Time Delay and Error Correction.
- o The student needs to develop confidence in his own ability and to think for himself, instead of watching adult reactions to shape his responses.

Target Independent Performance
 Fade assistance gradually.

Move from least to most intrusive.

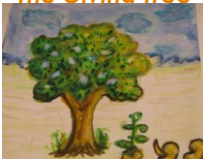
Modeling
 ↓
 Verbal/Gestural Cues
 ↓
 Verbal Prompt
 ↓
 Physical Prompt
 ↓
 Total Assistance

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Instructional Delivery: Reading/ELA

- o **Transform Instruction** to provide curriculum access and to address diverse learning styles and needs

The Giving Tree



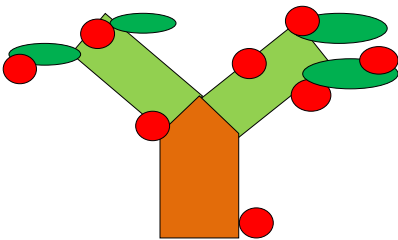
- o Prepare an Adapted and Simplified Summary.
- o Create and present a Power Point Presentation. Print out slides and make a book attached with objects.
- o Program into an AT device with the adapted story.
- o Create a digital story.

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The Giving Tree

by Shel Silverstein

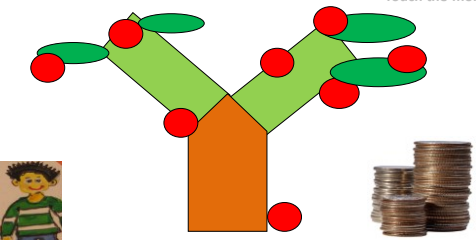
Touch the book.



An adapted book

The boy asked for money. The tree did not have any money.

Touch the money.



An adapted book page


Attach (Velcro) real coins.

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A Word Wall with Concrete Items


- o Teach a few vocabulary words, creating an object or picture 'Word Wall' paired with text.

Use real leaves.




leaves

Use real wooden block.




wood




happy

Use a real apple.




apple


Use a mini tree.



tree



boy



money

- o Adaptation: Students can name the object by activating a voice output device (e.g., Talking Brix Communicator). Place the brick next to each object programmed with the name of the object. Alternatively, they can touch/eye gaze the objects on the wall.

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Response Participation Tools

- o **Response Participation Cards** to enable increased participation and engagement in activities:
 - o **'Yes/No'** cards paired with photos to represent 'Yes/No' response.
 - o **Like/Dislike** cards to enable expressing feelings, opinions about stories, activities, food items, etc.
 - o **Happy/Sad** cards to express personal feelings.



Instructional Delivery - Writing

- The students write a story about 'Trees' using teacher prepared frame sentences.
- Students place an object or a photo in the blank from the Object/Photo Word Bank below to complete the frame sentence to build the story:
The trees are part of nature. Trees have _____ and branches. They help people in many ways. Trees give _____ to build houses and _____ to eat.
- Have the student with the most significant disabilities select and place/touch/acknowledge the item-object or photo -- to indicate her/his response. Aid with an AT communication device to make choices if needed.



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Writing Aided with Technology

At a lower complexity level

- Use an AT device (for example, an iTalk2 Communicator) for making a picture or an object choices to fill in the blanks.



The boy asks for _____ .

The tree gives _____ .

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Different ways learners can respond and be actively involved

- A group project: developing a **recipe book** working together with a group and assisted with peer support
- Learner responds in multiple ways:
 - Assists with developing the text (step-by-step directions for recipe)
 - Identifies ingredients for the recipes included in book
 - Identifies two food pictures that go with the recipe

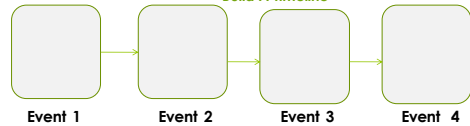
- Do you have a **title** for your recipe?
 - Do you have **ingredients** listed?
 - Do you have **step by-step directions** for preparing the recipe?
 - Have you added **pictures** to your recipe?
 - Did you **check your recipe for any errors** and correct them?
- A checklist is provided to group to assist with the creation of the recipe book.

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A Biography - A Timeline

The student uses a variety of strategies to comprehend texts for understanding.

Reading a Biography: **Martin Luther King**
Build A Timeline



Materials: An adapted story summary or an easy level book; A blank timeline chart; representational objects or photos for the events

The timeline can be emailed as a power point presentation with the associated photos on another slide to assist parents.

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Math Operations

Make Adaptations to Reach All learners



$$1 + 1 = 2$$

Concrete

Representational

Abstract

- Move from Concrete to Representational to Abstract.

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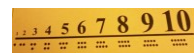
Mathematics Support Tools



Math - Patterns
 Continuing a pattern given choices to select from



Increase Action and Expression with Visuals and Multi-sensory items.



A Graduated Number Line
 Attach it to desk for student to gain visual understanding of abstract concept and make a response.

Fasten with concrete items if needed for tactile input, gain concept knowledge and make a response.

Demonstrate & coach parents on how to use the above support tools.

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Math - Money

Set up a store to teach money skills.

You can do it anywhere: school or home.

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Math - Measurement

Students point to different measurement tools by their function: a clock for lunch-time or the measuring tape to measure the table, a scale to weigh objects, etc.

✓ Show parents how they can help their child to identify various measurement tools and to measure/weigh objects around the home.

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Measurement

- The group is working on measurement unit making observations, estimations and calculations.
- Target student has multiple opportunities to respond to questions and demonstrate her understanding throughout the measurement strand activities.
 - Matches measurement tools with their function.
 - Measures area/perimeter walking around a marked area.
 - Assists with one of the group projects - comparing inside/outside temperatures and keeping temperature log for a week. She receives the support of her peer.
 - Checks the temperature outside twice a day for a week and records the temperature on the chart - in the morning (during Math at 9:30 a.m.), and in the afternoon (around dismissal at 3:00 p.m.).

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Present information in multiple formats.

Science & Literacy

The caterpillar story
(The Very Hungry Caterpillar by Eric Carle)
The caterpillar eats and eats...feeding on the leaves of the butterfly bush. It grows large...

Students engage with the caterpillar story manipulating representational pictures/items fastened to the graphic organizer or use a sequence board.

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Diverse Ways to Present Information

Science

Butterfly Life Cycle

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Building Science Knowledge

- Activate prior knowledge with a brainstorming tool to generate discussion on the topic.

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Present concepts using graphic tools.

Compare Vertebrate (Fish) with Invertebrate (Insect-Butterfly) .

Vertebrate: Fish
 Characteristics: **Backbone**



Similarities
 ○ **Animals**

Invertebrate: Butterfly (an insect)
 Characteristics: **No Backbone**

Differences and Similarities

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Make A Comparison

Reptile	Mammal
A snake  (Use a plastic or rubber snake)	A Lion 

Use a T-Chart (using a mini white board) to compare a reptile and a mammal or two animals (Or you can use the T chart to compare characters in a story. You can generate a list of likes and dislikes about a game or a character in a story.)

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Teaching Communication Skills

- Create situations in which self-initiated behavior and communication will occur.
- Increase social responsiveness – student reacting to some input from the environment.
- Structure the environment to facilitate student communication and choice-making to occur.
 - Facilitate opportunities to connect with peers.
- Design a communication plan for your students.
 - Use it daily to ensure a structured and intensive program to teach and build on communication, choice-making and literacy skills.

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Case Example (continued)

Name of Student: Jacob

Form of Communication:
 Vocalizes Reaching Body orientation Facial Expression (limited)

Function of the Communication: Request Protest Make a choice Social Interaction Convey Greetings Show interest in an object, person or an activity Actively participate in an activity

Activity	Attendance	Literacy	Art-Painting
Symbol	Photo ID card with a concrete icon	Reach & hold book; Point & hold props	Paint brush
Communication Opportunity	Touch photo card; vocalize to indicate presence; press device to hear name	Vocalize; show affect; Manipulate book & props to actively participate; Use Yes/No cards	Follow directions; Make choices; Indicate Yes/No & Like/Dislike
Equipment Used; Material Support; Technology Tools	Photo with adapted grip; Activate a device to say "name"	Book; Story Props; and AT device with a recording of story	Adapted brush; AT tools – voice output devices, Choice charts
Monitoring Person	Paraeducator/ Peer support	Teacher/Therapist/ Para/Peer support	Teacher/Para

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Personalize Delivery

- *Jordan has a diagnosis of autism spectrum disorders. Capable of verbal skills, he communicates using single words/phrases.*
- *He does not initiate much communication with peers.*
- *Exhibits tantrum behavior when asked to stop a preferred activity or change to a new activity.*

- What are some tools and techniques that will help Jordan?
 - **Adapted summaries of text**
 - **Graphic Organizers** (Concept map, Venn-diagram, etc.)
 - **Writing templates** to write stories aided with a word bank and a writing frame.
 - **Role-play and games** to increase communication with peers
 - **Collaborative projects** with an assigned peer mentor.
 - **On-going behavior supports** (Visual supports - Rule cue Cards, If-then cards)

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Personalize Delivery- Scenario 2

- *Ana has visual impairment and also has ADHD. She is verbal, can use limited words but tends to perseverate.*
- *Likes to move around the room.*
- *Has difficulty comprehending when new concepts are presented; reading the text and processing the information.*

- **Use concrete and tactile items**, to manipulate items to increase motivation and to sustain engagement.
- **Use novel items** to gain focused attention, to assist with working memory and understanding.
- Lots of **hands-on activities**, a **choice board** (a mini-board) with real items linking to concepts & to attract and sustain attention
- **Use 'Rule Cues' cards paired with tactile items** to remind her to return to the seat (along with soft whispering).
- **Attach a preferred item at desk** paired with photo and name.

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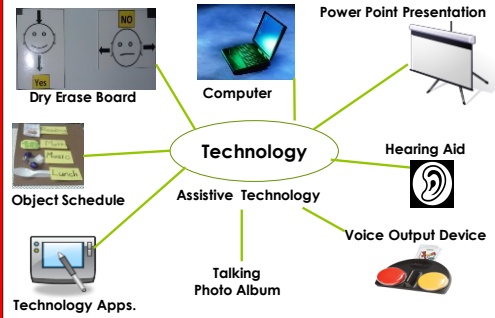
Personalize Delivery- Scenario 3

- Simone has cerebral palsy and her communication and motor difficulties present some challenges to her active participation. Due to her motor difficulties, she needs adaptations to hold a pencil crayon or brush.
- Friendly by nature, she smiles a lot. She uses a few gestures to communicate but does not use words. She has limited attention span, gets distracted and experiences difficulty with recall.
- Use of **real concrete items** to represent concepts.
- Presenting **limited text and information** at a given time.
- An **adapted book fastened with picture/object** supports
- Lots of **hands-on activities**, a **choice board** (a mini-board) with real items linking to concepts & to attract and sustain attention
- **Use of AT for communication** and engagement (A few examples are: Proximity switch, iTalk2Communicator, TalkingBrix Communicator, Talk Book Four, etc.)
- **Adapted cuff** to grasp writing tool, spoon, pencil, brush, etc.
- Share the tools and techniques with family.

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Technology Aids

Enlist The Power of Technology and Assistive Technology (AT)



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Advance Academic & Social Outcomes

- **Monitor progress systematically and consistently to advance student growth.**
 - Ensure data is collected regularly on a scheduled system to monitor student progress in targeted learning objectives both in academic content and functional life skills.
 - Modify & Reteach as needed.
- **Choreograph effective paraeducator support:** Ensure it is non-intrusive and optimal to advance student's self-dependence.
- **Facilitate peer support:** Peers Can be an important form of support for academic performance and to build social connections.

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Key Take-Aways To Advance Learners With Complex Needs

Offer Personalized Adaptations and Supports.

Provide adapted texts paired with pictures/objects and aided with technology (AT).



Present diverse response tools:



AT devices, Graphic organizers, Choice-making selection charts, response cards, etc. Enhance with photos, concrete objects and manipulatives.

Deliver systematic Instruction with system of least prompts.

Practice, Practice, and practice more!

Offer task-specific positive feedback.

Promote self-dependence.



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The Main Sources



The material for this presentation is mainly drawn from my books published by LRP Publications:

Serving Students with Severe and Multiple Disabilities: A Guide to Strategies for Successful Learning. (Second Edition, 2014). (www.lrp.com)



The book focusing on Significant Disabilities Students With Significant Disabilities: At the Crossroads of IDEA and ESSA: Aligning Standards-based Instruction, Alternate Assessments, and IEPs with UDL-based Instructional Techniques and Technology. Sarathy, P. (2017). LRP Publications. (www.lrp.com)

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Resources

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- o Zeph, L. (1994). Creating Environments that support and enhance the lives of all individuals. In L. Sternberg (Ed.) *Individuals with Profound Disabilities: instructional and assistive strategies.* (pp. 21-39). Austin: Pro-ed.

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Web Resources

- o **Bridging Apps**, offers helpful resources and ideas for educators, parents and students:
<https://www.bridgingapps.org/>
- o **Tar Heel Reader:** (<https://tarheelreader.org/find/>) offers a collection of free, easy-to-read, and accessible books on a wide range of topics. Each book can be speech enabled and accessed using multiple interfaces, including touch screens, the IntelliKeys with custom overlays, and 1 to 3 switches.
- o **UDL website:** (Center for Applied Special Technology (CAST) <http://www.cast.org/research/udl/index.html>)
- o UDL Resources and Tips:
<http://castprofessionallearning.org/free-udl-resources-and-tips/>

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Thank You.

To all our participants for joining this virtual presentation and
to CEC-CCC division for organizing this professional development session

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