# Learning Outcomes

<table>
<thead>
<tr>
<th>Know</th>
<th>principles of Universal Design (UDL), accommodations and modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know</td>
<td>benefits of UDL</td>
</tr>
<tr>
<td>Know</td>
<td>13 disability categories that may appear on an IEP</td>
</tr>
<tr>
<td>Be</td>
<td>familiar with the typical learning profile of common educational disabilities</td>
</tr>
<tr>
<td>Know</td>
<td>how to find the individual strengths and needs of each student</td>
</tr>
</tbody>
</table>
**KWL**

- **Know**
  - [https://youtu.be/YckuPtCj7wE](https://youtu.be/YckuPtCj7wE)

- **Want to know**

- **Learn – Summarizer**
  - [https://www.polleverywhere.com/](https://www.polleverywhere.com/)
  - Google forms

What you want to know...

• Poll Everywhere
  https://www.polleverywhere.com

• EdWordle
  http://www.edwordle.net
Name one type of learning challenge
Goggle Classroom

- https://classroom.google.com/c/NDI3NjY5ODQ5MTQ1?cjc=4ukgdn

- Tiny url: https://tinyurl.com/3jucm65m
Universal Design for Learning (UDL)

FROM: https://youtu.be/gmGgplQkrVw
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> - Not in place at all</td>
<td><strong>2</strong> - I understand some principles</td>
<td><strong>3</strong> - I use it sometimes/when time allows</td>
</tr>
<tr>
<td><strong>4</strong> - I usually integrate UDL when I plan</td>
<td><strong>5</strong> - I systematically apply UDL</td>
<td><strong>6</strong> - I maximize UDL, and could teach others</td>
</tr>
</tbody>
</table>

Where do you fall with the UDL?
Educational Disabilities

Part 200 – NYS Commissioner’s regulations

• Autism
• Deafness
• Deaf-Blindness
• Emotional disturbance
• Hearing impairment
• Learning disability
• Intellectual disability

• Multiple disabilities
• Orthopedic impairment
• Other health-impairment
• Speech or language impairment
• Traumatic brain injury
• Visual impairment including blindness
What’s the difference?

• Accommodations
  • Help students learn the same material as their peers.
  • Meet the same expectations in a different way.

• Modifications
  Changes to the curriculum
  Students who receive modifications are *not* expected to learn the same material as their classmates.
Types of Common Accommodations

- Presentation
- Response
- Setting
- Timing & Scheduling
• Listen to audio recordings instead of reading text
• Learn content from audiobooks, movies, videos, and digital media instead of reading print versions
• Work with fewer items per page or line
• Work with text in a larger print size
• Have a “designated reader” — someone who reads test questions aloud to students
• Hear instructions spoken aloud
• Record a lesson, instead of taking notes
• Get class notes from another student
• See an outline of a lesson
• Use visual presentations of verbal material, such as word webs
• Get a written list of instructions
Response

- Give responses in a form (spoken or written) that's easier for them.
- Dictate answers to a scribe who writes or types.
- Capture responses on an audio recorder.
- Use a spelling dictionary or digital spellchecker.
- Use a word processor to type notes or give answers in class.
- Use a calculator or table of “math facts.”
<table>
<thead>
<tr>
<th>Setting</th>
<th>Work or take</th>
<th>Sit</th>
<th>Use</th>
<th>Take</th>
<th>Use</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Work or take a test in a different setting, such as a quiet room with few distractions</td>
<td>Sit where they learn best (for example, near the teacher)</td>
<td>Use special lighting or acoustics</td>
<td>Take a test in a small group setting</td>
<td>Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)</td>
</tr>
</tbody>
</table>
Timing & Scheduling

• **Timing accommodations**
  • Take more time to complete a task or a test
  • Have extra time to process spoken information and directions
  • Take frequent breaks, such as after completing a worksheet

• **Scheduling accommodations**
  • Take more time to complete a project
  • Take a test in several timed sessions or over several days
  • Take sections of a test in a different order
  • Take a test at a specific time of day
Educational Disabilities

Part 200 – NYS Commissioner’s regulations

• Autism
• Deafness
• Deaf-Blindness
• Emotional disturbance
• Hearing impairment
• Learning disability
• Intellectual disability

• Multiple disabilities
• Orthopedic impairment
• Other health-impairment
• Speech or language impairment
• Traumatic brain injury
• Visual impairment including blindness
<table>
<thead>
<tr>
<th><strong>Learning Challenges</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Distractibility</td>
</tr>
<tr>
<td>2 Vision Impairment</td>
</tr>
<tr>
<td>3 Hearing Difficulties</td>
</tr>
<tr>
<td>4 Behavior/Self-Regulation</td>
</tr>
<tr>
<td>5 Comprehension</td>
</tr>
<tr>
<td>6 Organization</td>
</tr>
<tr>
<td>7 Memory</td>
</tr>
<tr>
<td>8 Processing</td>
</tr>
</tbody>
</table>
Breakout Activity – 10 minutes

• Consider the learning challenge assigned to your group
• Introduce yourselves
• Choose a notetaker, timekeeper & reporter
• Independently review and utilize your resources (no more than 5 minutes)
  • Links provided
  • Google for yourself
  • Pull from your own experience or resources
• Brainstorm a list of accommodations for the learning challenge
What was this like?

• Easier than you thought?
• Collaborative?
• Notice all the resources available?
• What if you find a better accommodation than what was already on the IEP?
How do you get to know your students?
ETC - Assistive Technology

A required part of the IEP
An integral part of life
User friendly
What did you learn?

aka

• Ticket Out the Door
Accommodations for Students with Disabilities

Resources

**Assistive Technology**
https://mn.gov/admin/at/getting-started/

**Accommodations for Kids Who Learn and Think Differently | Understood - For learning and thinking differences**

**Accommodations Manual – OSEP Ideas that Work**

**Accommodations for Vision Impairment**
https://www.teachingvisuallyimpaired.com/accommodations-modifications.html

**CHAAD – Accommodations for ADHD**
https://chadd.org/for-educators/classroom-accommodations/

**CTE for IEP Teams (Pennsylvania)**
https://www.pattan.net/getmedia/47123058-6595-4416-85c0-ef737fcd5248/CTE4IEP_Teams0618

**Executive Functioning Accommodations**

**Hearing Impaired – Accommodations Checklist**
https://www.handsandvoices.org/pdf/IEP_Checklist.pdf

**LDA - Accommodations, Techniques and Aids for Learning**
https://ldaamericana.org/info/accommodations-techniques-amd-aids-for-learning/

**Memory & Processing Deficit Accommodations**

**PACER Accommodations Chart**

**PACER School Accommodation Ideas - ACTion Sheet: PHP-c267**

**Sensory Strategies for the Classroom | Understood - For learning and thinking differences**

**Teaching All Students**

**Texas CTE Accommodations Manual**

**Ultimate List of IEP Accommodations, Modifications & Strategies (SDIs)**