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| --- |
| **Universal Practices and Strategies** |
| **UDL Overall links*** + [UDL in BC (Peace River, provincial project 2010)](https://curric.prn.bc.ca/wp-content/uploads/sites/37/2017/02/UDL-SET-BC.pdf)
	+ [Connecting Indigenous Pedagogies to UDL](https://opentextbooks.uregina.ca/universaldesign/chapter/5-4-connecting-indigenous-pedagogies-to-udl/) \*\*from Mohawk College, some great ideas, inspiration for our work
 |
| **Learning Environment** | **Social-Emotional** | **Instructional** | **Engagement** |
| CAST (Harvard) [Top 5 UDL Tips for Learning Environments](https://www.cast.org/products-services/resources/2016/udl-tips-learning-environments)CAST (Harvard) [UDL Tips for Designing an Engaging Learning Environment](https://www.cast.org/products-services/resources/2016/udl-tips-designing-engaging-learning-environment)The Blue Dot (UNSECO): [21st Century Learning Spaces](https://unesdoc.unesco.org/ark%3A/48223/pf0000373608)Culturally ResponsiveT[he Culturally Responsible Learning Environment](https://tiie.w3.uvm.edu/blog/culturally-responsive-learning-environment/#.ZGJ8kezMLUI) (University of Vermont) *lays out consideration and includes links** Representation: creates belonging
* [Culture of Inclusion: Free Course](https://openschool.bc.ca/inclusionoutreach/c1/index.html)
* Values visible in function (movement, accessibility of space)
* Values visible in what is displayed & how (focus on student)

Physical space* Quiet areas for breaks/working
* Decluttered room
* Have clear movement space
* Calm lighting - lamps
* Reduce excess noise i.e.: buzzing, clunking, loud bells
* Provide a variety of seating options – i.e.: chair design, heights
* Calm/cozy corners
* Easily accessible materials (student reach)
* Alternate workspaces
* Flexible groupings
* Physically safe (consider movement/access of students with unique physical needs)

Visual Display in Classrooms and Hallways[Classroom Displays: Keep the Focus on Student Work](https://leadinggreatlearning.com/classroom-displays-keep-the-focus-on-student-work/)* Hallway/class displays that make the learning visible by posting purpose and images of /words on process.
* Display drafts: demonstrating value in student work and process of learning; curating and focusing viewer vs “decoration”)
* “Pedagogical Narration” (teacher unpacking and reflecting on learning process) used in displays: most examples are in early learning, but applies to all levels
	+ BC Early Learning Framework [Module 5: Looking Deeper at Pedagogical Narrations](https://media.openschool.bc.ca/osbcmedia/public/elf/PDF/BC%20Early%20Learning%20Framework%20-%20Module%205.pdf)
	+ [Responsive classroom: Displaying Student Work](https://www.responsiveclassroom.org/displaying-student-work-2/)

Visual supports* Schedules
* First, then
* Graphic organizers
* Shape of the day
* Use closed captioning for any videos/online zoom presentations

Auditory Space: Designing for Sound[Classroom Design: How Sound Affects Learning (and 5 Ways to Improve)](https://www.yoremikids.com/news/2019/4/18/classroom-acoustics-sound-design-tips)* Soft furnishings, banners, and textured fabric on walls minimizes echo
* Use of “whisper phones” for students to read aloud to self (stories or editing their writing)

Tools and Technology* Low tech Augmentative and Alternative Forms of communication
* Access to technology for expressive output
* Timers (visual & audible)
* Have headphone, earbuds, defenders available
* Use closed captioning for any videos/online zoom presentations
* Use of FM sound system for classroom, whole school presentations
* Executive functioning strategies – read-do-done baskets
* Labeled and organized environment
* Task Cards (intermediates)
* Choices and Learning stations
* Visuals to support routine e.g. – lineup examples, backpack, shoes, jackets

Instructional practices/behaviours (emotional spaces)* Include student voice in planning space and systems within the space (voice = ownership, belonging, and engagement)
* Simple, concrete language for instruction
* Be aware of speaker facing audience while speaking/teaching
* Avoid crosstalk during class discussions – one person speaks at a time re/use talking stick
* Knowing and using names properly
* Peer cueing
* Increase wait time
* Use proximity to students
* Verbal prompts/cue to task
* Clear and Consistent expectations and routines
* Predictability
* Multi-modal instruction (visual, oral kinesthetic: layered for ALL)
	+ Multiple means of engagement (to motivate & engage)
	+ Multiple means of expression (to demonstrate learning)
	+ Multiple means of representation (construct and share knowledge)
	+ [Offer Alternatives for Visual Information](https://udlguidelines.cast.org/representation/perception/alternatives-visual)
* Small group instruction targets common learning need

Distance Learning[How UDL Can Create a Highly Accessible Online Learning Environment](https://www.d2l.com/blog/how-udl-can-create-a-highly-accessible-online-learning-environment/) (D2L)* Scaffold training on platforms and processes for students and caregivers
* Identify and resolve limitations of systems & platforms
* Include options of closed captions and other tech supports
* “Physical” electronic space:
	+ Clear of clutter
	+ Minimize clicks
	+ Obvious, clear structures to webpages and links between pages
	+ Keep image sizes & ‘banners’ short, to avoid unnecessary scrolling
* Designing instruction for student voice, agency
* Representation: choosing texts, visuals... that represent all members of our community
	+ Whose voices are heard

Academic Articles:* [Universal Design for Learning as a Structure for Culturally Responsive Practice](https://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1007&context=nwjte)
 | * Trauma informed practice
* [The Brain Unit (Ensouling our Schools)](https://www.threeblockmodel.com/ensouling-our-schools.html)
* [Culturally responsive](https://www.threeblockmodel.com/uploads/1/5/2/9/15292548/eos_teachers_manual_final.pdf) SEL
* Headphones
* Different/flexible seating options
* Timers etc.
* Quiet areas for breaks/working
* Greeted by teacher/adult
* Check-in, check-out
* Class meeting format
* [Social stories](https://www.andnextcomesl.com/p/printable-social-stories.html)
* Explicit instruction in identifying and naming feelings, physical sensations & emotions
* Explicit instruction in relaxation techniques for stress or anxiety
* Opportunités for breaks
* Mechanism for children to access teacher in a private space (without writing requirement)
* Request for using bathroom free from barriers (i.e. language, writing)
* [EASE (K-12) – specify lessons](https://healthymindsbc.gov.bc.ca/ease/)
* [CALM (K-2)](https://www.fvcdc.org/programs/additional-services/the-calm-curriculum/)
* Soft start activities
* [Mental Health](https://keltymentalhealth.ca/)
* [Anxiety](https://www.anxietycanada.com/site-search/?_ga=2.129565836.1687679106.1684171406-1200506471.1681767515&_gl=1*idletg*_ga*MTIwMDUwNjQ3MS4xNjgxNzY3NTE1*_ga_Y4J3VSGKVS*MTY4NDE3MTQwNi4zLjAuMTY4NDE3MTQwNi4wLjAuMA..)
* Literacy
* [Mindfulness activities](https://keltymentalhealth.ca/mindfulness-children-youth)
* Movement breaks
* [Relaxation strategies](https://keltymentalhealth.ca/sites/default/files/resources/QuickWaystoRelax_v2020.pdf)
* Motor/sensory tools
* [Breathing activities](https://copingskillsforkids.com/deep-breathing-exercises-for-kids)
* [Identifying feelings (visuals)](https://www.teachingexpertise.com/classroom-ideas/expressing-feelings-activities-for-middle-school/)
* [Conflict resolution (WITS)](https://witsprogram.ca/)
* [Perspective Taking Skills](https://www.andnextcomesl.com/2021/05/perspective-taking-activities.html)
* [PBIS](https://www.pbis.org/), [Zones of Regulation](https://zonesofregulation.com/index.html),
* Environmental print: charts, visuals, emotion posters, communication tools: routines/visual schedules
* Fidget tools
* [Trauma Informed Lense: Calm, Alert & Learning](https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health/trauma-informed-practice-resources)
* [Environmental design: lighting, seating, calming spaces/Calm corner](https://connectability.ca/2020/06/26/creating-a-calming-environment/)
* Blackout tent, weighted blanket, egg chair, slam ball, trampoline, bike, desk stretchy bands
* Modelling mindfulness, behaviours
* Breathing ball, figure 8 breathing, headphones
* Music, SEL Apps, iPad
* School clubs/recess communities/craft club (sensory work)
* Gardening, body breaks, yoga, dance, stretching
* Peer support/working with others
* [Video modelling](https://howtoaba.com/video-modeling-teach-social-skills/) to teach social skills
* [Social Skills Groups](https://autismoutreach.ca/category/popard-learning-portal/learning-portal-social-skills/)
* Book resources to teach [core competencies](https://nlpslearns.sd68.bc.ca/wp-content/uploads/SD68CCBooklistpdf.pdf?x57271) (NLPS 68)
 | **Literacy Practices** | **Numeracy Practices** | * [Effective Classroom Management](https://autismoutreach.ca/learningportal-behaviour-effectively-managing-classroom-behaviour/)
* [Visual Supports](https://www.kidsability.ca/uploads/Autism%20Services/AutismServices_VisualSupportsHandout.pdf)
* Front end loading
* Provide examples
* Using visual tools for organization: calendar, class schedule
* [Consequence maps](https://autismoutreach.ca/learningportal-behaviour-consequence-maps/)
* [Contingency visuals & mapping](https://blogs.sd41.bc.ca/lss/resource-centre/visual-supports/contingency-maps/)
* [Positive Reinforcement Schedule](https://autismoutreach.ca/learningportal-behaviour-positive-reinforcement/)
* SMART goals
* Pre-Teaching routine
* Using video modelling
* Student self-assessment
* Student/teacher (EA) created rubric
* Explicit teaching of [executive functioning](https://www.fasdoutreach.ca/resources/all/g/get-ready-do-done) and academic skills
* Chunking instructions
* Visual anchor points
* [Consistent expectations between all staff](https://www.fasdoutreach.ca/resources/all/0-9/8-magic-keys)
* Consistent, common language for learners
* Follow through
* Come together as a team to identify a work flow
* Communication between adults
* Integrating the team at a school
* Similar processes between schools: coordinated/streamlined/consistent
* Provide clear expectations
* Verbal prompt/reminders
* [Involve student in goal setting](https://scholarwithin.com/successful-goal-setting-for-kids)
* Positive notes home
* Structured and consistent routines
* Earn tangible incentives
* [Reinforce wanted behavior](https://northstarpaths.com/graphics-free-downloads/)
* Ignore inappropriate behavior
* Visual sequence schedules
* [Behavior data tracking](file:///Users/kdarbyshire/Downloads/Behaviour-Observation-Data-Sheet-Printable-Resource.pdf)
* Social stories/scripts
* Consistent consequences
* [Behavior is communication](https://www.fasdoutreach.ca/resources/all/b/behaviour-is-communication)
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| Materials* Thicker lines on paper
* Change of pens/pencil - size shape
* Pencil grips
* Slant boards
* Whiteboards/chalk boards/boogie boards/magnetic boards
* Highlighter to help support independence in printing
* Letter tiles, magnetic letters
* Anchor charts and examples
* Graphic Organizers
* Annotation tools (i.e., on iPad)
* Dictionaries, thesauri, sound dictionaries
* Orthographic mapping maps
* Dictation mats
* [Printing Practice](http://www.childdevelopment.ca/SchoolAgeTherapy/SchoolAgeTherapyPLaPWorksheets.aspx)
* [Literacy Task Bins from DLC](https://cvlibrary.follettdestiny.ca/)
* [Whisper phones](https://www.understood.org/en/articles/whisper-reading-what-it-is-and-how-it-works)
* Individual platforms: [Epic](https://www.getepic.com/sign-in) , [Readworks](https://www.readworks.org/)
* [Types of assistive Technology for reading article](https://www.readingrockets.org/article/assistive-technology-reading)
* [Types of assistive technology for writing article](https://www.readingrockets.org/article/assistive-technology-writing)
* Multimodal supports for literacy

Visuals* Sound Wall - [Tools 4 Reading](https://www.tools4reading.com/), [free to print](https://www.louisianabelieves.com/docs/default-source/literacy/sound-wall-instructions-and-template.pdf?sfvrsn=bdb6418_2)
* Alphabet chart – wall, desk
* Phoneme/Grapheme chart (digraphs, r-controlled vowels, diphthongs)
* Displays, anchor charts, visuals linked to specific lessons going up along with lessons

Instructional Design* Structured work time with preferred activity built in and timed (short bursts)
* Simplify language
* Routine structures
* Using formats repeatedly (builds success)
* Quiet spaces, noise cancelling headphones
* Access to technology
* Reduce number of learning outcomes
* Modify pace of delivery
* Multiple options for student demonstration of learning
* Chunk assignments
* Student goal setting
* Language & content connected
* Explicit instruction in phonemic awareness, phonics, fluency, vocabulary (linked to course content and comprehension (links to district PowerPoints)
* Scope and Sequence
* Building background knowledge
* Accessing prior knowledge
* Repeated Reading/Partner Reading/Choral Reading
 | Materials* + Mini whiteboards
	+ [Manipulatives](https://sd79.sharepoint.com/sites/CowichanLearns/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCowichanLearns%2FShared%20Documents%2FNumeracy%2FResource%20Documents%2FRecommended%20Math%20Manipulatives%2Epdf&parent=%2Fsites%2FCowichanLearns%2FShared%20Documents%2FNumeracy%2FResource%20Documents&p=true&ga=1)
	+ Thicker line of paper
	+ Change of pens/pencil - size shape
	+ Slant boards
	+ Sand timer
	+ Calculator

Visuals* Anchor charts and examples
* [Concrete-Representational-Abstract Approach](https://www.therecoveringtraditionalist.com/concrete-representational-abstract-approach/)
* Number line
* Fact charts

Instructional Design* + [Play-based instruction](https://sd79.sharepoint.com/sites/CowichanLearns/Shared%20Documents/Forms/AllItems.aspx?id=%2Fsites%2FCowichanLearns%2FShared%20Documents%2FNumeracy%2FResource%20Documents%2FRecommended%20Math%20Manipulatives%2Epdf&parent=%2Fsites%2FCowichanLearns%2FShared%20Documents%2FNumeracy%2FResource%20Documents&p=true&ga=1)
	+ [Spiraling instruction of concepts](https://www.structural-learning.com/post/the-spiral-curriculum-a-teachers-guide)
	+ Modify pace of delivery
	+ Building background knowledge
	+ Accessing prior knowledge
	+ Structured work time with preferred activity built in and timed (short bursts)
	+ Using structures repeatedly (builds success)
	+ Explicitly teaching vocabulary for math
	+ Reduce number of learning outcomes (prioritized standards) [Link to numeracy framework](https://cowichanlearns.ca/)
	+ Multiple options for demonstration of student learning
	+ Chunk assignments
	+ [Open-ended tasks with many entry points](https://www.peterliljedahl.com/teachers/numeracy-tasks)
	+ Differentiation of instruction, content and experience

Healthy Math Identity * + Student goal setting
	+ Academic safety
	+ Using positive math talk
	+ Real-world connections
	+ [Growth mindset](https://www.youcubed.org/resource/growth-mindset/)
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