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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:/48223/pf0000373608)  Culturally Responsive  T[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) |
| 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/) |