AT IN ACTION

Think different

UDL
Learning
Design
Universal

THIS ISSUE:

- ALL SORTS OF AT IN THE ATC
- UDL DEPT. OF ED PROJECT LAUNCHED AT HEBBVILLE ACADEMY
- LEARNING STRATEGIES COURSE & UDL TRAINING
- WHATS HAPPENING IN THE ATC AND BEYOND
- SUCCESS STORIES WITH VARIOUS AT IN SSRSB

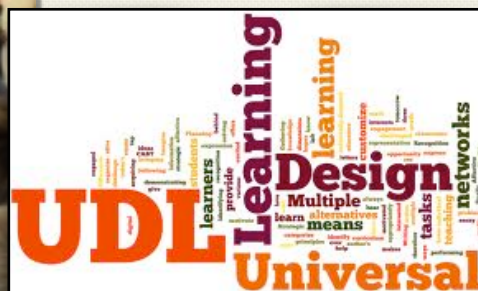## All Sorts of AT in the ATC

by Barb Welsford, AT Specialist SSRSB bwelsford@ssrsb.ca

The Assistive Technology Centre staff regularly assesses students with various abilities throughout the SSRSB. We recommend a wide variety of Assistive Technology based on the specific task that needs to be achieved, the skill sets of the user, needs of the student, where the student will be using the AT and nature of the Assistive Technology (i.e. ease of use and application). Assistive Technology comprises a wide range of services, supports and devices. Assistive Technology recommendations might include adapted pencil grips, seating and positioning AT, switch access devices, AT that enhances performance with reading fixed print, assistive technology that enhances performance with written output, magnifiers for students with visual impairments, communication devices and so much more. The field is vast and varied. AT also allows students to access UDL designed curriculum.

POWERLINKS TO ENHANCE FUNCTIONAL SKILLS OF HIGHEST NEEDS STUDENTS WITH SWITCH ACCESS

HOKKI STOOLS TO ENHANCE CORE STABILITY, FOCUS AND ENGAGEMENT
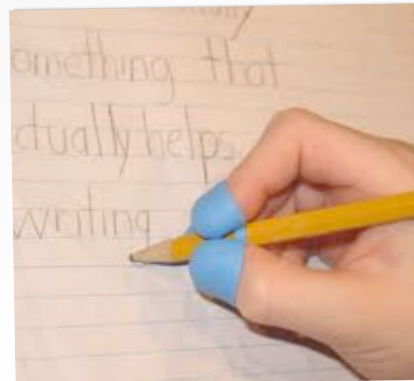
A RANGE OF ADAPTED PENCIL GRIPS TO ENHANCE WRITTEN OUTPUT

Assistive Technology is any device that enhances performance of an individual with a disability.
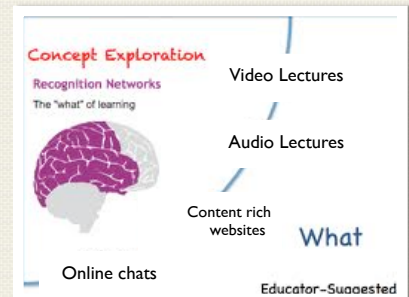
UDL Dept. of ED Project Launched at Hebbville Academy

With the support of Student Services SSRSB, the ATC staff wrote a proposal to the NS Dept. of Education to design a project focussing on developing, testing and monitoring the process of implementing Universal Design for Learning principles in a junior high classroom. Hebbville Academy grade 6 and 7 teachers were identified as willing participants to take on such a project. Training by ATC staff has begun, iPad minis purchased and specific Apps purchased through VPP.

UNIVERSALLY DESIGNED CURRICULUM ENSURES ACCESS AND ENGAGEMENT BY ALL STUDENTS

Universal Design for Learning principles are based on ensuring curriculum is accessible to all. Three principles lay the foundation for UDL including REPRESENTING information in varied and accessible ways; offering multiple means of EXPRESSION of knowledge and ensuring that activities are ENGAGING, MOTIVATING and MEANINGFUL. Traditional curriculum is simply not accessible to many students in today's classrooms. Providing standard textbooks and handouts to the class presents significant barriers to students with vision impairments, physical disabilities and learning disabilities. Utilizing technology and digitizing textbooks and handouts is a first step in implementing UDL principles in your classroom.

PRINCIPLES OF UDL

Concept Exploration
Recognition Networks
The "what" of learning

Video Lectures

Audio Lectures

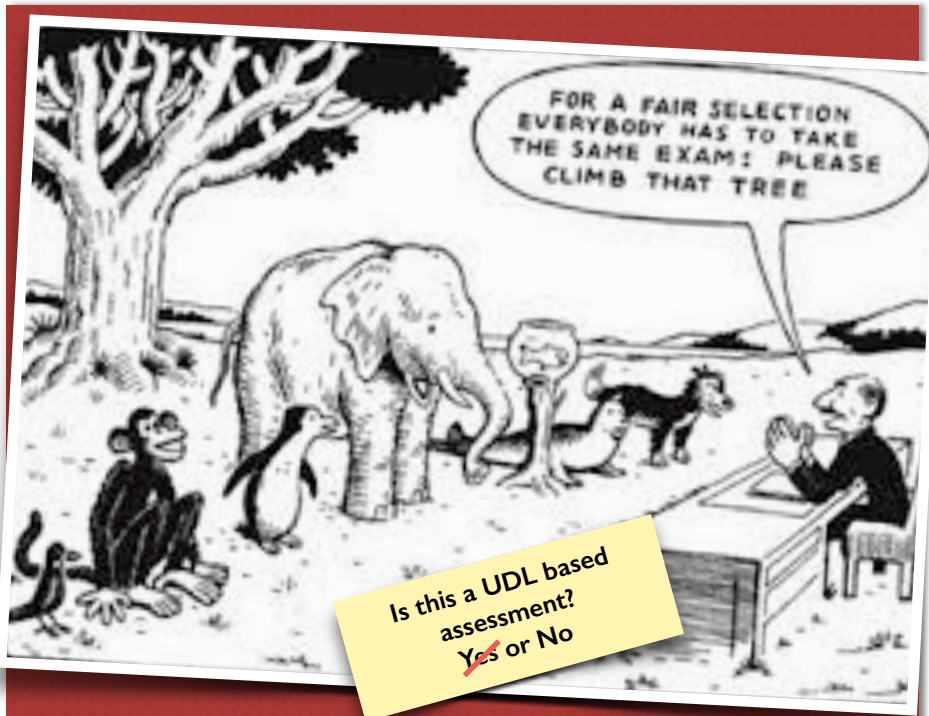Content rich websites

Online chats

What

Educator-Suggested

REPRESENTING INFORMATION IN VARIOUS WAYS TO ENSURE ALL LEARNERS CAN ACCESS INFORMATION AND TASKS

EXPRESSION OF KNOWLEDGE: PROVIDE VARIOUS WAYS STUDENTS CAN EXPRESS THEIR KNOWLEDGE

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM! PLEASE CLIMB THAT TREE

Is this a UDL based assessment? Yes or No

ENGAGING & MOTIVATING: DESIGN CURRICULUM TO EXCITE THE LEARNER, ENGAGE, MOTIVATE AND CHALLENGE

Learning Strategies Course Curriculum: Grades 10, 11 & 12 now based on UDL principles

"Through the meeting of identified Learning Strategies 10-12 outcomes, the student will gain transferable skills and strategies that will enhance and increase their school engagement and support their efforts towards credit acquisition in other course/subject areas. Students in the Learning Strategies courses will work towards becoming more effective and independent learners.

This will be accomplished across five areas:
*Awareness of Self and Others*
Organization Skills
Transition Skills
Literacy
Numeracy" Dept. of Ed. Learning Strategies Document 2013

On January 16th ATC staff will be training teachers in the SSRSB who teach Learning Strategies Our role is to focus on introducing UDL principles and share ways to include all students in Learning Strategies Courses. We will look in-depth at the principles of Universal Design for Learning and current Assistive Technologies that ensures students enrolled in the LS courses can access and engage in the curriculum, express their knowledge in various ways while staying motivated & connected (i.e. using mobile devices or computer, making movies, developing digital books and portfolios, utilizing voice to text to enhance output, accessing print through text to speech, using web maps, drawing and so much more). Stay tuned for updates on this exciting course.
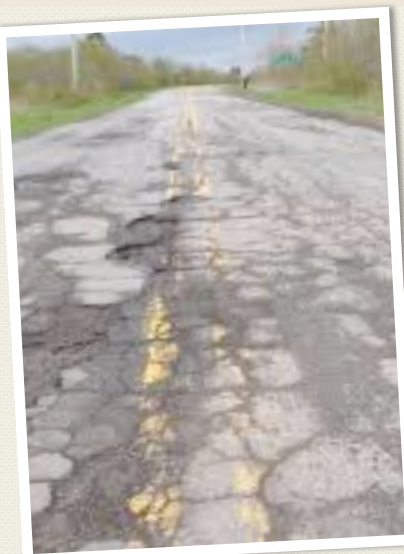
ATC SSRSB FACT

SINCE SEPTEMBER WE HAVE TRAVELLED TO EVERY SCHOOL IN THE SSRSB AND MADE OVER 170 SCHOOL VISITS TO COMPLETE ASSISTIVE TECHNOLOGY ASSESSMENTS, PROVIDE TEAM TRAININGS, WORK WITH STUDENTS TO ENHANCE THEIR PERFORMANCE WITH THEIR AT, PRESENT TO STAFF DURING PLC TIME AND TEAM MEETINGS.

ATC SSRSB FACT

ATC STAFF HAVE RECEIVED OVER 150 ASSISTIVE TECHNOLOGY REFERRALS FROM SCHOOL TEAMS TO DATE SINCE SEPTEMBER.

WE HAVE HANDED OUT OVER 150 IPADS & IPAD MINIS, A HUGE VARIETY OF AT APPS, VARIOUS OTHER AT INCLUDING BEAN BAG CHAIRS, HOKKI STOOLS, ADAPTED SCISSORS, MOUNTING SYSTEMS...

ATC SSRSB FACT

WE HAVE PROVIDED TRAININGS ON VARIOUS AT TO OVER 250 TEACHERS, PRINCIPLES, TEACHER ASSISTANTS, SLPS, OTS, PSYCHOLOGISTS AND APSEA ITINERANTS SINCE MID AUGUST (INCLUDING THE IPAD INSTITUTE)

SSRSB Good News Stories from Teachers

iPads make UDL Possible
by Claire Holt teacher PRES

When I design an activity for math, I try to give the students a lot of options. Every child in my class will beg to use an iPad. They will take the Macbook second, and the iPod next, and finally they will either use a PC or do the assignment by hand if the previous choices are not available. Whether they have ADHD, LD, or ASD all my students feel they can express themselves faster, more effectively, and with more creative choices on an Apple device.

In grade 5/6 math, I engage them in the process of math. One highly successful assignment was "Create a product of your choice (video, poster, chart) that clearly explains how to do multi-digit multiplication with a decimal". By the time they were finished, I had a lot of students who had a much better understanding of that operation, but no product was the same. One student created a silent movie with dialogue boxes in between visuals of each step demonstrated on a white board. Others had funny videos of themselves in the role of the teacher, or Pic Collage posters with every step outlined, and even Book Creator books with a page for each step. One boy even did a flipbook of the steps for multiplication!

It is fantastic to watch the learning and listen to the conversations around a UDL activity. But as I said, Apple products seem to be the devices of choice. So, with that in mind…………anyone have any spare iPads or Macbooks:) ?

Access for a Young Student with CP
by Sandy Mitchel RT ACES

Carter is a primary student at Aspotogan Consolidated. Carter has Cerebral Palsy and without the use of the iPad it would be very difficult for him to be able to access the primary curriculum. The Assistive Technology Centre assessed Carter for his AT needs and provided him with the iPad and mounting system for his desk.

With great support and training from the Assistive Technology Centre the school team has been able to get Carter off to a great start as he enters the world of the Primary student. Carter is learning to use the iPad to communicate with peers and teachers through the use of

app Proloquo2go. The use of the mount on Carter's desk allows him to work alongside his peers as they all engage in reading, writing, math, and visual arts to name just a few. Carter enjoys sharing his knowledge and engaging his peers by working with them on the iPad.

Student with Autism Achieving Success with Writing using AT
by Denise Burgess RT BES

Writing with Clicker Sentences A grade 4 non-verbal student with Autism at BES is now, through the use of an IPad and the Clicker Sentences app, demonstrating his knowledge of the written language along with his preferences. Each day this student is provided with a grouping of predetermined sentences related to a topic within the Clicker Sentences app. Topics, he has written about include his daily schedule, his likes and activities he has completed. Over the last month this student has quickly progressed through various complexities of sentence and word presentation beginning with a modelled sentence on the grid and words in guided order. His present level includes the presentation of the sentence as a pop up and random order for word selection. With each topic he demonstrates his preferences by returning to particular sentences, to rewrite the sentence and hear it read aloud when completed. Working with the app has provided a new modality for expression and continues to be an evaluation tool for sight word knowledge while developing writing skills.