
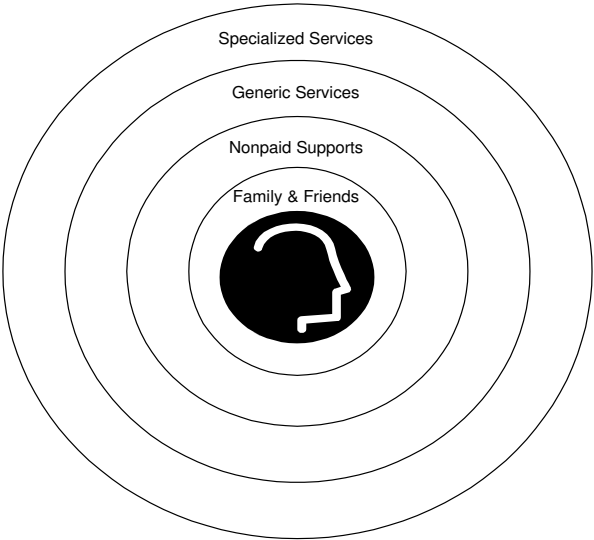


**MCESA 3<sup>rd</sup> Annual Inclusion Conference – May 7<sup>th</sup>, 2009**

**Access to the General Education Curriculum, Universal Design for Learning and Self-Determination**

 <p><b>Presenter</b></p>	<p><b>Michael L. Wehmeyer, PhD.</b>          Professor, Department of Special Education          Director, Kansas University Center on Developmental Disabilities          Senior Scientist, Beach Center on Disability – University of Kansas          Email: Wehmeyer@ku.edu</p>								
<p><b>Websites</b></p>	<p>Check out the websites below for more information on this topic.</p> <table border="1" data-bbox="407 449 1523 642"> <thead> <tr> <th>Description</th> <th>Website</th> </tr> </thead> <tbody> <tr> <td>Universal Design for Learning</td> <td><a href="http://www.cast.org">www.cast.org</a></td> </tr> <tr> <td>Able Link Technology</td> <td><a href="http://www.ablelinktech.com">www.ablelinktech.com</a></td> </tr> <tr> <td>Thinking Reader : Products for the classroom that help reading comprehension.</td> <td><a href="http://www.tomsnyder.com/products/product.asp?SKU=THITHI">http://www.tomsnyder.com/products/product.asp?SKU=THITHI</a></td> </tr> </tbody> </table> <p>A table that lists classroom behaviors and ideal fixes. (From ADD/ADHD site)  <a href="http://www.childdevelopmentinfo.com/learning/teacher.shtml#Ideas%20for%20Attention%20Deficit%20Children">http://www.childdevelopmentinfo.com/learning/teacher.shtml#Ideas%20for%20Attention%20Deficit%20Children</a></p>	Description	Website	Universal Design for Learning	<a href="http://www.cast.org">www.cast.org</a>	Able Link Technology	<a href="http://www.ablelinktech.com">www.ablelinktech.com</a>	Thinking Reader : Products for the classroom that help reading comprehension.	<a href="http://www.tomsnyder.com/products/product.asp?SKU=THITHI">http://www.tomsnyder.com/products/product.asp?SKU=THITHI</a>
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<p><b>History of the Disability Movement</b></p>	<p>Dr. Wehmeyer described the path of the disability movement in terms of 3 waves.</p> <ol style="list-style-type: none"> <li>1. The first wave was driven by professionals. A person with a disability was assumed to be broken, and a disability was viewed as a characteristic of the person. That way of thinking began to change as disabled veterans returned from WWII. The public supported their rehabilitation. There were also medical advances that eliminated widespread polio and TB, so more emphasis was placed on the science of medicine.</li> <li>2. The second wave was driven by parents. Roy and Dale Rogers had a child with Down syndrome that only survived two years. Dale wrote a book called “Angel Unaware”. Because of her celebrity status, the book was widely read and educated the general public. Almost over night – the stigma was lifted from having a child with a disability. People with disabilities were seen as objects to be fixed, but also seen as “victims” of their disabling condition. There was a shift from getting children who are disabled educated to getting them educated among all children.</li> <li>3. The third wave is currently underway. This is the movements of self-advocacy and normalization. People with disabilities have the right to living in the normal rhythm of the day/year. There has been a dramatic change in where people with disabilities live, but not where they work. More is needed in the area of supportive employment.</li> </ol>								
<p><b>Changing Expectations will Improve Understanding</b></p>	<p>There is a new way of looking at people with disabilities. Rather than fixing the person, we need to close the gap from a person’s competence and the context or environment in which he/she is living. Disability relies in the gap.</p> <div data-bbox="537 1440 1208 1829" data-label="Diagram"> </div> <p>If the Environment is school or home or work, the question becomes how can the school/home/work environment become more accessible? What can be done within that environment to take advantage of</p>								

	the strengths of a specific student?
<b>Implications of Changing understandings of Disability</b>	<p>If we raise our expectations of individuals with disabilities, then we will rethink how we support them.</p> <ul style="list-style-type: none"> <li>• Strengths-based planning</li> <li>• Focus on environment/context, not fixing the individual</li> <li>• Emphasize supports, not programs</li> <li>• Reflections in expectations and language</li> </ul>
<b>Implications for Education</b>	<p>A new view of students with disabilities will create school environments in which all children are supported. Some kids need more support. For a visible disability such as someone in a wheelchair, a simple fix is to create curb cuts and ramps. We've learned from experience that others will benefit from the change such as young children, the elderly. The same is true for hidden or intellectual disabilities. If the school provides supports for those students, many other students will benefit.</p> <p>IEP's and Special Education programs are deficit based. We don't look at a college student and find the subjects that he is really bad at and sign him up for classes that only focus on those things. While we shouldn't ignore deficits, we should use a student's strengths to design support. Doing so will result in:</p> <ul style="list-style-type: none"> <li>• Access to the General Education Curriculum and Universal Design features</li> <li>• Assistive technology and accommodations</li> <li>• Supported employment, supported living</li> <li>• Response to Intervention</li> <li>• Positive Behavior Supports: An approach for dealing with problem behavior that focus on the remediation of deficient contexts (i.e. environmental conditions and/or behavioral repertoires) that by functional assessment are documented to be the source of the problem)</li> </ul>
<b>An Array of Supports</b>	<p>Supports start with the person. Teach them to help themselves.</p> 
<b>Purposes of Standards Based Reform</b>	<p>The purposes of standards-based reform are:</p> <ul style="list-style-type: none"> <li>• To direct instructional activities to align with the multiple policy changes, from standards to evaluation;</li> <li>• Focus the curriculum to “delimit the work of teachers and students to a manageable core of widely shared learning outcomes”; (BIG IDEAS)</li> <li>• Change “how teachers teach” and thus what and how children learn;</li> <li>• Motivate students through the linkages between performance outcomes and a “wider array of stakes and post school futures”.</li> </ul>
<b>1990's Emerging Concerns</b>	<p>Students with disabilities were being excluded from national (NAEP) and state level testing, upon which the emerging accountability system was being built. Long-time efforts focusing on “where” a student</p>

	received his/her education had stalled and had not focused enough attention on “what” a student learned.
<b>1990’s Cracks in the Foundation</b>	Special education was built on the “foundation” of individualization, but had become a “place” where students with disabilities went rather than a process for providing individualized, quality educational supports.
<b>IDEA 2004</b>	The law mandates that schools ensure that the IEP team includes someone knowledgeable about the general education curriculum. It prohibits a student with a disability from being removed from the general education setting based solely upon needed modifications to the general education curriculum. * <b>Special Education is a service, not a place.</b>
<b>Research Shows</b>	Over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by having high expectations for such children and ensuring their access to the general curriculum to the maximum extent possible.  We need to change how people view disabilities before we can have those high expectations.
<b>Still in 2009...</b>	Currently, children with disabilities are held to very low expectations. We need to raise those expectations so that they can grow into more functional, independent adults. We did our best with the IDEA, but a new shift needs to occur because: <ul style="list-style-type: none"> <li>• Individualization does not ensure quality and neither does the IDEA.</li> <li>• Accountability for process and accountability for progress are not the same.</li> </ul>
<b>General Education Curriculum</b>	The general education curriculum is the same curriculum as for non-disabled children.
<b>What is Access?</b>	Access does not mean solely determined by the general education curriculum, as the IDEA still emphasizes an individualized education program. There may be deficits that need to be addressed along with the general education curriculum.  Instead, IDEA stated: The individualization of the IEP process, together with the new requirements related to the general curriculum should ensure that such involvement and progress is “to the maximum extent appropriate to the needs of the child.
<b>Concerns with Access to the General Education Curriculum</b>	Some concerns as we provide access to the general education curriculum to all students. <ul style="list-style-type: none"> <li>• Narrowing of the curriculum will preclude functional needs.</li> <li>• General curriculum not planned with principles of universal design</li> <li>• Higher dropout rates when students are held accountable based on high-stakes tests</li> <li>• Erosion of the “special education” foundation of individualization, community-based learning.</li> </ul>
<b>First Generation Inclusive Practices</b>	Inclusion has gone through some phases. The first generation: <ul style="list-style-type: none"> <li>• Focused on basics of inclusive practices</li> <li>• Efforts were instrumental in changing prevailing educational settings for students with disabilities from separate, self-contained settings to inclusion in the regular-education classrooms</li> <li>• These basics included: <ul style="list-style-type: none"> <li>- Students should be educated in the school they would attend if they did not have a disability</li> <li>- Educational placements should be age and grade appropriate.</li> <li>- Special education services should exist within the general education classrooms</li> </ul> </li> <li>• First generation inclusion was additive in nature. That is, resources and students were “added” to the general education classroom.</li> </ul>
<b>Second Generation Inclusive Practices</b>	The second generation was: <ul style="list-style-type: none"> <li>• More generative in nature, in that instead of focusing on moving students from separate settings to regular classroom settings, the second-generation practices focused on improving practice in the general education classroom.</li> <li>• Research and practice during this phase emphasized aspects of instructional practices that promoted inclusion such as: <ul style="list-style-type: none"> <li>- Collaborative teaming and team teaching</li> <li>- Differentiated Instruction</li> </ul> </li> </ul>



	- Developing family/school/community partnerships.
<b>Third Generation Inclusive Practices</b>	<p>The third generation then moves forward.</p> <ul style="list-style-type: none"> <li>• Nothing about the first or second generations of inclusive practices is either obsolete or unimportant.</li> <li>• The Focal point for our efforts switch from advocacy and supports with regard primarily to “where” a student receives his or her educational program, to a focus on “what” the student is taught.</li> <li>• This aligns with educational implications for new ways of thinking about disability <ul style="list-style-type: none"> <li>- Use Universal Design for Learning</li> <li>- Must consider the environment or context with which the student interacts.</li> </ul> </li> </ul>
<b>Interactive Learning</b>	<p>In today’s schools, there are 3 basic ways that students interact with each other as they learn. Through a. Competition, b. Individually without paying attention to other students, or c. Cooperatively</p> <p>Of these 3 patterns, competition is presently the most dominant. Research shows that Cooperative Learning is most effective.</p>
<b>Benefits of Cooperative Learning</b>	<p>Clear evidence shows many benefits to cooperative learning.</p> <ul style="list-style-type: none"> <li>• Increased achievement and student productivity</li> <li>• Enhanced interpersonal relationship skills and acceptance of differences</li> <li>• Enhances students’ understandings of others’ perspectives</li> <li>• Enhances creativity</li> <li>• Enhances self-esteem</li> <li>• Teaches students nature of interdependence</li> </ul>
<b>Attributes of Cooperative Learning</b>	<p>We’ve all been in a group where 1 or 2 people do all of the work. That is cooperative learning at its worst. The attributes of good cooperative learning are:</p> <ul style="list-style-type: none"> <li>• Common task or learning activity suitable for group work</li> <li>• Emphasizes small group interactions and cooperative behavior</li> <li>• Positive interdependence <ul style="list-style-type: none"> <li>- The group cannot achieve common goal without each participant</li> <li>- Each student has critical, though not always equivalent task to perform (cognitive taxonomies)</li> </ul> </li> <li>• Individual accountability</li> </ul>
<b>Steps to Achieving Access for All Students</b>	<p>There are 5 key steps to achieving access to the general education curriculum for all students.</p> <p><u>Step 1 – Standard setting and curriculum design:</u> Standards are written as open-ended and the curriculum is planned and designed using principles of universal design that ensure that all students can show progress.</p> <p><u>Step 2 – Individualized education planning:</u> The individualized planning process ensures that a student’s educational program is designed based on the general education curriculum, taking into account unique student learning needs.</p> <p><u>Step 3 – School-wide materials and instruction:</u> There is school-wide use of universally designed curricular materials and high quality instructional methods and strategies that challenge all students.</p> <p><u>Step 4 – Partial school and group instruction:</u> Groups of students who need more intensive instruction are targeted and building and classroom instructional decision-making activities focus at the lesson, unit, and classroom level to ensure students can progress in the curriculum.</p> <p><u>Step 5 – Individualized Interventions:</u></p>

	Additional curricular content and instructional strategies are designed and implemented to ensure progress for students with learning needs not met by school-wide efforts or partial school efforts.
<b>Campus or Building Level Decisions to Promote Access</b>	<p>The role of the administrator can not be understated. It is important that all students are included in goal setting that involve high expectations, teaching self-respect, and positive peer interactions.</p> <ul style="list-style-type: none"> <li>• Determine shared vision for all students in the school</li> <li>• Set goals that involve all students</li> <li>• Ensure fit among vision, goals, and standards/curriculum</li> <li>• Identify targeted outcomes</li> <li>• Set standards for professional practice, identify needed training</li> <li>• Identify how organizational structure of campus facilitates or hinders goal achievement</li> </ul>
<b>Multilevel Curriculum and Curriculum Overlap</b>	<p>Both Multi-level Curriculum and Curriculum Overlap are critical for lesson and unit planning. (Janney &amp; Snell, 2000)</p> <ul style="list-style-type: none"> <li>• Multilevel Curriculum: Lessons in which objectives with varying degrees of difficulty have been identified for students with differing learning needs and abilities.</li> <li>• Curriculum Overlap: Lessons for which students' objectives are drawn from different subject or skill areas.</li> </ul>
<b>Learning Community</b>	<p>America's classrooms are becoming increasingly diverse linguistically, culturally, and based on students' abilities and learning needs. Below are the criteria for a classroom environment that qualifies as a <u>successful learning community</u>.</p> <ul style="list-style-type: none"> <li>• Students have a voice in learning,</li> <li>• instruction is differentiated based on unique learning needs,</li> <li>• students learn to work cooperatively to learn content, and</li> <li>• teachers work collaboratively and in teams to meet these challenges.</li> </ul>
<b>Designing Units of Study</b>	<p>Below is the process for designing a unit of study that is accessible for all students.</p> <ul style="list-style-type: none"> <li>• Unit outcome/goal</li> <li>• What students will have to know <ul style="list-style-type: none"> <li>- Big ideas / Multi-Level Curriculum</li> </ul> </li> <li>• What students will have to do</li> <li>• Materials needed <ul style="list-style-type: none"> <li>- Curriculum adaptations and augmentations</li> </ul> </li> <li>• Specific Instructional Activities, homework and other assignments</li> <li>• Culminating activity</li> <li>• Evaluation</li> </ul>
<b>Big Ideas</b>	<p>"Teaching is more than covering content, learning is more than merely taking in, and assessment is more than accurate recall. Meaning must be made, and understanding must be earned. Students are more likely to make meaning and gain understanding when they link new information to prior knowledge, relate facts to "big ideas", explore essential questions and apply their learning in new contexts." (McTighe, Seif, and Wiggins, 2004, p.26).</p> <ul style="list-style-type: none"> <li>• Big ideas are those concepts, knowledge, and skills that you want <b>all</b> students to attain and retain.</li> <li>• These big ideas form the foundation for later planning activities that use cognitive taxonomies to differentiate unit and lesson goals and instruction, so it is critical that you identify these from the onset.</li> </ul>

<p><b>Cognitive Taxonomies</b></p>	<p>Using cognitive taxonomies, you can identify multilevel learning targets.</p> <p><b>Bloom’s Taxonomy</b></p> <ul style="list-style-type: none"> <li>• <u>Knowledge</u>: Recall or recognition of specific elements in a subject area</li> <li>• <u>Comprehension</u>: Translation, interpretation or extrapolation of knowledge</li> <li>• <u>Application</u>: Use of principles and generalizations to solve novel problems.</li> <li>• <u>Analysis</u>: Examinations of a phenomenon in terms of its constituent elements so that the relationship among the elements and their effect on the phenomenon as a whole is made explicit</li> <li>• <u>Synthesis</u>: The creation of a novel pattern or structure from elements</li> <li>• <u>Evaluation</u>: Judgment of products or performances</li> </ul>
<p><b>Designing a Student’s Educational Program</b></p>	<p>Below is Dr. Wehmeyer’s flowchart for designing a student’s educational program.</p> <pre> graph TD     A[General Education Curriculum] --&gt; B[What supplementary aids &amp; services promote student progress in the general curriculum?]     C[Universal Design for Learning] --&gt; B     D[Assistive and Educational Technologies] --&gt; B     E[Other Supplementary Aids And Services] --&gt; B     B --&gt; F[What specially designed instruction will students need to progress in the general curriculum?]     F --&gt; G[What other educational needs of the student are not addressed by the general curriculum?]     G --&gt; H[What related services will the student need to progress in the general curriculum and achieve other educational needs?]     I[•Access •Classroom Ecology •Assessment/Task Modifications •Teacher/Para/Peer Support] --- H   </pre>
<p><b>Supplementary Aids and Services</b></p>	<p>“Aids, services, and other supports that are provided in general education classes or other education were related settings to enable children with disabilities to be educated with non-disabled children to the maximum extent appropriate” (IDEA)</p> <ul style="list-style-type: none"> <li>• <u>Universal Design for Learning</u>: Modifications to the way curriculum is presented or represented or to the ways in which students respond to the curriculum</li> <li>• <u>Access</u>: Modifications to the community, campus, building or classroom to ensure physical and cognitive access</li> <li>• <u>Classroom Ecology</u>: Modifications to and arrangements of features of the classroom environment that impact learning.</li> <li>• <u>Educational and Assistive Technology</u>: Technology that reduces the impact of a person’s impairment on his or her capacity.</li> <li>• <u>Assessment and Task Modifications</u>: Modifications to time or task requirements (but not content or material) to assist in participation in assessment or educational task.</li> <li>• <u>Teacher, Paraprofessional, or Peer Support</u>: Support from another person to participate in instructional activities</li> </ul>
<p><b>Assistive Technology</b></p>	<p>Assistive technology ‘refers to any item, piece of equipment or product system, whether aquired commercially off the shelf, modified or customized that is used to increase, maintain or improve functional capabilities of individuals with disabilities’. They are specifically designed in some way to mediate the student’s specific impairment. Examples include; augmentative or alternative communication device, mobility device, computer for writing equipped with “text to speech” or “word prediction software (CoWriter).</p>

<b>Universal Design</b>	Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Universally designed environments and products are designed to be used by all people, not designed for the use strictly to mitigate the impact of an impairment. UDL via technology or via pedagogy (curriculum modifications, instructional practices).
<b>Curriculum Adaptations</b>	<b>Curriculum Adaptation:</b> any effort to change the representation or presentation of the curriculum or to modify the student’s engagement with the curriculum. Adaptations do not change the curriculum in any way, just the way the curriculum is represented or presented and how the student responds.
<b>Curriculum Modifications</b>	<p><b>Curriculum Modification:</b> are significant changes in what a student is expected to learn and demonstrate when participating in the general education curriculum. Modifications do significantly change the instructional level, the content, and the performance criteria. If the decision is made to modify the curriculum, it is done in a variety of ways. Listed below are four modification techniques:</p> <ul style="list-style-type: none"> <li>• <b>Same-Only Less</b> -- the assignment remains the same except the number of items is reduced.</li> <li>• <b>Streamline the Curriculum</b> -- the assignment is reduced in size, breadth, or focus to emphasize the key points.</li> <li>• <b>Same Activity with Infused Objective</b> -- the assignment remains the same but additional components such as IEP objectives or (identified) skills are incorporated.</li> <li>• <b>Curriculum Overlapping</b> -- the assignment in one area may be completed during another time.</li> </ul>
<b>Curriculum Augmentations</b>	<p><b>Curriculum Augmentation:</b> efforts to augment or expand the curriculum to provide students with additional skills or strategies that, in turn, will enable them to succeed within the general curriculum. Cognitive strategies, self-regulation strategies, self-determination.</p> <p>This is not to modify the general curriculum, but instead expands it.</p>
<b>Universal Design</b>	<p>Below is a description of Universal Design.</p> <ul style="list-style-type: none"> <li>■ Universal design is the design of products and environments to be usable by all people, to the greatest extent possible, <i>without the need for adaptation or specialized design</i>.</li> <li>■ Universally designed environments and products are designed to be used by all people, not designed for use strictly to mitigate the impact of an impairment.</li> </ul>
<b>Universal Design for Learning</b>	<p>The burden is on the curriculum planners and designers to ensure all students can access the curriculum.</p> <ul style="list-style-type: none"> <li>■ The basic premise of universal design for learning is that a curriculum should include alternatives to make it accessible and applicable to students, teachers, and parents with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The "universal" in universal design does not imply one optimal solution for everyone, but rather it underscores the need for inherently flexible, customizable content, assignments, and activities (CAST, 1998 – 1999).</li> <li>■ “the design of instructional materials and activities that allows the learning goals to be achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember (Orkwis &amp; McLane, 1998).</li> </ul>

<p><b>Principles of Universal Design for Learning</b></p>	<p>The principles of universal design are:</p> <ul style="list-style-type: none"> <li>• <u>Simple and Intuitive Use</u>: Use is not overly complex, directions are explicit and clearly communicated in discrete steps.</li> <li>• <u>Perceptible Information</u>: Needed information available independent of environmental conditions or sensory limitations.</li> <li>• <u>Tolerance for Error</u>: Students can make mistakes and still complete the activity and gain success</li> <li>• <u>Low Physical Effort</u>: Doesn't require expansive physical, psychological, or emotional effort</li> <li>• <u>Size and Space for Approach and Use</u>: Students can physically access materials and other needed information.</li> </ul>
<p><b>Using Technology to make the Curriculum Accessible</b></p>	<p>New technology is being developed to help students access curriculum or help them to be more independent.</p> <ul style="list-style-type: none"> <li>• <u>Digital Talking Books</u>: A traditional talking book is an analog representation of a print publication. A digital Talking Book (DTR) is a multimedia representation of a print publication. There are many available, but much more work is needed. DAISY Consortium, Thinking Readers, AMIS, Bookshare.org.</li> <li>• <u>NIMAS: National Instructional Materials Accessibility Standard</u>: NIMAS is a 'voluntary standard' to guide publishers in delivering digital versions of adapted textbooks that can be used by students who are blind, have a visual impairment or a print disability. Educational Service Agencies can obtain digital versions of texts for use by eligible students.</li> <li>• <u>Animated Teaching/Learning Tools</u>: Students choose animated images representing themselves and their teacher. Then students use the animated characters to engage in learning activities.</li> <li>• <u>Smart Transportation Systems</u>: Use GPS and PDA technology to help travelers find their way around a city and even know when to get off of a bus.</li> <li>• <u>Palmtop PC's</u>: See Ablelink Technology information below.</li> </ul>
<p><b>Ablelink Technology: Rocket Reader</b></p>	<p>Ablelink Technology has created an accessible electronic book reader. For more info, check out <a href="http://www.ablelinktech.com">www.ablelinktech.com</a>.</p> <div data-bbox="435 1121 675 1556" data-label="Image"> </div> <p><b>Rocket Reader</b></p> <p>Many barriers exist for individuals with intellectual disabilities as a result of limitations in literacy. Rocket Reader enables non-readers access to previously inaccessible reading materials for education and recreation.</p> <ul style="list-style-type: none"> <li>- Accessible e-book and electronic document reader</li> <li>- Mainstream Pocket PC platform encourages inclusion</li> <li>- Access online books from Audible.com</li> <li>- Includes low vision mode (large one button/image per screen)</li> </ul>

<p><b>Ablelink Technology: Visual Assistant</b></p>	<p>Ablelink Technology has created an accessible electronic visual assistant. For more info, check out <a href="http://www.ablelinktech.com">www.ablelinktech.com</a>.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><b>Visual Assistant</b></p> <p>Visual Assistant provides powerful task prompting support by including digital pictures along with custom recorded audio messages to provide step-by-step instructional support. This allows caregivers to set up instructional tasks by recording instructions and incorporating pictures of each step - preferably of the user performing the step in the real-world environment - to provide multi-modal cues for task completion. Visual Assistant is ideal for more complex or detailed tasks where the addition of a picture can increase accuracy. Includes three simplified playback modes to access step-by-step instructions; Play Only, Play/Done, and To Do List.</p> </div> </div>
<p><b>Ablelink Technology: Schedule Assistant</b></p>	<p>Ablelink Technology has created an accessible electronic schedule assistant. For more info, check out <a href="http://www.ablelinktech.com">www.ablelinktech.com</a>.</p> <div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p><b>Schedule Assistant</b></p> <p>Schedule Assistant is a multimedia scheduling application for individuals with significant literacy challenges that prohibit the effective use of mainstream text-based scheduling systems. Any number of appointments or events can be entered into the system by recording an audio message and designating the day(s) and time for the message to activate. A relevant digital picture or icon can also be displayed when the message displays. The combination of time-based audio messages and picture cues are ideal for meeting bus schedules, medication reminders, taking work breaks, maintaining classroom schedules or morning routines, and more! Schedule Assistant can be tightly integrated with AbleLink's Pocket Discovery Desktop.</p> </div> </div>
<p><b>Non-Technology-based Curriculum Adaptations</b></p>	<ul style="list-style-type: none"> <li>• Graphic organizers: Flow chart, Semantic Maps, Webs, Computerized program</li> <li>• Chunking:</li> <li>• Mnemonic Strategies: Imagery devices, Word-based devices</li> </ul>
<p><b>Expectations and Stereotypes</b></p>	<p>We need to raise our expectations of people with disabilities. Our expectations, stereotypes, and biases impact everything we do, including what and how we teach students. Historically, our expectations have been too low for people with disabilities. There is usually a way to solve a problem if you can get past your stereotypes and expectations.</p>

<p><b>Self-Determination</b></p>	<p>Self-Determination is the attitudes, abilities, and skills that lead people to define goals for themselves and to take the initiative to reach these goals. The traits underlying self-determination include self-actualization, assertiveness, creativity, pride and self-advocacy. Self-determined behavior refers to volitional actions that enable one to act as the primary causal agent in one's life and to maintain or improve one's quality of life.</p> <ul style="list-style-type: none"> <li>• Higher self-determination status predicts more positive adult outcomes for students with intellectual and developmental disabilities.</li> <li>• There are now a wide array of instructional strategies, methods, and materials available to promote self-determination.</li> <li>• Promoting student-directed learning is a particularly important strategy for students with intellectual and developmental disabilities.</li> </ul>
<p><b>Components of Self-Determined Behavior</b></p>	<p>Below are the components of self-determined behavior.</p> <ul style="list-style-type: none"> <li>• Choice making</li> <li>• Decision making</li> <li>• Problem solving</li> <li>• Goal setting and attainment</li> <li>• Self-advocacy</li> <li>• Self-observation, evaluation and reinforcement</li> <li>• Internal locus of control</li> <li>• Positive attributions of efficacy and outcome expectancy</li> <li>• Self-awareness / Self-knowlege</li> </ul>
<p><b>Life Jacket Analogy</b></p>	<p>If students floated in life jackets for 12 years, would they be expected to swim if the jackets were suddenly jerked away? Probably not.</p> <p>The situation is similar for students receiving special education services. All too often these students are not taught how to self-manage their own lives before they are thrust into the cold water of post-school reality (martin, et al, 1995)</p>
<p><b>Research Shows</b></p>	<p>The following is a summary of the findings of self-determination and adult outcomes.</p> <ul style="list-style-type: none"> <li>• Multiple research studies find that a person's self-determination status predicts higher quality of life.</li> <li>• Self-determination status is positively correlated with more positive post-secondary outcomes, including employment, independent living, and community inclusion for youth with disabilities.</li> <li>• Young adults who are more engaged in personally-valued recreation activities are more self-determined, suggesting a reciprocal relationship between recreation activities and self-determination.</li> </ul>
<p><b>No Content Left Behind</b></p>	<p>All students need instruction to become more self-determined. There is a need to develop and implement school-wide interventions.</p>
<p><b>Student-Directed Learning Strategies</b></p>	<p>It is important for students to be taught how to be self-motivated. They need to learn:</p> <ul style="list-style-type: none"> <li>• self-instruction</li> <li>• antecedent cue regulation</li> <li>• self-monitoring</li> <li>• self-evaluation</li> <li>• self-reinforcement</li> </ul>

<b>Self-Monitoring: Overview</b>	<p>Self monitoring is easy to teach and a variety for recording forms can be used to meet the needs of the specific student and the target behavior.</p> <p>Essentially, any discrete behavior that can be operationally defined can be self-monitored. You can use cards or graphs, marbles in a jar, picture assembly, lists, electronic media to help the student monitor his/her own behavior.</p>
<b>Self-Monitoring: Implementation</b>	<p>First, the teacher/peer works with the student to design a monitoring system. If it is a monitoring card the teacher/peer determines if the monitoring card will best suit the student with pictorial, numerical, alphabetical, or verbal cues. Color codes may also be used as cues for a student. Then the teacher makes certain that the student can identify or read and understand each cue on the card.</p> <p>Next the teacher/peer works with the student to do a functional task analysis of the target behavior.</p> <p>The teacher/peer should work with the student to set performance standards at realistic, achievable levels. The student is allowed to practice and is supported as they learn to self-monitor.</p> <p>The student is taught how to self-evaluate. It keeps the student aware daily of whether he/she is meeting the desired goal.</p>

<http://www.childdevelopmentinfo.com/learning/teacher.shtml#Ideas%20for%20Attention%20Deficit%20Children>

## Suggested Classroom Accommodations for Specific Behaviors

<b>When you see this behavior</b>	<b>Try this accommodation</b>
<p>1. Difficulty following a plan (has high aspirations but lacks follow-through); sets out to "get straight A's, ends up with F's" (sets unrealistic goals)</p>	<ul style="list-style-type: none"> <li>+ Assist student in setting long-range goals: break the goal into realistic parts.</li> <li>+ Use a questioning strategy with the student; ask, What do you need to be able to do this?</li> <li>+ Keep asking that question until the student has reached an obtainable goal.</li> <li>+ Have student set clear timelines of what he needs to do to accomplish each step (monitor student progress frequently).</li> </ul>
<p>2. Difficulty sequencing and completing steps to accomplish specific tasks (e.g. writing a book report, term paper, organized paragraphs, division problem, etc.)</p>	<ul style="list-style-type: none"> <li>+ Break up task into workable and obtainable steps.</li> <li>+ Provide examples and specific steps to accomplish task.</li> </ul>
<p>3. Shifting from one uncompleted activity to another without closure.</p>	<ul style="list-style-type: none"> <li>+ Define the requirements of a completed activity (e.g. your math is finished when all six problems are complete and corrected; do not begin on the next task until it is finished).</li> </ul>
<p>4. Difficulty following through on instructions from others.</p>	<ul style="list-style-type: none"> <li>+ Gain student's attention before giving directions. Use alerting cues. Accompany oral directions with written directions.</li> <li>+ Give one direction at a time. Quietly repeat directions to the student after they have been given to the rest of the class. Check for understanding by having the student repeat the directions.</li> </ul>
<p>5. Difficulty prioritizing from most to least important.</p>	<ul style="list-style-type: none"> <li>+ Prioritize assignment and activities.</li> <li>+ Provide a model to help students. Post the model and refer to it often.</li> </ul>
<p>6. Difficulty sustaining effort and accuracy over time.</p>	<ul style="list-style-type: none"> <li>+ Reduce assignment length and strive for quality (rather than quantity).</li> <li>+ Increase the frequency of positive reinforcements (catch the student doing it right and let him know it).</li> </ul>
<p>7. Difficulty completing assignments.</p>	<ul style="list-style-type: none"> <li>+ List and/or post (and say) all steps necessary to complete each assignment.</li> </ul>

	<ul style="list-style-type: none"> <li>+ Reduce the assignment into manageable sections with specific due dates.</li> <li>+ Make frequent checks for work/assignment completion.</li> <li>+ Arrange for the student to have a "study buddy" with phone number in each subject area.</li> </ul>
8. Difficulty with any task that requires memory.	<ul style="list-style-type: none"> <li>+ Combine seeing, saying, writing and doing; student may need to subvocalize to remember.</li> <li>+ Teach memory techniques as a study strategy (e.g. mnemonics, visualization, oral rehearsal, numerous repetitions).</li> </ul>
9. Difficulty with test taking.	<ul style="list-style-type: none"> <li>+ Allow extra time for testing; teach test-taking skills and strategies; and allow student to be tested orally.</li> <li>+ Use clear, readable and uncluttered test forms. Use test format that the student is most comfortable with. Allow ample space for student response. Consider having lined answer spaces for essay or short answer tests.</li> </ul>
10. Confusion from non-verbal cues (misreads body language, etc.)	<ul style="list-style-type: none"> <li>+ Directly teach (tell the student) what non-verbal cues mean. Model and have student practice reading cues in a safe setting.</li> </ul>
11. Confusion from written material (difficulty finding main idea from a paragraph; attributes greater importance to minor details)	<ul style="list-style-type: none"> <li>+ Provide student with copy of reading material with main ideas underlined or highlighted.</li> <li>+ Provide an outline of important points from reading material.</li> <li>+ Teach outlining, main-idea / details concepts.</li> <li>+ Provide tape of text / chapter.</li> </ul>
12. Confusion from written material (difficulty finding main idea from a paragraph; attributes greater importance to minor details)	<ul style="list-style-type: none"> <li>+ Provide student with a copy of presentation notes.</li> <li>+ Allow peers to share carbon-copy notes from presentation (have student compare own notes with a copy of peer's notes).</li> <li>+ Provide framed outlines of presentations (introducing visual and auditory cues to important information).</li> <li>+ Encourage use of tape recorder.</li> <li>+ Teach and emphasize key words (the following..., the most important point...,etc.).</li> </ul>
13. Difficulty sustaining attention to tasks or other activities (easily distracted by extraneous stimuli)	<ul style="list-style-type: none"> <li>+ Reward attention. Break up activities into small units. Reward for timely accomplishment.</li> <li>+ Use physical proximity and touch. Use earphones and/or study carrels, quiet place, or preferential seating.</li> </ul>
14. Frequent messiness or sloppiness.	<ul style="list-style-type: none"> <li>+ Teach organizational skills. Be sure student has daily, weekly and/or monthly assignment sheets; list of materials needed daily; and consistent format for papers. Have a consistent way for students to turn in and receive back papers; reduce distractions.</li> <li>+ Give reward points for notebook checks and proper paper format.</li> <li>+ Provide clear copies of worksheets and handouts and consistent format for worksheets.</li> <li>+ Establish a daily routine, provide models for what you want the student to do.</li> <li>+ Arrange for a peer who will help him with organization.</li> <li>+ Assist student to keep materials in a specific place (e.g. pencils and pens in pouch).</li> <li>+ Be willing to repeat expectations.</li> </ul>
15. Poor handwriting (often mixing cursive with manuscript and capitals with low-case letters)	<ul style="list-style-type: none"> <li>+ Allow for a scribe and grade for content, not handwriting. Allow for use of computer or typewriter.</li> <li>+ Consider alternative methods for student response (e.g. tape recorder, oral reports, etc.).</li> <li>+ Don't penalize student for mixing cursive and manuscript (accept any method of production).</li> <li>+ Use pencil with rubber grip.</li> </ul>
16. Difficulty with fluency in handwriting e.g. good letter/word production but very slow and laborious.	<ul style="list-style-type: none"> <li>+ Allow for shorter assignments (quality vs. quantity).</li> <li>+ Allow alternate method of production (computer, scribe, oral presentation, etc.).</li> <li>+ Use pencil with rubber grip.</li> </ul>

17. Poorly developed study skills	<ul style="list-style-type: none"> <li>+ Teach study skills specific to the subject area - organization (e.g. assignment calendar), textbook reading, notetaking (finding main idea / detail, mapping, outlining), skimming, summarizing).</li> </ul>
18. Poor self-monitoring (careless errors in spelling, arithmetic, reading)	<ul style="list-style-type: none"> <li>+ Teach specific methods of self-monitoring (e.g. stop-look-listen).</li> <li>+ Have student proof-read finished work when it is cold.</li> </ul>
19. Low fluency or production of written material (takes hours on a 10 minute assignment)	<ul style="list-style-type: none"> <li>+ Allow for alternative method for completing assignment (oral presentation, taped report, visual presentation, graphs, maps, pictures, etc. with reduced written requirements).</li> <li>+ Allow for alternative method of writing (e.g. typewriter, computer, cursive or printing, or a scribe).</li> </ul>
20. Apparent Inattention (underachievement, daydreaming, not there)	<ul style="list-style-type: none"> <li>+ Get student's attention before giving directions (tell student how to pay attention, look at me while I talk, watch my eyes while I speak). Ask student to repeat directions.</li> <li>+ Attempt to actively involve student in lesson (e.g. cooperative learning).</li> </ul>
21. Difficulty participating in class without being interruptive; difficulty working quietly	<ul style="list-style-type: none"> <li>+ Seat student in close proximity to the teacher.</li> <li>+ Reward appropriate behavior (catch student being good).</li> <li>+ Use study carrel if appropriate.</li> </ul>
22. Inappropriate seeking of attention (clowns around, exhibits loud excessive or exaggerated movement as attention-seeking behavior, interrupts, butts into other children's activities, needles others)	<ul style="list-style-type: none"> <li>+ Show student (model) how to gain other's attention appropriately.</li> <li>+ Catch the student when appropriate and reinforce.</li> </ul>
23. Frequent excessive talking	<ul style="list-style-type: none"> <li>+ Teach student hand signals and use to tell student when and when not to talk.</li> <li>+ Make sure student is called when it is appropriate and reinforce listening.</li> </ul>
24. Difficulty making transitions (from activity to activity or class to class); takes an excessive amount of time to find pencil, gives up, refuses to leave previous task; appears agitated during change.	<ul style="list-style-type: none"> <li>+ Program child for transitions. Give advance warning of when a transition is going to take place (now we are completing the worksheet, next we will ...) and the expectation for the transition (and you will need...)</li> <li>+ Specifically say and display lists of materials needed until a routine is possible. List steps necessary to complete each assignment.</li> <li>+ Have specific locations for all materials (pencil pouches, tabs in notebooks, etc.).</li> <li>+ Arrange for an organized helper (peer).</li> </ul>
25. Difficulty remaining seated or in a particular position when required to	<ul style="list-style-type: none"> <li>+ Give student frequent opportunities to get up and move around. Allow space for movement.</li> </ul>
26. Frequent fidgeting with hands, feet or objects, squirming in seat.	<ul style="list-style-type: none"> <li>+ Break tasks down to small increments and give frequent positive reinforcement for accomplishments (this type of behavior is often due to frustration).</li> <li>+ Allow alternative movement when possible.</li> </ul>
27. Inappropriate responses in class often blurted out; answers given to questions before they have been completed.	<ul style="list-style-type: none"> <li>+ Seat student in close proximity to teacher so that visual and physical monitoring of student behavior can be done by the teacher.</li> <li>+ State behavior that you do want (tell the student how you expect him to behave).</li> </ul>
28. Agitation under pressure and competition (athletic or academic)	<ul style="list-style-type: none"> <li>+ Stress effort and enjoyment for self, rather than competition with others.</li> <li>+ Minimize timed activities; structure class for team effort and cooperation.</li> </ul>
29. Inappropriate behaviors in a team or large group sport or athletic activity (difficulty waiting turn in games or group situations)	<ul style="list-style-type: none"> <li>+ Give the student a responsible job (e.g. team captain, care and distribution of the balls, score keeping, etc.); consider leadership role.</li> <li>+ Have student in close proximity of teacher.</li> </ul>

<p>30. Frequent involvement in physically dangerous activities without considering possible consequences</p>	<ul style="list-style-type: none"> <li>+ Anticipate dangerous situations and plan for in advance.</li> <li>+ Stress Stop-Look-Listen.</li> <li>+ Pair with responsible peer (rotate responsible students so that they don't wear out!).</li> </ul>
<p>31. Poor adult interactions. Defies authority. Sucks up. Hangs on.</p>	<ul style="list-style-type: none"> <li>+ Provide positive attention.</li> <li>+ Talk with student individually about the inappropriate behavior (what you are doing is..., a better way of getting what you need or want is...).</li> </ul>
<p>32. Frequent self-putdowns, poor personal care and posture, negative comments about self and others, low self-esteem</p>	<ul style="list-style-type: none"> <li>+ Structure for success.</li> <li>+ Train student for self-monitoring, reinforce improvements, teach self-questioning strategies (What am I doing? How is that going to affect others?)</li> <li>+ Allow opportunities for the student to show his strength.</li> <li>+ Give positive recognition.</li> </ul>
<p>33. Difficulty using unstructured time - recess, hallways, lunchroom, locker room, library, assembly</p>	<ul style="list-style-type: none"> <li>+ Provide student with a definite purpose during unstructured activities (The purpose of going to the library is to check out..the purpose of...is...).</li> <li>+ Encourage group games and participation (organized school clubs and activities).</li> </ul>
<p>34. Losing things necessary for task or activities at school or at home (e.g. pencils, books, assignments before, during and after completion of a given task)</p>	<ul style="list-style-type: none"> <li>+ Help students organize. Frequently monitor notebook and dividers, pencil pouch, locker, book bag, desks. A place for everything and everything in its place.</li> <li>+ Provide positive reinforcement for good organization. Provide student with a list of needed materials and locations.</li> </ul>
<p>35. Poor use of time (sitting, starting off into space, doodling, not working on task at hand)</p>	<ul style="list-style-type: none"> <li>+ Teach reminder cues (a gentle touch on the shoulder, hand signal, etc.).</li> <li>+ Tell the student your expectations of what paying attention looks like. (You look like you are paying attention when...)</li> <li>+ Give the student a time limit for a small unit of work with positive reinforcement for accurate completion.</li> <li>+ Use a contract, timer, etc. for self-monitoring.</li> </ul>