

## Universal Classroom Supports for Access

<b>Universal Classroom Supports</b>		
<p>These are building level supports and strategies that promote a positive effective learning environment. The Universal Supports foster greater inclusion in the classroom. While some students need these supports to be successful or to access the curriculum, they are available to all students.</p>		
<p><b>Multiple Means of <i>Engagement</i></b></p> <p>Why we are doing this. Self regulation, the engagement, the persistence and the grit</p>	<p><b>Multiple Means of <i>Representation</i></b></p> <p>How we present information. - symbols, visuals, written, videos</p>	<p><b>Multiple Means of <i>Expression and Action</i></b></p> <p>How students can express their learning. What goals they need to set and how will they approach a problem</p>
<b>Assessment / Response</b>		
<ul style="list-style-type: none"> <li>Partner/Group work</li> <li>Regular student feedback</li> <li>Self-assessment</li> </ul>	<ul style="list-style-type: none"> <li><b>Alternatives to print</b> (audiobooks, movies, videos, digital media etc.)</li> <li><b>Graphic organizers</b> / visual supports / outlines</li> <li><b>High-contrast materials</b> with minimal visual clutter</li> <li><b>Large print</b></li> <li><b>Lesson outlines</b></li> <li><b>Oral instructions / reader</b></li> <li><b>Sound field system</b> in the classroom/gymnasium</li> <li>Use of a <b>calculator</b>, table of math facts, number line, manipulatives, formulae</li> <li>Use of a <b>spelling dictionary</b>, proof reading checklist, etc.</li> <li>Use <b>simplified language</b>/directions</li> <li><b>Visual presentations of verbal material</b> (word webs, visual organizers)</li> </ul>	<ul style="list-style-type: none"> <li><b>Alternate ways of responding</b> (oral, dictation, scribe, written, drawing, word processor, media, etc.)</li> <li><b>Alternatives to assessments</b> / essays (demonstrations, conferences, projects, etc.)</li> <li><b>Note taking apps</b></li> </ul>
<b>Social-Emotional</b>		
<ul style="list-style-type: none"> <li><b>Calm space</b> in the classroom</li> <li><b>Check &amp; Connect</b></li> <li><b>Check-ins</b></li> </ul>		
<b>Timing</b>		
<ul style="list-style-type: none"> <li><b>Additional time</b> for tasks and assignments</li> <li><b>Additional time</b> to process oral information and directions</li> <li><b>Front loading</b></li> <li>Return to assignments at a later date</li> <li>Use of a <b>timer</b> (visual, auditory) or countdown</li> </ul>		
<b>Content/Process</b>		
<ul style="list-style-type: none"> <li>Allow <b>self-selected content/opportunities</b> to pursue individual interests</li> <li><b>Differentiated</b> content process product and learning environment</li> <li><b>Flexible pacing</b></li> <li><b>Increase complexity/abstractness</b> of content</li> <li><b>Reduce complexity</b> of content (more concrete, simplified vocabulary etc.)</li> <li><b>Reduce workload</b> (fewer questions, shorter assignments etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Alternatives to <b>note-taking</b> (scribe, audio recording, teacher notes provided, photo, PowerPoint, etc.)</li> <li><b>Audio/video recordings</b></li> <li><b>Differentiated</b> content process product and learning environment</li> </ul>	<ul style="list-style-type: none"> <li>Alternatives to <b>note-taking</b> (scribe, audio recording, teacher notes provided, photo, PowerPoint, etc.)</li> </ul>

Environmental	Instructional and Presentation/Representation	
<ul style="list-style-type: none"> <li>• <b>Ability to move</b> around indoor and outdoor spaces easily to access materials</li> <li>• Classroom zones/<b>alternate work spaces</b> (i.e. quiet spaces, collaborative spaces)</li> <li>• Good <b>sight lines</b> and placement and illumination to facilitate communication for oral and visual language</li> <li>• Preferential / flexible <b>seating</b></li> <li>• <b>Sensory tools</b> (fidget items, wiggle cushion, standing desks, etc.)</li> <li>• <b>Separate settings</b></li> <li>• <b>Sound field system</b></li> <li>• Special <b>lighting</b> (dark/light spaces) or <b>acoustics</b> (quiet/noisy spaces)</li> <li>• <b>Vertical surfaces</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alternatives to print</b> (audiobooks, movies, videos, digital media etc.)</li> <li>• Calculator</li> <li>• Described video</li> <li>• <b>Graphic organizers</b>/visual supports</li> <li>• <b>High-contrast materials</b> with minimal visual clutter</li> <li>• <b>Large print</b></li> <li>• <b>Lesson outlines</b></li> <li>• <b>Oral instructions / reader</b></li> <li>• <b>Provide captioning</b> (open and closed captioning)</li> <li>• <b>Sound field system</b> in the classroom/gymnasium</li> <li>• <b>Technology: *must specify</b> (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch)</li> <li>• <b>Text-to-speech</b> and <b>Speech-to-text</b></li> <li>• Use <b>simplified language</b>/directions</li> <li>• <b>Visual presentations</b> of verbal material (word webs, visual organizers)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alternatives to note-taking</b> (scribe, audio recording, teacher notes provided, take a photo etc.)</li> <li>• <b>Alternatives to print</b> (audiobooks, movies, videos, digital media etc.)</li> <li>• Assignment options</li> <li>• Calculator</li> <li>• <b>Graphic organizers</b>/Visual Supports</li> <li>• <b>Technology: *must specify</b> (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch)</li> </ul>
<b>Scheduling</b>		
<ul style="list-style-type: none"> <li>• <b>Additional time</b></li> <li>• <b>Calendars</b> with special events</li> <li>• <b>Choice zone</b></li> <li>• <b>Front-load schedule changes</b></li> <li>• Personal <b>visual schedule</b> (e.g., First/Then; First/Next)</li> <li>• Provide <b>breaks</b></li> <li>• Provide <b>choice</b></li> <li>• Scheduled sensory/movement <b>breaks</b></li> <li>• <b>Visual classroom schedule</b></li> <li>• <b>Weekly, daily schedules</b></li> <li>• <b>Work/Break schedule</b></li> </ul>		
<b>Self-Management/Organization</b>		
<ul style="list-style-type: none"> <li>• Calendars/planners</li> <li>• Checklists</li> <li>• <b>Classroom visual</b> supports</li> <li>• Digital storage (folders)</li> <li>• Highlighters</li> <li>• <b>Planner</b></li> <li>• Post-it notes</li> <li>• Study space</li> <li>• <b>Work organization system</b> (Colour coded files, binder etc.)</li> </ul>		
<b>Other</b>		

## Essential Supports for Access

<b>Essential Supports:</b>		
These are supports identified through hearing, vision, medical, or psycho-educational testing and are necessary in order for the student to access the curriculum.		
<b>Multiple Means of <i>Engagement</i></b>	<b>Multiple Means of <i>Representation</i></b>	<b>Multiple Means of <i>Expression and Action</i></b>
Why we are doing this. Self regulation, the engagement, the persistence and the grit	How we present information. - symbols, visuals, written, videos	How students can express their learning. What goals they need to set and how will they approach a problem
<b>Environmental</b>		
<ul style="list-style-type: none"> <li>• <b>Alternative personal work space</b></li> <li>• Specialized <b>seating</b> (Source of sound to stronger ear, individual wedges etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alternative personal work space</b></li> <li>• Specialized <b>seating</b> (Source of sound to stronger ear, individual wedges etc.)</li> <li>• <b>Guide dog</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Orientation and Mobility Support</b> (lift, walker, standing frame, cane, GPS etc.)</li> <li>• <b>Specialized equipment</b> (Slant board, switch interface, Powerlink, audio hub etc.)</li> <li>• <b>Guide dog</b></li> </ul>
<b>Scheduling</b>	<b>Instructional and Presentation/Representation</b>	
<ul style="list-style-type: none"> <li>• <b>Choice zone</b></li> <li>• Personal <b>visual schedule</b> (e.g., First/Then; First/Next)</li> <li>• Scheduled sensory/movement <b>breaks</b></li> <li>• Work/Break <b>schedule</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>ASL Interpreter</b></li> <li>• Personal <b>hearing aid(s)</b></li> <li>• Designated <b>reader or scribe</b></li> <li>• Personal <b>FM/RMT</b> (Remote Microphone Technology) system</li> <li>• <b>Closed Circuit Television (CCTV)</b></li> <li>• <b>Video magnifier</b></li> <li>• <b>Alternative formats</b> (Braille, large print, auditory, specialized assistive technology)</li> <li>• <b>Low vision tools</b> (monoculars and magnifiers)</li> <li>• <b>Technology: *must specify (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Designated <b>reader or scribe</b></li> <li>• Personal <b>hearing aid(s)</b></li> <li>• Personal <b>FM/RMT</b> (Remote Microphone Technology) system</li> <li>• <b>ASL Interpreter</b></li> <li>• <b>Alternative formats</b> (Braille, large print, auditory, specialized assistive technology)</li> <li>• <b>Low vision tools</b> (monoculars and magnifiers)</li> <li>• <b>Technology: *must specify (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch)</b></li> </ul>
<b>Social-Emotional</b>		
<ul style="list-style-type: none"> <li>• <b>Calm space</b></li> <li>• <b>Scheduled Check-ins</b></li> <li>• <b>Service Dog</b></li> </ul>		
<b>Timing</b>		
<ul style="list-style-type: none"> <li>• Personal <b>countdown</b> script/visual timer</li> <li>• Personal <b>visual timer</b></li> </ul>	<b>Assessment / Response</b>	
<b>Content/Process</b>		
<ul style="list-style-type: none"> <li>• <b>Acceleration</b> Interactions with peers who have <b>similar ability</b></li> </ul>		
<b>Self-Management/Organization</b>		
<ul style="list-style-type: none"> <li>• Learning <b>Contract</b></li> <li>• Personal communication intent <b>dictionary</b></li> <li>• Personalized <b>Visual or tactile supports</b></li> <li>• <b>Work organization</b> system (basket system)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Alternate formats</b> (Braille, specialized assistive technology)</li> <li>• <b>Alternative and Augmentative Communication Device</b> (Talking Board, PECS, Hip Talk, Big Mac, Step-by-Step, PODDS, Touch Chat, Proloquo2go, Lamp Words for Life, Let me Talk, Eye Gaze etc.)</li> <li>• <b>ASL/Signing/Interpreter</b></li> <li>• Assessment over <b>several timed sessions</b></li> <li>• Hand held <b>microphone</b> for RMT (Remote Microphone Technology)</li> </ul>	