

3.17 Universal Classroom Supports for Access

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 strategies to be successful or to access the curriculum, they are available to all students.

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

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