The UDL Technology Toolkit

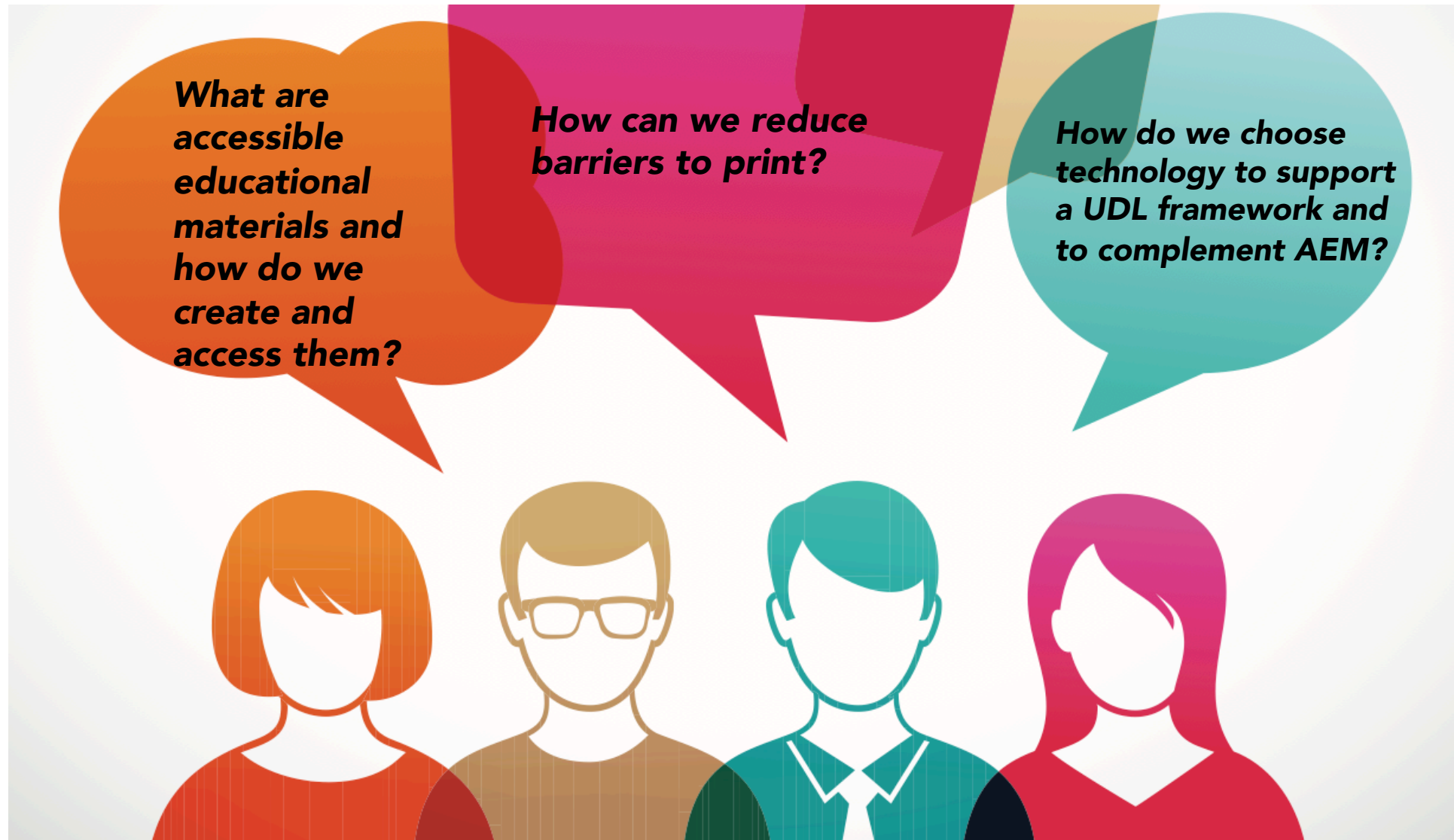**Andrea Prupas**

Coordinator, ALDI Initiative

Québec English School Boards

"Advancing learning in differentiation and inclusion"

aldi
INITIATIVE

**A Québec English School Boards initiative
(youth and adult sectors)
with a focus on UDL implementation**
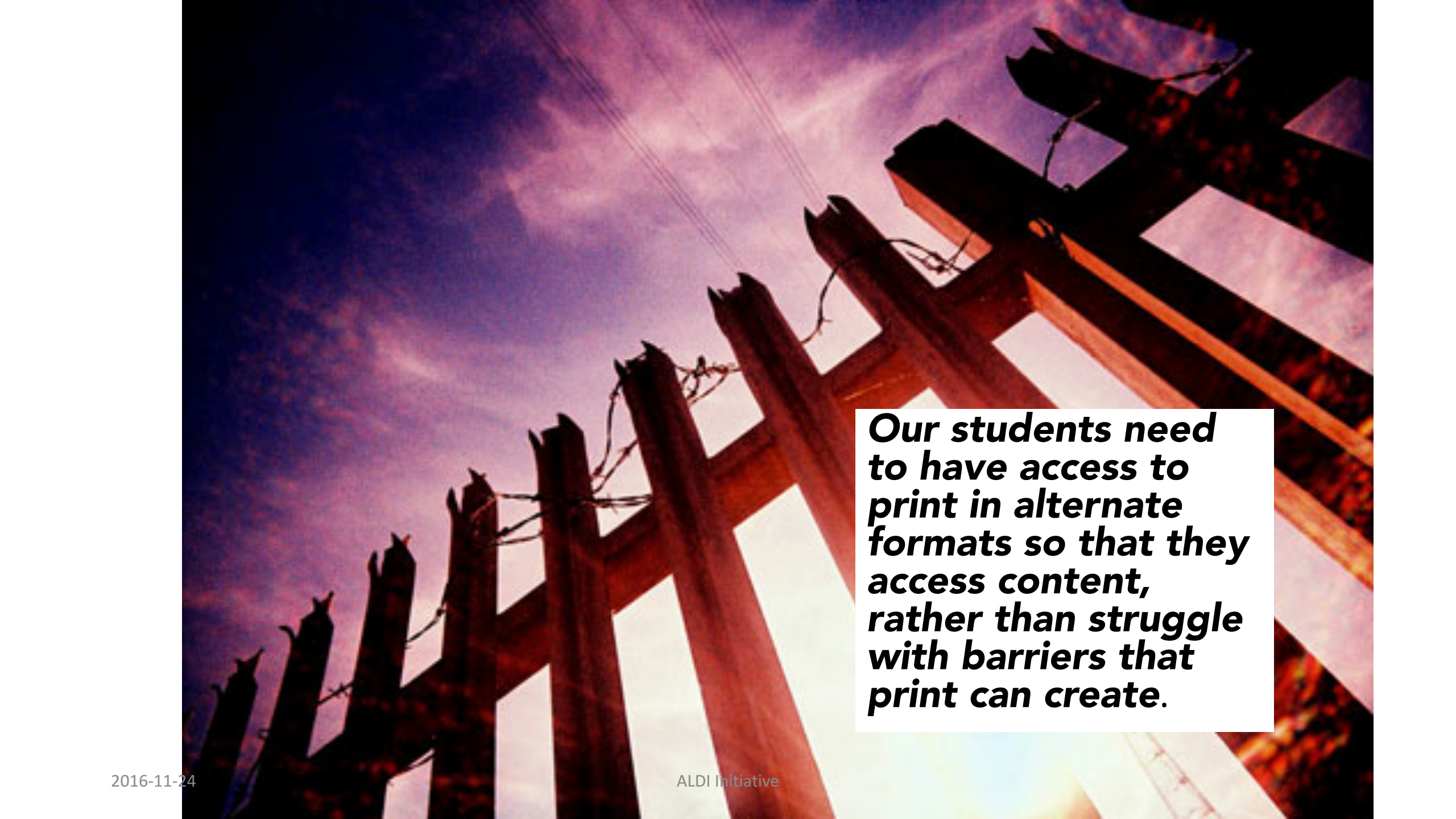
The toolkit addresses these questions:

Contents

- ***Access to accessible educational materials***

- ***A framework to choose assistive technology tools***

- ***The tools themselves!***

What we know....

print can be inaccessible

2016-11-24

Our students need to have access to print in alternate formats so that they access content, rather than struggle with barriers that print can create.

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Accessible Educational Materials (AEM)

Reducing print barriers

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AEM are materials that are designed or converted in a way that makes them usable across the widest range of student variability regardless of format (print, digital, graphic, audio, video).

National Center on Accessible Educational Materials, 2015

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aim.cast.org
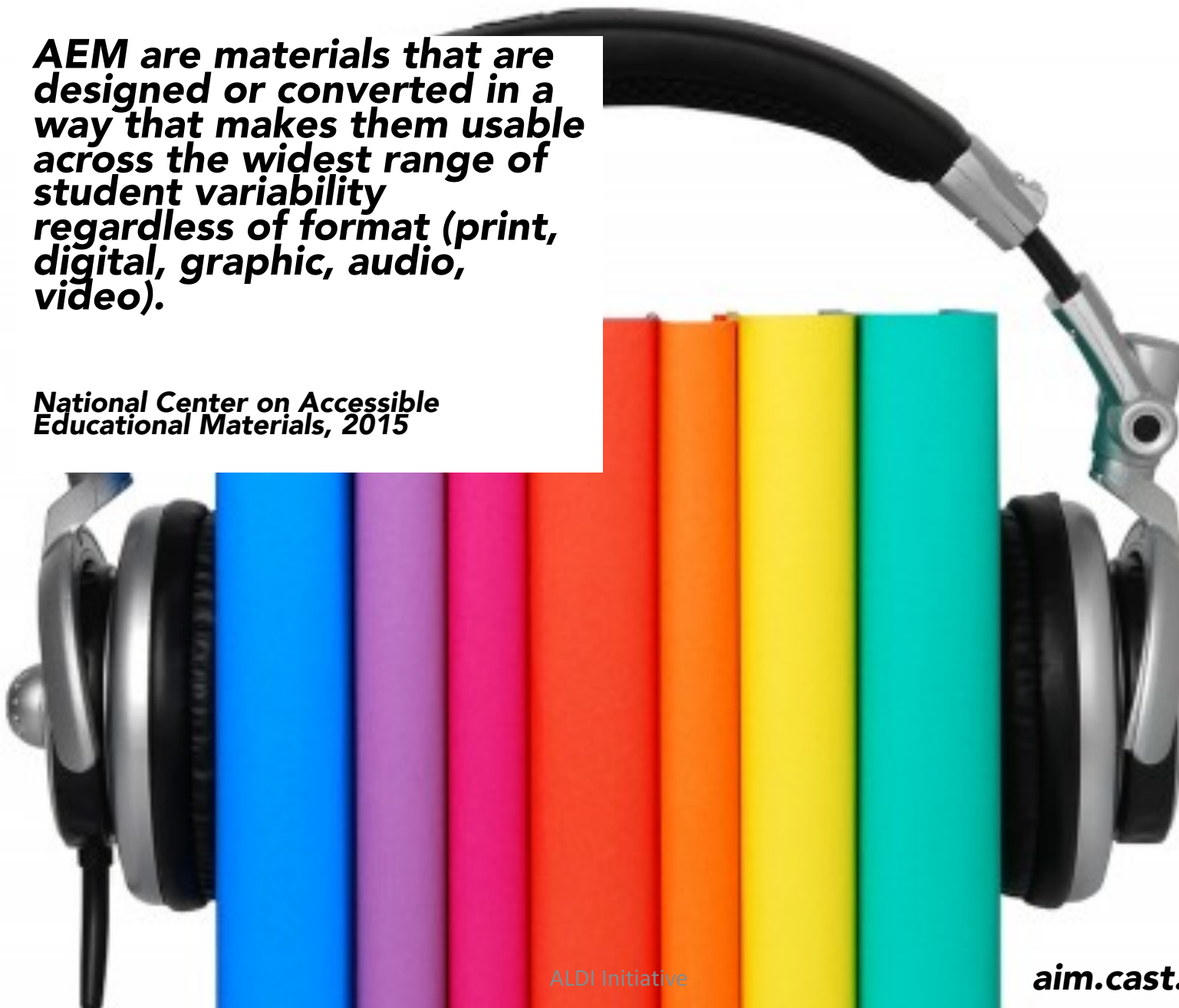
Alternate formats that benefit all

audio   digital text

Accessible audio

Audiobooks:
- ePub
- MP3
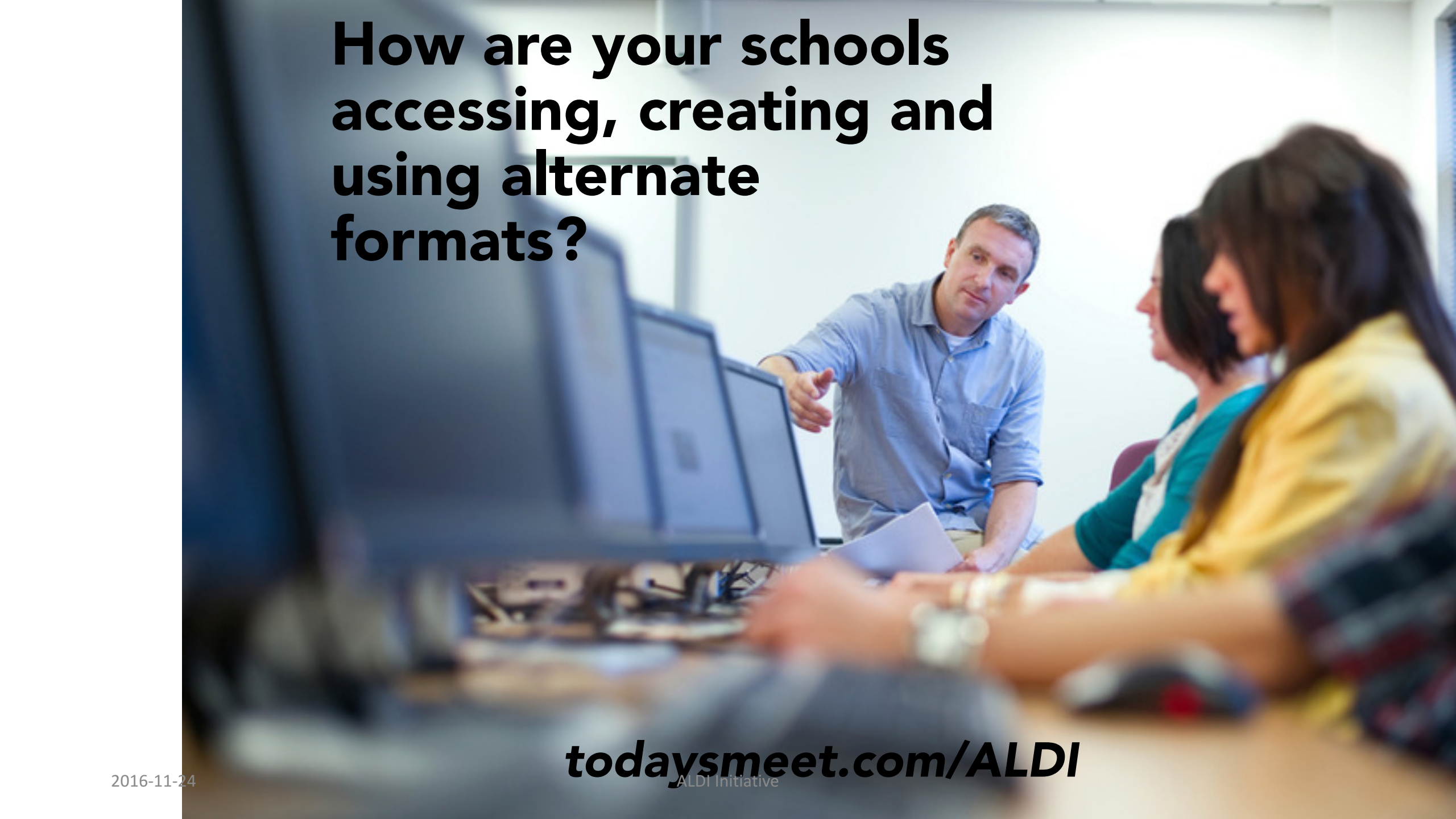
We're starting to see progress!

Accessible digital text

- Documents in accessible file formats (DOC, PDF, RTF)
- E-text in accessible file formats (KESI, PDF, ePub)

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How are your schools accessing, creating and using alternate formats?

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AT and AEM=improved access

The interaction of available assistive technologies with AEM is what will change outcomes for our students.

From SETT...

For individualized assistive technology selection

student

environment

task

tool

Joy Zabala, 2010

SETT (Student Environment Task Tool)

The Framework for Assistive Technology Decision-Making

Student: _____   Date: _____

School: _____   Grade: _____

Student:	
What does the student need to be able to do that is difficult or impossible to do at this time? (area of concern/competency)	
What are the student's special needs that contribute to these concerns?	
What are the student's abilities related to these concerns	
What are the student's interests?	
Environment:	
Where will the equipment be used?	
How much support is available for teachers, techs, aides?	
Will it be used in other environments (lunchroom, home, work placement)?	
Are there outlets to support charging?	
Is there Wi-Fi internet access?	
Where will the equipment be stored?	

To ReSETT

Student(s) → Can STUDENT/STUDENTS access instructional materials/methods used? Are alternate formats needed? (using class/individual student profile information)

Environment → What printed materials are used in the student or students ENVIRONMENT(s)?

Task → For which TASKS will the student or students require materials in alternate formats?

Tool → To reduce identified print barriers, what technology TOOLS will support teaching and learning?

(Joy Zabala, 2010)

2016-11-24

What tool(s) or process is your school/board/district using for assistive technology selection within the context of UDL?

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The Assistive Technology Toolkit to Reduce Print Barriers: Improving Accessibility, Driven by Pedagogy!

Text to speech: improving reading comprehension, facilitates alternate access	*Annotation and highlighting tools:* facilitate **active reading strategies** and **metacognition**
Audio recording and speech recognition: Integration of **writing models of instruction**	*Graphic organizers:* improve **executive function** and **pre-writing skills and strategies**

pedagogy!

The girl was the first to hear the loud pounding on the door. Her room was closest to the entrance of the apartment. At first, dazed with sleep, she thought it was her father, coming up from his hiding place in the cellar. He'd forgotten his keys, and was impatient because nobody had heard his first, timid knock. But then came the voices, strong and brutal in the silence of the night. Nothing to do with her father. "Police! Open up! Now!"

The pounding took up again, louder. It echoed to the marrow of her bones. Her younger brother, asleep in the next bed, stirred. "Police! Open up! Open up!" What time was it? She peered through the curtains. It was still dark outside.

She was afraid. She remembered the recent, hushed conversations she had overheard, late at night, when her parents thought she was asleep. She had crept up to the living room door and she had listened and watched from a little crack through the panel. Her father's nervous voice. Her mother's anxio... tongue, which the girl understood... them. Her father had whispered th... That they would have to be brave... strange, unknown words: "camps,... morning arrests," and the girl won... father had murmured that only the men were in danger, not the women, not the children, and that he would hide in the cellar every

TTS

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this will get everything out in the open

this is an awkward moment. I've had these.

what is this?

what is so important about this date?

(Another pause.) A waiter knocked and came in with (crushed mint and ice) but the silence

was unbroken by his "Thank you" and the soft closing of the door. (This tremendous detail) was

to be (cleared up at last.)

Oxford

"I told you I went (there,)" said Gatsby.

("I heard you, but I'd like to know when.")

Tom dislikes Gatsby and wants to ruin his reputation by showing that he is a nobody.

("It was nineteen-nineteen.) I only stayed five months. That's why I can't really call

myself an (Oxford) man."

I found out that this is a college in England—

Maybe I can use a picture

Tom glanced around to see if we mirrored his unbelief. But we were all looking at

Tom wants everyone to like him—he is so arrogant

(Gatsby.)

"It was an opportunity they gave to some of the officers after the (Armistice,)" he

continued. "We could go to any of the (universities in England or France.)

once again – Gatsby gets all the attention

why not the United States? Is this more prestigious?

this?

A visible record of the thoughts that emerge while making sense of the text.

Reading Reflection

Life was going along okay when my mother and father dropped the news. Boom! Just like that. 🔴

"We have something wonderful to tell you, Peter," Mom said before dinner. She was slicing carrots into the salad bowl. I grabbed one.

"What is it?" I asked. I figured maybe my father's been made president of the company. Or maybe my teacher phoned, saying that even though I don't get the best grades in the fifth grade, I am definitely the smartest kid in the class.

"We're going to have a baby," Mom said. 🔴

"We're going to what?" I asked, starting to choke. Dad had to whack me on the back. Tiny pieces of chewed up carrot flew out of my mouth and hit the counter. Mom wiped them up with a sponge.

"Have a baby," Dad said.

"You mean you're pregnant?" I asked Mom.

"That's right," she told me, patting her middle, "Almost four months."

"Four months! You've known for four months and you didn't tell me?"

"We wanted to be sure," Dad said.

"It took you four months to be sure?" 🔴

"I saw the doctor for ⊗ due in February." She reached ove I think that... 🗑 ut of the way before she could touch me.

🔒 https://docs.google.com/document/d/1YsZ2a-fXG3baBlr6awuGFFSaClgyO3XUozazkV8tb20/edit

textHELP

File   Edit   View   Insert   Format   Tools   Table   Add-ons   Help   Last edit was made seconds ago by Andrea Prupas   Comments   Share

100% | Normal text | Georgia | 14 | B I U A | ...

Highlight extraction

The girl was the first to hear the loud pounding on the door. Her room was closest to the entrance of the apartment. At first, dazed with sleep, she thought it was her father, coming up from his hiding place in the cellar. He'd forgotten his keys, and was impatient because nobody had heard his first, timid knock. But then came the voices, strong and brutal in the silence of the night. Nothing to do with her father. "Police! Open up! Now!"

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Generating ideas

Audio recording

Using oral language as an alternative prewriting strategy can help students improve both oral and written literacy skills.

(Berne, 2009)

Before writing, I:

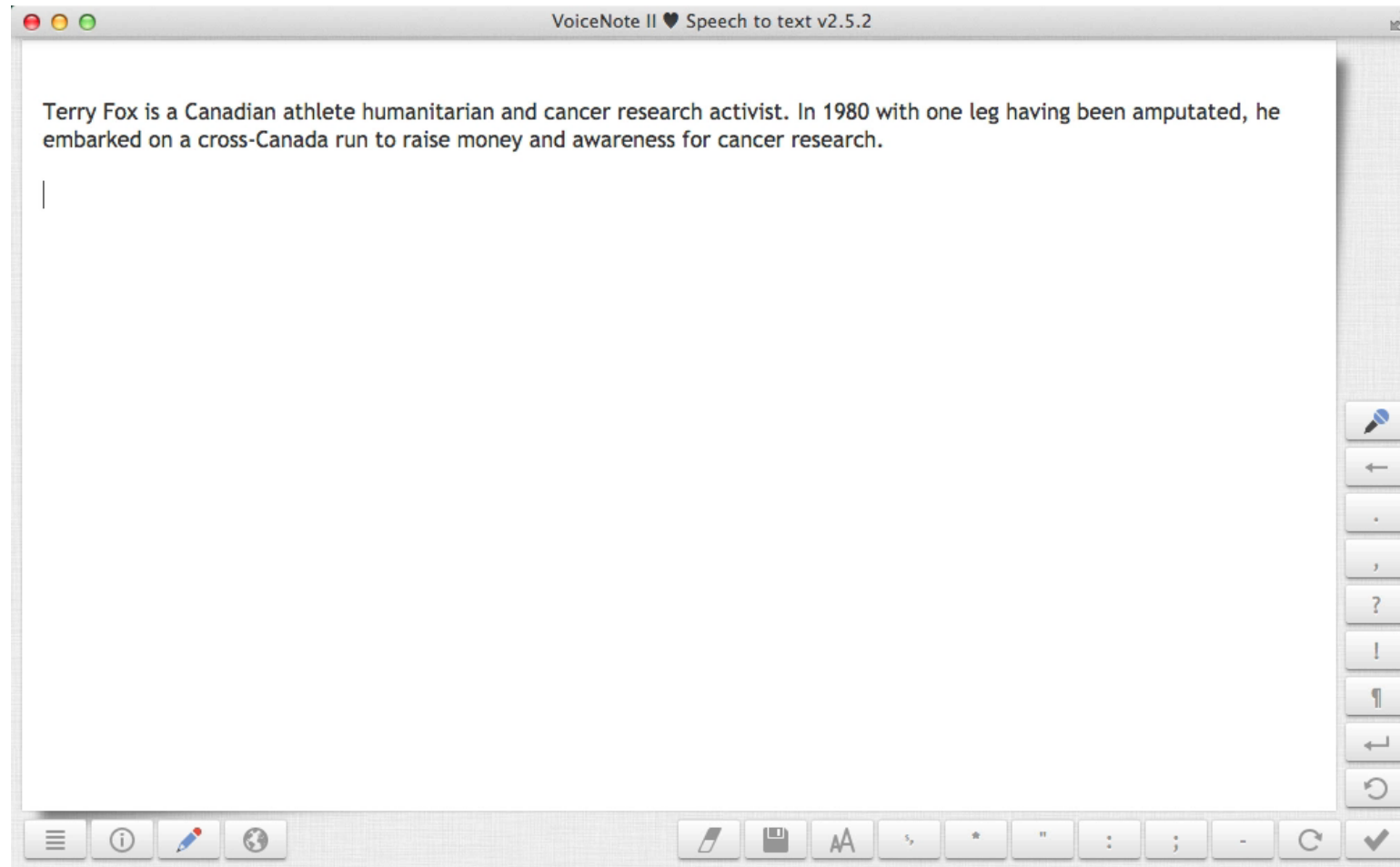Say everything I know about the topic here in about 5 minutes:
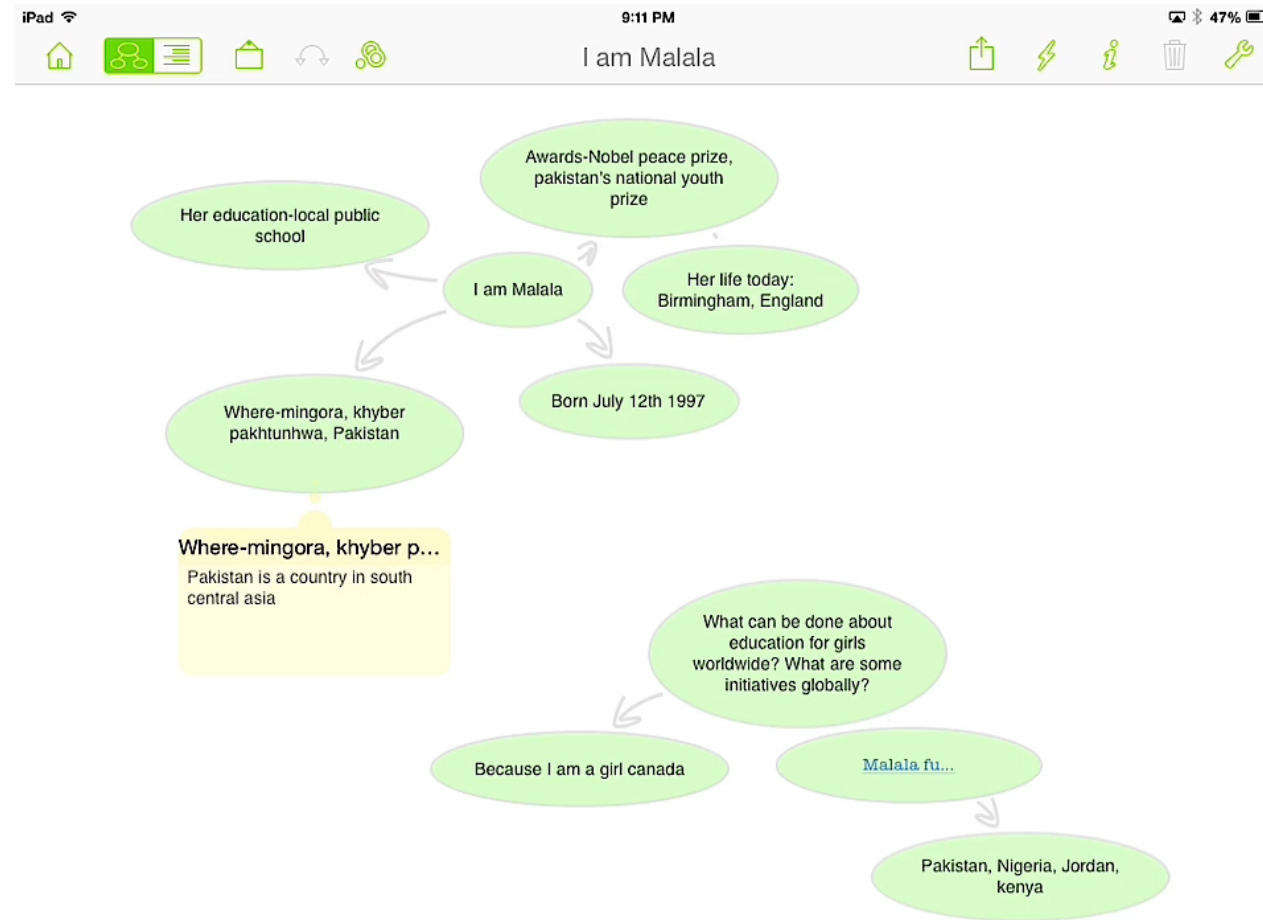
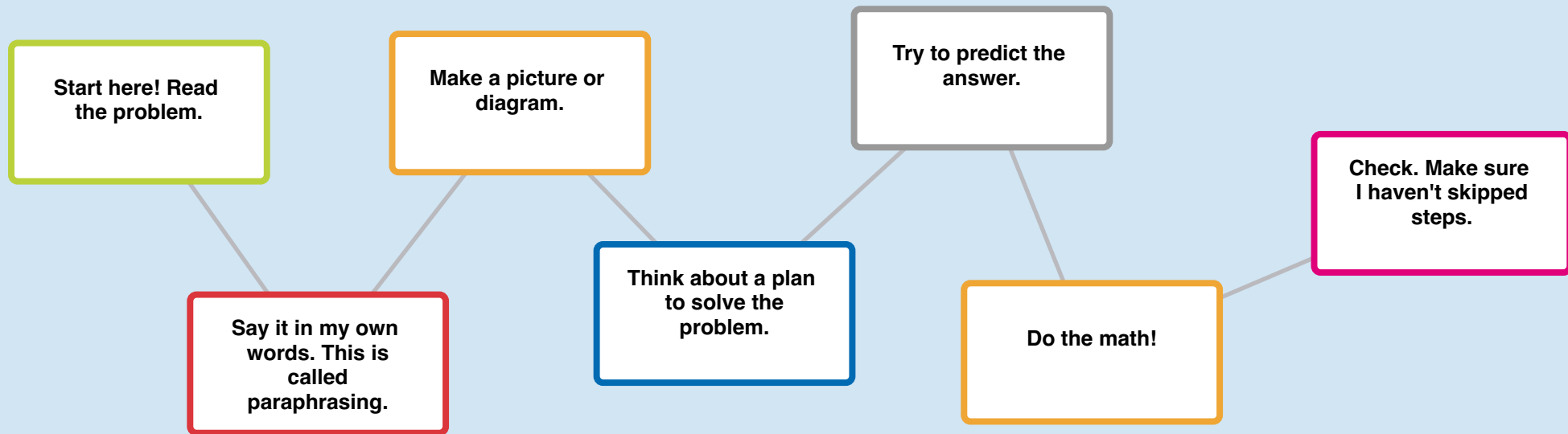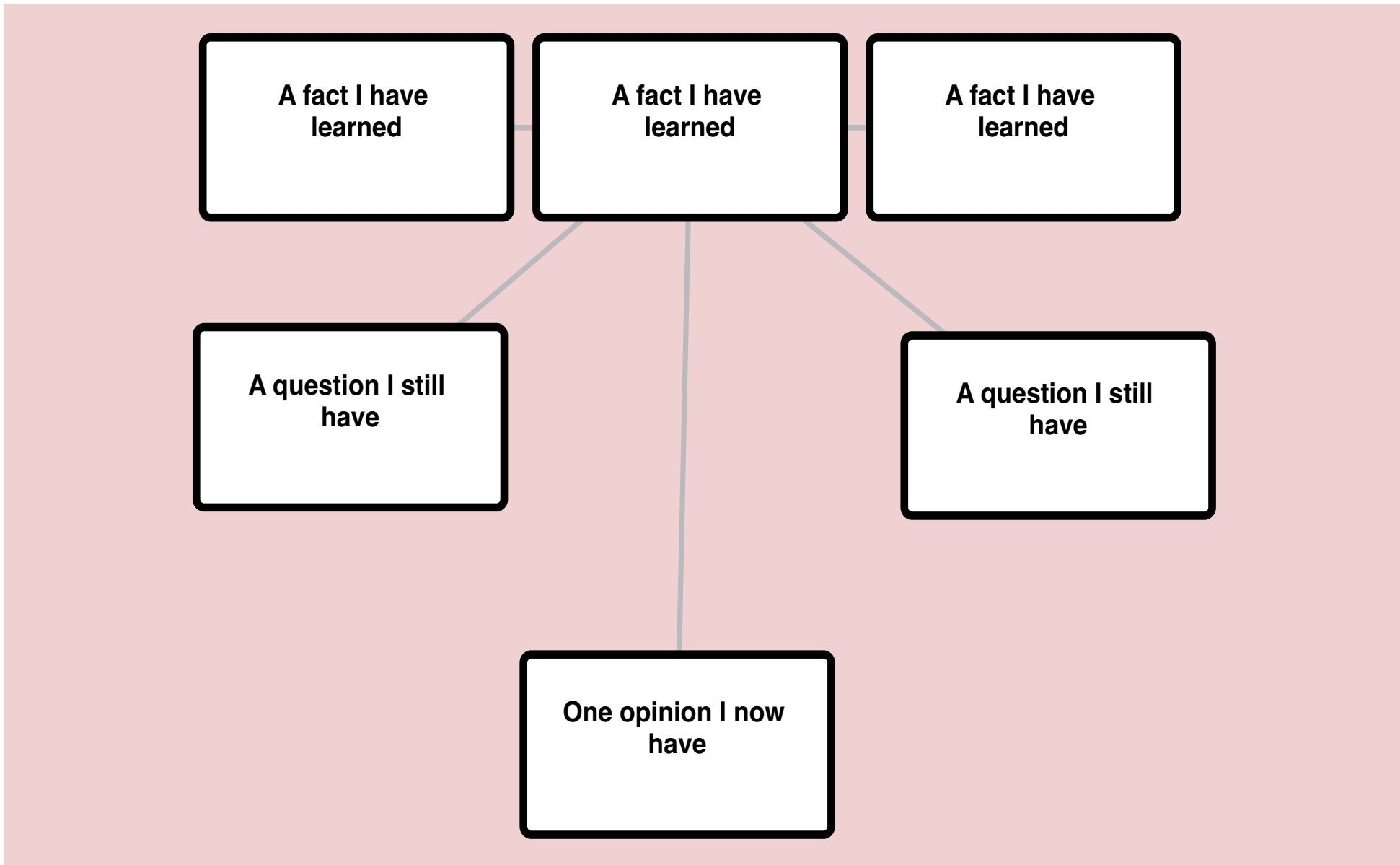Summarize my 3 main points here:

1.

2.

Speech recognition

Graphic organizers

Start here! Read the problem.

Make a picture or diagram.

Try to predict the answer.

Check. Make sure I haven't skipped steps.

Say it in my own words. This is called paraphrasing.

Think about a plan to solve the problem.

Do the math!

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- What tools are in your school/board/district toolkit?
- How are you using these tools to support curricular competencies/objectives/expectations?
- How are you using these tools to support alternative access?

Thank you!

aldi.learnquebec.ca

@ALDIQuebec

aprupas@swlauriersb.qc.ca

Andrea Prupas, ALDI Project Coordinator