Universally Designing Instruction to Provide High Leverage Practices for All Learners in General Education Classrooms
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Presentation Slides

For Breakouts:

1.Resources on High Leverage Practices
https://highleveragepractices.org/

In partnership with the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR), the Council for Exceptional Children (CEC) has developed and published a set of high-leverage practices (HLPs) for special educators and teacher candidates.

2. UDL Barrier ID Flowchart - Can be helpful when explaining UDL to address barriers. (From Sanger Unified School District)

3. UDL Brainstorming Tool: Can be used by Coach and Teacher in planning lessons to promote the use of UDL within lessons.

4. TIES Lessons for All (5-15-45 Tool)

This tool will help you go from borrowed, bought, or mandated lesson to a more inclusive lesson for all. Many teachers plan their instruction by using existing lesson plans. Starting with a lesson that comes from a curriculum package, online site, or colleague may save time, but also requires adjustment to meet your needs as a teacher and the needs of your students, especially those with significant cognitive disabilities.

5. Lesson Re-Design Worksheet with example

Other Resources on High Leverage Practices
[High Leverage Practices for Inclusive Classrooms](#)
(McCleskey et al., 2019)

High Leverage Practices for Inclusive Classrooms offers a set of practices that are integral to the support of student learning, and that can be systematically taught, learned, and implemented by those entering the teaching profession. The book focuses primarily on Tiers 1 and 2, or work that mostly occurs with students with mild disabilities in general education classrooms; and provides rich, practical information highly suitable for teachers, but that can also be useful for teacher educators and teacher preparation programs. This powerful, research-based resource offers twenty-two brief, focused chapters that will be fundamental to effective teaching in inclusive classrooms.

[High Leverage Practices in Special Education](#) (McCleskey et al., 2017)

Information on Universal Design for Learning (UDL)
[What is Universal Design for Learning (UDL)](#)

"Universal Design for Learning is a research-based framework for designing curricula—that is, educational goals, methods, materials, and assessments—that enable all individuals to gain knowledge, skills, and enthusiasm for learning. This is accomplished by simultaneously providing rich supports for learning and reducing barriers to the curriculum, while maintaining high achievement standards for all students. (Source: www.cast.org; ocali.org)"

Universal Design for Learning supports educators' efforts to provide flexible instructional materials, techniques, and strategies that help them remove barriers to meet varied student needs.

UDL does this by providing options for:
• Presenting information in different ways [**[Multiple Means of Representation](#)**]
• Providing options on ways students can express what they know
[**[Multiple Means of Action/Expression](#)**]
• Stimulating interest and motivation for learning [**[Multiple Means of Engagement](#)**]

UDL Planning Tools
[UDL Instructional Planning Process](#) (UDL-IRN, 2011)-
1. Establish Clear Outcomes
2. Anticipate Learner Variability
3. Measurable Outcomes and Assessment Plan
4. Deliver Universally Designed Instruction
5. Reflect

[UDL Brainstorming Tool](#): Can be used by Coach and Teacher in planning lessons to promote the use of UDL within lessons.

[UDL-Aligned Strategies](#) & [UDL Strategy Wizard](#) (available from goalbookapp.com)

[UDL Barrier ID Flowchart](#) **- Can be helpful when explaining UDL to address barriers. (From Sanger Unified School District)**

[[Lesson Re-Design Worksheet](#)with [example](#)]

[TIES Lessons for All (5-15-45 Tool)](#)
This tool will help you go from borrowed, bought, or mandated lesson to a more inclusive lesson for all. Many teachers plan their instruction by using existing lesson plans. Starting with a lesson that comes from a curriculum package, online site, or colleague may save time, but also requires adjustment to meet your needs as a teacher and the needs of your students, especially those with significant cognitive disabilities.

District Implementation of UDL
[West Linn-Wilsonville School District Student Services Focus Areas](#)
For more information see: https://www.wlwv.k12.or.us/Page/175

UDL Implementation (Videos of District Administrators and Staff sharing UDL Implementation)-
[A Tale of Four Districts](#)

Student-Centered Resources
[I'm Determined](#)
The I'm Determined project, a state-directed project funded by the [Virginia Department of Education](#), focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.
-[Goal Plan Template](#)-
-[Good Day Plan Template](#)
-[One Pager Template](#)

[Child Preference Indicators](#)
The purpose of this guide is to assist professionals in acquiring a family's expertise about their child and to assist families in giving that expertise to professionals.

[Personal Preference Indicators](#)
The purpose of this index is to assist you in planning with and for a person with a developmental disability.

Evidence-Based Instructional Practices for Young Children with Autism-
[Preference Assessments](#)

Resources and video examples for conducting preference assessments for students.

[Infused Skills Grid](#)- Tool that can be used to discuss the IEP objectives of a student and when they can be taught within the general education classroom.

[Ecological Inventory](#)- Tool to use to identify target skills and adaptations needed to support students within general education classroom activities and routines

[Participation Plan](#)- Tool to use to share with staff supporting students in their participation in the general education classroom activities and routines

UDL Video Examples

UDL Principles & Practices (6:35)
https://www.youtube.com/watch?v=pGLTJw0GSxk

**UDL Guidelines (6:20)
https://www.youtube.com/watch?v=rfsx3DGpv5o

UDL Engagement (5-min)
https://www.youtube.com/watch?v=cmBsE4LX8NM

UDL Guidelines for Representation (5-min)
https://www.youtube.com/watch?v=9TVKGvnGPoA

UDL Guidelines for Action/Expression (5-min)
https://www.youtube.com/watch?v=H66jHEiGNLQ

1st Grade Math (10 min)
https://www.youtube.com/watch?v=KuTJJQWnMaQ

5th grade Language Arts (10 min)
https://www.youtube.com/watch?v=zE8N8bnIlgs&list=PLDD6870F2D42327F3&index=4

6th Grade Science (10 min)
https://www.youtube.com/watch?v=dTxFYf50I-4

UDL Guidelines (interactive links to domains and guidelines from CAST)
UDL Barrier ID Flowchart with [very short] associated videos- Can be helpful when explaining UDL to address barriers. (From Sanger Unified School District)
UDL Barrier ID Flowchart
Engagement Barriers
Action & Expression Barriers
Representation Barriers

Other Notable Resources:

https://www.unbounded.org/
Education systems disrupt systemic racism by providing students of color meaningful, engaging, and affirming grade-level instruction.

http://www.projectlee.org/
Project Lectura para Excelencia y Éxito (Project LEE) is a model demonstration project at Portland State University, sponsored by the Office of Special Education Programs in the U.S. Department of Education. The goal of Project LEE is to improve literacy and language outcomes for English learners (ELs) in grades 3-5 with or at-risk for being identified with a disability. Within this context, we intend to support schools to use a framework, PLUSS (Sanford, Brown & Turner, 2012), to adapt existing evidence-based interventions for the unique linguistic and cultural needs of ELs. The PLUSS Model provides a repeatable model of literacy instruction and intervention through embedding culturally and linguistically appropriate instruction into existing multi-tiered systems of support.

Resources for Supporting Students with Extensive Support Needs in Academics

https://tiescenter.org/
TIES Center is the national technical assistance center on inclusive practices and policies. Its purpose is to create sustainable changes in kindergarten-grade 8 school and district educational systems so that students with significant cognitive disabilities can fully engage in the same instructional and non-instructional activities as their general education peers while being instructed in a way that meets individual learning needs.

Educating All Learners: Educating All Learners During the COVID-19 Disaster: An Alliance Dedicated to Equity for Complex Learners

[Alternative Pencils](#)- Developed at the Centre for Literacy and Disability Studies (CLDS), and written about by Hanser (2006, 2009), an alternative pencil is defined as anything that provides a student with access to all 26 letters of the alphabet for use in writing.

[Center for Literacy and Disability Studies](#)- **Addressing the literacy learning needs of persons with disabilities of all ages.**

Universal Core Communication Systems- [Project Core](#)

The Universal Core vocabulary is a set of 36 highly useful single words that can be used alone or in combination to communicate for a range of purposes on countless topics with a wide variety of communication partners. Several formats are available to support student access through direct pointing or touch, eye gaze selection, and partner-assisted scanning. High contrast versions are available to address the needs of some students with visual impairments and 3D symbols are available for students who are blind. Additionally, the Universal Core vocabulary is available on many communication apps and speech generating devices.

Dr. Katie Novak Keynote for AT-TIES Together Conference (April 21, 2020)- 1 hour 30 min
Engaging Online Presentation on Universal Design for Learning at the Oregon Technology Access Program Conference
https://www.facebook.com/AccessOTAP/videos/2554096561496576/