

Universal Classroom Supports for Access

Universal Classroom Supports		
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.		
Multiple Means of <i>Engagement</i> Why we are doing this. Self regulation, the engagement, the persistence and the grit	Multiple Means of <i>Representation</i> How we present information. - symbols, visuals, written, videos	Multiple Means of <i>Expression and Action</i> How students can express their learning. What goals they need to set and how will they approach a problem
Assessment / Response		
- Partner/Group work - Regular student feedback - Self-assessment	Alternatives to print (audiobooks, movies, videos, digital media etc.) Graphic organizers / visual supports / outlines 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, formulae - Use of a spelling dictionary, proof reading checklist, etc. - Use simplified language/directions Visual presentations of verbal material (word webs, visual organizers)	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		
Calm space in the classroom Check & Connect Check-ins		
Timing		
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		
- 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.)	- Alternatives to note-taking (scribe, audio recording, teacher notes provided, photo, PowerPoint, etc.) Audio/video recordings Differentiated content process product and learning environment	Alternatives to note-taking (scribe, audio recording, teacher notes provided, photo, PowerPoint, etc.)

Environmental	Instructional and Presentation/Representation	
• Ability to move around indoor and outdoor spaces easily to access materials • Classroom zones/alternate work spaces (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	• 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)	• 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)
Scheduling		
• 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		
Self-Management/Organization		
• 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		

Essential Supports for Access

Essential Supports:		
These are supports identified through hearing, vision, medical, or psycho-educational testing and are necessary in order for the student to access the curriculum.		
Multiple Means of <i>Engagement</i> Why we are doing this. Self regulation, the engagement, the persistence and the grit	Multiple Means of <i>Representation</i> How we present information. - symbols, visuals, written, videos	Multiple Means of <i>Expression and Action</i> How students can express their learning. What goals they need to set and how will they approach a problem
Environmental		
• Alternative personal work space • Specialized seating (Source of sound to stronger ear, individual wedges etc.)	• Alternative personal work space • Specialized seating (Source of sound to stronger ear, individual wedges etc.) • Guide dog	• Orientation and Mobility Support (lift, walker, standing frame, cane, GPS etc.) • Specialized equipment (Slant board, switch interface, Powerlink, audio hub etc.) • Guide dog
Scheduling	Instructional and Presentation/Representation	
• Choice zone • Personal visual schedule (e.g., First/Then; First/Next) • Scheduled sensory/movement breaks • Work/Break schedule	• ASL Interpreter • Personal hearing aid(s) • Designated reader or scribe • Personal FM/RMT (Remote Microphone Technology) system • Closed Circuit Television (CCTV) • Video magnifier • Alternative formats (Braille, large print, auditory, specialized assistive technology) • Low vision tools (monoculars and magnifiers) • Technology: *must specify (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch)	• Designated reader or scribe • Personal hearing aid(s) • Personal FM/RMT (Remote Microphone Technology) system • ASL Interpreter • Alternative formats (Braille, large print, auditory, specialized assistive technology) • Low vision tools (monoculars and magnifiers) • Technology: *must specify (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch)
Social-Emotional		
• Calm space • Scheduled Check-ins • Service Dog		
Timing		
• Personal countdown script/visual timer • Personal visual timer		
Content/Process	Assessment / Response • Alternate formats (Braille, specialized assistive technology) • Alternative and Augmentative Communication Device (Talking Board, PECS, Hip Talk, Big Mac, Step-by-Step, PODDS, Touch Chat, Proloquo2go, Lamp Words for Life, Let me Talk, Eye Gaze etc.) • ASL/Signing/Interpreter • Assessment over several timed sessions • Hand held microphone for RMT (Remote Microphone Technology)	
• Acceleration Interactions with peers who have similar ability		
Self-Management/Organization		
• Learning Contract • Personal communication intent dictionary • Personalized Visual or tactile supports • Work organization system (basket system)		