

Washington MTSS Fest 2023

Pathways Towards Equitable Access to Grade-Level Curriculum

What are your roles? Menti.com Enter code:



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Washington Office of Superintendent of
PUBLIC INSTRUCTION

OSPI's new brand.



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**Northwest Educational
Service District 189**

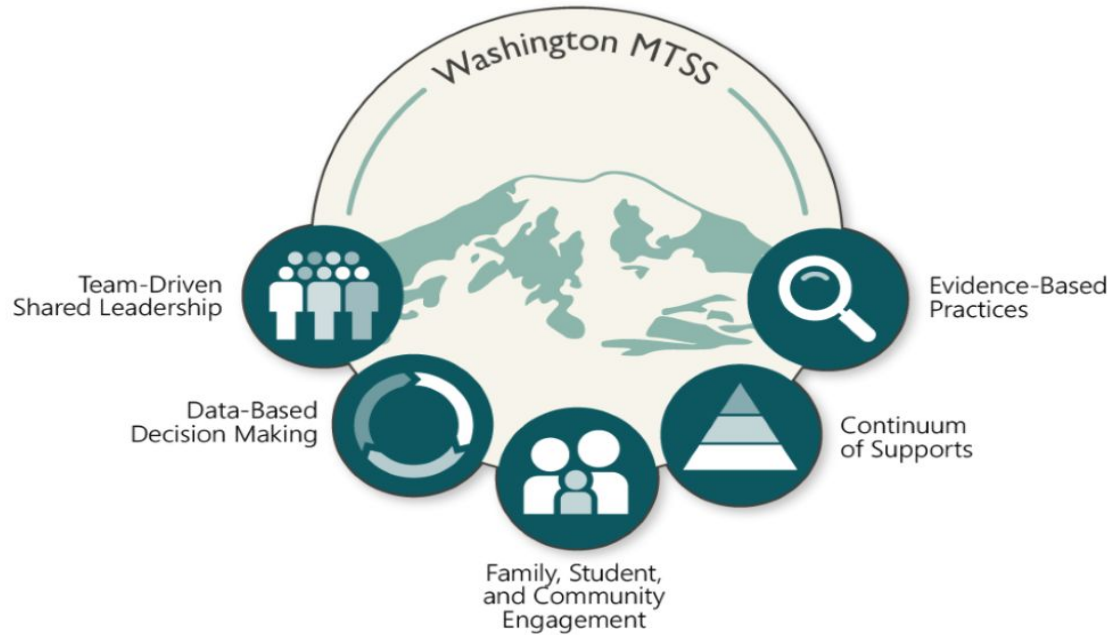
Together We Can

Emergent Objectives

- Describe the interconnectivity between Universal Design for Learning and technology for providing curriculum accessibility across tiers of intervention.
- Provide examples of steps educators can take to improve access to core curriculum for diverse classrooms.
- Identify resources to increasing educator knowledge of how technology supports equitable access to core curriculum.

Agenda

- MTSS, UDL, Technology
- Examples of Integrating UDL & Technology
- Tech Tools to Increase Equitable Access to Core Curriculum
- Evaluating accessibility of materials



“A Multi Tiered System of Support is how we ensure that students get the support they need, in addition to ***equitable access and opportunities to learn grade level curriculum.***”

~ Katie Novak

Classrooms
are made up
of diverse
learners.

“Learner
Variability”



Understanding Components of Curriculum

Goals

Learning Expectations aligned with state standards, IEP goals, classroom expectations.

Methods

Flexible, evidence based instructional strategies adjusted through consistent monitoring of student progress

Materials

Interactive multimedia.
Embedded support for instruction & demonstrate of learning

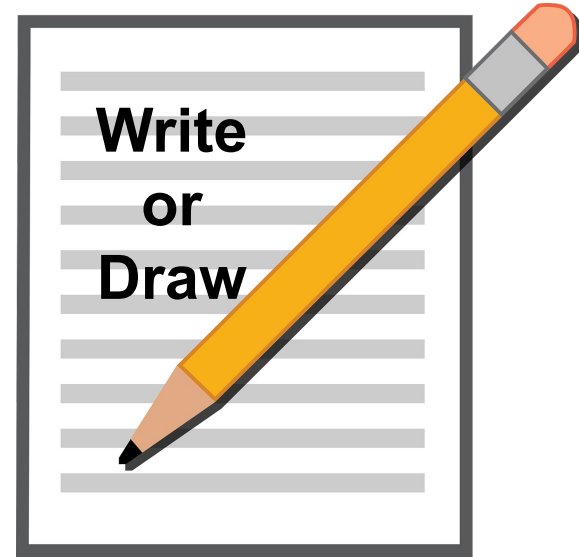
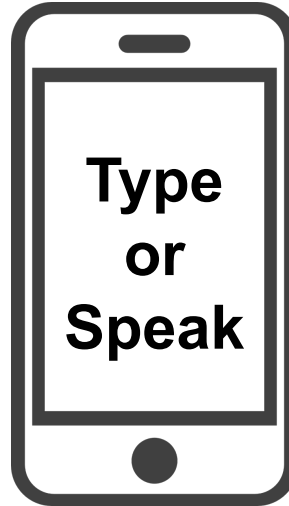
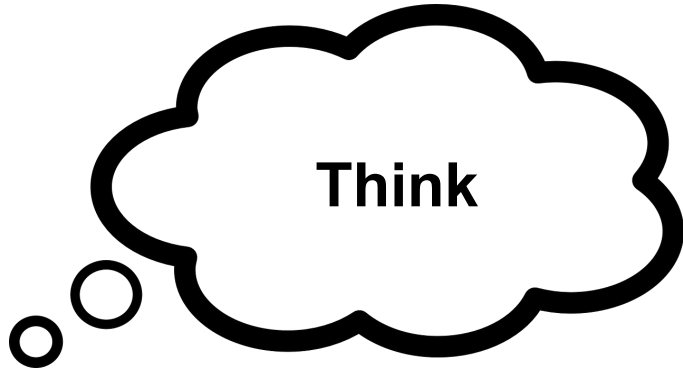
Assessment

Gathering information about learner progress using diverse materials and methods

Learning Environment

Ralabate, P. K. (2011). Universal design for learning: Meeting the needs of all students.
The ASHA Leader. (<http://udleditions.cast.org/>)

What are ways you currently engage diverse learners?



MTSS, UDL, & Technology

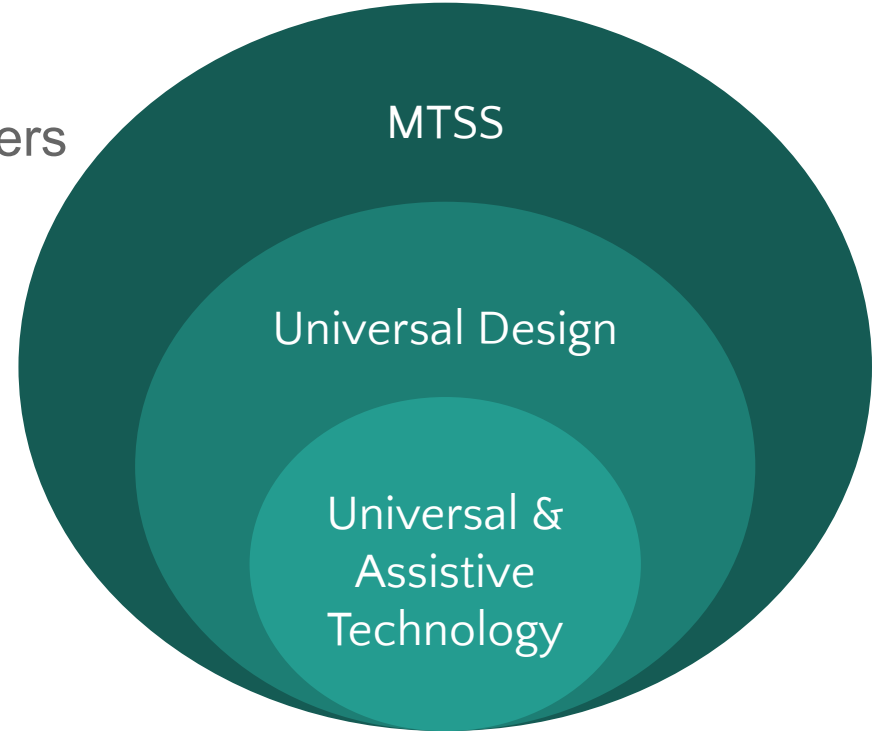
MTSS & UDL & Technology Connect in 4 Key Ways

Addressing the needs of diverse learners

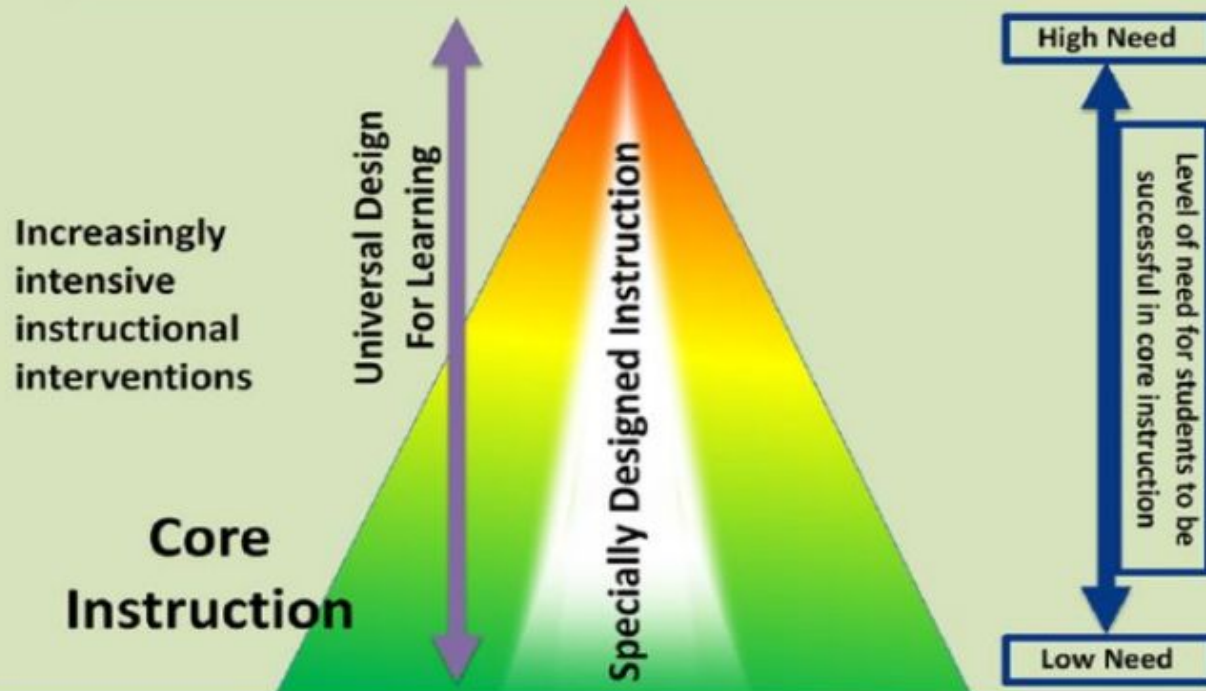
Enhancing Engagement

Promoting Equity

Making Data informed decision



A Conceptual Framework for MTSS



Students may receive services in all areas of the pyramid at any one point in time.

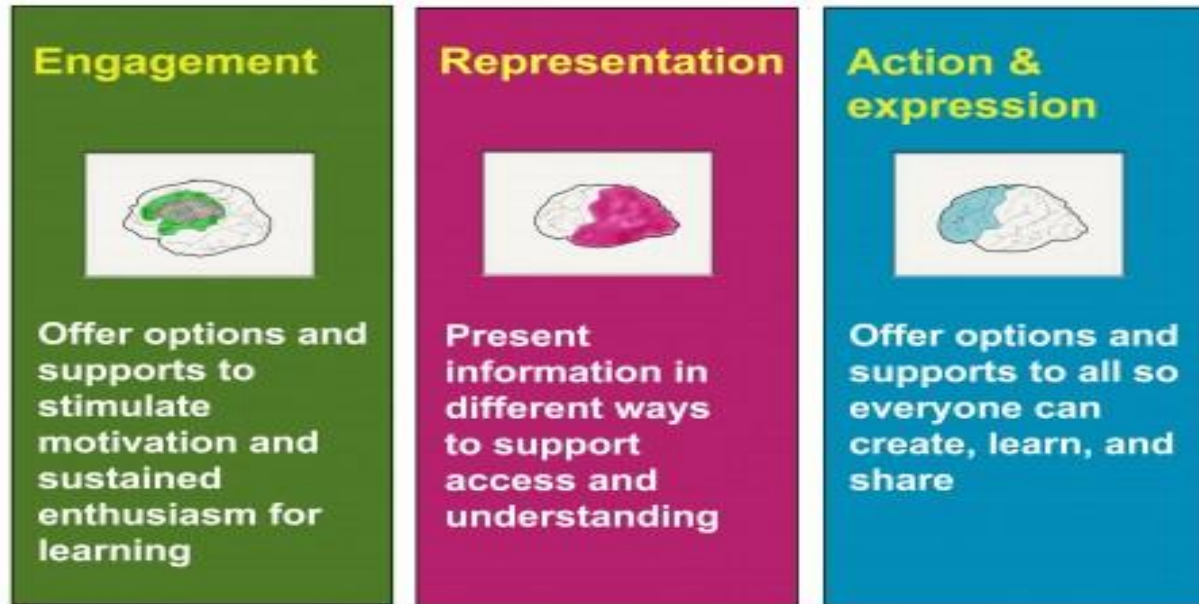
Adapted from U.S. Department of Education

[University of Florida](#)

SDI can be embedded across tiers for students with disabilities (myth is that tier 3 is for SDI)

Learn More about MTSS

Universal Design for Learning (UDL) encourages teachers to present information in multiple formats, allowing students to engage with information in a way that feels accessible.



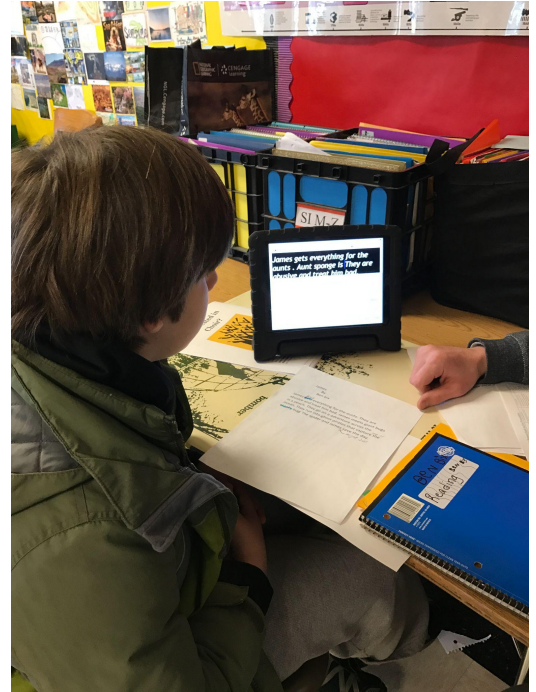
Universal Design for Learning: 3 principles

Technology Support within Universal Design for Learning

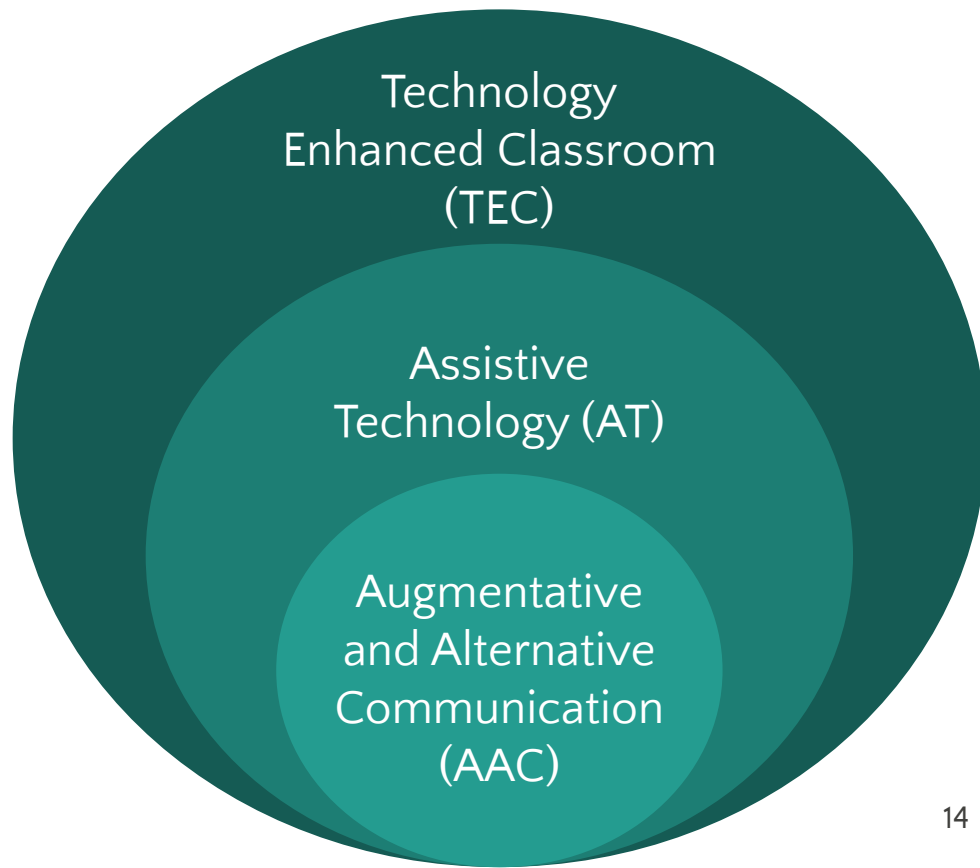
Technology supports are an essential feature of UDL to expand ways students can engage and participate in general education.

The integration of technology tools for all learners can support multiple means of representation, engagement, and expression for all learners.

The integration of technology helps reduce the stigmatization that can occur when students with disabilities need assistive technology to access curriculum, participate in the general education setting, and to communicate the most basic needs.



- TECs are learning environments that integrate technology in the classroom to strengthen instruction, increase student engagement, and put the tools of technology in the hands of all students.
- AT and AAC are essential tools that enable students with disabilities to access general education, make progress on IEP goals, and develop communication and life skills.



Tablet Universal Design features



Tablet Accommodation or Modification



Tablet Assistive Technology



Universal features enhance learning:

- Speech to text
- Text to speech
- Touchscreen
- Keyboard
- Personalized learning
- Learning apps
- Closed caption
- Audio books
- Internet
- Scanning
- photos/ video
- Access Google Suite
- Learning games
- Student collaboration
- Tutorials
- Spell check

Universal plus learning support:

- Dictation
- Audio feedback
- Word prediction
- Apps for spelling
- Apps for math
- Apps for reading
- Apps for writing
- Timer
- High/low contrast
- Touch screen choice making
- Headphone jack
- Enlarged text/image
- Note taking
- Google translate
- Digital books

Universal, learning support, and functional support:

- Apps for communication
- Matching, tracking, and tracing apps for visually impaired
- Digitally stored scanned files for visually impaired
- Magnification
- Digital storybook
- Highlighting
- ebook reader
- Apps for making text accessible
- ibookstore for uploading pdf text and images
- Switch controls

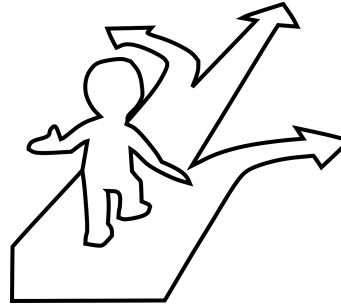
Examples of Integrating UDL & Technology

A Practical Plan for Engagement (The **WHY** of Learning)

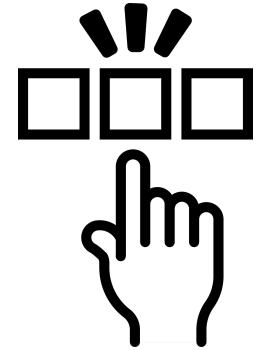


Building Relevance

Group discussion
with visuals, local
examples.

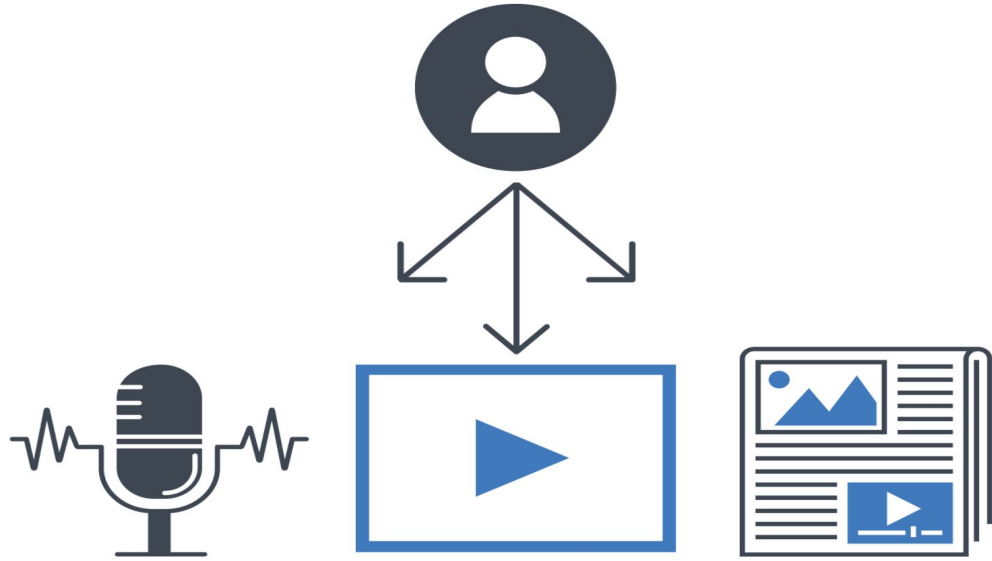


**Alternative
tools & scaffolds**
Worksheets at varying
levels. Reading pen or
translation app.



Choices
Provide for how they
engage with the
vocabulary - games/
worksheets.

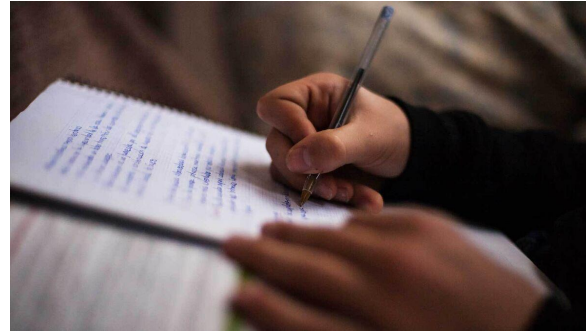
A Practical Plan for Representation (The **WHAT** of Learning)



“Students can decide whether they would enjoy listening, reading, or watching information on a topic. The benefit of these formats is that students have a higher degree of control over the experience as compared to a whole group presentation. They can pause or rewind an audio recording or video, look up an unfamiliar word in a text, enlarge the font size on their screen, or add closed captioning to a video. All of these adjustments can make the information more accessible.”

~ Dr Catlin Tucker - [Removing Barriers with UDL and Blended Learning](#)

A Practical Plan for Expression (The **HOW** of Learning)



Learn more about [Options to Support the Writing Process](#)

Learn more about [Expressing Ideas Through Multimedia](#)

Tech Tools to Increase Equitable Access to Core Curriculum

Technology to Increase Equitable Access to Core Curriculum

- Text to speech (read aloud)
- Translation
- Closed Captioning



Text to Speech in the Classroom



Text to Speech School-Wide Support



Text to Speech (read aloud)

Text to speech is built into operating systems

- Chromebook, Microsoft laptops or tablets, iPads, Android tablets
[\(Learn more: Text to speech across platforms.\)](#)

Text to speech is also built into many browsers

- Google Chrome & Edge
[\(Learn more: Text to speech in web browsers.\)](#)

Use 3rd Party Apps & Extensions (free & paid)

- Read Aloud, Snap&Read, Read&Write
[\(Learn how to find the right AT text to speech tool for a student.\)](#)

Text to Speech: Data-Based Decisions

Learn More about UPar: [uPAR Academy](#)



[Recording of full Interview](#), Carmen Mercer, Data Systems Manager for Special Education, Spokane Public Schools

Translation Tools

[Google Translate](#)

[Microsoft Translator](#)

[Seeing AI App from Microsoft](#)

[Translation Scanning Pens](#) (SETC is still vetting)

[Translation Earbuds](#) - Listen Mode / Conversation Mode (SETC still vetting)

Learn more: [Using Translation to Remove Language Barriers](#)

Talking Points

Using Talking Points to Communicate with Families



Educators message families with Talking Points web or mobile app.



Families receive text message in their home languages.



Communicate with families in 20+ languages.

Closed Captioning

- Microsoft - Use [Microsoft Translator](#)
- [Google Slides - Closed Captioning](#)
- YouTube - [Turning on Closed Captions](#)
- [Third Party Closed Captioning](#) (Cost)

Learn more about [Closed Captioning to Improve Engagement](#)



Evaluating accessibility of materials

How do we evaluate accessibility of materials?

Governance & Guidance on Curricula Adoption

[WSSDA Guidance](#)

2020/2020P Course Design, Selection and Adoption of Instructional Materials

[OSPI Guidance](#)

Instructional Materials Adoption: Roles & Responsibilities in the Process

“Federal law, through the Individuals with Disabilities Education Improvement Act (IDEA), requires that districts provide access for appropriate print materials to blind and other print disabled persons. Visit the National Center on [Accessible Educational Materials \(AEM\)](#) for information on [K–12 Education Accessibility Policies](#). With the shift from print to digital, education leaders must also proactively consider the accessibility of digital resources for all students, including students with disabilities.”

Accessible Educational Material (AEM)

Accessible Educational Materials (AEM) refers to materials designed or converted in a way that makes them accessible across the widest range of students. Tech tools help to make materials accessible.



Learn more about AEM: [National Center on Accessible Educational Material](#)

Where will accessibility come from?

It's embedded within the curriculum
(i.e. Text to speech is available.)



Use existing tools paired with the curriculum
(i.e. Use Read Aloud in Edge or Read&Write extension.)



Use additional processes & tech tools to make the curricula accessible (i.e Scan a workbook page using a 3rd party tools to access.)



What's
the
Plan?

How do we evaluate accessibility of materials?

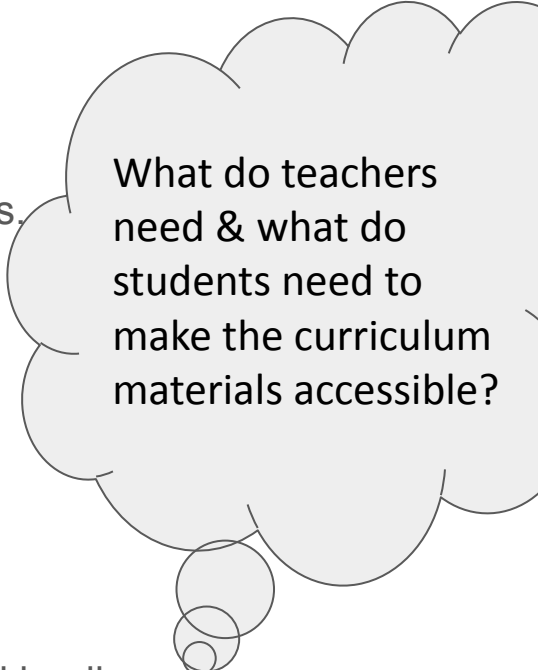


Accessibility Checklist

[Understanding Accessible Educational Material \(AEM\)](#)

Accessibility Checklist Example

- ☐ Graphics/images are labeled and have rollover labeling for screen readers.
- ☐ Fonts are easy to read throughout the content.
- ☐ There is a built-in ability to Zoom-in on a page.
- ☐ Read aloud and translation are available, allowing content to be accessed by diverse students with various learning styles and ability levels.
- ☐ A variety of methods are available for students to express learning (i.e. handwritten, typed, voice note, voice recognition).



What do teachers need & what do students need to make the curriculum materials accessible?

UDL and technology set the stage for inclusive learning environments and move us away from only providing accessibility on the basis of “necessity.”

Teacher Resources to Learn about Accessible Educational Material(AEM)

[Accessible Content for All Modules](#)

[Module 4:](#) Assuring Content Can be Read Aloud

[Module 7:](#) Closed Captioning to Improve Engagement

[Module 8:](#) Translation Tools to Remove Barriers



Accessible Content for All



Learn more about Accessible Educational Material(AEM)

[8 Tips to Making Curriculum Content Accessible](#)
(Infographic)

[8 Tips to Making Curriculum Content Accessible](#)
(Accessible)

[AEM - SETC Resource Page](#)

[Accessible Educational Material \(CAST\)](#)

[Novak Education](#)

8 Tips to Make Curriculum Content Accessible

- 1. Start with General Accessibility Guidelines**

When creating any document or presentation, there are some easy ways to make it accessible. For example, use simple tips like:

 - Meaningful hyperlinks
 - Proper color contrast
 - Describing images with alt text

Learn more about [Designing for Accessibility with POUR](#)
- 2. Work with Curriculum Vendors to Purchase Accessible Formats**

Did you know that curriculum vendors are required to provide districts with accessible digital formats if asked for at the time of purchase?

Learn more about the [PALM initiative](#).
- 3. Make Sure Content Can Be Read Aloud**

Is the content of your online curriculum in an accessible format that can be read aloud using a screen reader?

 - Pdfs, inaccessible web pages, and printed worksheets may pose a barrier to student access
 - Text should be in a digital format that can be selected, read aloud and edited with [Text to Speech tools](#)



The Special Education Technology Center

www.specialedtechcenter.com

Consultation

Professional Development

Lending Library

SETC supports educators and parents with tools and knowledge for providing accessible learning experiences for students.

[Request SETC Tech Assist](#) (30 min/**Free**)

[Request Custom Professional Development](#) (\$300/hour)

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