Responding to Student Voice

How do we incorporate the identities and lived experiences of students with Autism

Thank you for choosing to be with us today. Judith, Josee and I appreciate your very busy roles as principals and vice-principals, particularly as the pandemic forces us to shift and pivot. We are grateful that you are giving yourself permission to take time for your own professional learning.

This is the third and final webinar series specifically focusing on supporting students with Autism. Today, we will provide an opportunity to explore student voice and the importance of culturally relevant and responsive leadership strategies to support and incorporate the voice, identities and lived experiences of student with Autism.

The Ontario Leadership Framework
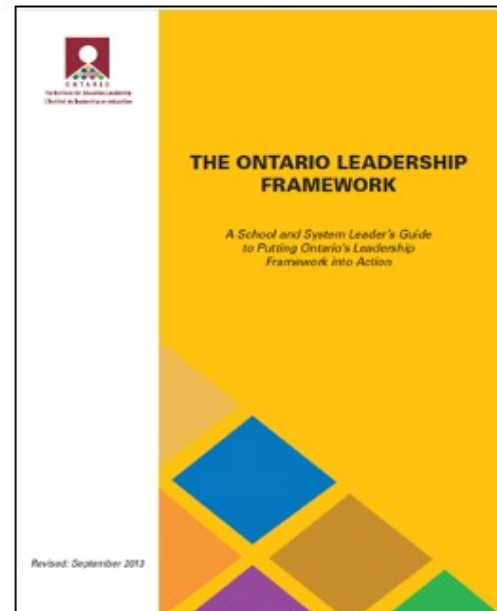
Building Relationships and Developing People

- Building trusting relationships with and among staff, students and parents

Improving the Instructional Program

- Monitoring progress in student learning

Personal Leadership Resources

- Cognitive Resources

THE ONTARIO LEADERSHIP FRAMEWORK

A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action

Revised: September 2013

When we are working to include the voice of students, we are drawing on our leadership influence from within the Ontario Leadership Framework. Specifically today we are focusing on **building trusting relationships with students and their families and improving the instructional program**. Building relationships and improving instructions for students require the school principal and vice-principal to use their **cognitive resources,** particularly knowledge about school and classroom conditions that directly affects student learning, allow us to continue to center students, and specifically those with ASD.

Cultural Proficiency

A way of being represented by the set of values and behaviors in an individual or the set of policies and practices that creates the appropriate mindset and approach to effectively respond to issues caused by diversity and inclusion.

As we begin to unpack your own bias we also need to understand the families and students you serve.

Culture goes much deeper than typical understandings of ethnicity, race and/or faith. It is also reflected in our students' multiple social identities and their ways of knowing and of being in the world.

Culturally proficient individuals may not know all there is to know about others who are different from them; yet are able to take advantage of teachable moments, how to ask questions without offending and how to create an environment that is welcoming to diversity and change.

Knowing *who* our students are, their identities, abilities and lived experiences allows us as educators to create the conditions necessary for dynamic, deep learning and create environments that reflect, and are based on, the assets and gifts they bring in ways that honour them. And our goal is to do this work in a partnership between students, families, community, elders and staff. Together we will make a difference in our schools, classrooms and in the lives

of our students where it matters most.

Educator professional judgement is to be exercised when selecting resources that build upon students' understanding.

Cultural proficiency is ideally what we want.

How do you think about cultural proficiency with explicit intention for students with ASD?

How do you enact and honour the voice of your school community?

Culturally Responsive Leadership

Culturally responsive educators are committed to being agents of social change, ultimately working to remove barriers and creating conditions for learning that are beneficial for all students.

(Ministry of Education 2009)

Capacity Building Series K–12

K 1 2 3 4 5 6 7 8 9 10 11 12

SECRETARIAT SPECIAL EDITION # 35

Culturally Responsive Pedagogy
Towards Equity and Inclusivity in Ontario Schools

Culturally Responsive Pedagogy Towards Equity and Inclusivity in Ontario Schools, Ministry of Education Capacity Building Series, 2009
https://drive.google.com/file/d/1S2JePKtamFIkjTL6NgVGFdmJhKHoVS04/view

This monograph emphasizes how crucial it is to acknowledge our students' multiple social identities and how they intersect with the world. Designed to provide educators with an understanding of teaching practices that engage students with a full range of differences in learning background, strengths, needs and interests.

Culturally Responsive Leadership

- Incorporate Equity Leadership Competencies
- The heart of leadership must be in the community rather than just in the school
- Staff critical self-reflection that challenge the systemic structures that create an inequitable environment
- Classroom and learning conditions
- 6 Threads of Inclusive Design

Culturally Responsive Leadership, OPC Register, Fall 2018 - https://www.principals.ca/en/opc-resources/resources/Documents/4271-OPC_Fall18-web.pdf

Consider leadership philosophies, practices, and policies that create inclusive schooling environments for students and families from ethnically and culturally diverse backgrounds, and the intersectionality with special education.

To support marginalized students and communities who have become disengaged with school, principals and vice principals must reach out to students and their families, bringing the local cultural knowledge into the classroom, curricula, and policy decisions.

How have you identified local community organizations that support students with ASD? Thinking about rural areas for example?

There is a need for all staff to engage in ongoing critical self-reflection that goes beyond the personal to challenge the systemic structures that create an inequitable environment.

Classroom conditions as well as educator/student critical consciousness needs

to be built in order to ensure that resources are explored meaningfully. When conditions are not set and educator critical consciousness is not built, even the greatest resources have the potential to cause trauma and harm.

Learning for all
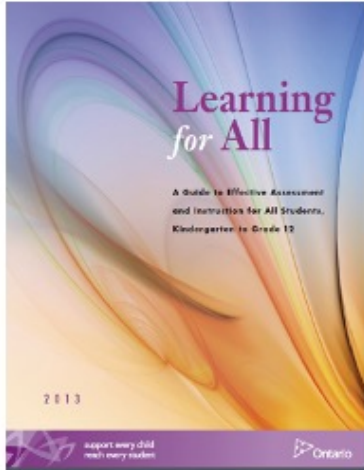
- All students can succeed
- Each student has their own unique patterns of learning – strengths, areas for growth and patterns of readiness
- Successful instructional practices are founded on evidence-based research tempered by experience
- Teachers assume ownership of all students in their classes
- Special education is not a destination

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013

Describes a set of beliefs, based in research, that should also be used to guide program planning for students with special education needs. Teachers planning programs or courses in all disciplines need to pay particular attention to these beliefs, which are as follows:

Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students, which we will explore later on.
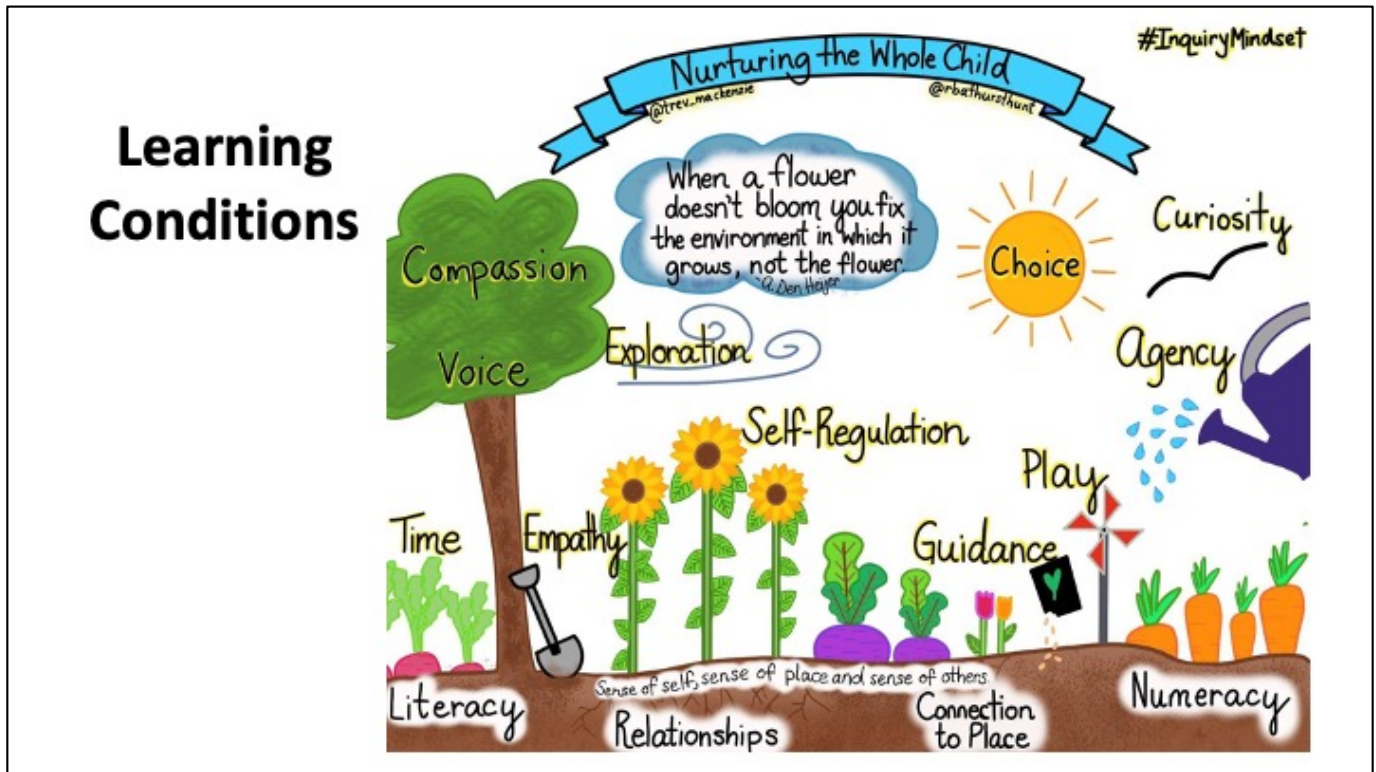
Learning conditions includes creating a balance of explicit instruction, problem solving within a student's zone of proximal development, learning in flexible groupings, and independent learning.

Designing and differentiate instruction enables educators to provide personalized, precise teaching and learning experiences for all students. Each instructional strategy should take place in a safe, supportive, and stimulating environment while taking into consideration that some students may require more systematic and intensive support, more explicit and direct instruction, before engaging in independent learning

Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs (e.g., ASD) and be reminded that fairness is not sameness and that in any given classroom, students may demonstrate a wide range of strengths and areas of growth.

You will also notice that relationships are foundational to creating learning conditions for students.

Google image - https://www.trevormackenzie.com/posts/2019/8/7/what-are-the-

conditions-in-which-learning-thrives

Learning Conditions, Destreaming and Pathways for Students with ASD

- The purpose of de-streaming is to support cultural shifts in schools that will identify and dismantle systemic discrimination and structural inequities

- New Grade 9 Mathematics course (September 2021) and Grade 9 Science course (2022)

- Need to understand what a student with ASD need in their learning, and what are the learning conditions necessary

System leaders, educators and support staff need to address their own biases and assumptions so that student barriers are dismantled within and outside classrooms.

A new de-streamed math course, which replaces the Grade 9 academic and applied courses, is being taught in Ontario's publicly funded schools implemented September 2021, designed to provide a learning experience for all students to engage in rich complex mathematics, including new areas like coding, data literacy, and financial literacy. This course also emphasizes connections among mathematical concepts, real-life applications and students' lived experiences. More information to come around the Science curriculum.

For students in special education including those with ASD need to consider:
- knowing the student's cultural and linguistic background, strengths, interests, motivations, and needs in mathematics and science learning in order to differentiate learning and make accommodations and modifications as outlined in the student's Individual Education Plan;
- building the student's confidence and positive identity as a learner;
- valuing the student's prior knowledge and connecting what the student knows with what the student needs to learn;
- Intentional monitoring about who are receiving accommodations and

modifications;

Thinking about the students in your school on the spectrum with ASD is streaming continuing informally based on classroom grouping?

Learning Conditions, Destreaming and Pathways for Students with ASD

- Collaboration and partnership with other departments and teams to develop Instructional Practices (e.g., tiered approach, UDL and DI) and Assessment and Evaluation practices

- Student Voice - include documentation of student experience in what works with them

- Need to understand and engage student identities, abilities and lived experiences, individual learning styles

Consider how are special education teachers/SERTs and ACLc/CLs work collaboratively with classroom and course/subject teachers?
Every time an assessment is carried out, it should not be a decision point, rather a teaching point, think about how assessment can be seen as liberation and not an oppressive tool to sort and rank students.

The teaching and learning process involves ongoing assessment. Students with special education needs should be provided with various opportunities to demonstrate their learning and thinking in multiple ways.

In planning programs or courses for students with special education needs, teachers should begin by examining both the curriculum expectations in the grade or course appropriate for the individual student and the student's particular strengths and learning needs to determine appropriate actions

We definitely need to understand and engage student identities, abilities and lived experiences, individual learning styles and modes of learning in classroom instruction.

Students Requiring Accommodations or Modification

Accommodations

- Instructional accommodations
- Environmental accommodations
- Assessment accommodations

Modifications

- Changes in the number and/or complexity of the expectations and must represent specific, realistic, and observable
- Reflect clearly in the student's IEP, the extent to which expectations have been modified.
- Must indicate the knowledge and/or skills that the student is expected to demonstrate and that will be assessed in each reporting period

Providing accommodations to students with special education needs should be the first option considered in program planning. Instruction based on principles of universal design and differentiated instruction focuses on providing accommodations to meet the diverse needs of learners.

Many students with are able, with certain "accommodations", to participate in the regular grade or course curriculum and to demonstrate learning independently. Accommodations allow the student to access the curriculum without changes to the regular expectations. Any accommodations that are required to facilitate the student's learning must be identified in the student's IEP (*Special Education in Ontario, 2017,* p. E38). A student's IEP is likely to reflect the same required accommodations for many, or all, subjects or courses.

There are three types of accommodations
Instructional accommodations - changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia (e.g., graphic organizers, adaptive equipment, or assistive software)
Environmental accommodations - changes that the student may require in the classroom and/or school environment (e.g., preferential seating or special

lighting)

Assessment accommodations - changes in assessment procedures that enable the student to demonstrate their learning (e.g. allowing additional time to complete tests or assignments or permitting oral responses to test questions).

Modifications
Modifications should be expressed in such a way that the student and parents can understand not only exactly what the student is expected to know or be able to demonstrate independently, but also the basis on which the student's performance will be evaluated, resulting in a grade or mark that is recorded on the Provincial Report Card.

At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student is eligible to receive a credit for the course. This decision must be communicated to the parents and the student well in advance.

If a student requires modified expectations, assessment and evaluation of their achievement will be based on the learning expectations identified in the IEP and on the achievement levels outlined. In order for teachers to modify they need to know the course/subject they are modifying hence PL around the new Math and Science course is essential for the inclusion of students with special education needs.

Specific strategies for administrators where possible

Majority of students' needs can be met within the neighbourhood school with the use of these strategies

Instruction that both responds to the characteristics of a diverse group of students and is precisely tailored to the unique strengths and areas for growth of each student can be achieved using the principles and guidelines associated with these instructional approaches:

- Universal Design for Learning (UDL)
- Differentiated Instruction (DI)
- Appropriate Accommodations
- A Tiered approach
- Six Threads of Inclusive Design

Google images - https://www.3plearning.com/blog/differentiated-instruction/ and https://dcal.dartmouth.edu/resources/teaching-learning-foundations/universal-design-education

Inclusive Design

- Inclusive Design is an approach to looking at schools, classrooms and systems that considers the full range of diversity with respect to ability, language, culture, gender and lived experiences when thinking about school improvement and helping all students succeed.

- There are six threads centered around reflective questions to allow educators, principals and vice principals to start wherever they are on the journey.

- At the core of Inclusive Design is an anti-oppressive approach that encourages educators to think about the impact of their actions and whether or not the structures are supporting or hurting students.

Inclusive Design provides a way to challenge persistent gaps faced by marginalized (often they are also students with special education needs), while holding high expectations for all. It uses an integrated design approach that is tied to the school improvement process to assist with measuring and monitoring of School Improvement Plan (SIP) goals.

Using an Inclusive Design model is a way to improve access, opportunities and outcomes for the most students marginalized and increase success for all.

Inclusive Design ensures that students are always at the centre. When we know the identities of the students we serve, who is most marginalized and know about each student's identity, ability and lived experiences, we can make informed decisions that will support their success.

There are six threads, each equally important, and educators can enter them through questions that allow them to start wherever they are on the journey. The six threads of Inclusive Design include:
- Designing instruction - thinking specaillcial about instructional practice
- Engaging parents, families, Elders and communities
- **Establishing environment as third teacher**
- Building staff leadership/capacity

- Analyzing data
- **Responding to student voice**

At the core is an anti-oppressive approach that encourages educators to think about the impact of their actions and whether or not the structures are supporting or harning students. Most importantly, it encourages us to understand the necessity of equity as a leadership competency necessary to drive student achievement and well-being.

Inclusive Design should be everywhere – classrooms, schools and education centres.

Six Threads of Inclusive Design

For today we are focusing on the threads of Responding to Student Voice and establishing the environment as the 3rd teacher.
Think about your role as principal and vice principals and/or your own context
Think about how an Inclusive Design approach as process for planning can support you in your work in your schools supporting students with ASD

Inclusive Design puts identity right in the centre of the conversation and asks educators to consider who children are, what their lived experiences, abilities, needs and stories may be, who is most marginalized and unsuccessful in terms of their schooling, and begin to design school improvement with those considerations in mind.

It requires a deepening of understanding about how to design learning materials and environments to support the human rights of all members of school communities. It facilitates, with appropriate consultation of Elders, the effective integration of Indigenous education and identity through the school improvement process.

Image - created by a staff within TDSB however it can be a chart with similar images for the French version.

Responding to Student Voice

- How do we encourage and support student voice?
- How do we draw on the voices and realities of our students to make responsive programming decisions?
- How do we ensure that the curriculum is inclusive and includes a variety of worldviews/knowledge as the basis for instruction?
- How do we ensure students have input into decisions?
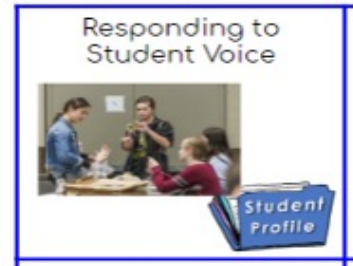
How are you considering these questions when thinking specifically about supporting students with ASD or special education needs?
How do we encourage and support student voice? Share school vision and include them in the execution. They matter. Formal and informal ways

What evidence-based approaches are we using to encourage and ensure that students have input into decisions and support the development of their voice and agency as it relates to school improvement?

How do we draw on the voices and realities of our students to make responsive programming decisions? Diagnostics, surveys, class circles? Use culturally relevant resources to increase student interest and understanding; differentiated assignments (have choice)

How do we ensure students have input into decisions? Students council, students clubs run by student leaders?

How have we considered students' identities and cultural ways of knowing in supporting programming and students' mental health and well-being?

What can we do help them experience success, encourage students to

advocate for themselves. Continue to build rich and equity based classrooms (what do equity based classrooms look like?) – respond to the cultural diversity in our classroom as need an use relevant resources. Courageous conversations. Focus on perspectives, discuss biases and barriers. Student identify their own. Conferencing with students- focus on student thinking- metacognition and interconnected skills in the curriculum documents - reflecting on strategies, suggesting future steps; self assessment, peer assessment

The Neurodiversity movement

"Neurodiversity" is the idea that people with all varieties of neural functioning deserve to be valued, treated with dignity, and to have their civil rights respected as self-determining individuals - even when such individuals communicate through methods other than verbal speech or need high levels of support to navigate activities of daily living.

They are advocating for a model of service based on a model of difference and not deficit (paradigm shift from a medical model to a social model)
Autism as part of neurodiversity (autistic or with autism)

The Neurodiversity movement

For example, autistic people often prefer to use a single channel of communication (e.g., written only), as opposed to both visual and verbal at once (as happens in face-to-face communication), where the built-in delay in exchanges of written communication allows time for reflection and regulation, avoiding the potentially activating features of fast-paced interpersonal interaction

Neurodiversity as a worldview instead interrogates the assumptions of dominant cultural ways of being that are not, in the words of activist Joyce Davidson, "autism-compatible"—especially in expectations of social behavior (as cited in Jaarsma & Welin, 2012, p. 26)

This is key as we create learning conditions necessary to support students with ASD.

Questions to Ask Ourselves

- Would I use this language if I were in a conversation with an autistic person?
- Does my language suggest that autistic people are inherently inferior to nonautistic people, or assert that they lack something fundamental to being human?
- Does my language suggest that autism is something to be fixed, cured, controlled, or avoided?
- Does my language unnecessarily medicalize autism when describing educational supports?

Consider would I use this language if I were in a conversation with an autistic person?
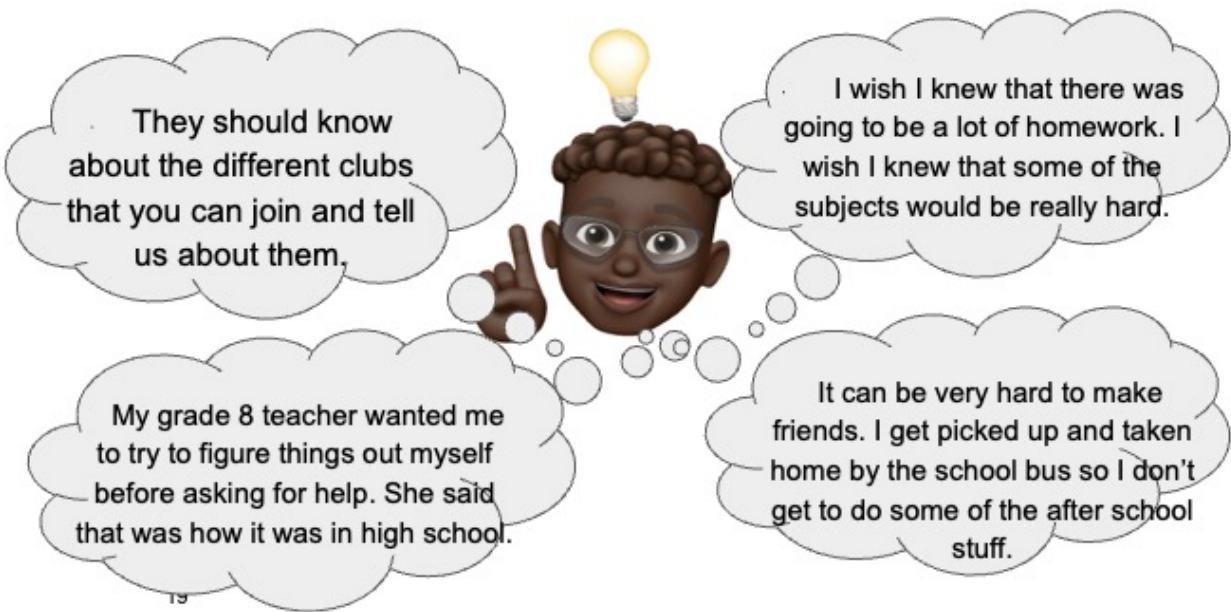
Questions to Ask Ourselves

- Am I using particular words or phrases solely because it is a tradition in my field, even though autistic people have expressed that such language can be stigmatizing?

- Does my language unnecessarily "other" autistic people, by suggesting that characteristics of autism bear no relationships to characteristics of nonautistic people?

Does my language suggest to lay people that the goal of instructional practice is behavioral control and normalization, rather than granting as much autonomy and agency to autistic students as reasonably possible?

Student Voice

They should know about the different clubs that you can join and tell us about them.

I wish I knew that there was going to be a lot of homework. I wish I knew that some of the subjects would be really hard.

My grade 8 teacher wanted me to try to figure things out myself before asking for help. She said that was how it was in high school.

It can be very hard to make friends. I get picked up and taken home by the school bus so I don't get to do some of the after school stuff.

For example,think about your Board's organizational structure, including elementary and secondary.

Transition - plays a key role for student successful entry to school and transition to high school

Some students have also express desire for friendship at the new school and challenges faced in making new friendships, how do you build an inclusive school culture to support students with ASD transiting to your school?

Here are some thoughts from students with ASD as they engage in conversations about transition to secondary school.

How have you considered working with feed schools? Or divisions?

PRESUMING THAT A NON-VERBAL CHILD HAS NOTHING TO SAY IS LIKE PRESUMING AN ADULT WITHOUT A CAR HAS NOWHERE TO GO.

ELLEN NOTBOHM

Josee to provide reference for image

Non-verbal communication is just as important and we all need to be mindful of what we unintentionally value when we think about student voice.
Body language, smiles, eye contact, voice, tone, facial expressions, adaptive technology, assistive technology, these are all important ways that non-verbal students use to communicate and we need to pay attention

Self Determination

"I am able to make my own decisions"

"I want to be able to make choices that reflects who I am"

"I want to be independent"

"I have dreams like everyone else"

"I do have emotions and empathy"

"I want to be me and not you"

"Stop talking and show me how to do it"

"I am autistic and I am proud"

"I don't understand why the teacher doesn't talk to me"

"Teacher talks too much"

These are comments that have been stated by autistic students/students with ASD

Establishing the Environment as the Third Teacher

- What does the environment of our school say about how we value our learners, communities and the process of learning?
- What are the physical barriers to access?
- Do students see diversity and equity represented widely?
- How do we support student engagement opportunities?
- Are there social barriers to access?

Establishing the
Environment as the
3rd Teacher

How do we create an invitational environment and class culture where families and students see themselves as valued, reflected, and feel a part of the process of learning and school environment?

We value everyone as a learner and will continue to foster positive relationships and partnerships with staff, students, parents, and the community at large. Safe adult and safe space in the building is required

What are the psychical barriers to access? Is your building barrier free? Where are classes located for your students with ASD, considering potential sensory needs for students in classes/courses and flexibility to relate classes as needed

Are there social barriers to access? How do we support student engagement opportunities? Positively?

Do students see diversity and equity represented widely? Are there other students like them in their classes? Celebration of events that include students with special education needs, equity community, wellness committee, banners to reflect diversity in the building, bulletin boards etc…

Is there an explicit connection between the students' identities, abilities and lived experiences and the learning environment?

What approaches have you utilized to ensure that the environment is intentionally being created to invite, reflect and support, students and families into the school community?
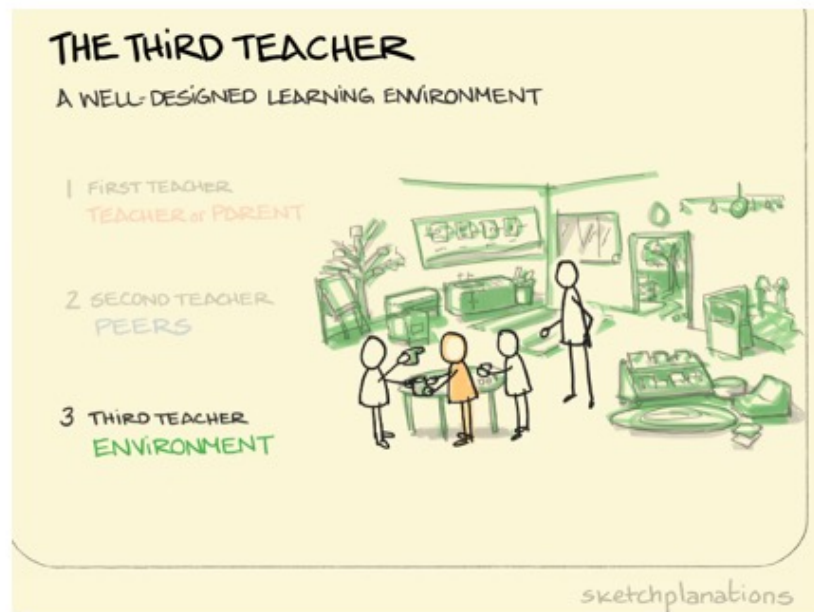
Today's classrooms typically allow students to be more active and involved in collaborative work, and will have more choices about where they work, how they work, and what materials they use. With this type of environment, teachers have to think about creating spaces for the students, materials and activities.

For example
Co-create visual schedules and routines with students.
- Build movement breaks into your learning day, not just for the physical health activity, but also to support Self-Reg in the cognitive domain.
- Move the classroom outdoors, into the community, and in authentic environments.
- Do meaningful work – meaningful to the students.
- Play, no matter the age, stage or grade: play and learning are interconnected.
- Tell stories, listen to stories, look for the story within the learning, how can you also honour oral traditions?
- Nurture interests. Whenever you can bring the curriculum in to what the students' are already deeply interested in.
- Use flexible grouping, allow for different choices of grouping including working on own. Make that choice a safe one.

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Creating a Supportive learning Environment

THE THIRD TEACHER
A WELL-DESIGNED LEARNING ENVIRONMENT

1 FIRST TEACHER
TEACHER or PARENT

2 SECOND TEACHER
PEERS

3 THIRD TEACHER
ENVIRONMENT

sketchplanations

http://www.edugains.ca/resourcesLNS/Monographs/CapacityBuildingSeries/CBS_ThirdTeacher.pdf
Google image - https://sketchplanations.com/the-third-teacher

Today's classrooms typically allow students to be more active and involved in collaborative work, and will have more choices about where they work, how they work, and what materials they use. With this type of environment, teachers have to think about creating spaces for the students, materials/resources and activities.

Why are visuals effective?
Students with ASD may have difficulty following verbal instructions, this often occurs with students who have a difficult time processing verbal information and low working memory. Creating predictability eases the anxiety that most students with ASD feel when they are unsure of what activities are coming next, what their day looks like and whether or not there will be any changes.

To increase independence, teachers can use visuals to prompt the student by simply pointing the student in the direction of their visual schedule or pointing to the picture that lets them know what steps they need to do next. When we refrain from using our words, we give the student the opportunity to problem

solve and complete the task or skill on their own.

Things for your to consider and discuss with classroom/course teachers and embed in PL
Some students may have learned a skill like what materials they need to get from their desk to complete an activity, but may not be able to remember them all. A visual checklist simply supports their memory, much like an agenda might support ours.
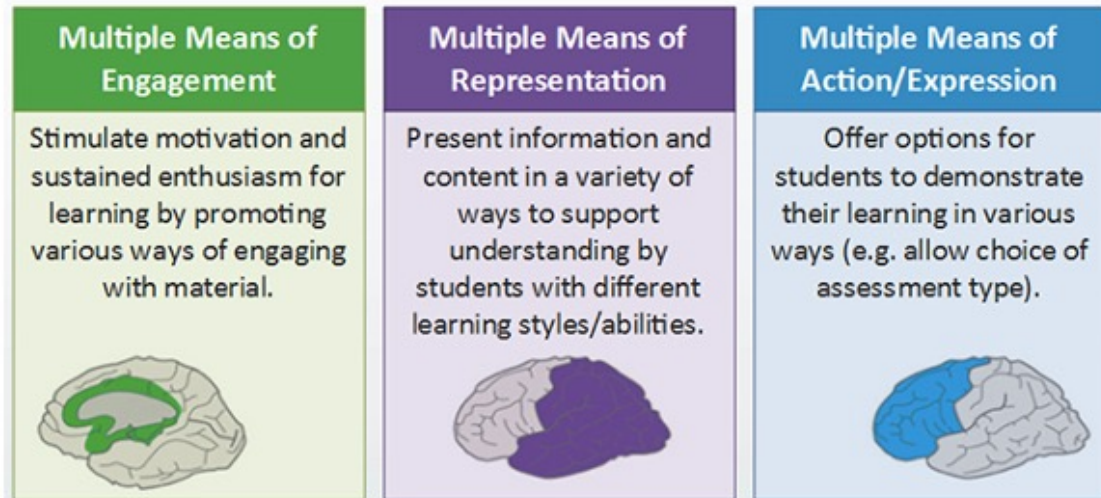
- Some students with autism will not only struggle with sounds most of us view as annoying (e.g., car alarms, sandpaper on wood), but may also react negatively to sounds most of us would ignore or fail to notice (e.g., the whirring of a ceiling fan). Students might also react negatively to a sound most find pleasant while failing to react at all to the banging of a door or the scream of a siren.
- It is important to remember that students may find some sounds very helpful or pleasant and these sounds can be used to support the learner. Some students find sounds of nature (e.g., running water) calming, for instance. If these sounds can be identified, they can be used to support the learner during the day. A student who enjoys these sounds of water, for example, might be allowed to listen to a nature CD during the day.
- Music can also be used as a teaching tool and as a curricular adaptation to support the learning of students with autism. Many students with autism report finding solace and joy in music. Wendy Lawson, a woman with autism, reports her relationship to music in this way:
- A student with a heightened sensory system may take in several different smells in just a few moments—the wet shoes of a classmate, the icing on a cupcake, the odor of a musty locker, the dirty shavings in the hamster cage, the teacher's hair gel, and the rubber cement glue being opened across the classroom.
- School smells that may bother students with autism include personal care products of teachers and other students (e.g., perfume), paint and other art products, school supplies (e.g., "smelly" stickers, chalk), cleaning agents, class pet odors, and plants. Teachers can take a few precautions and minimize the impact of some of the smells that are often problematic for learners with autism:

Some individuals with autism have incredible sensitivity to light. Fluorescent lighting, the most common lighting used in classrooms, can impact learning, behavior, and the comfort level of students with autism.

- For some students having comfortable classroom furniture is critical to their learning success.
- Having a few different seating options in the classroom can potentially boost the educational experiences of all learners.

What is Universal Design for Learning (UDL)?
"Essential for some, beneficial for all"

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

Google image - https://www.ahead.ie/udl-framework

Universal Design for Learning is using teaching and learning strategies that meet the needs of all students when planning instructions for students. Designed to help teachers develop curricula that is accessible to all students regardless of ability.
Helps teachers consider individual learning needs in a way that allows them to plan one lesson, one curriculum that every student can access at his or her own level.

Engagement: represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while others are disengaged, even frightened, by those aspects, preferring strict routine. Some learners might like to work alone, while others prefer to work with their peers.

Representation: Learners differ in the ways that they perceive and comprehend information that is presented to the. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); language or cultural differences, and so forth may all require different ways of approaching content. Others may simply grasp information quicker or more efficiently through

visual or auditory means rather than printed text.

Action/ Expression: Learners differ in the ways that they can navigate a learning environment and express what they know. Some may be able to express themselves well in written text but not speech, and vice versa. It should also be recognized that action and expression require a great deal of strategy, practice, and organization, and this is another area in which learners can differ.

"Provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences."- CAST
It aids in the planning process and it not a thing that we can give to teachers and say implement, it gives guiding principles for planning instructions for students.

Universal Design for Learning

- UDL stems from the concept of Universal Design (UD) in which architects had to structure buildings so that they were accessible by all people

- Universal Design of Learning revolves around the concept that we design our learning environment to be accessible by all students.

- Educators must structure their environments and curricula so that it is accessible to all students by all students.

https://udlguidelines.cast.org/

Need to think about the identities, abilities of student and culturally responsive resources in design of instructions
The design of curriculum, educational materials and learning environments to be usable by all students, to the greatest extent possible, without the need for additional human resources, adaptation or specialized design.

Why UDL?
- Reduces barriers to learning
- Provides access to all students
- Encourages student self-efficacy
- Increases student engagement
- Empowers students
- Ensures we are adhering to Ontario Human Rights Laws

Examples of UDL

Interactive Writing · E-BOOK · PODCAST · 5 Photo Story · Visual Notetaking · Narrated Art · Narrated Slideshow Screencast · Puppet Video · Quick Edit Video · Geo Map · Simulation or Game · Digital Story

Google image - https://earlyyearsinclusionandudl.wordpress.com/2016/01/13/udl-principle-action-and-expression/
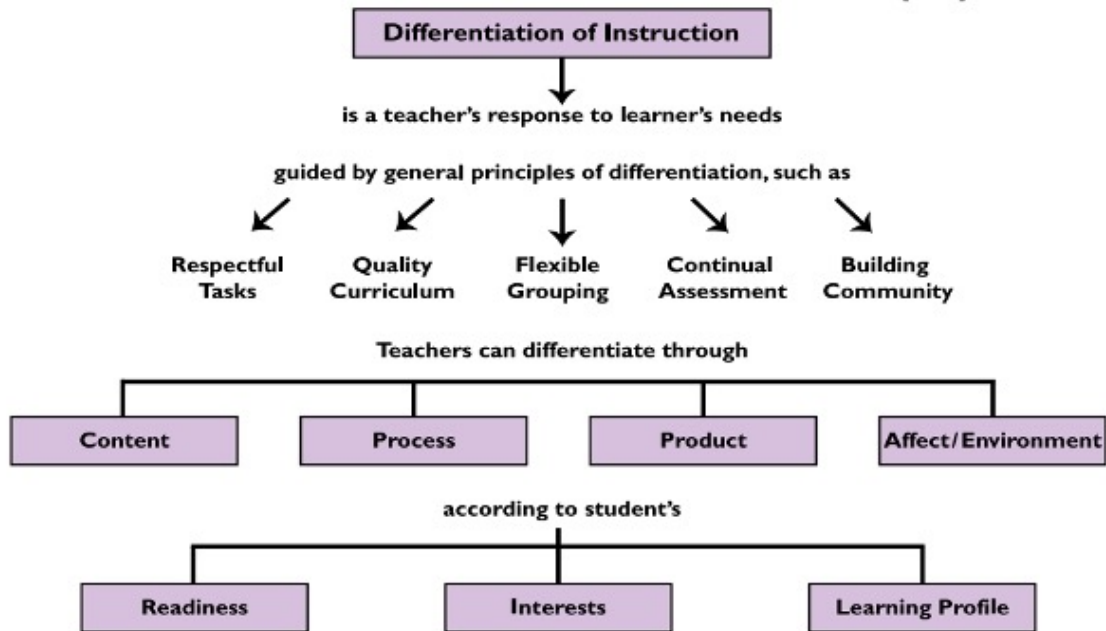
What is Differentiated Instruction (DI)?

Differentiation of Instruction

is a teacher's response to learner's needs

guided by general principles of differentiation, such as

| Respectful Tasks | Quality Curriculum | Flexible Grouping | Continual Assessment | Building Community |

Teachers can differentiate through

| Content | Process | Product | Affect/Environment |

according to student's

| Readiness | Interests | Learning Profile |

Image Learning for All (pg. 19)
http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf
There are other eye catching images that can be used, however conscious of the French translation

Differentiated instruction – to accommodate and respond tour diverse learners needs.

Differentiated Instruction is based on the idea that because students differ significantly in their interests, learning styles, and readiness, teaching strategies and decisions involving issues of content, process, and product should vary accordingly. (Tomlinson, Differentiated Instruction Model, 1999)

Teachers must provide a variety of ways for ALL students to feel affirmed and challenged.
DI is student-centered and effective DI offers ALL students the opportunity to succeed from their individual points of entry.
Teachers must manipulate the program in order to maximize the potential for ALL children to learn.

Instruction can be differentiated by…

- Content
- Process
- Product

DI is also a High Yield Instructional Strategy
High-yield strategies are strategies that have been proven through a combination of research and "best practice" evidence to contribute to improved student learning.
(The Literacy and Numeracy Secretariat Webcast Professional Learning Series, *High-Yield Strategies to Improve Student Learning,* May 2008)
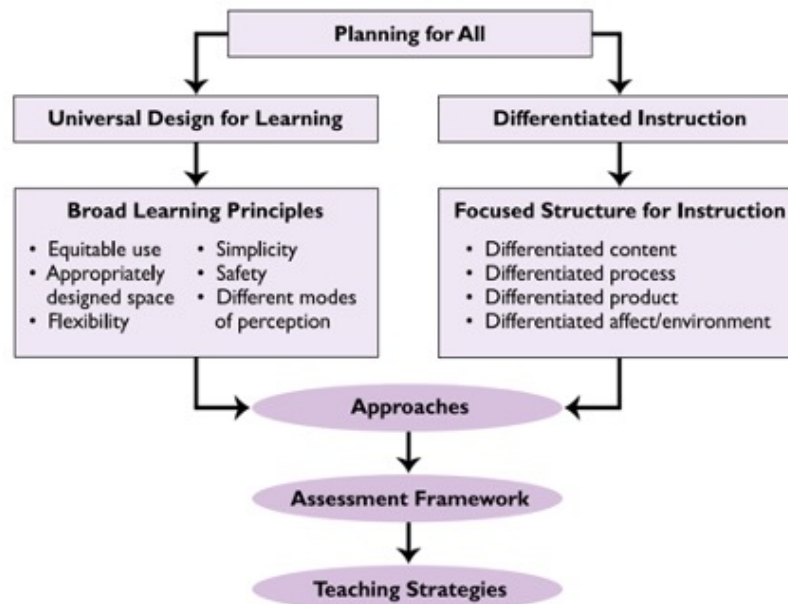
What is the Difference between DI and UDL?

Planning for All

Universal Design for Learning

Broad Learning Principles
- Equitable use
- Simplicity
- Appropriately designed space
- Safety
- Flexibility
- Different modes of perception

Differentiated Instruction

Focused Structure for Instruction
- Differentiated content
- Differentiated process
- Differentiated product
- Differentiated affect/environment

Approaches

Assessment Framework

Teaching Strategies

Image Learning for All (pg. 12)
http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf

UDL proactively evaluates the classroom **instruction** and **environment** and provides access to the content on the front end;
Appropriately designed space clearly linked to environment as the third teacher and lots of flexibility according to students strengths and areas for growth

Differentiated Instruction (DI) reactively evaluates individual students and retrofits and modifies on the back end.
The specific instructional strategies
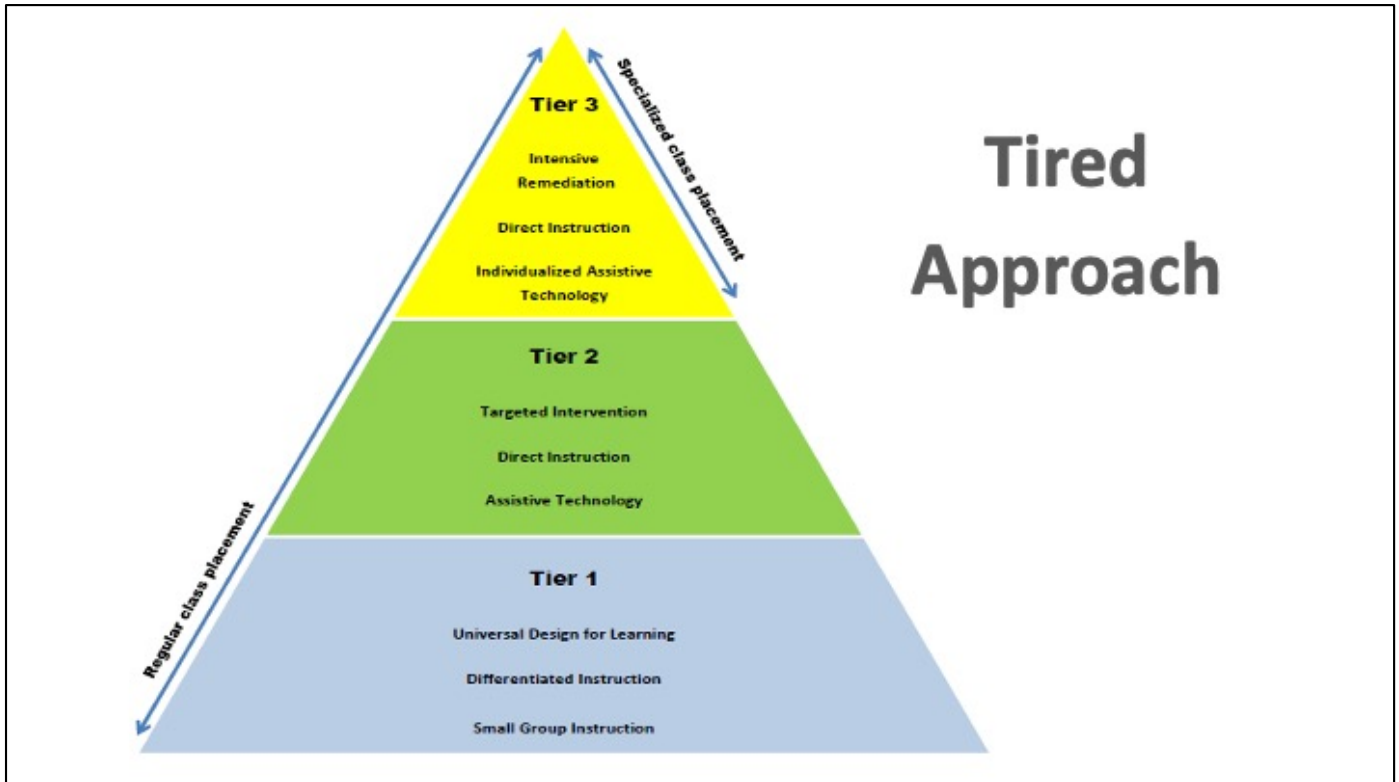
Can also use the image from Learning for All (pg. 25)
http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf

Tier 1 - is the typical classroom environment, all students (80-95%) beneficial for all and universal programming
The teaching strategies and instruction used here reflect both methods of differentiated instruction and universal design for learning. Classes are structured and planned to reach every student in the class, regardless of exceptionality, and the curriculum goals are not modified. Throughout this process, the classroom teacher monitors the progress of students and notes students who are struggling and falling behind their peers.
- Ensure all students have text they can read by choosing multi-level texts.
- Ensure all students can respond meaningfully by providing an array of response formats.
- To engage all students, provide choice
- To ensure everyone learns, begin where the students are.
- To show students what they have learned, create an array of assessment vehicles.

Tier 2 - Some students (5-15%) targeted group interventions
Tier 2 includes more intensive, systematic instruction, often tailored towards a

small group of students demonstrating similar difficulties.
This could include extra help during school or after school, extra homework, varied readings, or co-teaching support. This Tier does not typically involve removal from the regular classroom environment; rather the interventions take place in the original classroom, over a set period of time, with different students involved, depending on the skill or concept being addressed"

- Results of instruction and assessment are closely monitored. Once an individual or group of students has mastered the concept or skill, they can return to instruction at Tier 1 for future concepts and skills.
- The extra instruction provided to students in this tier is not a substitute for the universal programming instruction provided in Tier 1. Rather, it is supplementary to the base instruction.

Tier 3 - Few students (5%), more focus on teaching specific skills
Instruction is tailored to the specific student, and is "precise and personalized" provided outside the content area classroom that will enable students to learn independently once they are in content area classes

Often, students who struggle enough in their learning to make it to this tier are referred for psycho-educational testing – screening for potential learning disabilities or other exceptionalities. Students who are struggling enough to move to this tier are also usually given an Individual Education Plan (IEP), and initial steps may be taken towards establishing an Identification, Placement and Review Committee (IPRC).

- Increased intensity - more instructional time, smaller group size or individual instruction and increased explicitness
- Resources from outside the classroom are brought in to facilitate the learning (e.g., a special education teacher, resource room teacher, or administrator)
- Instruction in learning strategies (e.g., note taking, time management, personal management, or specific to a subject like reading) provided outside the content area classroom

Responding to Student Voice

"As educators become more open to student voice, they are finding that they are learning about their own learning as well. They are adopting "a learning stance" that affirms "the image of children and teachers as capable, resourceful, powerful protagonists of their own experience" (Wien, 2008). They are opening up spaces and ways for students to demonstrate their ideas and share their thinking. As educators collaborate to analyze and discuss next steps in the learning process, they open up spaces to share ideas and express their own thinking as well?"

Student Voice Transforming relationships, Ministry Capacity Building Series (2013)

Make sure to add the voice of students who are non-verbal as well - looking at various angles when thinking about student voice
Believing the parent and trusting relationships partnership with parents

http://www.edugains.ca/resourcesLIT/ProfessionalLearning/CBS/CBS_StudentVoice.pdf

This is very inclusive of students with ASD and truly contribute to their success

"Student voice refers to the values, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school, and to instructional approaches and techniques that are based on student choices, interests, passions, and ambitions."

Responding to Student Voice

What matters:

- Teaching Style/Instructional Practices
- Individual students interests, strengths and areas for growth
- Participation in school experiences

For all participants in a study, teaching styles were reported as a significant area that affected their engagement with what was required of them.
"when teaching practices adopt a relational manner, with consideration given to the students and their individual interests and needs, students with ASD are able to share in enjoyable school experiences in a manner that is very similar to the experiences of their non-ASD peer group, building trusting and caring relationships is important.

Students with ASD are being asked to draw upon continuous amounts of resilience and determination to participate well in school life, hence careful considerations of the day-to-day interactions to support agency, well-being and successful practices of inclusion is essential

Judith to provide reference for image - the reference is on the image

A key takeaway from this webinar is that when working with students and their families, voice matters and creating a school a culture where students feel they matter and belong is extremely important. How you view students with ASD contributes to the ways they are supported. We ask that you consider how you lead from a culturally responsive leadership stance that truly put students at the centre of everything we do.

We will leave you with this quote as you continue to support students with ASD/austic students in your school.

References

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