


Module 5: Classroom Practices that Support Access to the General Education Curriculum

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Related Readings

- Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum. *Universal design for learning. Teaching Exceptional Children, 35*(2), 8-17.
- Hoover, J. J., & Patton, J. R. (2008). The role of special educators in a multitiered instructional system. *Intervention in School and Clinic, 43*(4), 195-202.
- Schumm, J. S., Vaughn, S., & Harris, J. (1997). Pyramid power for collaborative planning. *Teaching Exceptional Children, 29*(6), 62-66.

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Supporting Students with Disabilities in General Education Classrooms



Lessons Learned

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Lessons Learned: Teacher Planning

- Teachers willing to do things differently for students WHILE teaching, but cite many barriers to preplanning or modifying future instruction (post-planning) based on current performance of student
- Many barriers cited to providing more extensive support (e.g., time, lack of preparation, class size, student challenges)
- Teachers at the elementary level more likely to make adaptations than those at the middle and high school levels



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Source: Schumm & Vaughn, 1992; Schumm et al., 1995

The Instructional Context of General Education Classrooms

- Instruction in math and reading was delivered predominately in large group instructional formats
- Reading instruction was not differentiated for students at different skill levels
- No individualization in instruction or grouping occurred in math
- Emphasis was on conformity rather than accommodation



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Source: Baker & Zigmond, 1990

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Lessons Learned: Instructional Practices in “Traditional” Classrooms



- Teaching activities will need to include more interactive tasks that involve students in the learning process and increase the time they spend reading.
- Teachers must be encouraged to vary the size and composition of instructional groups,

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Lessons Learned: Planning and Providing Accommodations

- General education teachers have reported accommodations to be more *desirable* than *feasible*. Adaptations considered most feasible include things that can be done “on the spot”, such as providing reinforcement and encouragement, establishing a relationship with the student, involving students in activities
- Adaptations considered the least feasible involve planning time and preparation (adapting materials, providing individualized instruction)

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Source: Schumm & Vaughn, 1991



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Consultation as Expert Model

- “.... giving advice based on the assumption that the special educator knows more about the specific topic than the general educator. The consultant very often is an “expert” sent into the school who gathers data, suggests interventions, and leaves while the teacher implements the interventions. often, the consultant does not know the student or the environment. The consultant usually returns to gather feedback data, assess the success of the intervention, and modify it if necessary” (Braaten & Mennes, 1991).



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Limitations of a Hierarchical Consultation Approach

- Special educators lack time to provide meaningful consultation
- Special educators lack credibility in understanding the demands of the general education classroom
- Knowledge base differs between special and general educators

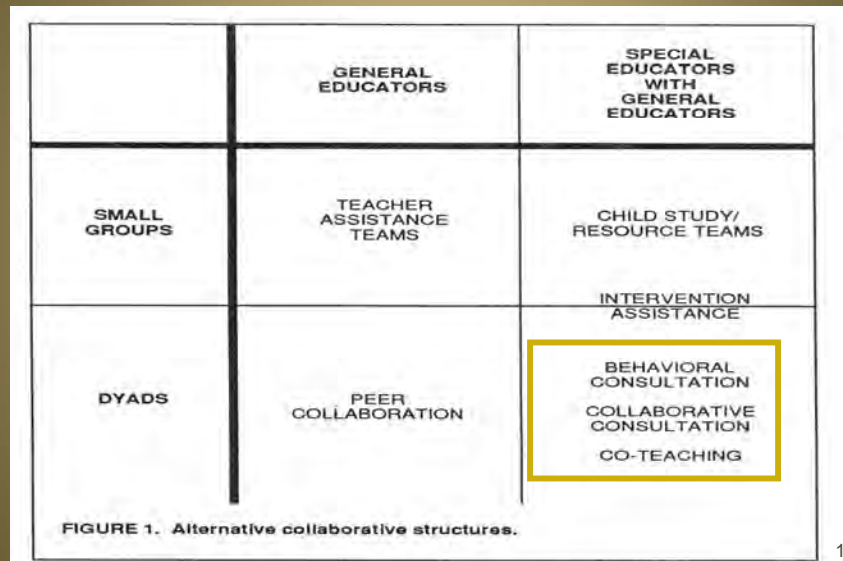
“Although classroom teachers may be receptive during consultation sessions, systematic change on the part of the teacher will be less well received and less attainable as long as the consultative relationship is conceptualized hierarchically.” (Johnson et al., 1988, pg. 45)

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Collaborative Models



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Co-Teaching: An Emerging Evidence Base

- Teachers generally reported that they benefit professional from co-teaching
- Teachers have noted increased cooperation among students
- Academic benefits noted for students with and without disabilities as a result of increased attention
- More evidence still needed about instructional outcomes for students.



Scruggs et al., 2007

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Important Components for Success



- Attitude of general education teacher
- Sufficient planning time
- Voluntary participation
- Mutual respect among teachers
- Administrative support
- Shared philosophy of instruction and behavior management

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Considerations in Providing Access to Standards-Based Instruction

- What instructional practices and materials are used in the general education classroom? How do they accommodate diverse learners?
- Since general education teachers frequently adapt “on the spot”, how can we reduce the need for adaptation and/or increase the repertoire of skills that can be used to deliver instruction?
- How can we support students with disabilities to be more active participants in regular class activities?

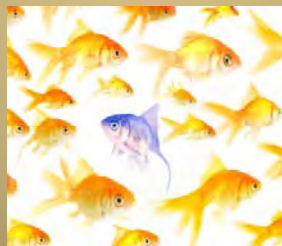


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Our Best Thinking About Supporting Individual Students within Classrooms



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“Curriculum matters, and “fixing” the one-size-fits-all, inflexible curriculum will occupy both special and general educators well into the future” (Hitchcock et al., 2002, pg. 9).



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Two Competing Curricular Approaches

Retrofitting

- Making adjustments to the curriculum to address individual student needs



Frontloading

- Build in supports from the initial point of lesson design



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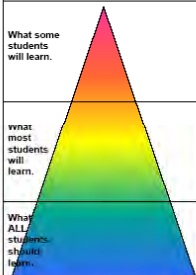
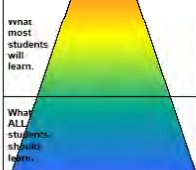



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Lesson Planning Form
Date: _____ Class Period: _____ Unit: _____
Lesson Objective(s): _____

Materials	Evaluation
In Class Assignments	Homework Assignments


LESSON PLANNING FORM

Pyramid	Agenda											
<p style="font-size: small;">What some students will learn.</p> 	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> <tr><td style="height: 20px;"> </td></tr> </table>											
<p style="font-size: small;">What most students will learn.</p> 												
<p style="font-size: small;">What ALL students should learn.</p> 												

Pyramid Planning Form

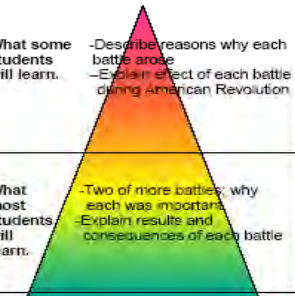
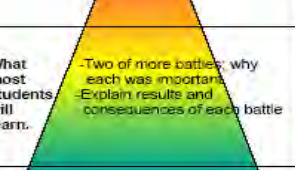

(Schumm, Vaughn, & Leavett, 1994)

Begins with expectations of differentiated outcomes, based on individual student needs, but all outcomes are aligned with identified standards, representing varying levels of complexity of the learning outcome


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An Example

LESSON PLANNING FORM

Pyramid	Agenda/Activities
<p style="font-size: small;">What some students will learn.</p>  <ul style="list-style-type: none"> -Describe reasons why each battle arose -Explain effect of each battle during American Revolution 	<ul style="list-style-type: none"> -Divide into groups of 4; each assigned one of six battles of the American Revolution -Construct a miniature, three-dimensional replica of the battle, including geographic features of the battlefield -Write at least 3 paragraphs describing your model, how the geographic features impacted the battle, and how the battle affected the outcome of the War. -Each group will share work with others.
<p style="font-size: small;">What most students will learn.</p>  <ul style="list-style-type: none"> -Two of more battles; why each was important -Explain results and consequences of each battle 	
<p style="font-size: small;">What ALL students should learn.</p>  <ul style="list-style-type: none"> -Identify at least 1 major battle in the Am Revolution -Explain the battle (who was involved, geography, etc.) 	

Developed by Sandy Maloughney, Lockwood Middle School for class of 32 students, including 5 with identified disabilities

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Universal Design in Education

As applied to learning, Universal Design means the design of instructional materials and activities that allows the learning goals to be achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember.

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Universal Design is achieved by...

- Using flexible curricular materials and activities that provide alternatives for students with disparities in abilities and backgrounds.
- Alternatives should be **BUILT INTO** the instructional design and materials, not added later on.



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CAST: A Wealth of Information, Training, and Tools about UDL



<http://www.cast.org>

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Universal Design for Learning Guidelines

I. Representation

Use multiple means of representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest







- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions


8. Provide options for sustaining effort and persistence


- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation


- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Learning Tools For:		Students	Teachers	Parents
 Free	CAST UDL Book Builder™ Launched: 08/24/2009 Enables educators to develop their own digital books to support reading instruction literacy learning. Learn More Grades: All Grades	✓	✓	✓
 Free	CAST UDL Curriculum Self-Check™ Helps educators build options and flexibility into each element of the curriculum in order to reach and engage all students. Learn More Grades: All Grades		✓	
 Free	CAST UDL Editions™ Publicized by Google around the world, UDL Editions is a model for presenting classic texts from world literature in a flexible online interface with just-in-time, individualized supports for struggling and expert readers alike. Learn More Grades: 5 and up	✓		
 Free	CAST UDL Guidelines A set of principles for designing curriculum that provides all individuals with equal opportunities to learn. Created at CAST and housed by the National Center on Universal Design for Learning. Learn More about the National Center on UDL Grades: Educators		✓	
 Free	CAST UDL Lesson Builder™ Helps educators to design lessons/units of study to meet the diverse learning challenges, skills, and background of students in today's classrooms. Learn More Grades: All Grades		✓	
 Free	CAST UDL Online Modules™ Launched: 08/17/2009 Two online modules that introduce the theory, principles, and application of Universal Design for Learning (UDL) to teacher candidates and in-service teachers. Learn More Grades: Educators		✓	






Help


About UDL Editions by CAST


UDL Editions take advantage of the flexibility of digital media to reach and engage all learners. Leveled supports and the Texthelp Toolbar balance challenge and support for each learner, ages 10 and up. Select your book to get started!




How Coyote Stole Fire




About Coyotes




Call of the Wild




The Tell-Tale Heart



The Gettysburg Address



Sonnet XVIII



The Life of Lazarillo de Tormes and of His Fortunes and Adversities

Universal Design for Learning

CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences.

- ▶ [About UDL](#)
- ▶ [UDL Feature Highlights](#)
- ▶ [For More Information](#)

The CAST UDL Editions website is dedicated to our programmer, Erik Ray, a wonderful, creative, and hardworking friend and co-worker whose kindness and quirky style will be truly missed.

Organizing Instruction to Address Heterogeneity in a Differentiated Instruction Model

- Menus
- Tiered lessons
- Tic Tac Toe
- Cubing



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	1	2	3	4	5
Joey Rachel Tjuan Emerson	 Listening	 Writing	 Read with a Friend	$4+2$ Math	$4+2$ with apple icon Math with a Teacher
Ilse Li Raphael Cassie	 Reading Circle	 Art	<u>cat</u> Handwriting	to/oo Word Work	 Listening
Jaime Barb Liz William	 Writing	$4+2$ with apple icon Math with a Teacher	? Student Choice	 Art	 Read with a Friend
Wendy Tinesha Franklin Carlos	? Student Choice	<u>cat</u> Handwriting	 Reading Circle	 Read with a Friend	to/oo Word Work
Christopher Nova Jay	$4+2$ Math	? Student Choice	to/oo Word Work	 Reading Circle	 Writing
Felissa Jason Serena David	to/oo Word Work	 Read with a Friend	$4+2$ Math	 Listening	? Student Choice

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Tomlinson, 2003

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Summary of the “Big Ideas”

- Expect diversity in the classroom
- Plan for the diversity you know will exist
- Develop partnerships to gain necessary expertise/strategies from others
- Use teaching strategies that build in flexibility to support learners (UDL, DI)



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