

A ccessible &
L earning
T echnologies for
E ducators of
R eachable Digital
N A T I V E S

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(T.R.E.) Center



Bi - Weekly Resources for
Reaching & Teaching
"Digital Natives"
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Technology Resources for Education
www.TRECenter.org

Note: Some links are time-sensitive. Access to some may require registration or free subscriptions.

QUOTE OF THE WEEK:

*Whatever you do, do it with Integrity
Wherever you go, go as a Leader
Whomever you serve, serve with Caring
Whenever you dream, dream with your All
And never, ever give up.
- - Marilyn Carlson Nelson*

**UDL ALTERNATIVES FOR INCLUSION AND
CO-TEACHING**

"Universal Design for Learning is a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities. It includes products and services that are directly usable (without requiring assistive technologies) and that are made usable with assistive technologies."

AT Act of 1998, P.L. 105-394, S.

How do you implement an inclusion model? In what ways might the application of principles of Universal Design for Learning support an inclusion oriented classroom?

120 secondary general and special education teachers were asked to reflect on the research-based model practices that support full inclusion.

Their next task was to discuss the Concerns Based Adoption Model (CBAM) and consider in what stage of adopting inclusive practices did they perceive themselves to be.

Finally, the teachers were given examples of professional development content and methodology and asked to brainstorm their desired options for professional development that would support their journey to the next level of adoption.

Because all of the items were listed at least once in each stage of concern, their responses are printed here in three categories: Print, non-print, and face – to face.

We encourage you to submit your ideas for inclusion and co-teaching support to the editor as soon as you think of them - while you are reading this issue. We will print them in the next issue.

PRINT RESOURCES

- Free online Journal Subscriptions
 - <http://www.internationaljournalofspecialeducation.com/>
 - <http://www.educationatlas.com/special-education-inclusion.html>
- Books on Inclusion
 - <http://www.questia.com/library/education/inclusion-in-education.jsp>
 - *The Co-Teaching Lesson Plan Book*, by Lisa Diecker
<http://www.nprinc.com/co-teach/ctlp.htm>

- *Checklists of general education inclusion strategies*
 - <http://www.newhorizons.org/spneeds/inclusion/teaching/tennant.htm>
 - <http://www.newhorizons.org/spneeds/inclusion/teaching/webber.htm>
 - <http://www.newhorizons.org/spneeds/inclusion/teaching/clawson.htm>
- **Identify network of resource people to provide resources**
- *Use the Unit Plan format*
- *Sample Lesson plans that target co-teaching strategies.*
- Follow up surveys to determine teacher competence and needs
- Specific examples of lessons that have worked for special and general education students
<http://UDLinNYS.ORG/lessonplans.htm>
- Showing student work / final projects to the entire community
- <http://www.tutorhunt.com> Provides a completely free service both tutors and students to locate each other, and think it would be a useful resource for your readers.
- *Elaborate on techniques for "Teaming on the Fly" as described in the Snell and Janney book.*
- www.kidthing.com/nea
- <http://ada.osu.edu/resources/fastfacts/index.htm> The Fast Facts for Faculty publications are information briefs designed to help instructors improve the climate and quality of education for students with disabilities
- <http://www.newhorizons.org/spneeds/inclusion/teaching/clawson.htm> - *How to Teach the Impossible Class*
- Use digital versions of text(s) or supported reading software-products that can display and read e-text books aloud for students who have difficulty accessing print:
 - Bookshare.org
<http://www.bookshare.org/>
 - Kurzweil
<http://www.kurzweilededu.com/>
 - TextHelp <http://www.texthelp.com/>
 - gh <http://www.ghbraille.com>
 - Freedom Scientific
<http://www.freedomscientific.com>
 - Don Johnston
<http://www.donjohnston.com/>
- Watch videos of different models for inclusion/coteaching
 - <http://www.powerof2.org/cgiwrap/powerof2/modules/index.php>
 - www.teachertube.com – search for "the book" + monk(s)

NON PRINT RESOURCES

- Phone Messages using Jott (jott.com)
- *Website Resources*
 - <http://www.newhorizons.org/strategies/arts/jarboe.htm>
- Video conferencing (e.g., school to school) to reduce travel expenses, time
- Refine existing communications and routines (expectations of duties)
- Online training (podcasts, E-learning, webinars) to create Professional Learning Communities
- Video conferencing of different co-teaching teams' styles

- *Create list serve for Inclusion Resources*
- Visit classes and universities for models of successful inclusion practices
- Attend District offerings for help with inclusion in Arts / electives classes as they are the ones without inclusion support.
 - <http://iteslj.org/Techniques/Benoit-TeamTeaching.html> team teaching for Foreign Language Teachers
- Discussion of improvements, especially on how to make class seem like a regular classroom and make sure all student needs are met.
- *Admin needs to match personnel based on subject material and personalities, not schedule*
- Attend workshop that is more individualized for Stage 0 teachers
- Special and Regular Ed teachers train together for inclusion
- Become a model classroom.
- Bring in Speakers with inclusion experience *to present as turnkey trainers*
- More intense training similar to what other initiatives have received.
- Define roles and needs, e.g., provide necessary materials to co-teacher, grading, lesson planning
- <http://www.newhorizons.org/spneeds/inclusion/teaching/clawson.htm>
- Provide live modeling of instruction for meeting needs of all students in the classroom
- Observe co-teachers teaching and provide relevant feedback.
- Facilitate veteran co-teachers with new to help them find their comfort level to assist

with lessons using differentiated instruction (e.g., Math)

- Meet to discuss teacher expectations and roles, what works and what doesn't.
- Make shared planning time to discuss students, share ideas to plan / manage class together, overcome co-teacher's time constraints in prepping for lessons
 - Obtain teacher input into lessons that address individual goals, objectives and modifications
 - Peer counseling (staff with staff)

VENDOR WEBSITES AND NEWS:

<http://trecenter.org/vendors.htm>

<http://www.cricksoft.com/us/accessibility/bundle.asp> The AT Bundle includes everything you need to get up and running in minutes - and you save money too!

View this link below and think about applications for people with mobility limitations. Amazing!

<http://www.bostondynamics.com/content/sec.php?section=BigDog>

CLOSING THE GAP:

<http://closingthegap.com/ctg2/solutions/youtube.lasso>

Request a DVD be mailed to you

<http://closingthegap.com/ctg2/requests/index.lasso>

Try the 14-day Free Trial Now

<http://closingthegap.com/ctg2/trial22/customerindex.lasso>

Order Now

<http://closingthegap.com/ctg2/orders/indexSub.lasso>

Dear Friends and Colleagues:

This biweekly, free email newsletter provides resources to people interested in the use of technology as a tool to help all students. If you have information to share that would be of value to members of our learning community, including job notices, please write and let us know. We'll be happy to share it here or at our web site. Contact, reprint, and subscription information is at the end of this document.

Thank you for your interest in the TRE Center and our work. We look forward to having you share your wisdom with the people on this list and with those you serve.

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*To submit questions or items for consideration, send to: David@trecenter.org. If you know others who would like to receive ALTERNatives, please direct them to:

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