ATTAINMENT'S

6 Successful Strategies

FOR TEACHING THE AUSTRALIAN CURRICULUM

FOR STUDENTS WITH MODERATE TO SEVERE DISABILITIES

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Teaching the Australian Curriculum
For Students with Moderate to Severe Disabilities

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Edited by: Linda Schreiber

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Preface

This book serves as a logical step for teachers to take as they consider the development and implementation of personalised learning for students with moderate to severe disabilities within the age equivalent content. In a companion book on this subject, *Aligning IEPs to State Standards: For Students with Moderate-to-Severe Disabilities,* published in the United States, the authors outlined strategies to develop content/performance-based IEPs (Individual Education Program) aligned to age equivalent curriculum; one that promotes meaningful access to state and national content. This book adds to the idea of implementation of personalised learning by outlining six successful strategies teachers in Australia can use to align instruction with meaningful access to the Australian National Curriculum, including state and territory curriculums (e.g., New South Wales, ACT). Futhermore, throughout this book, examples of published programs are referenced with links to a framework that is usable across international content.

Aligning IEPs to State Standards presents a user-friendly template for aligning student IEP goals to instruction, assessment, and age equivalent standards. This book features:

- New ideas for aligning IEP goals and objectives to state standards, plus self-determination and assistive technology goals.
- Examples of current hardware, software, and apps used to teach academic objectives.
- Discussion of effective instruction for teaching academic objectives to students.
- Example case studies.

About the authors

Bree Jimenez, PhD

Dr. Bree Jimenez is a Special Education Pedagogy and Research Consultant with Mater Dei School in Camden, New South Wales and an Honorary Research Associate in Special Education with the Faculty of Education and Social Work at the University of Sydney.

She has worked with Mater Dei school for over 4 years as a special education pedagogy consultant providing professional development and mentoring/coaching for teachers serving students with mild/moderate intellectual disability and autism. She was also an invited keynote speaker for the 2013 Successful Learning Conference hosted by the University of Sydney. In 2017, Dr. Jimenez moved to Australia full time to work directly with both the university and Mater Dei school.

Her research focuses on mainstream curriculum access and assessment for students with intellectual disabilities, including autism. She has published several research manuscripts in peer reviewed journals, multiple book chapters, academic programs, and a book on strategies to support academics for students with disabilities. She works closely with teachers, executives, school systems and state departments of education both nationally and internationally. Dr. Jimenez presents at national and international conferences and at state department of education and school system professional development for teachers, parents, and service providers of students with intellectual disabilities on the topics of assessment and access to the mainstream curriculum. Bree is an author of *Teaching to Standards: Math; Teaching to Standards: Science; Early Numeracy; Early Science; and Access Algebra.*

Dr. Jimenez received her bachelor's degree in special education from the University of Central Florida, master's in Curriculum and Supervision from UNC at Charlotte, and her PhD in special education from the University of North Carolina at Charlotte. She has worked in the field of special education for nearly 20 years, as a classroom teacher supporting students in both primary and high school, grant-funded research liaison between a local school system and university, then Lead Research Associate for an U.S. federally funded grant with the department of Special Education and Child Development at the University of North Carolina at Charlotte. Prior to moving to Australia in January of 2017, she was an assistant professor of special education at the University of North Carolina at Greensboro.

Ginevra Courtade, PhD

Dr. Ginevra Courtade is an associate professor and chair in the Department of Special Education at the University of Louisville in Kentucky. Dr. Courtade has worked in the field of moderate to severe disabilities for over 15 years. She has been a classroom teacher, a grant-funded project trainer, and a research associate, and she now trains teachers and conducts research at the university level.

Her work focuses specifically on teaching academics to students with moderate to severe disabilities and preparing teachers to instruct students using the general education curriculum. She has numerous publications to her credit, including *Early Literacy Skills Builder, Early Literacy Skills Builder: For Older Students, Teaching to Standards: Science, Aligning IEPs to State Standards,* and *Aligning IEPs to TEKS.*

Dr. Courtade received her bachelor's degree in psychology from the State University of New York at Buffalo, her master's degree in special education from D'Youville College, and her doctoral degree in special education from the University of North Carolina at Charlotte (UNCC). She taught students with moderate to severe disabilities in the Charlotte, North Carolina and was a grant liaison between UNCC and the Charlotte-Mecklenburg Schools before taking on the role of research associate at UNCC. Prior to her current position, Dr. Courtade spent two years at West Virginia University, where she served as an assistant professor in special education.

Currently, Dr. Courtade works closely with school districts statewide to provide training and support to new teachers of students with moderate to severe disabilities. She also trains teachers nationally to implement academic curricula for their students and has lectured at the University of Sydney strategies to include students in regular education.

Diane M. Browder, PhD

Dr. Diane Browder is a retired Distinguished Professor of Special Education at the University of North Carolina (UNC) at Charlotte. She has over two decades of research and writing on assessment and instruction for students with severe developmental disabilities, including textbooks, curricula, and numerous journal publications. Her work has focused on teaching general curriculum content (reading, mathematics, and science) and alternate assessment based on alternate achievement standards. She has been Principal Investigator for several grants on access to general curriculum, including two recent IES-funded research projects—one on early literacy and the other on mathematics and science for students with significant developmental disabilities.

Dr. Browder worked closely with the Charlotte-Mecklenburg Schools and a team of researchers to develop new interventions and curricula in literacy, science, mathematics, and social studies. She also was involved in developing alignment strategies for states' alternate assessment systems.

In 2018, Dr. Browder received the Burton Blatt Humanitarian Award from CEC-DADD and the Special Education Researcher Award for the Council for Exceptional Children. Dr. Browder also has received additional national and state awards for her service and research on behalf of individuals with disabilities. In 2011, she was awarded the O. Max Gardner Award for the faculty member in North Carolina whose research has had the greatest impact on the human race.

Foreward written by: Sarah Humphreys

Sarah Humphreys is an education consultant with a focus on inclusion and the development and promotion of curriculum access for all. Sarah has a Master's degree in Special Education from the University of London. She has worked in both regular and special education settings in England and Australia and has lectured at the University of Sydney on inclusion. Through her role as Student Diversity Senior Project Officer with the Australian Curriculum and Assessment Authority (ACARA), Sarah was able to introduce Universal Design for Learning (UDL) as part of the curriculum development process to ensure the curriculum could be interpreted and implemented flexibly to meet the needs of all students.

She developed accompanying advice materials and video resources to support teachers fulfil their obligations to provide access on the same basis for all students, particularly with students with complex support needs including communication. Sarah travelled to the United States to present at the UDL Implementation and Research Network (UDL-IRN), on how the principles of UDL were applied to the development of the Australian Curriculum and now works directly with schools supporting its implementation. For more information see www.inclusiveschools.com.au

Foreword

By Sarah Humphreys

The Australian Curriculum content and achievement standards set out what is to be taught and the quality of learning expected for all young Australians. The flexible, three dimensional design of the Australian Curriculum is inclusive of all learners and upholds Australian Curriculum, Assessment Reporting Authority's (ACARA) commitments to key national goals in education to promote "equity and excellence" (MCEETYA, 2008); to provide "access on the same basis" for students with disability (Disability Discrimination Act 1992 and associated Disability Standards for Education 2005). Additionally, the Australian Curriculum upholds international conventions such as the Convention on the Rights of Persons with Disability (2006).

When referring to the Australian Curriculum, the authors use the curriculum and student diversity advice provided by ACARA (Version 8.4, 2018) while acknowledging that states and territories may use differing approaches and terminology in relation to implementation and assessment practices including the individual planning process (e.g., learning and support plan, personalised plan, individual plan, and individual education plan). This book is relevant to all Australian teachers regardless of whether your state or territory draws directly from the Australian Curriculum or from local curriculum documents that incorporate the Australian Curriculum. The strategies and examples in this book can be applied to both regular and special school settings.

All students have the right to access the same curriculum content and achievement standards and to participate in learning experiences that are dignified and respectful of their age; that are rigorous, challenging and engaging; and that ensure progress through the Australian Curriculum. For some students with disability, it may be necessary for the teacher to make adjustments to lesson materials, teaching and delivery strategies or assessment procedures. The purpose of the adjustment is always to ensure that students with disability access the same age-equivalent content as other students; however, the way in which they access it and the focus for their learning may vary according to their learning needs, strengths, goals and interests.
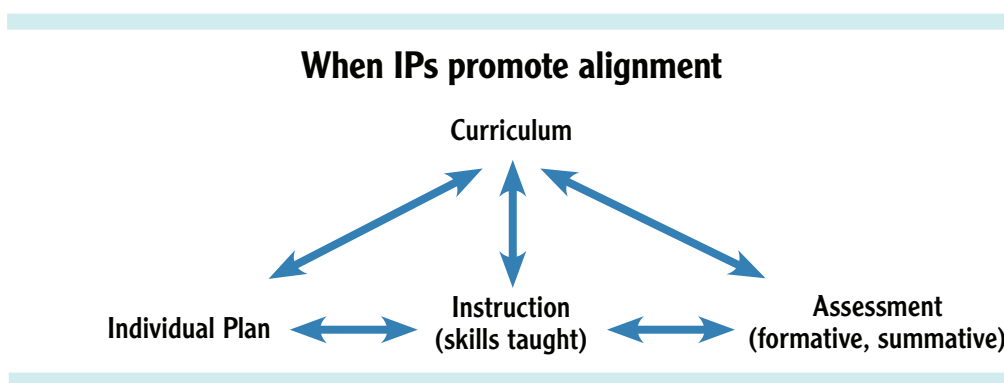
Knowing how to make adjustments to provide access to age-equivalent content and achievement standards for a student with extensive needs can be difficult. This book offers six strategies for making adjustments, as featured in each of the six chapters. The first strategy considers how to use Universal Design for Learning (UDL). It is worth noting that UDL was used during the writing process for the Australian Curriculum to ensure content and achievement standards could be interpreted flexibly by teachers and reflect the diversity of student needs (ACARA, 2012).

Before describing UDL, let's consider how to make sure all our adjustments keep the integrity of the original content. In singing a popular song, it is important to stay true to the original tune and lyrics for others to recognise the song, even when using a unique and sometimes quite different vocal styling. Similarly, when teaching from the Australian Curriculum, it is important to stay true to the original intent of the content. Staying true to the original content is referred to as "alignment".

Introduction

Instruction as a component of alignment

Alignment is the process of matching educational components to strengthen their purpose and goals. Creating an individual plan (IP) that facilitates access to the curriculum, is one such component in the alignment of curriculum, instruction, and assessment for students with extensive needs. The IP serves as a blueprint to focus instruction. The IP does not replace the curriculum, nor list it! For example, the IP may support student demonstration of knowledge and understanding of Learning Area content through the development of their communication skills (e.g., increase response options on communication board, answering "wh" questions, paragraph writing with supporting details). The IP should include goals that can be worked on across multiple learning areas and across the school day! Instruction of skills addressed in the IP further facilitates the alignment of educational components for students. This, again, strengthens the purpose and goals of the components: to create access to and support students in making progress in the curriculum. The following illustration shows how IPs, instruction, standards, and assessment should align.

When IPs promote alignment

Curriculum

Individual Plan ⟷ Instruction (skills taught) ⟷ Assessment (formative, summative)

For more help in creating a standards-based IP, see Aligning IEPs to Standards (Courtade & Browder, 2016).

Understanding alignment

Take a minute to think about what alignment is and is not. Review the following scenarios. Do you think the teachers' plans demonstrate alignment to the contents for the students' instruction? Why or why not?

1 To target an individual goal on communication within the Learning Area of English, Alice's teacher developed a plan to teach Alice to use her alternative/augmentative communication (AAC) device to greet her peers.

Does this create alignment? Why or why not?

2 When planning instruction for Thelma, who is in Year 7, her teacher uses the Year 1 mathematics content to teach from, because Thelma has not yet mastered these early numeracy skills.

Does this create alignment? Why or why not?

3 To assess Logan's progress in relation to the Year 5 Maths Achievement Standard related to "interpreting different data sets," Logan's teacher decided to have Logan identify his favourite food and put his name on a bar graph above the picture of the food item.

Does this create alignment? Why or why not?

4 The students in Mrs. Wilson's Year 5 class were expected to examine different literary texts by recognising that ideas can be conveyed from different viewpoints. Thomas was only expected to listen to an audio version of one of the text.

Does this create alignment? Why or why not?

5 The learning and support teacher working with Mrs. Wilson's class set up a PowerPoint to compare and contrast the two articles. When Thomas clicked on the adapted mouse, picture presentations were automatically revealed in an onscreen graphic organiser.

Does this create alignment? Why or why not?

6 Liam has been taught to identify key details in text (e.g., setting, main idea, main characters) since Year 2. He is now in Year 8 and continues to identify the same key details with age-equivalent novels.

Does this create alignment? Why or why not?

7 While instructing Oliver to identify the main character in the novel Holes, his teacher asks him to point to his response given three options. When Oliver is assessed summatively at the end of the unit, he is asked to produce answers verbally. Oliver is scored "below satisfactory" on his summative assessment of this skill.

Does this create alignment? Why or why not?

8 A school has required that all IP goals for all students be connected to a specific content description. Teachers were told that previous objectives addressing self-determination, daily living, and social skills were no longer appropriate to meet the requirements of IPs. Does this create alignment?

Does this create alignment? Why or why not?

As you read through the remainder this book, reflect on the six strategies and determine if these ideas changed your initial answers to the questions! Appendix A provides explanations and answers to these eight questions.

Where to begin

To create access to age-equivalent content for students with moderate to severe disabilities, begin by focusing on the achievement standard. The student's year level is your starting point. For example, if a student is in Year 4, use the Year 4 maths content for planning. While the age-equivalent content may be too complex for a student with extensive support needs, planning for a adjustments can provide just enough support to students for them to access and make progress within the curriculum at their age level.

While focusing on simpler achievements, it is important to be sure that you still target achievement versus something else altogether. That is, be sure you expect the student to show learning, rather than just comply with your prompt. This will require planning to help students overcome barriers to learning. Adjustments like using raised pictures or objects for a student who is legally blind, or making materials motivational for a student with ASD leads to instructional alignment. As you teach the skill, be sure not to lose sight of the original content. For example, in teaching the student to compare graphs, be certain to address content related to graphing, like the concepts of rows and columns, rather than teaching something unrelated, like the colour of the columns on the graph. Now that you have considered the importance of keeping instruction focused on the content selected, it is time to consider the first instructional strategy: using Universal Design for Learning for all students.

Apply Universal Design for Learning for all students

Mr. Gibbs & Mrs. Ooi

Mr. Gibbs is a Year 7 teacher at Boomerang Secondary School. Mrs. Ooi is a learning support teacher. Together they co-teach English and Humanities and Social Sciences. They have a very diverse class of students. Three of the students are just learning English, and three others have been identified as needing extra supports in reading and writing (e.g., they have learning disabilities). Two of the students in this Year 7 class have a moderate to severe intellectual disability, and one has a hearing impairment. Once a week, Mr. Gibbs and Mrs. Ooi formally plan together and pay special attention to ensure that each lesson allows all students access to the learning area and instructional materials. Additionally, the two teachers take time at the end of the day to reflect on what worked during that day's lessons and they review their plans for the next instructional day.

Both teachers understand that from a social aspect, it is very important to Year 7 students to blend with their peers, so if they provide adjustments for one student that would benefit the entire class, they utilize a more universal adjustment to the lesson for all. For example, because Julius has a moderate hearing impairment, they provide notes for him so he doesn't have to take notes while trying to read the teachers' lips at the same time. Instead of providing the notes only to Julius, they provide all students with a cloze procedure. The teachers have decided that the notes would be beneficial to all students.

Additionally, when planning reading assessments for the two students who have a moderate to severe intellectual disability, Olivia and Jack, multiple-choice options are provided using picture symbol representations. Because it is important to teach those picture symbols in context, English lessons involve picture representations for all students to gain better understanding of the new content. For example, while the whole class is reading the novel *Holes,* by Louis Sachar, the setting of the story, Camp Green Lake, is paired with a digital picture of a camp.

Mr. Gibbs and Mrs. Ooi work together as a team to plan for all students in their class. They take into consideration the supports each student needs to be successful, and they plan accordingly. Rather than make a modification of the lesson for an individual student, they take a proactive approach to making every lesson accessible to all, with the outlook that all students can benefit from an environment (lesson, assessment, activity) that is universally designed. Sometimes when applying universal design for learning (UDL), teachers use a range of options. Some students may access the book through reading, others may listen to a digital version, and some may have a peer reader. UDL does not mean every student has the same access. Instead, it involves making sure that no student is excluded from instruction or from being able to show what he or she knows.

Principles of UDL

Screen of
GoWorksheet Maker
iPad App

UDL is "a researched-based set of principles to guide the design of learning environments that are accessible and effective for all" (CAST, 2018). As just demonstrated in the classroom of Mr. Gibbs and Mrs. Ooi, UDL is the concept of proactively designing a learning environment that allows all learners to access curriculum to their greatest ability. The primary difference between adjustments and UDL is the concept of planning for all learners from the beginning. Often instructional goals, lesson plans, assessments, or materials are planned generally for a lesson, then the adjustments are retrofitted to support one or two students who will need that extra assistance. While adjustments are important, using UDL can minimize the number of them needed, and thereby promote learning for all students.

In order to plan universally designed lessons, educators must think about the way students learn. There are three basic ways in which individuals learn: (1) recognition networks (the WHAT of learning), (2) strategic networks (the HOW of learning), and (3) affective networks (the WHY of learning; Center for Applied Special Technology, 2011). In order to plan learning opportunities, educators need to develop learning environments within these networks that supply students with a wide range of opportunities (see Figure 1.1).

WHAT: Representation

Providing multiple means of representation is the first step of UDL. Recognition networks help learners gather information and categorize what they see, hear, feel, or taste. In the previous example, Mr. Gibbs and Mrs. Ooi provided students with multiple ways to read and understand the setting, Camp Green Lake, during the reading of the book *Holes.* By presenting multiple means of representation for the setting of the novel, they gave students an opportunity to gather information that provided them greater access to the Learning Areas being taught. Julius, the student with a hearing impairment, benefited from the visual cue for the setting, while

Figure 1.1 Learning networks
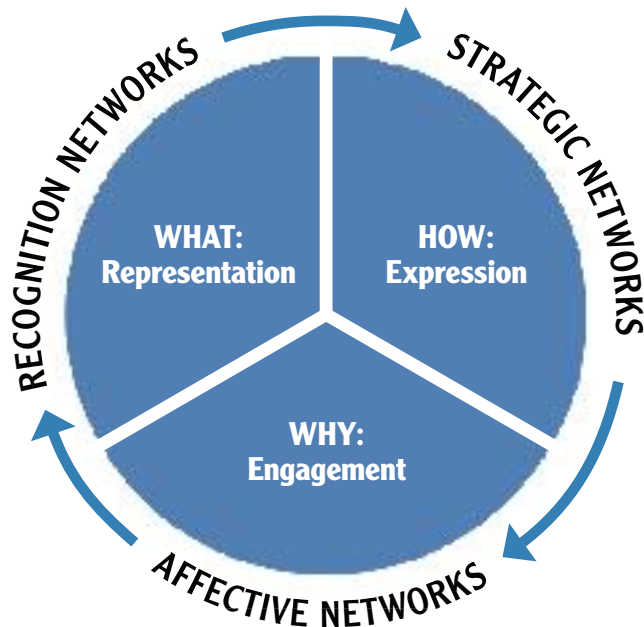
Olivia and Jack needed support to read the words. Other students in the class with reading-based learning disabilities most likely also benefited from the extra support. In this example, the presentation of the picture symbol was part of the lesson, not something extra added for one or two students, but instead a support that all students in the class could use to sustain their learning.

The WHAT of Learning

Possible barriers to learning: Text, audio, visual, images

Idea: Vary the way you present materials or information—

- **Say it.** Lecture, discuss, question, read aloud, describe.
- **Show it.** Use pictures, graphics, whiteboard, videos, closed caption.
- **Model it.** Demonstrate, think aloud, act out, build/construct, provide manipulatives.
- **Vary media.** Use video, audio, computer, SMART technology.

HOW: Expression

Providing multiple means of expression is the second step of UDL. Strategic networks help learners organise relevant information and develop plans for how to "show what they know." Students should be able to express themselves through multiple means, giving them greater access to the

content being taught. For example, when developing the assessment experience for the class on the novel *Holes,* Mr. Gibbs and Mrs. Ooi provided students with multiple-choice options for answering comprehension questions about the setting, plot, and main characters. This option allowed the two teachers to assess comprehension among all their learners (without the need to generate an answer, which can be a difficult skill for students with an intellectual disability). In this scenario, Angelo and Rana were just learning English. Angelo had just moved to Australia from Italy and Rana from Sudan. Their teachers wanted to measure their understanding of main character from the novel being read in class. The multiple-choice option allowed these students to "show what they know," without the unnecessary emphasis on fine motor or cognitive skills required in writing, or the development of a complete thought needed to generate an answer. In this example, the assessment was developed with UDL in mind. While the assessment may have been developed with varying levels of comprehension questions, the specific example of the multiple-choice question, with or without picture symbols, provided a means for expression that proved beneficial to all students in the classroom. Again, Mr. Gibbs and Mrs. Ooi did not create a separate assessment for individual groups of students based on perceived differences; instead, they created a universally designed assessment that provided all students with the means to express their knowledge.

The HOW of Learning

Possible barriers to learning: Writing, speaking, drawing

Idea: Provide students a way to show what they know—

- **Low-tech tools.** Provide picture support, graphic organisers, choice boards, stencils, a scribe, eye-gaze response options, pencil grips.
- **High-tech tools.** Provide computer writing software or apps (e.g., *Boardmaker, Clicker, PixWriter, Picture This, Co-Writer, SymbolStix, GoWorksheet Maker*), augmentative/alternative communication devices (e.g., GoTalk, BigMac Switch), adapted keyboard, voice-activated computer software.

WHY: Engagement

Providing multiple means of engagement is the final step to assuring UDL. Affective networks keep us engaged in the materials and concepts being presented. The level of excitement and wonder learners gain from the content is why they stay engaged, and why they become engaged in the first place. Again, let's use the example of Mr. Gibbs and Mrs. Ooi. The novel *Holes* is a fun book with interesting characters. The novel is year and age-equivalent, and that's important when planning aligned instruction for students in Year 7. Students engage in the novel because it is written for their age group, but also because it involves interesting characters, an exciting plot, and a great mystery to solve. Student engagement is a critical

component of UDL. And since not all students are motivated by the same things, Mr. Gibbs and Mrs. Ooi felt they needed to employ multiple modes to engage all students.

In subsequent classes, Mr. Gibbs and Mrs. Ooi might also find it helpful to assign chapters of the novel to peer groups to read together, or to present portions of the book digitally, or even play the movie version of the novel chapter-by-chapter after reading it aloud. All of these methods of "reading" the book are helpful to students because they engage their interest and provide greater access to the novel.

Angelo, for example, who recently emigrated from Italy, might enjoy the novel being read with peers, which provides a social interaction component. This also provides him with the 1:1 support he needs to hear the words read aloud while following along. Remember Rana, who just moved to the Australia from Sudan? She is learning the English language while trying to learn new concepts (e.g., main character). When the movie clips are shown in class, Rana might be able to see what she just read, allowing her greater access to the content and enjoyment of the literature. Finally, Jack attends Scout camp, like the characters in *Holes*, and may be highly motivated by contexts that are familiar to him. He might also be motivated by "funny" characters, and this book has plenty.

Student interests and technology are not the only ways to increase their engagement in UDL; systematic instruction and prompting can improve student motivation and success. Teacher presentation of the material is also a key component in keeping students engaged in learning. Asking comprehension questions often, allowing students to participate in the readings, and assisting students in finding personal relevance in their reading materials also increases motivation. Just like it is with representation and expression, planning multiple modes of engagement must be intentional. As educators, we like to think that everything we teach our students is somehow personally relevant and motivating, but the reality is that we generally need to plan ways to engage their interest beyond simply hoping it will happen.

The WHY of Learning

Possible barriers to learning: Challenging materials, novel content, unclear directions

Idea: Change the way you engage students in the activities—

- **Instruction.** Give reinforcement; provide error correction, prompting strategies, wait times, peer supports.
- **Content.** Provide highly motivating content and context, give students choices.

You may have noticed that many of the ideas listed in representation or expression mode could also be used to promote engagement. If so, you are correct! All three components of UDL work together to promote greater accessibility through what is presented, how students show what they know, and why students are motivated to learn. First and foremost, UDL is a concept that requires educators to proactively think, plan, and create an environment where all students have access to learning.

Mr. Gibbs and Mrs. Ooi took the time to think about the needs of the entire class and then to develop aligned instruction. Individualised instruction is still employed in their classroom by making sure that the lessons, materials, and assessments are usable and beneficial for all students. Stigmas are not developed; instead, inclusive practices are celebrated.

Applying UDL to lesson planning in general education

Students with disabilities may receive access to the curriculum in multiple settings, but the important thing to consider when applying the principles of UDL to planning instruction is to be proactive. The best way to plan is to begin with standards and within that context to consider what the "Big Idea" of the lesson is. The following two examples demonstrate this concept.

Example 1

In the following English lesson, students are learning to produce clear and coherent writing by composing a friendly letter.

Australian Curriculum:

Year 3 – Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)

Year 3 – Learn extended and technical vocabulary and ways of expressing opinion including modal verbs and adverbs (ACELA1484)

Year 3 – Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

Year 3 – Plan, draft and publish imaginative, informative, and persuasive texts demonstrating increasing control over text structures and language features and selecting print,and multimodal elements appropriate to the audience and purpose (ACELY1682)

Learning intentions:

Students will:
- respond to listening through multimedia sources.
- compose a fictional friendly letter.

- listen to a partial reading of a fictional story written entirely in a friendly letter format using a formal style.
- create a similar letter using formal word choices and sentence structures.

Materials: Copy of *Dear Peter Rabbit* by Alma Flor Ada, notebook paper and pencils, dictionaries

Technology resources: Laptops, desktop computers or tablet, word-processing program and printer, document camera or overhead projector

Activities

1 Introduce students to the picture book *Dear Peter Rabbit* and the author, Alma Flor Ada. Review and elicit from students the name of some familiar characters from storybooks and fairy tales. Using the title, prompt children to predict what writing form might be used in the book. Confirm that the book is written in a letter format. Ask students to listen as several of the letters are read.

2 After reading the seventh letter (or at a point when the students show they know exactly what should happen next), ask students to predict which character might write the next letter and what it might say. Let one or two students respond. Rather than listening to all responses, explain that the students will now have the opportunity to compose the next letter.

3 Using the document camera (or other projection device), display one of the letters from the book. Point out the formal words and phrases and sentence structures used in the letter. Make a list of the different words used for formal salutations and closings in formal letters: "Dear," "Sincerely," "Affectionately," "Your dear friend," "Gratefully yours," etc. Other formal language: "the forthcoming event," "distasteful," "abode," "rather offensive." Also identify formal phrases, such as "We look forward to hearing from you at your earliest convenience."

4 Give small groups of students copies of other letters from this book and the companion book, *Yours Truly, Goldilocks* (also by Alma Flor Ada). Have students highlight examples of formal words, phrases, and sentences and share their discoveries with the rest of the class.

5 Display a conventional friendly letter form. Students should understand that their letters will include each part of the letter form. Go over each part and ask for examples of each part (salutation = "Dear Peter Rabbit," etc.).

6 Explain to students that they will write a rough draft during this first lesson. Have students choose a storybook character to write a letter to and another character to be the recipient. Have students read their rough drafts to a partner and make revisions as needed.

7 After the revisions are made, have students use technology and a word-processing program to write it, and then print it. They may also add illustrations from clip art if desired.

Table 1.1 Year 3 writing lesson

UDL planning	Ideas
Representation planning: Adaptations of materials (e.g., adapt for sensory impairments)	• Read the book aloud to create access for students who are nonreaders or those who are legally blind; it also engages the entire class. • Read aloud the lists students generated for how to address their letters. Also creates access for nonreaders. • Have all students read their letters aloud to create access.
Expression planning: How students show learning (e.g., use of assistive technology; completing an alternative project)	• Have students who do not write full sentences use picture or word icons to fill in a letter template. For example, the student could select a photo of the person to whom the letter is addressed. The student then completes sentences like: "I am writing you a letter about (selects picture of topic). I like (selects picture of topic). Do you like (selects picture of topic) or (selects other pictures)? I hope we can get together to talk about (selects picture of topic) on (selects a date). Please write back soon." • The student may sign the letter or use a name stamp.
Engagement planning: How students participate in the activity	• To motivate students, include pictures of highly preferred activities and people to use in composing the letter. As needed, prompt the student to fill in each space of the letter. A student may use an AAC device to ask a peer to read the letter aloud, "Will you please read my letter aloud?"

✔ **Check for understanding.** Table 1.1 on page 20 describes how the components of UDL were applied in this lesson. Can you think of other ways UDL components could have been applied?

Example 2

UDL for a Year 7 Science lesson (Nadine)

Teachers can universally design lessons in multiple learning areas (e.g., Science) using lesson plans, curriculum supports, and age-equivalent standards. In this example, Mrs. Zarbuk wants to assure that Nadine has access to the Science curriculum. She began by identifying the Year 7 which she will teach to her whole class, including Nadine (see Table 1.2). Nadine has an IP objective related to identification of the "big idea" in science lessons. Specific to this lesson, Nadine will learn about the water cycle aligned to the Year 7 content, within Earth and Space Sciences.

Nadine is a Year 7 student with a moderate intellectual disability. She enjoys working with her peers and is highly motivated by science due to the hands-on activities and the link to her everyday world (e.g., rain = precipitation).

ACSSU116	**Some of Earth's resources are renewable, including water that cycles through the environment, but others are non renewable.**
	• **Considering the water cycle in terms of changes of state of water** ©= Critical and Creative Thinking = Literacy

Table 1.2 Year 5 science lesson

UDL planning	Mrs. Zarbuk's ideas for whole class that will also benefit Nadine
Representation planning: Adaptations of materials (e.g., adapt for sensory impairments)	• Reduce amount of text and enlarge text. • Use picture/text cue cards to represent the abstract concepts (evaporation, condensation, and precipitation). • Use picture/text worksheets and step-by-step directions. • Assist with reading new vocabulary by verbally modeling the correct pronunciation.
Expression planning: How students show learning (e.g., use of assistive technology; completing an alternative project)	• Match word cards to the appropriate area on a picture worksheet of the water cycle. • Verbally explain concepts using concrete examples (e.g., dry, clouds, gas, droplets, rain). • Have students verbally participate in filling out a KWHL chart (see Figure 1.2). • Help students sequence steps in the water cycle using picture/text cue cards of the concepts.
Engagement planning: How students participate in the activity	• Provide concrete representation of concepts (models). • Provide systematic prompting and feedback. • Have students complete the KWHL chart with support from peers who are without disability. • Engage students by observing condensation and evaporation.

Figure 1.2 KWHL chart
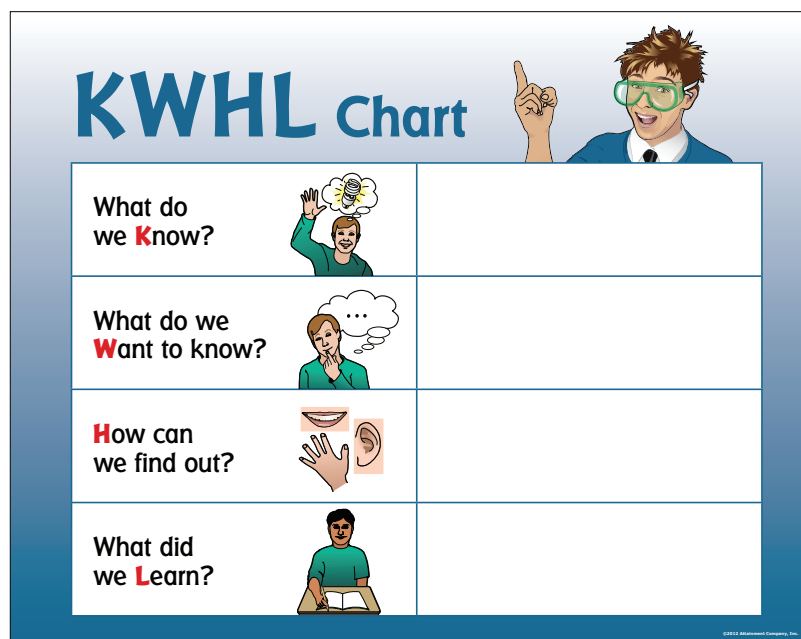
From *Early Science*, by B. Jimenez, V. Knight, & D. Browder, 2012, Verona, WI: Attainment Company.