Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.
SPDG: Overview

- **Purpose:** To provide ALL students with access to high-quality core instruction in the least restrictive environment.
- **Partners:**
  - Centers for Literacy, Education and Employment – UT, Knoxville
  - University of Kentucky Human Development Institute
  - Support and Training for Exceptional Parents (STEP)
- **Process:**
  - SPDG funded Professional Development Activities:
    - Strand One / Strand Two Trainings
      - Three part workshop series (Fall, Winter, Spring)
      - Conducted by district-selected facilitator
      - Audience: School teams from district-selected schools
        - General educator, special educator, administrator
    - Ongoing support:
      - Training: All participants, Three times / year
      - Communities of Practice: Monthly check-ins
      - Coaching and Modeling: Individual support, based on need
      - Interventionist Support: Individual support, based on need
SPDG Participating Districts

WEST
- Achievement School District
- Bradford Special School District
- Gibson County Special School District
- Trenton Special School District
- Weakley County Schools
- West Carroll Schools

MIDDLE
- Cannon County Schools
- Clarksville-Montgomery County Schools
- Clay County Schools
- Cumberland County Schools
- Dickson County Schools
- Fayetteville City Schools
- Franklin Special School District
- Lawrence County Schools
- Metro Nashville Public Schools
- Murfreesboro City Schools
- Robertson County Schools
- Tullahoma City Schools
- Warren County Schools

EAST
- Alcoa City Schools
- Bradley County Schools
- Cleveland City Schools
- Clinton City Schools
- Elizabethton City Schools
- Hawkins County Schools
- McMinn County Schools
- Rhea County Schools
- Sequatchie County Schools
- Sweetwater City Schools
- White County Schools
STEP, Inc. (Support and Training for Exception Parents, Inc.) is a not for profit organization serving families who have children and youth with disabilities, ages birth through 26.
STEP’s vision is to ensure a brighter future for children and youth in Tennessee, with an emphasis on those with disabilities, special health care needs, and mental health needs.
STEP: Our Services

- Trainings across TN
- Webinars and electronic information
- One-on-one assistance
- IEP/504 preparation
  - Record review and strategy planning
- Some attendance at IEP/504 meetings
- Letter writing help
- Referral to other agencies
- Information and awareness events/conferences
- Conflict resolution: Communication strategies, building relationships

Statewide training, information and referral services to parents of children with disabilities and professional development for school districts to improve family/youth involvement and outcomes.
Learning Objectives

• Overview of Universal Design for Learning principles

• Understand how to use the information as tools to support instructional practices and effectively communicate with teachers and administrators about their child’s education
Universal Design for Learning: UDL

• UDL is a framework to optimize learning through the improvement of teaching based on how (individually) students learn.

• Focus on Engagement (Motivation), Representation (Presentation of Content), and Action & Expression (Demonstration of Knowledge)

• Much of what we do already falls under UDL guidelines
Effective Instruction Falls Under UDL

Universal Design for Learning
All Means All: UDL ensures learning for all students

Why (Motivation)
- Learner Profiles
- Data-informed Instruction
- Growth Mindset

What (Content)
- Access to Core Curriculum

How (Demonstration)
- Intentional Interventions
- Scaffolding
- Differentiation: Environment, Content, Process, Product
Why: Multiple Means of Engagement

This includes:

• Learner Profiles- personality profiles, learning style inventories, multiple intelligence assessments, interest surveys, data from assessments, school psych report

• Data-informed Instruction- the use of data to group heterogeneously or homogeneously based on the purpose of instruction

• Growth Mindset- changing a fixed mindset
“Doubt kills more dreams than failure ever will. “
- Suzy Kassem
What: Multiple Means of Representation

- Access to Core Curriculum:
  Ensuring that Tier I curriculum and instruction is presented based on students’ needs for access

- Differentiation:
  In Content and Process
“Time is flexible, but learning is constant.”
- Aaryn Schmuhl
How: Multiple Means of Action/Expression

• Intentional Interventions- interventions given on a spectrum based on student need, not a label

• Differentiation- in Environment, Process and Product

• Scaffolding- Modeling, Graphic Organizers, Background Knowledge, Think Aloud, etc.
“I’m thankful for my struggle because without it, I wouldn’t have stumbled across my strength.”

- Alex Elle
A UDL Classroom Looks Like

- Visible standards and learning objectives
- Variety in presentation of content
- Student-centered activities
- Collaborative work between students
- Environment of minimal distractions
- Multiple methods of assessment

Family Input is Key

Parents and caregivers can have a positive impact on their child’s education

Support instructional practices by sharing what works for your child.

Communicate with teachers and administrators

Ask questions

Be actively involved in your child’s education
Why: Multiple Means of Engagement

- Personality Profiles
- Learning Style Inventories
- Multiple Intelligence Assessments
- Interest Surveys
- Assessment Data
- School Psychological Report

Means of Engagement

- Data-based Instruction
- Heterogeneous Grouping
- Homogeneous Grouping

- Drives Motivation
- Boost Achievement

a brighter future for children with disabilities
# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

1. Provide options for perception
   - Offer ways of customizing the display of information
   - Offer alternatives for auditory information
   - Offer alternatives for visual information

2. Provide options for language, mathematical expressions, and symbols
   - Clarify vocabulary and symbols
   - Clarify syntax and structure
   - Support decoding of text, mathematical notation, and symbols
   - Promote understanding across languages
   - Illustrate through multiple media

3. Provide options for comprehension
   - Activate or supply background knowledge
   - Highlight patterns, critical features, big ideas, and relationships
   - Guide information processing, visualization, and manipulation
   - Maximize transfer and generalization

## II. Provide Multiple Means of Action and Expression

4. Provide options for physical action
   - Vary the methods for response and navigation
   - Optimize access to tools and assistive technologies

5. Provide options for expression and communication
   - Use multiple media for communication
   - Use multiple tools for construction and composition
   - Build fluencies with graduated levels of support for practice and performance

6. Provide options for executive functions
   - Guide appropriate goal-setting
   - Support planning and strategy development
   - Facilitate managing information and resources
   - Enhance capacity for monitoring progress

## III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest
   - Optimize individual choice and autonomy
   - Optimize relevance, value, and authenticity
   - Minimize threats and distractions

8. Provide options for sustaining effort and persistence
   - Heighten salience of goals and objectives
   - Vary demands and resources to optimize challenge
   - Foster collaboration and community
   - Increase mastery-oriented feedback

9. Provide options for self-regulation
   - Promote expectations and beliefs that optimize motivation
   - Facilitate personal coping skills and strategies
   - Develop self-assessment and reflection

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**Resourceful, knowledgeable learners**

**Strategic, goal-directed learners**

**Purposeful, motivated learners**

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Parent and Caregivers can help teachers get to know the child better

One-page profiles in Education

A one-page profile captures all the important information about a young person on a single sheet of paper under three simple headings:

1. What people appreciate about me
2. What’s important to me
3. How best to support me.

http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/

Templates of One-page profiles

http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profiles-education/primary-school/

Sample of a child in Primary School – Jessenia
My One Page profile

Your Name Connor

What people appreciate about me

- Very caring towards others and concerned if they are ill or upset
- Good singer, good friend, funny, helpful, loving
- Good sense of humour, willing to try new things

What is important to me

- Playing Skylanders. It’s a Play Station 3 game.
- Eating healthy food like fruit. My favorite fruit are apples.
- Building with Lego. Building something new everytime.
- I like to play “boo” with my baby sister and hear her giggle.
- I like to race with dad when we play Sonic All Star Racing Transformed
- The people I see in school are important to me because they help me with my work.

How to support me

- Get me out of bed before 7:50 so I have time to get ready for school without rushing. Remind me to go faster when I have a job that I have to get done
How to support me

- Get me out of bed before 7:50 so I have time to get ready for school without rushing. Remind me to go faster when I have a job that I have to get done.
- Sometimes I get my math wrong when I rush. Remind me to stay calm and take my time so I can think about what I am doing.
- If I ask please let me join in with the game.
- If I have a problem at recess, I like to try to sort it out on my own. Sometimes I need an adult to help me sort it out.
- If I get a note wrong when I am singing I get annoyed with myself. Tell me that it is okay.
- If someone hurts me it pushes my big red button which means I am really angry. A teacher should remind me to calm down and tell me that if I hit them back I will be in trouble and this helps me calm down.
- Sometimes if it is really noisy it would help me if everyone would calm down a little bit or the radio was on.
- If I get the blame for something I haven’t done, let me have a chance to say what has happened.
- Sometimes I take a long time to eat my lunch.
- When I have a temper tantrum my mom gives me an early bedtime. I try to be good so I don’t have to get an early bedtime. Tell me that my behaviour is leading me to an early bedtime so that I have a chance to stop and redeem myself.
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM! PLEASE CLIMB THAT TREE
# Tools & Resources

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<tr>
<th>Resource</th>
<th>Description</th>
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<tr>
<td><a href="https://www.edutopia.org/article/differentiated-instruction-resources">https://www.edutopia.org/article/differentiated-instruction-resources</a></td>
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*a brighter future for children with disabilities*
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