

Drawbacks of Accommodations

- Each solves only one student's problem
- They can be costly
- They can be time-consuming
- They highlight different learning styles



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Quick Inquiry

Write, think of or draw your responses quietly.

1. **Who** is the number one user of closed captioning?
2. Why do **you** use curb cuts?
3. What are the benefits of unisex bathrooms?



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Universal Design

- Emphasizes meeting individual needs of a broad range of students
- Provides alternative ways to engage learners in the learning process
- Enhances access to the curriculum and instruction
- Removes physical barriers
- Provides flexibility without watering down the curriculum

UCD Benefits All

The primary vehicles for children's learning, play, and language development are both child-initiated and adult-supported through active interaction with adults and peers, as well as through exploration of materials.



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UCD: Four Key Elements

1. Curriculum
2. Instruction
3. Assessment
4. Environment

Curriculum

1. Construct a meaningful and relevant curriculum
2. Determine the specific content, skills, and strategies
3. Ask the question, "How will the students access the information?"
4. Provide flexible media and materials
5. Motivate and engage



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UCD Strategies for the Curriculum

- Presents each component of the curriculum in more than one way
- Incorporates student interests
- Values the process of exploration and discovery

Strategies for the UCD

- Use books with audio counterparts
- Provide students with a choice about how they want to engage with the curriculum
- Create two activities that incorporate the same curriculum, and allow students to choose which one they would like to work with
- Choose books and activities that are culturally responsive

Instruction

- Provide multiple and flexible methods of instruction
- Provide multiple models of correct performance, opportunities and support
- Provide choices



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UCD Strategies for Instruction

- Alternate delivery methods
- Face the class and speak clearly. Avoid using pronouns.
- Develop visual prompts.
- Audio record and burn books.
- Use flannel boards, peg boards, blocks, or clay to demonstrate.

Assessment

- Assess children's learning and development.
- Monitor progress
- Use both formal and informal observations



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UCD Strategies for Assessment

- Do not limit observation to one day
- Create and maintain student portfolios
- Document assessment with examples of student work
- Provide some flexibility in the way in which students demonstrate their knowledge

Environment

- Create a positive classroom climate.
- Build a personalized learning environment.
- Use physical space to enhance student participation and engagement.



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UCD Strategies for the Environment

- Create a community of learners
- Create a classroom environment that respects and values diversity
- Ensure that classrooms are accessible
- Be aware of ambient noise
- Ask students if they can hear and see when you're talking to them

Benefits of Universal Design

- Increases access for all
- Encourages students to participate and try new ideas
- Increases retention of all students
- Respects individual learning styles



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Diverse Learners



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Definitions

- Diverse learners are defined as children who have special physical, emotional, behavioral, cognitive or linguistic needs or whose primary learning modality is visual, auditory, tactile or kinesthetic, who may require an adaptation in the environment, interaction or curriculum in order to succeed in their program.

Source: *EEC Regulations*

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Hearing Difficulties

Type of hearing loss:

- Congenital
- Conductive
- Sensory-neural

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Articulation Disorders

- Physical impairments
- Delays in muscle development or coordination

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Fluency Disorders

7 Ways to Help the Child Who Stutters
 Guitar and Edwards

1. Speak with children in an unhurried way, pausing frequently
2. Reduce the number of questions you ask
3. Use facial expressions and body language to convey listening
4. Set aside a few minutes each day for individual attention

Stuttering

5. Help all members of the community to learn to take turns talking and listening
6. Observe the way you interact with the child
7. Convey acceptance of the child for his/her contribution



Specific Language Impairments

- Child center conversations
- Verbal mapping
- Linguistic scaffolding
- Series of questions rather than an open-ended question
- Individualized story book reading
- Scaffold language during free play

Print this article and post:

<http://www.readingrockets.org/article/37051?theme=print>

Cognitive Impairments

- Focus on level of development rather than age
- Provide multiple opportunities to revisit learning
- Explicitly model new strategies, complex language, and vocabulary
- Support children in attending to pragmatic competencies

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Autism

- Autism is a complex developmental disability that typically appears during the first three years of life and affects a person's ability to communicate and interact with others.

Autism Society of America



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Second Language Acquisition

- **Simultaneous acquisition** of two languages occurs when children are exposed to both languages from a very early age.
- **Sequential acquisition** occurs when a child begins to learn a second language after the first language is at least partly established.

Five Pieces of the Language Acquisition Puzzle

- **Phonology**, or the sounds of language
- **Vocabulary**, or the words of language
- **Grammar**, or how the words are put together to make sentences in the language
- **Discourse**, or how sentences are put together, for example to tell stories, make arguments, or explain how something works
- **Pragmatics**, or the rules about how to use language.

Tabor 2008

Why does language acquisition matter?

- A longitudinal study of English-speaking children from low-income backgrounds showed that early language input at home and in early childhood settings is predictive of literacy abilities in kindergarten (Dickinson & Tabor, 2001) and that kindergarten abilities are highly predictive of fourth-grade reading comprehension (Snow, Porche, Tabors, & Harris, 2007).

Learning a Second Language

- Children use home language in the second language situation
- Children enter a non-verbal period
- Children begin to go public with words and phrases
- Children productively use second language to communicate in phrases and then in sentences
 - Social language
 - Academic language

Non-verbal period

- Expression
- Attention-getting
- Requesting
- Protesting
- Joking
- Responding to questions (non-verbally)



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