3.3 Universal Classroom Supports for Access

These are building level supports and strategies that promote a positive effective learning environment. The Universal Supports foster greater inclusion in the classroom. While some students need these strategies to be successful or to access the curriculum, they are available to all students.

Multiple Means of *Engagement*	Multiple Means of *Representation*	Multiple Means of *Expression* and *Action*
Why we are doing this. - Self Regulation, the Engagement, the persistence, and the grit	How we present information. - symbols, visuals, written, videos	How students can express their learning. What goals they need to set and how will they approach a problem

Assessment / Response

• Partner/Group work • Regular student feedback • Self-assessment	• **Alternatives to print** (audiobooks, movies, videos, digital media etc.) • **Graphic organizers**/Visual Supports • **High-contrast materials** with minimal visual clutter • **Large print** • **Lesson outlines** • **Oral instructions / reader** • **Sound field system** in the classroom/gymnasium • Use of a **calculator**, table of math facts, number line, manipulatives, formulas • Use of a **spelling dictionary**, word banks, proof reading checklist, etc. • Use **simplified language**/directions • **Visual presentations of verbal material** (word webs, visual organizers)	• **Alternate ways of responding** (oral, dictation, **scribe,** written, drawing, word processor, media, etc.) • **Alternatives to assessments** / essays (demonstrations, conferences, projects, etc.) • **Note taking apps**

Social-Emotional

• **Calm space** in the classroom
• **Check and Connect**
• **Check-ins**

Timing

• **Additional time** for tasks and assignments
• **Additional time** to process oral information and directions
• **Front loading**
• Return to assignments at a later date
• Use of a **timer** (visual, auditory) or countdown

Content/Process

• Allow **self-selected content/opportunities** to pursue individual interests • **Differentiated** content process product and learning environment • **Flexible pacing** • **Increase complexity/abstractness** of content • **Reduce complexity** of content (more concrete, simplified vocabulary etc.) • **Reduce workload** (fewer questions, shorter assignments etc.)	• Alternatives to **note-taking** (scribe, audio recording, teacher notes provided, photo, PowerPoint, etc.) • **Audio/video recordings** • **Differentiated** content process product and learning environment	• Alternatives to **note-taking** (scribe, audio recording, teacher notes provided, photo, PowerPoint, etc.)

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Environmental	Instructional and Presentation/Representation	
• **Ability to move** around indoor and outdoor spaces easily to access materials • Classroom zones/**alternate workspaces** (i.e. quiet spaces, collaborative spaces) • Good **sight lines** and placement and illumination to facilitate communication for oral and visual language • Preferential / flexible **seating** • **Sensory tools** (fidget items, wiggle cushion, standing desks, etc.) • **Separate settings** • **Sound field system** • Special **lighting** (dark/light spaces) or **acoustics** (quiet/noisy spaces) • **Vertical surfaces**	• **Alternatives to print** (audiobooks, movies, videos, digital media etc.) • Calculator • Described video • **Graphic organizers**/Visual Supports • **High-contrast materials** with minimal visual clutter • **Large print** • **Lesson outlines** • **Oral instructions / reader** • **Provide captioning** (open and closed captioning) • **Sound field system** in the classroom/gymnasium • **Technology: *must specify** (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch) • **Text-to-speech** and **Speech-to-text** • Use **simplified language**/directions • **Visual presentations** of verbal material (word webs, visual organizers, word walls)	• **Alternatives to note-taking** (scribe, audio recording, teacher notes provided, take a photo etc.) • **Alternatives to print** (audiobooks, movies, videos, digital media etc.) • Assignment options • Calculator • **Graphic organizers**/Visual Supports • **Technology: *must specify** (Text-to-speech, Speech-to-text, .pdf to speech, BrailleNote Touch)
Scheduling		
• **Additional time** • **Calendars** with special events • **Choice zone** • **Front-load schedule changes** • Personal **visual schedule** (e.g., First/Then; First/Next) • Provide **breaks** • Provide **choice** • Scheduled sensory/movement **breaks** • **Visual** classroom **schedule** • **Weekly, daily schedules** • Work/Break **schedule**		
Self-Management/Organization		
• Calendars/planners • Checklists • **Classroom visual** supports • Digital storage (folders) • Highlighters • **Planner** • Post-it notes • Study space • **Work organization system** (Colour coded files, binder etc.)		

Other

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