Universal Design for Learning

https://goo.gl/714HQa

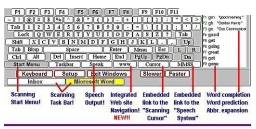
Presented by Justin Sims, M.A.
Louisiana Assistive Technology Initiative

Louisiana Assistive Technology Initiative

IDEA Funded Services

- Professional Development
- Student Consultations
- Technical Assistance
- Lending Library

The “expansion” of Assistive Technology



1980	1990	2000	2010	2020 (Future)
Medical	Physical Access	Access Software (Some Environments)	Personal (mobile) Devices (All Environments)	Integrated Differentiation

Frustration Step 1

IDEA!
Educators should implement this new Technology!

Frustration Step 2

Let’s develop a workshop to teach them this new thing!

Frustration Step 3

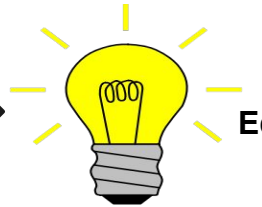
The workshop is well received!

Frustration Step 4

Maybe…. 1 or 2 people try the new thing, but still no real change.

Frustration Matrix

Typical PD Cycle



IDEA!
Educators should implement this new Technology!

Let's develop a workshop to teach them this new thing!

The workshop was awesome! Glowing reviews!

Maybe 1 or 2 educators try the new thing but no real change happens.

Created by Chris Bugaj, SLP-CCC & AT Specialist

Do you trust me?

We need Options to remove barriers

Retrofitting the environment and procedures

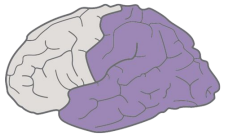
Standards
Differentiate
Integrate Curriculum
Technology Training

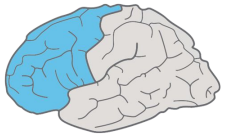
The 3 UDL Framework Questions

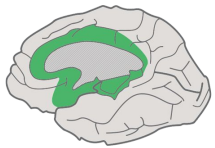
1) Can I convey information in **more than one way?**

2) What is **acceptable evidence of student learning?**

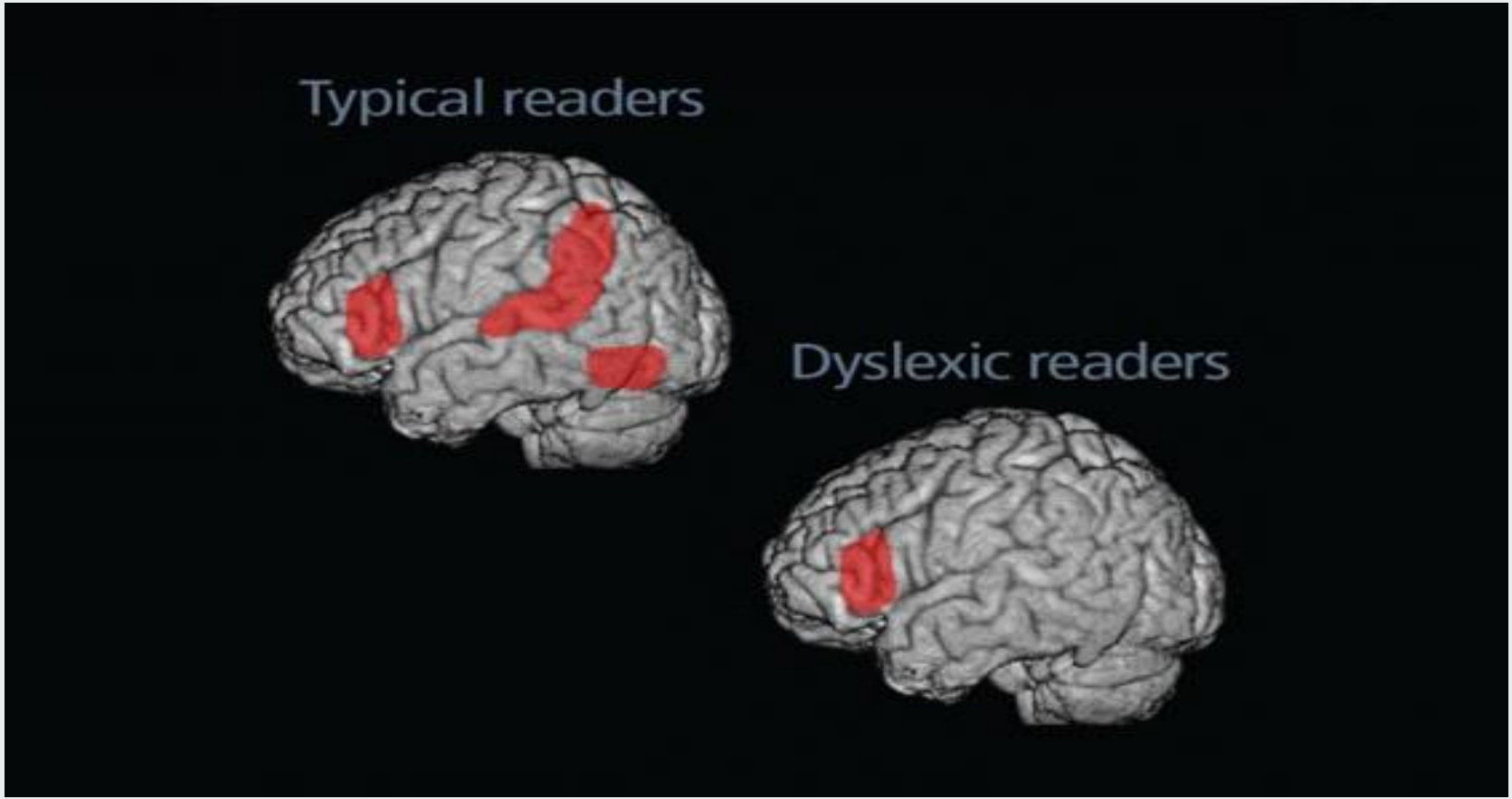
3) How can I **gain and maintain attention?**







Need more Representation options than just PAPER



Purcell JJ, Turkeltaub PE, Eden GF, Rapp B (2011). "Examining the central and peripheral processes of written word production through meta-analysis". Front Psychology. **2**: 239. Research shows brain differences in children with dyslexia and ..." 2015. 10 Oct. 2016 <http://www.washington.edu/news/2015/04/28/research-shows-brain-differences-in-children-with-dyslexia-and-dysgraphia/>

Some of the most imprv arinya artic nae the yaara egtn. They coie those of er go in eg, a conie in the forenya part of afia. The egtn pahu constrast huge beings in the shape of pemid to house sen blood ale' they gurthe. Pahu harne egtn sokty. They done kings, but the egtn also dure that pha had powers tuulo' the Seldarine. The pahu nowe that the pemid be sen eska ale' ron gurthe and quante sen yassen furn it, gold jewlar, and even pets. Sii' the yaara eg society has olvanne, but the pemid naa sal' utue in eg.

Reading at 50% Accuracy

Some of the most imprv arinya artic were the yaara egtn. They coie those of er go in eg, a conie in the forenya part of afia. The egtn pahu constrast huge beings in the shape of pemid to house sen bodies ale' they gurthe. Pahu harne egtn sokty. They were like kings, but the egtn also dure that pha had powers from the gods. The pahu thought that the pemid be sen eska after they gurthe and filled sen yassen furn it, gold jewlar, and even pets. Sii' the yaara eg society has olvanne, but the pemid naa sal' utue in eg.

Reading at 60% Accuracy

Some of the most imprv early artic were the yaara egtn. They lived those of er go in eg, a conie in the northern part of afia. The egtn pahu constrast huge beings in the shape of pemid to house sen bodies after they gurthe. Pahu harne egtn sokty. They were like kings, but the egtn also dure that pha had powers from the gods. The pahu thought that the pemid be sen eska after they gurthe and filled them with furn it, gold jewelry, and even pets. Now the yaara eg society has olvanne, but the pemid are still in eg.

Reading at 70% Accuracy

Some of the most imprv early artic were the yaara egtn. They lived those of er go in eg, a conie in the northern part of africa. The egtn pahu constrast huge beings in the shape of pemid to house sen bodies after they gurthe. Pahu ruled egtn society. They were like kings, but the egtn also believed that pha had powers from the gods. The pahu thought that the pemid would be their home after they died and filled them with furn it, gold jewelry, and even pets. Now the yaara eg society has olvanne, but the pemid are still found in eg.

Reading at 80% Accuracy (Gets us in the ball park, but not enough)

Some of the most imprv early artic were the yaara Egyptians. They lived those of er go in Egypt, a conie in the northern part of africa. The Egyptian pahu constrast huge beings in the shape of pyramids to house sen bodies after they gurthe. Pahu ruled Egyptian society. They were like kings, but the Egyptians also believed that pha had powers from the gods. The pahu thought that the pyramids would be their home after they died and filled them with furn it, gold jewelry, and even pets. Now the yaara Egyptian society has olvanne, but the pyramids are still found in Egypt.

Reading at 90% Accuracy (Could still be difficult if this was an entire passage)

Some of the most impressive early architects were the ancient Egyptians. They lived thousands of years ago in Egypt, a country in the northern part of Africa. The Egyptian pharaohs constructed huge buildings in the shape of pyramids to house their bodies after they died. Pharaohs ruled Egyptian society. They were like kings, but the Egyptians also believed that pharaohs had powers from the gods. The pharaohs thought that the pyramids would be their home after they died and filled them with furniture, gold jewelry, and even pets. Now the ancient Egyptian society has vanished, but the pyramids are still found in Egypt.

Multiple ways to REPRESENT information

Name _____

Picnic in the Park

ed

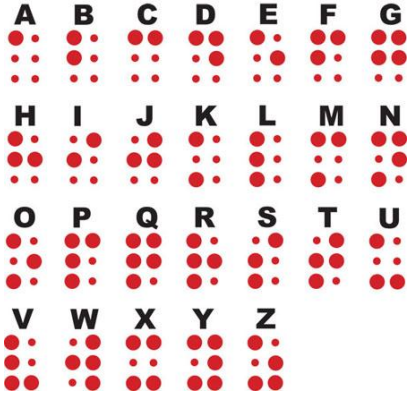
Mom and I wanted to go to the park to have a picnic. Mom handed me a picnic basket to fill. I grabbed an apple. We chopped it up. Mom helped me pack more snacks. We packed them in. We filled the basket up quick! Mom and I walked to the park. We spotted Pam and her dog Mack. They trotted over and I hugged Mack. Mack wagged his tail. Then, he jumped up and licked my face! Oh, silly Mack! We all laughed and grinned.

What did they chop?
- ○ wood
- ○ an apple
- ○ a lemon

What is Mack?
- ○ a pig
- ○ a cat
- ○ a dog

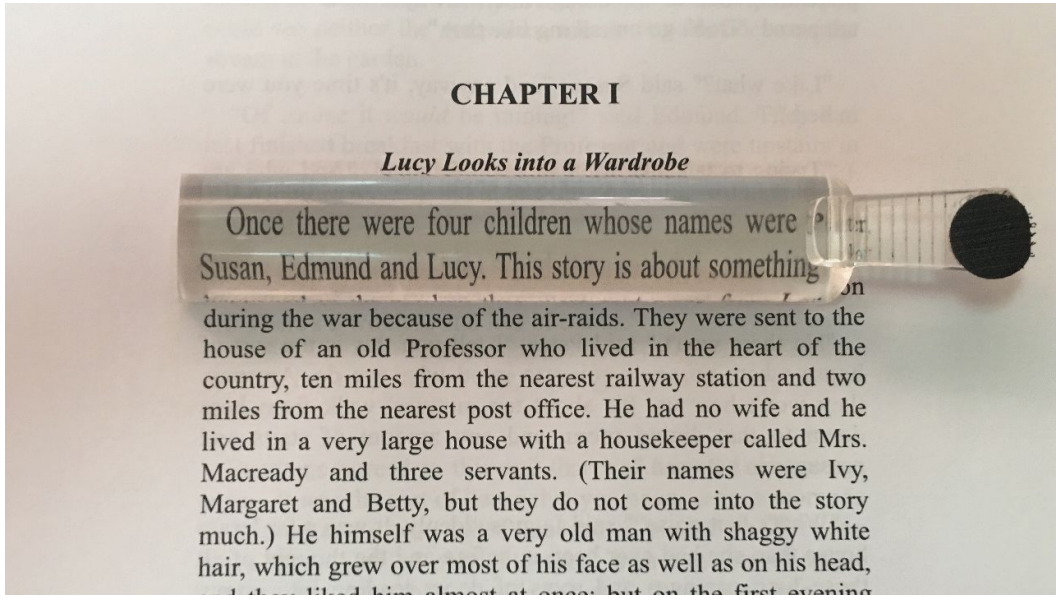
Where did Mom want to go?
- ○ the park
- ○ the bank
- ○ the store

Why did everyone laugh and grin?
- ○ Mack licked a face
- ○ Mack chased a cat
- ○ Mack chased his tail



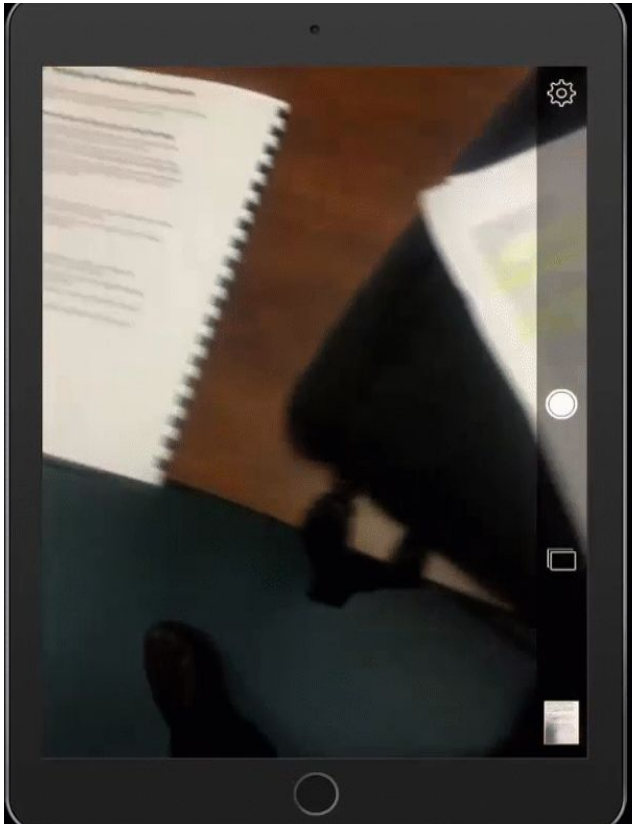
Low Tech Approaches

- Magnifiers
- Highlighting Tape
- Line Trackers
- Color Sticky Notes



OCR iPad APPs

- Claro Scanpen (Paid)
- Prizmo (Paid)



Where to get Digital Text?

Outside Sources

- Rewordify
- Project Gutenberg
- NEWSELA (Change Lexile Level)
- Tween Tribune (Change Lexile Level)
- EPIC

Curriculum (Files already digital)

- ELA Guidebooks
- Learnzillion
- Eureka Math

Text to Speech with Chrome Browser

- Read & Write for Google (Freemium)
- Kurzweil Read the Web (Paid)
- Speakit! (FREE)
- AT Toolbar (FREE)
- iSpeech (FREE)

https://chrome.google.com/webstore

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Prelude to *Parsifal* 376
Good Friday Spell, from *Parsifal* 379
WEBER, CARL MARIA VON
Overture to *Oberon* 381
Overture to *Der Freischütz* 382
Overture to *Euryanthe* 385
WILLIAMS, RALPH VAUGHAN
A London Symphony 389
Index 395

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INTRODUCTION

Some day quisitive musicologist will consider the part played in the history of musical education and musical taste by that seemingly indispensable adjunct of the symphonic concert room, the Programme Note. When that time comes, the contributions made by Philip Hale to the musical c tion of his time will appear in their true proportions. For more than a generation, from the beginning of the twentieth century to the fifth year of the Great Depression, Hale provided programme notes for everything played by the Boston Symphony Orchestra in its regular concerts- ward of a thousand works", as Mr. Burk informs us in his valuable note to the present collection. The annual issue by the Boston Symphony Orchestra of the bound volumes containing Philip Hale's annotations was an event in the musical world of America that exceeded in imp and interest the appearance of the average new symphonic work upon the Orchestra's programmes. A decade ago, in commenting upon the issue of one of those momentous and liberal tomes (sometimes they included more than two thousand pages), I remarked that it musical education in one volume. Those famous annotations—modestly indicated on the title-page, in small and light-faced type, as "historical and descriptive notes by Philip Hale"—constitute a library of musical information the like of which is not to be found elsewhere on ciently book-congested sphere.

Though Hale was a New Englander by birth, he had not the normal New England suspicion of entertainment as an educational ingredient; and he did not scruple to amuse. He was almost indecently readable. He never hesitated to lighten musical instruction with diversion and with wit. He knew much besides music; and he was able to peptonize for the reader his vast and curious erudition. He could tell you about the maceration of Oriental women, and what action is described by the word "tutupomponeyer", and who invented the first chess-playing automaton, and how locomotive engines are classified, and what Pliny said concerning the bird called penelope. He knew all about the various editions of the singular *Commentaires sur les epistres d'Ovide* by Claude Gaspar Bachet, Sieur de Meziriac, in which the parentage of Ulysses is discussed. He could tell you why the river Ebro bears that name; and what Louis XIV ate for supper—which, you may like to be reminded, often consisted of four plates of different soups, the whole of a pheasant, a partridge, a heaped-up plate of salad, two huge slices of ham, mutton stewed with garlic, and a plate of pastries topped off with fruit and hard-boiled eggs. As for all the other things that Hale knew, you must turn to his writings if you would appreciate their range and number.

And all this fantastically varied learning—which not only seemed boundless in extent, but which was also incredibly exact and circumstantial—adorned a general culture that was nourishing and humane, and a specifically musical culture which conceived no relevant fact as inconsiderable, no anecdote unimportant, no human aspect unrevealing. The average programme note is a deadly and a stifling thing; but these amazing annotations, traversing all history and the ceaseless tragi-comedy of life, assure us that a programme note may sometimes, if an artist has contrived it, be more rewarding than the music that occasioned it.

Philip Hale transformed the writing of programme notes from an arid and depressing form of musical pedagogy into an exhilarating variety of literary art. The formidable weight of learning which he bore was employed with an ease and finesse, a lightness of touch, a charm of manner, a wit and conciseness and flexibility, which belong among the achievements of distinguished letters. His predecessor as annotator of the Boston Symphony Orchestra's programmes, the accomplished William Foster Apthorp, had prepared the way for Hale's achievement. Apthorp's notes, written between 1892 and 1901, surpassed in brilliance and acumen anything that had come out of Europe or America. But Philip Hale, by reason of his exceptional width of intellectual range, and the well of knowledge which he drew upon, and his insatiable, devouring, delighted curiosity, established himself almost at once as the master of an enlivened order of creative musical scholarship which was a new thing under the tonal sun.

One might justly say of him, as critic, commentator, analyst, what Sir George Grove said of Schubert—a saying that Hale himself was fond of quoting: "There never has been one like him, and there never will be another."

LAWRENCE GILMAN.

PHILIP HALE'S BOSTON SYMPHONY PROGRAMME NOTES

JOHANN SEBASTIAN BACH

(Born at Eisenach on March 21, 1685; died at Leipsic on July 28, 1750)

No matter how well old music may be performed by chorus, orchestra, virtuoso, many audiences are bored by it today. There is one exception: the music of Bach. "He is the forerunner, the prophet that foresaw our epoch and our tastes." This speech is often heard, as is the remark:

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Text to Speech

- “Text-to-speech positively affects reading comprehension for individuals with reading disabilities”
  - No bad practice!
  - Socially acceptable

“Does Use of Text-to-Speech and Related Read-Aloud Tools Improve Reading Comprehension for Students With Reading Disabilities?” A Meta-Analysis Sarah G. Wood, MS, Jerad H. Moxley, PhD, Elizabeth Tighe, PhD, Richard K. Wagner, PhD Journal of Learning Disabilities First published date: January-23-2017 10.1177/0022219416688170

Highlighting/Line Tracking/Contrast

Highlighting

- Multi-Highlight (Free)
- Lumio (FREE)
- Read & Write for Google (Freemium)

Contrast

- Beeline Reader (FREE)
- AT Toolbar (FREE)

Line Tracking

- Read & Write for Google (Freemium)
- Beeline Reader (Free)
- Mercury Reader (Free)
- Readsy (FREE -ipad & Chrome)

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CHAPTER I

Lucy Looks into a Wardrobe

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids. They were sent to the house of an old Professor who lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper called Mrs. Macready and three servants. (Their names were Ivy, Margaret and Betty, but they do not come into the story much.) He himself was a very old man with shaggy white hair, which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it.

As soon as they had said good night to the Professor and gone upstairs on the first night, the boys came into the girls' room and they all talked it over.

"We've fallen on our feet and no mistake," said Peter. "This is going to be perfectly splendid. That old chap will let us do anything we like."

"I think he's an old dear," said Susan.

"Oh, come off it!" said Edmund, who was tired and pretending not to be tired, which always made him bad-tempered. "Don't go on talking like that."

"Like what?" said Susan; "and anyway, it's time you were in bed."

"Trying to talk like Mother," said Edmund. "And who are you to say when I'm to go to bed? Go to bed yourself."

"Hadn't we all better go to bed?" said Lucy. "There's sure to be a row if we're heard talking here."

"No there won't," said Peter. "I tell you this is the sort of house where no one's going to mind what we do. Anyway, they won't hear us. It's about ten minutes' walk from here down to that dining room and any amount of stairs and passages in between."

"What's that noise?" said Lucy suddenly. It was a far larger house than she had ever been in before and the thought of all those long passages and rows of doors leading into empty rooms was beginning to make her feel a little creepy.

"It's only a bird, silly," said Edmund.

"It's an owl," said Peter. "This is going to be a wonderful place for birds. I shall go to bed now. I say, let's go and explore to-morrow. You might find anything in a place like this. Did you see those mountains as we came along? And the woods? There might be eagles. There might be stags. There'll be hawks."

"Badgers!" said Lucy.

"Snakes!" said Edmund.

"Foxes!" said Susan.

But when next morning came, there was a steady rain falling, so thick that when you looked out of the window you could see neither the mountains nor the woods nor even the stream in the garden.

"Of course it *would* be raining!" said Edmund. They had just finished breakfast with the Professor and were upstairs in the room he had set apart for them—a long, low room with two windows looking out in one direction and two in another.

"Do stop grumbling, Ed," said Susan. "Ten to one it'll clear up in an hour or so. And in the meantime we're pretty well off. There's a wireless and lots of books."

"Not for me," said Peter, "I'm going to explore in the house."

Everyone agreed to this and that was how the adventures began. It was the sort of house that you never seem to come to the end of, and it was full of unexpected places. The first few doors they tried led only into spare bedrooms, as everyone had expected that they would; but soon they came to a very long room full of pictures and there they found a suit of armour; and after that was a room all hung with green, with a harp in one corner; and then came three steps down and five steps up, and then a kind of little upstairs hall and a door that led out onto a balcony, and then a whole series of rooms that led into each other and were lined with books—most of them very old books and some bigger than a Bible in a church. And shortly after that they looked into a room that was quite empty except for one big wardrobe; the sort that has a looking-glass in the door. There was nothing else in the room at all except a dead blue-bottle on the

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"Foxes!" said Susan.

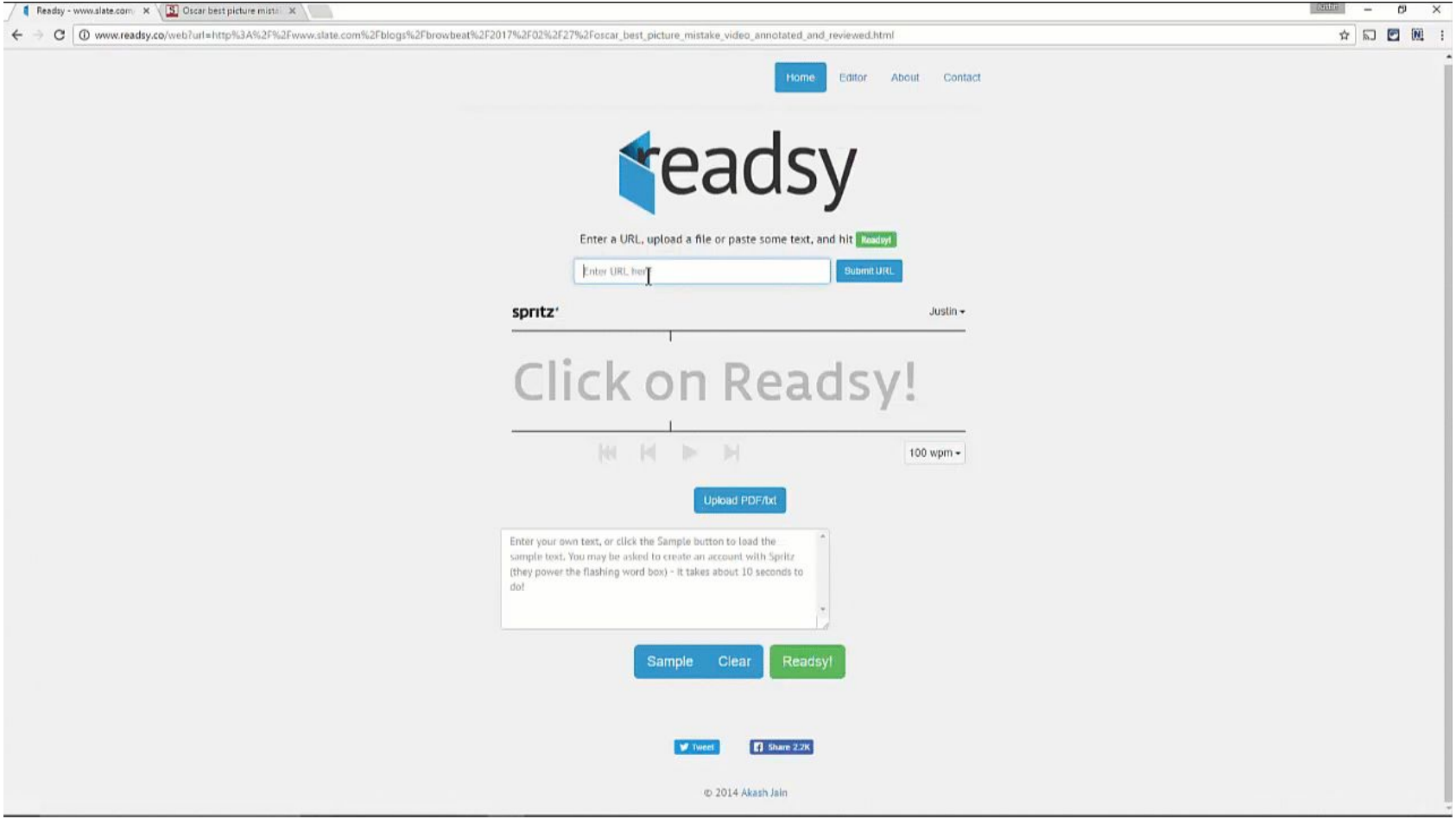
But when next morning came, there was a steady rain falling, so thick that when you looked out of the window you could see neither the mountains nor the woods nor even the stream in the garden.

"Of course it *would* be raining!" said Edmund. They had just finished breakfast with the Professor and were upstairs in the room he had set apart for them—a long, low room with two windows looking out in one direction and two in another.

"Do stop grumbling, Ed," said Susan. "Ten to one it'll clear up in an hour or so. And in the meantime we're pretty well off. There's a wireless and lots of books."

"Not for me," said Peter, "I'm going to explore in the house."

Everyone agreed to this and that was how the adventures began. It was the sort of house that you never seem to come to the end of, and it was full of unexpected places. The first few doors they tried led only into spare bedrooms, as everyone had expected that they would; but soon they came to a very long room full of pictures and there they found a suit of armour; and after that was a room all hung with green, with a harp in one corner; and then came three steps down and five steps up, and then a kind of little upstairs hall and a door that led out onto a balcony, and then a whole series of rooms that led into each other and were lined with books—most of them very old books and some bigger than a Bible in a church. And shortly after that they looked into a room that was quite empty except for one big wardrobe; the sort that has a looking-glass in the door. There was nothing else in the room at all except a dead blue-bottle on the


Readsy - www.slate.com
Oscar best picture mista
www.readsy.co/web?url=http%3A%2F%2Fwww.slate.com%2Fblogs%2Fbrowbeat%2F2017%2F02%2F27%2Foscar_best_picture_mistake_video_annotated_and_reviewed.html
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100 wpm
Upload PDF/txt
Enter your own text, or click the Sample button to load the sample text. You may be asked to create an account with Spritz (they power the flashing word box) - it takes about 10 seconds to do!
Sample
Clear
Readsy!
Tweet
Share 2.2K
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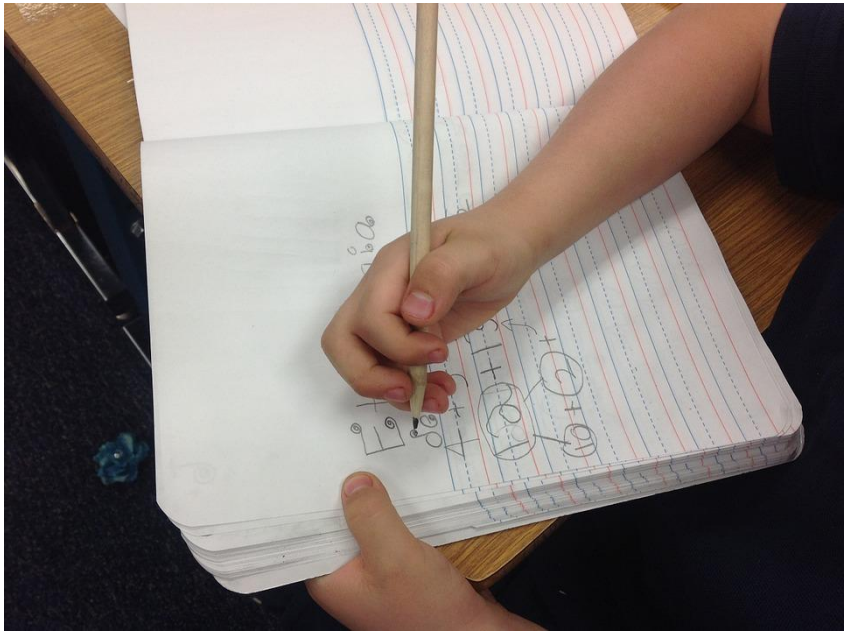
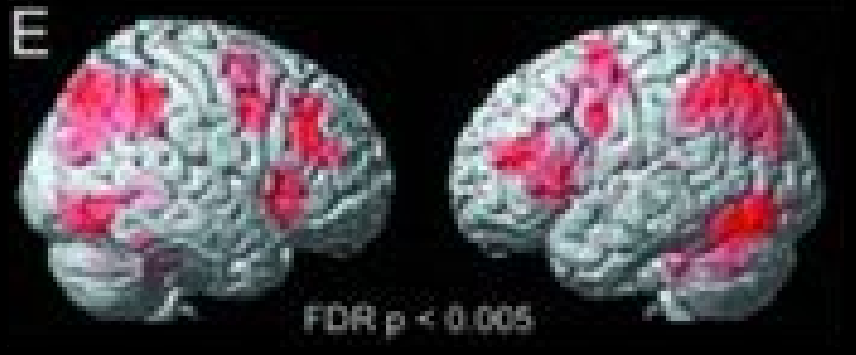
Providing options for EXPRESSION



Dyscalculia

Control Group



Butterworth, B (2010). "Foundational numerical capacities and the origins of dyscalculia". Trends in Cognitive Sciences. 14 (12): 534–541.

Which struggle do you see?

- Calculation
- Visual-Spatial Skills
- Organization
- Problem Solving

1. 2 + 7 = 10

2. 2 + 8 = 11

3. 3 + 1 = 7

9. 3 + 7 = 10

10. 4 + 1 = 14

11. 4 + 2 = 13

1. $3x + 7 > 19$

$-7 \qquad -7$

12

$\frac{3x}{3} + \cancel{} > \frac{12}{3}$

$x > 4$

2. $\left(-\frac{2}{3}x + \frac{5}{6}\right) \leq \frac{1}{3} \cdot 6$

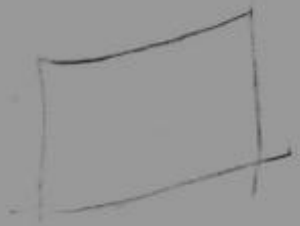
$-\frac{5}{6} \qquad 2 \quad -\frac{5}{6}$

2.1

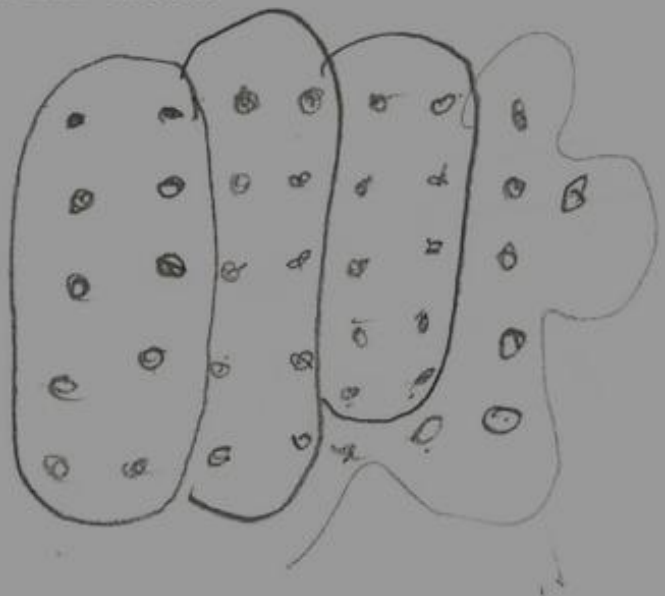
$-\frac{2}{3}x \leq 2.1$

$x \leq -3.15$

Julie has 38 boxes of oranges in her delivery truck. Each box holds 12 oranges. How many oranges does Julie have in her truck?

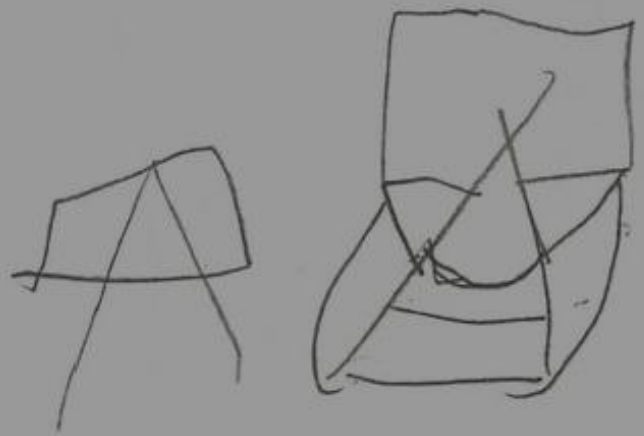


120
× 2
240
+ 96?
336

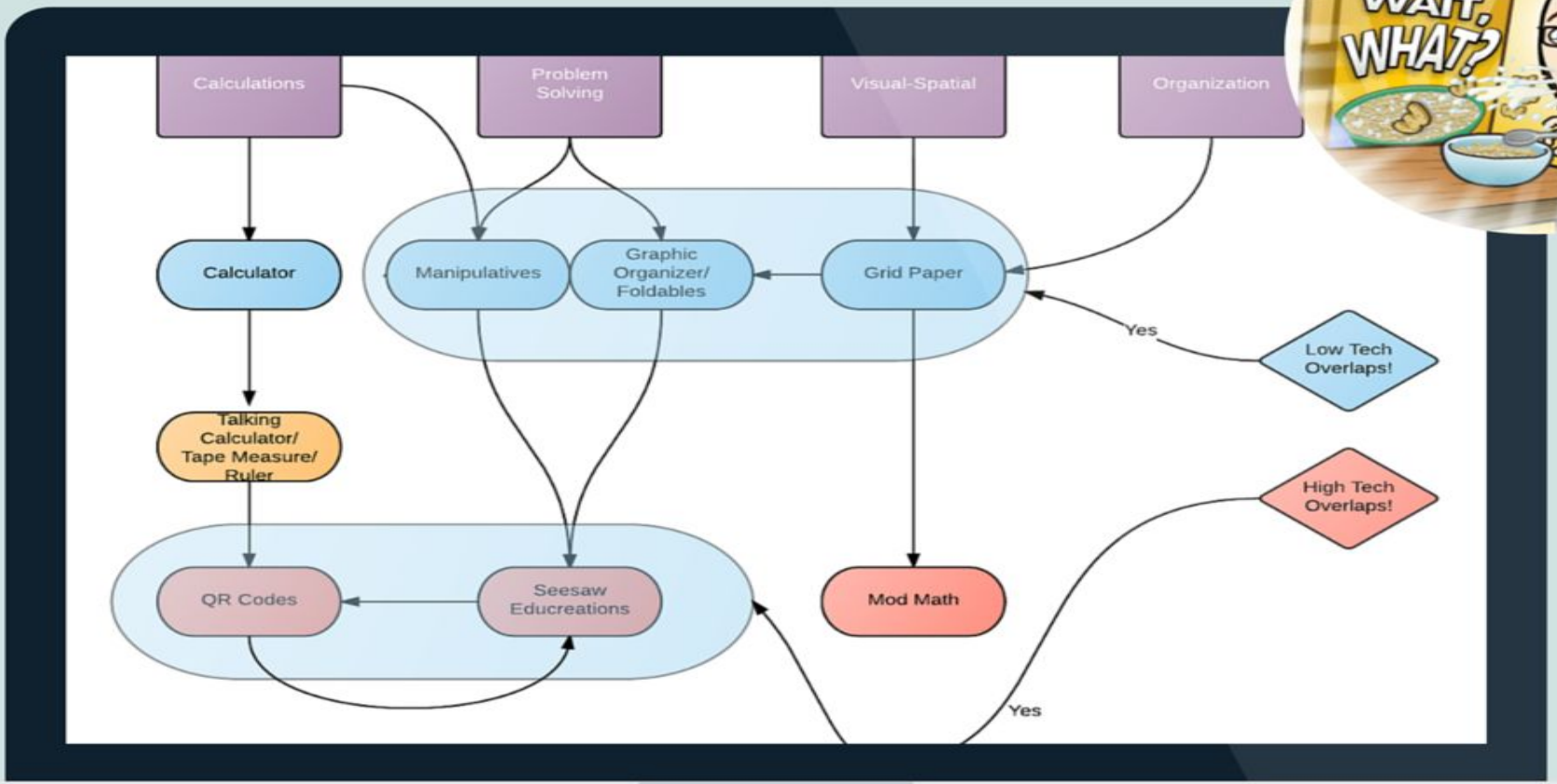


96

336



A Calculator would have made no difference!



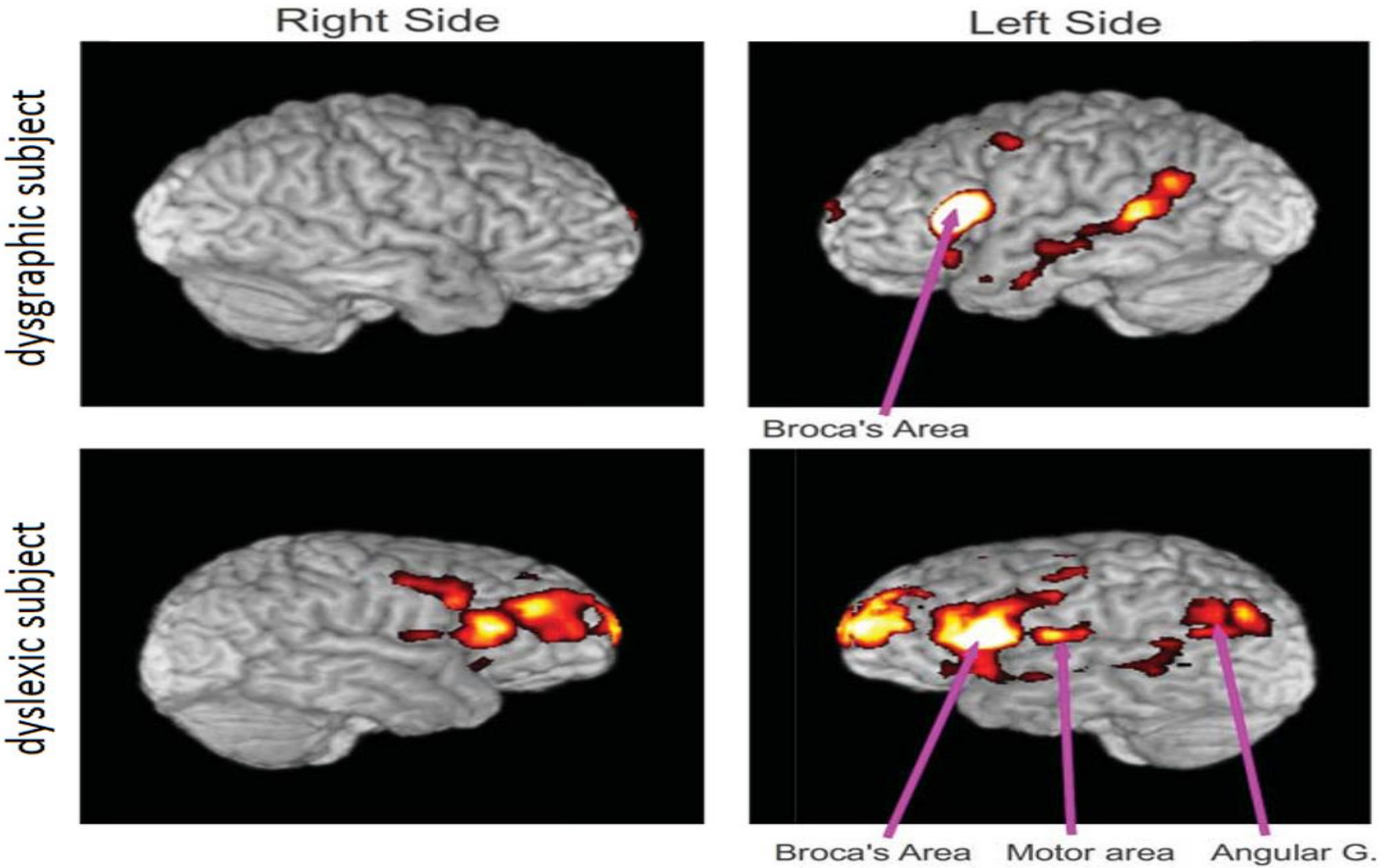
Flow Chart Confusion

Math and Movement

Sumblox

Digital Portfolios

Seesaw



Purcell JJ, Turkeltaub PE, Eden GF, Rapp B (2011). "Examining the central and peripheral processes of written word production through meta-analysis". Front Psychology. **2**: 239. Research shows brain differences in children with dyslexia and ..." 2015. 10 Oct. 2016 <http://www.washington.edu/news/2015/04/28/research-shows-brain-differences-in-children-with-dyslexia-and-dysgraphia/>

Secure | https://docs.google.com/document/d/1d-6D7utu_I6TkfsmPDFcLYNxp_NK1OLs0FpQK2ryQtY/edit

Apps | Day 3 | Office | ISTE | Presentations | Trainings | #dyslexiaCon17 hash | Readable | Free Read | UDL Implementation | Applying for CE Prov | teaching-tech-to-tea | Scanning Wizard | Amazon.cc

LWW Reading Log

File Edit View Insert Format Tools Table Add-ons Help Last edit was on November 1

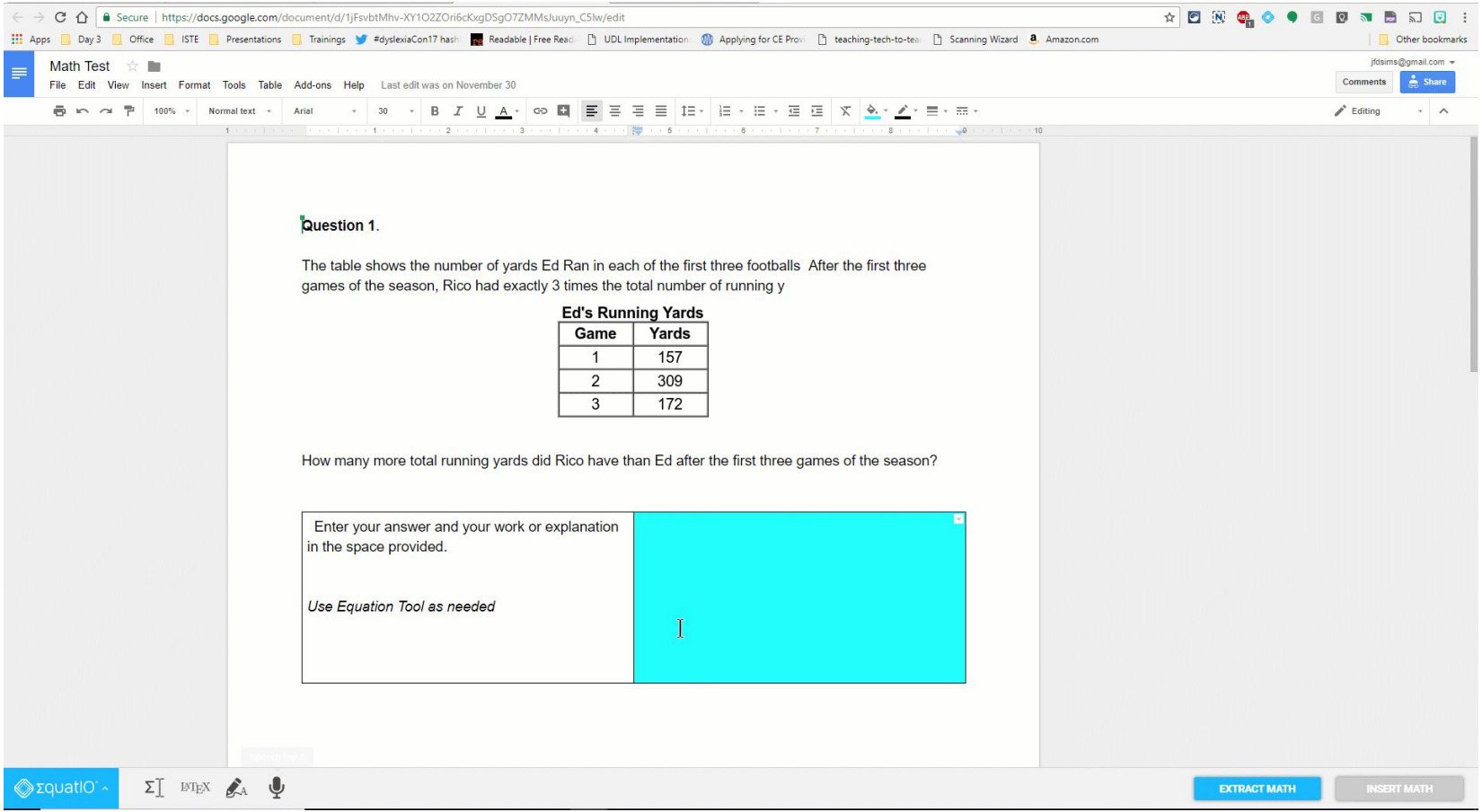
100% Normal text Arial 11

My Word Wall

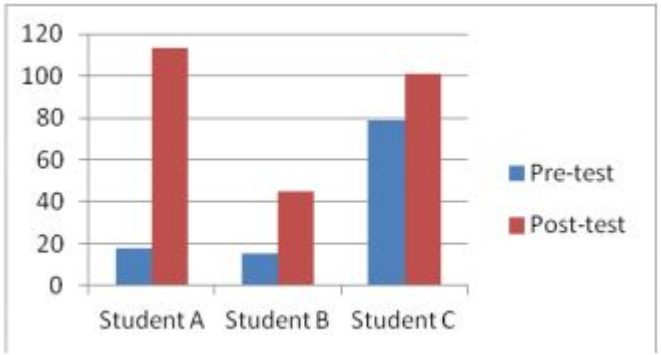
Ctrl + Shift + S to voice type your entry

Date	Title of Text	Word	Page #	Meaning

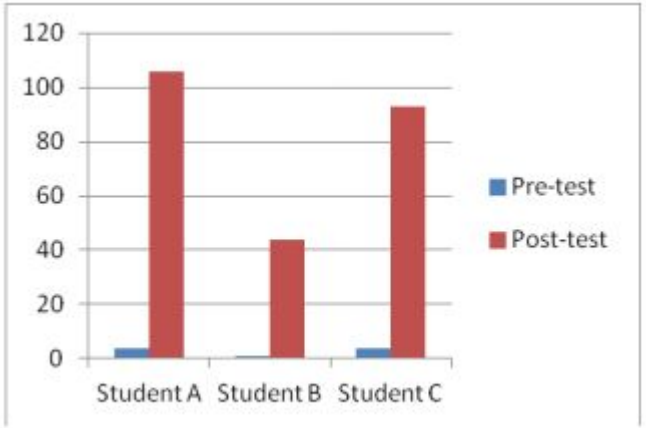
*to add more spaces, Left Click inside a cell and choose *Insert Row Below*


Math Test
File Edit View Insert Format Tools Table Add-ons Help Last edit was on November 30
Comments
Share
Question 1.
The table shows the number of yards Ed Ran in each of the first three footballs After the first three games of the season, Rico had exactly 3 times the total number of running y
Ed's Running Yards
Game Yards
1 157
2 309
3 172
How many more total running yards did Rico have than Ed after the first three games of the season?
Enter your answer and your work or explanation in the space provided.
Use Equation Tool as needed
EXTRACT MATH
INSERT MATH

Increased Words Per Minute

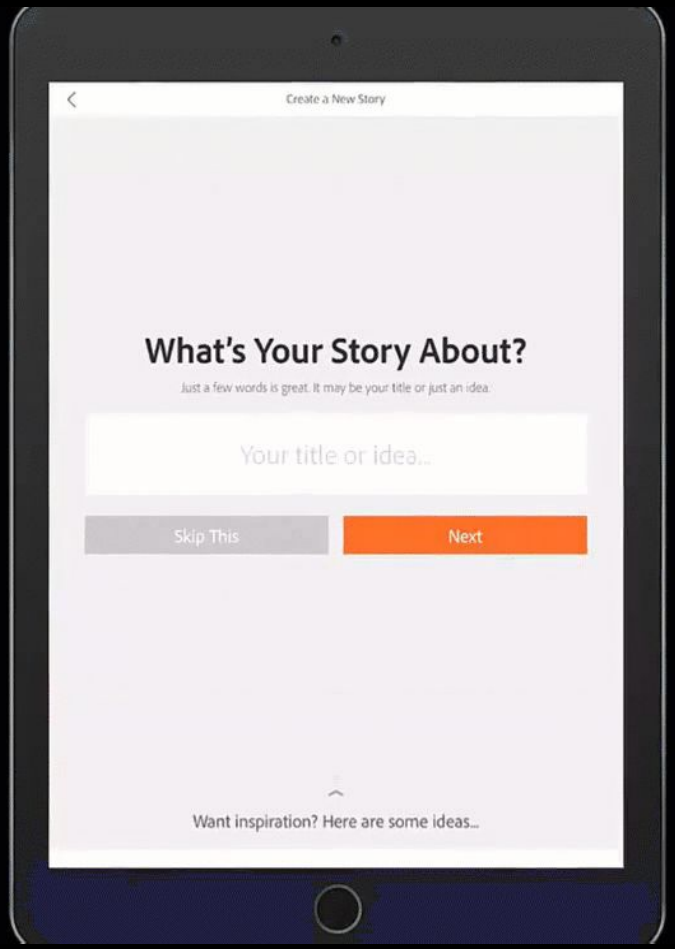


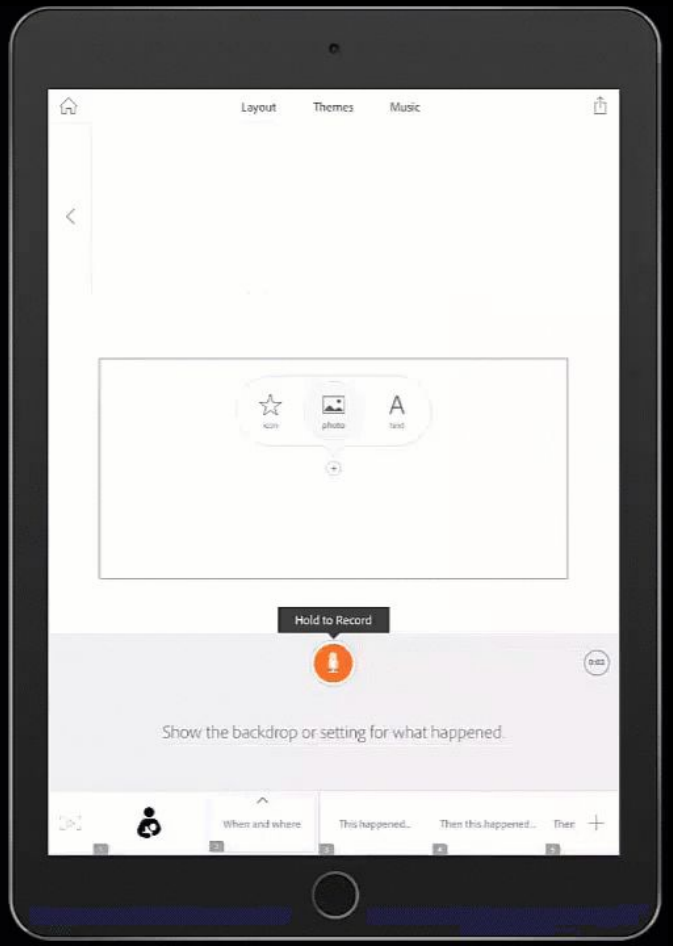
Increased Grammar (Correct Writing Sequence)



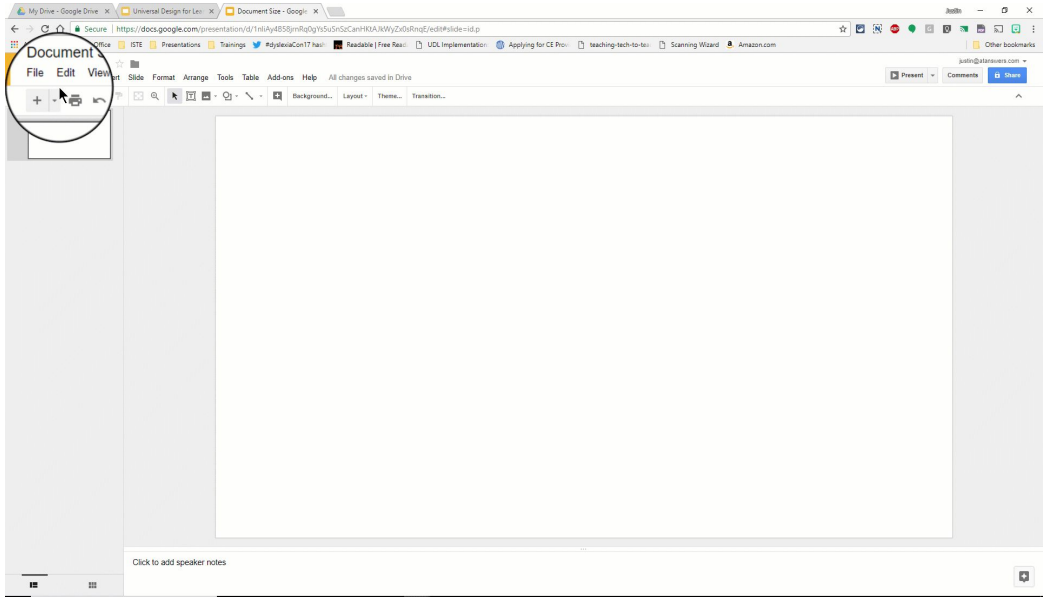
Speech To Text

McCollum, Dixie, Steven Nation, and Sharon Gunn. "The Effects of a Speech-to-Text Software Application on Written Expression for Students with Various Disabilities." In National Forum of Special Education Journal, vol. 25, no. 1. 2014.


Create a New Story
What's Your Story About?
Just a few words is great. It may be your title or just an idea.
Your title or idea...
Skip This
Next
Want inspiration? Here are some ideas...


Layout
Themes
Music
Hold to Record
Show the backdrop or setting for what happened.

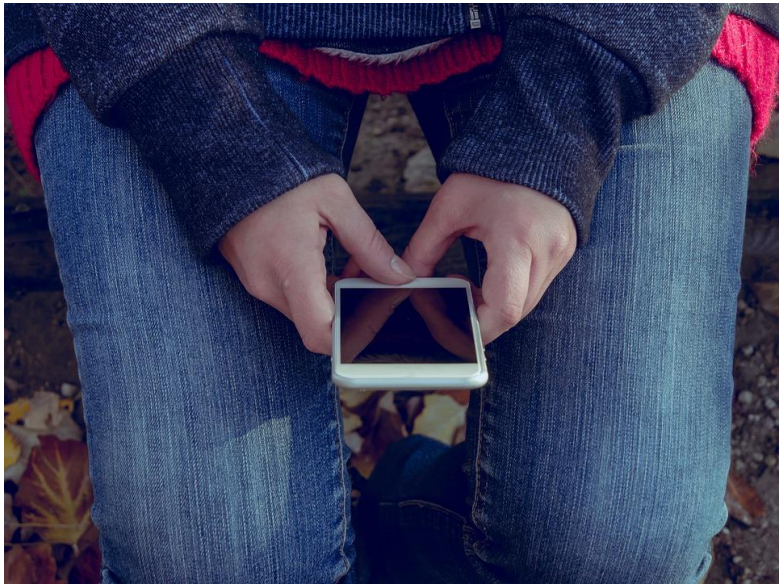
TIME
Boring Teachers
HATE HER
Find out why!
Expression Inside
Learn More
Student spices up presentation with magazines using Google Slides
FREE Magazine, Website, and Yearbook Templates


Document
File Edit View
Click to add speaker notes

Keeping students ENGAGED

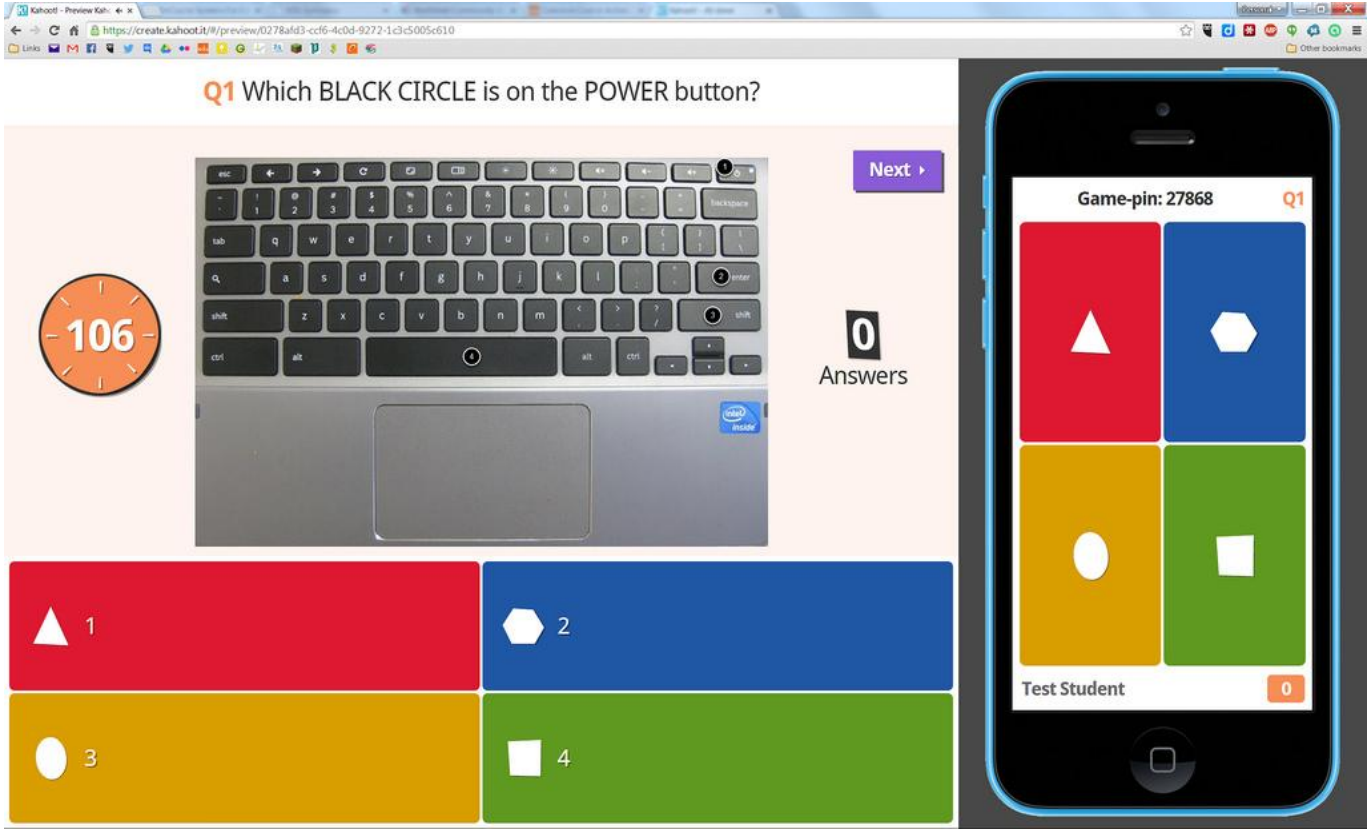
Interactive Student Responses

- Plickers
- Nearpod
- Peardeck
- Answergarden
- Padlet
- Classflow



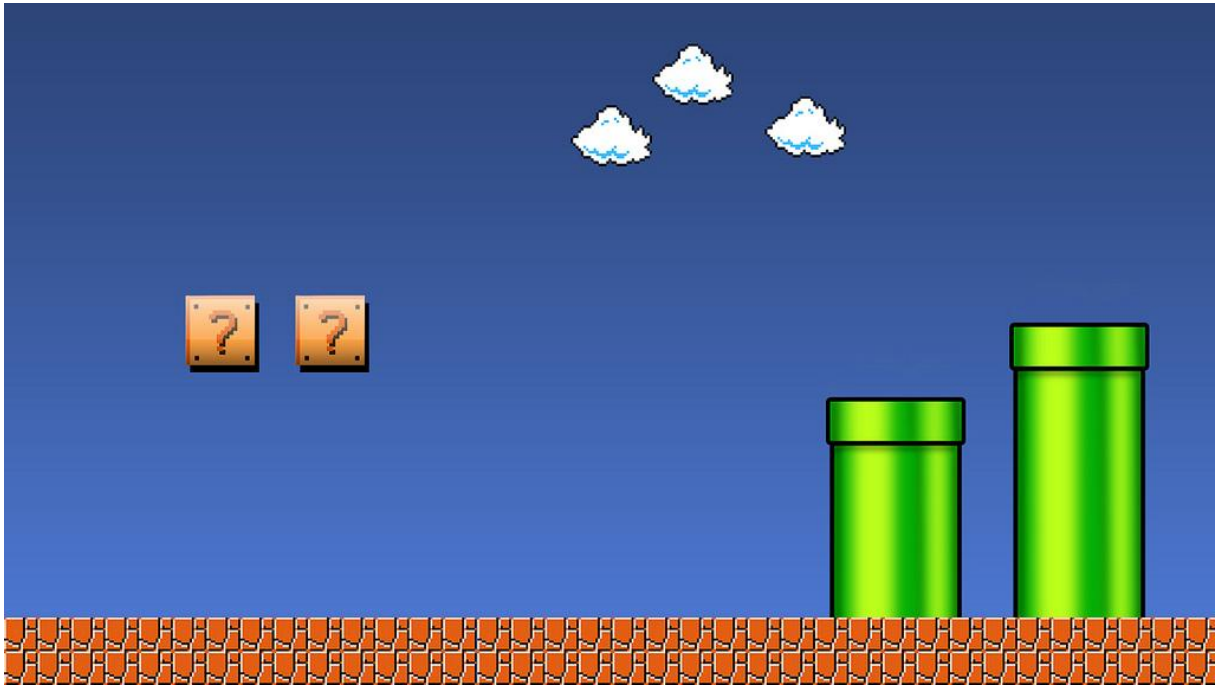
padlet

Kahoot

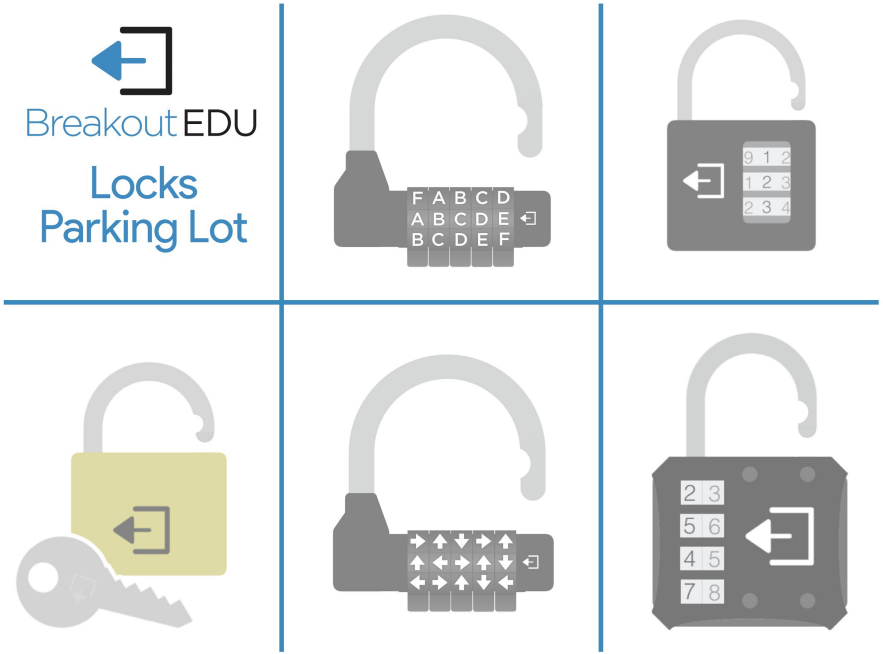

Q1 Which BLACK CIRCLE is on the POWER button?
Next
106
0
Answers
1
2
3
4
Game-pin: 27868
Q1
Test Student
0

Gamification

- Breakout EDU
- Minecraftedu
- GlassLabs



Breakout EDU



Makers

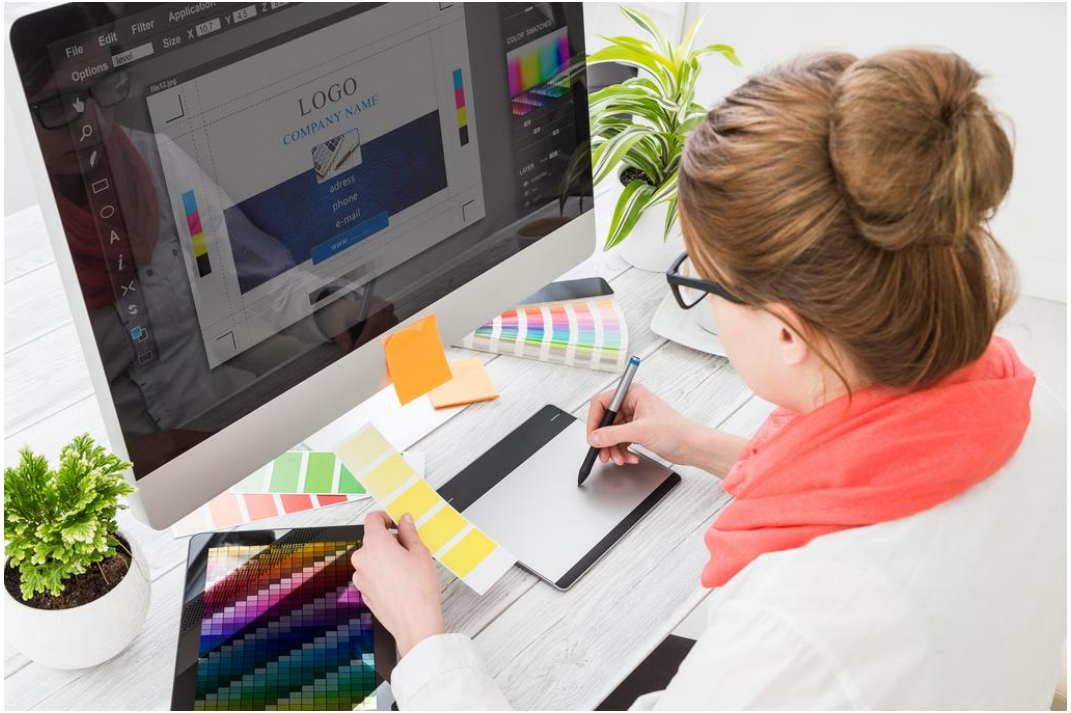
- Robotics
- 3D Printing
- Engineering

WA
OR
CA
ID
NV
MT
WY
UT
AZ
CO
NM
ND
SD
NE
KS
OK
TX
MN
IA
MO
AR
LA
WI
IL
MS
MI
IN
KY
TN
AL
OH
WV
GA
FL
SC
NC
VA
PA
NY
ME

MINECRAFTEDU

Digital Creation

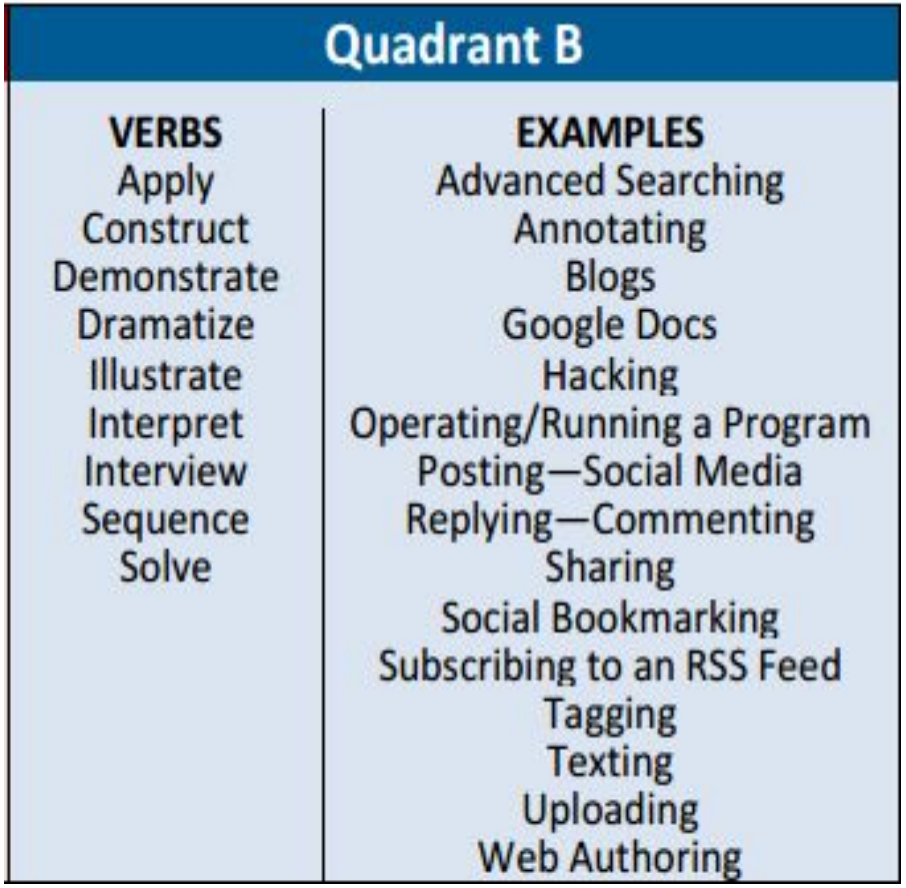
- Video Creation/Editing
- Animation
- Website Design
- Podcasting



Quadrant A	
VERBS	**EXAMPLES**
Define	Bullets and Links
Identify	Creating and Naming Folders
Label	Editing
List	Highlighting/Selecting
Locate	Internet Searching
Memorize	Loading
Name	Typing
Recite	Using a Mouse
Record	Word Doc
Select	

Nutrition

Highlighting & adding text to label nutritional groups (Online TEST)



Nutrition

Search the web, and record the nutritional value of your diet in a document

Quadrant C	
VERBS	**EXAMPLES**
Analyze	Hyperlinking
Classify	Media Clipping/Cropping
Diagram	Monitoring
Evaluate	Photos/Video
Examine	Programming
Explain	Reverse Engineering
Infer	Software Cracking
Judge	Testing
Research	Validating Resources
Summarize	Video Editing

Nutrition

Construct a infographic that compares the eating habits of different grade levels in your school

Quadrant D	
VERBS	**EXAMPLES**
Argue	Animating
Conclude	Audio Casting
Create	Blog Commenting
Explore	Broadcasting
Invent	Composing (GarageBand)
Modify	Digital Storytelling
Plan	Directing
Predict	Mashing-Mixing/Remixing
Rate	Modifying/Game Modding
	Networking
	Photo/Video Blogging
	Podcasting
	Reviewing

Nutrition

Publish a digital iBook on iTunes detailing the average dieting trends of your age group, and how to incorporate a sound nutritional plan to meet their needs.

Quadrant C	
VERBS	**EXAMPLES**
Analyze	Hyperlinking
Classify	Media Clipping/Cropping
Diagram	Monitoring
Evaluate	Photos/Video
Examine	Programming
Explain	Reverse Engineering
Infer	Software Cracking
Judge	Testing
Research	Validating Resources
Summarize	Video Editing

Quadrant D	
VERBS	**EXAMPLES**
Argue	Animating
Conclude	Audio Casting
Create	Blog Commenting
Explore	Broadcasting
Invent	Composing (GarageBand)
Modify	Digital Storytelling
Plan	Directing
Predict	Mashing-Mixing/Remixing
Rate	Modifying/Game Modding
	Networking
	Photo/Video Blogging
	Podcasting
	Reviewing

Quadrant A	
VERBS	**EXAMPLES**
Define	Bullets and Links
Identify	Creating and Naming Folders
Label	Editing
List	Highlighting/Selecting
Locate	Internet Searching
Memorize	Loading
Name	Typing
Recite	Using a Mouse
Record	Word Doc
Select	

Quadrant B	
VERBS	**EXAMPLES**
Apply	Advanced Searching
Construct	Annotating
Demonstrate	Blogs
Dramatize	Google Docs
Illustrate	Hacking
Interpret	Operating/Running a Program
Interview	Posting—Social Media
Sequence	Replying—Commenting
Solve	Sharing
	Social Bookmarking
	Subscribing to an RSS Feed
	Tagging
	Texting
	Uploading
	Web Authoring

4 Quadrants of Rigor and Relevance

UDL Starter Tips in Order

1. Choose a standard/goal
2. Examine the learning styles and needs of students
3. Identify the supports (technology) you have available
4. Use the UDL strategies to create your lesson

- **Can I convey information in more than one way?**
- **What is acceptable evidence of student learning?**
- **How can I gain and maintain attention?**

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@csc_lati

http://bit.ly/latitube