

Universal Design for Learning

The principles of universal design for learning are foundational to all educational planning. Universally designed schools, classrooms, curricula, and materials provide all students with access to the resources they require, regardless of their diverse learning needs.



For more information, see *Supporting Inclusive Schools: A Handbook for Resource Teachers in Manitoba Schools* available at www.edu.gov.mb.ca/k12/specedu/res_teacher/index.html.

Supporting Diversity

The following inclusive practices support diversity:

- Know your learners; deepen your personal understanding of the cultures, languages, and histories of your students.
- Strive to include instructional images, resources, websites, and so on, that are reflective and inclusive of your community of learners.
- Model and expect respectful and inclusive language.
- Build safe and caring learning environments with intention; provide students ample opportunities to connect and collaborate with one another.
- Provide time for students to understand themselves as learners, acknowledge and celebrate their interests and strengths, and support students in identifying their areas for growth.
- Provide students with opportunities to share their cultural backgrounds and perspectives with one another.
- Provide each student the option to “pass” or “step out” when invited to participate in class discussions and/or group activities that require sharing of ideas and/or opinions; provide students with alternative ways to do so.
- Provide opportunities for students to express and reflect on their learning in their first language.



For more information, see the following resources:

- *Responding to Religious Diversity in Manitoba's Schools: A Guide for Educators* (2018)
www.edu.gov.mb.ca/k12/docs/support/religious_diversity/index.html
- *Safe and Caring Schools: A Whole-School Approach to Planning for Safety and Belonging*
www.edu.gov.mb.ca/k12/docs/support/whole_school/index.html
- *Safe and Caring Schools: Supporting Transgender and Gender Diverse Students in Manitoba Schools*
www.edu.gov.mb.ca/k12/docs/support/transgender/index.html



Supporting Regulation

The following practices are responsive to the development of self-regulation:

- Ensure expectations are developmentally appropriate.
- Begin the school day with movement.
- Build breaks into the schedule and consider the following:
 - child's age when planning length of work periods
 - preferred activities
 - types and frequency of breaks: recess breaks and short brain breaks between academic tasks
- Be mindful of factors such as stress, fatigue, and social-emotional needs that may affect the number of breaks required.
- Separate the break area from the work area.
- Ensure that classroom routines are clear and consistent.
- Provide a visual schedule.
- Teach students to recognize and be responsive to their internal state.
- Teach students strategies to "get their brains and bodies" ready for learning.



Supporting Language and Communication Development

The following practices are responsive to the development of language and communication:

- Use visual supports: Supplement auditory information with visuals (pictures or written) to help with comprehension and understanding of expectations.
- Keep directions short, simple, and concrete.
- Repeat and rephrase information to allow for increased comprehension and retention.
- Conduct comprehension checks: Ask students to paraphrase what they have been told to check their level of understanding.
- Provide choices: If the student struggles with open-ended questions, provide support by offering choices to simplify the task.
- Provide access to technology: Make sure the students have access to and know how to use assistive technology to support reading (text compactor, read-aloud software, etc.), writing (speech-to-text software, edit assist, etc.), and communication (augmented communication apps, etc.).
- Pre-teach vocabulary prior to lessons to help students participate and have context for a lesson.



Supporting Students Who Have Low Vision

The following practices support students who have low vision:

- Determine what format/medium (large print text, electronic format, audio) the student prefers for accessing materials.
- Consider the following when using hard copy, large print handouts/materials:
 - Use black type on white background and double-spaced text.
 - Ensure handouts are void of visual clutter or distractions.
 - Use standard Roman or sans serif fonts, such as Arial.
 - Apply spacing between letters and lines.
 - Reproduce pictures accompanying any text in full colour and enlarged.
- Provide extended time for completing an assignment.
- Reduce the number of questions assigned.
- Encourage the student to give feedback on the legibility of materials received.



For more information, see the following resources:

- *Services for Students Who Are Blind or Visually Impaired*
www.edu.gov.mb.ca/k12/docs/support/bvi_services/index.html
- *Supporting Inclusive Schools: Educational Assessment: Considerations for Students Who Are Blind or Visually Impaired (BVI)*
www.edu.gov.mb.ca/k12/docs/support/ed_assess_bvi/index.html



Supporting Students Who Are Deaf or Hard of Hearing

The following practices support students who are Deaf or hard of hearing:

- Speak naturally and clearly.
- Ensure your face is free of all objects (e.g., microphones, books, hands).
- Frequently check for understanding.
- Encourage students to ask questions if they require clarity.
- Allow extra time to process auditory and/or visual information interpreted in ASL (American Sign Language).
- Repeat other student's comments or questions to ensure clarity.
- Use visual cues.



For more information, see the following resources:

- *Educators' Resource Guide: Supporting Students Who Are Deaf and/or Hard of Hearing*
www.edu.gov.mb.ca/k12/docs/support/dhh_resource/index.html
- *Supporting Students Who Are Deafblind: A Handbook for Teachers*
www.edu.gov.mb.ca/k12/docs/support/deafblind/index.html



Supporting Students Who Benefit from Student-Specific Planning and/or Individualized Programming

The following practices support students who benefit from student-specific planning and/or individualized programming:

- Provide opportunities for students to meaningfully engage in the online classroom community and learning experiences.
- Collaborate with parents/guardians to prioritize outcomes within each relevant domain of the student-specific plan.
 - Ensure the student-specific plan for learning at home is accessible and meaningful and can be supported by parents/guardians.
- Collaborate with members of the student's school-based/divisional student support team to determine how the student-specific outcome(s) will be supported remotely through physical therapy, occupational therapy, speech-language therapy, psychology, social work, and so on.
- Ensure students are scheduled to participate in synchronous teacher instruction with their online class community.
 - Collaborate with parents/guardians to support participation in synchronous, online instruction for the student relative to the students' developmental abilities and needs.
- Ensure that online instruction is differentiated to allow students to demonstrate their learning as articulated in student-specific outcomes related to literacy, numeracy, choice-making, communication, and so on, during synchronous teacher instruction.
- Provide parents/guardians with instruction regarding engagement monitoring and/or completion of tasks.
- Create daily/weekly schedules to support routines. Revisit and update frequently in response to emerging needs.
- Incorporate mindfulness and wellness activities into daily schedules.
- In the student-specific plan, include any reduction or alterations of the school day for students learning from home (i.e., include a daily plan).