**﻿﻿A﻿﻿ssignment 5**

**VIU EDPD 584**

**Cathie Lamont Makaroff**

With reference to 'Toolbelt Theory', as postulated by Ira Socol (see links below), assemble a toolkit of digital learning tools to support the learning needs of a learner of any age who faces significant learning challenges.

**A Tool Belt For Spencer :**

(name and some details changed)

**Introduction:**

Spencer is a loving, compassionate, affectionate and very sensitive boy who is struggling with school and has done so from day one. He is in grade three in the French immersion program.

Spencer has a combination of issues - ADHD combined designation, dyslexia, developmental vision difficulties and sensory Issues   At times he has difficulty dealing with and controlling his anger, has some anxiety and behavioural issues.

Spencer’s case has been complicated by the fact that although a psycho-educational assessment done privately by the parents diagnosed many of the above problems, the school district psychologists felt that they could not designate him in any way because they do not have ‘norms’ for students in French immersion. This is a big source of frustration for both staff, student and parents, but the plan is to go ahead and create an unofficial ‘grey file’ for Spencer that will serve as his IEP. For this, a well equipped ‘tool belt’ will be crucial. (BREAKING NEWS! ‘Spencer” got an LD designation today, June 22, 2016-and is awaiting a possible funded IBI designation!-Official IEP will be created in September using many of the tools named in this paper)

Using the SETT model:

**The Student:**

**• What is (are) the functional area(s) of concern? What does the student need to be able to do that is difficult or impossible to do independently at this time?**

-Spencer is unable to read independently at or near grade level in either French or English. He is about one year behind in his reading and so particularly struggles with written directions, textbooks, class novels, or non-fiction reference books.

-He also struggles immensely with written output and printing in general

-He has a lot of difficulty staying focussed and settled; needs to move all the time and is frequently distracted and distracting to others.

-He has difficulty in situations where competition is a factor; these frequently cause conflict and angry outbursts.

**• Special needs (related to area of concern)**

-ADHD combined designation, Dyslexia, Developmental Vision Difficulties, Sensory Issues .

**Current abilities (related to area of concern)**

**-**Spencer is very motivated and intelligent. He is articulate and sensitive. He has amazing metacognition, and has been fully educated about and has good understanding of his areas of disability. He is confident and shares with others easily about both his strengths and challenges.

**The Environments:**

**• Arrangement** (instructional, physical)

-Spencer is in a split grade 2/3 French immersion class. He sits at a regular desk at the front of the room near the door. He has access to the near by resource room and can go to the washroom, water fountain or for a walk about as necessary.

**• Support** (available to both the student and the staff)

-Spencer has no extra in class support at this time (EA). He has been going for intensive reading support five times a week, first in French for three months, and then in English for three months. He is seeing the school counsellor for behaviour and anxiety issues.

**• Materials and Equipment** (commonly used by others in the environments)

-The class has only 2 student computers and shares a set of 12 ipads with another class.

The resource room has multiple available computers, a kurzweil access, headphones and a smart board.

**• Access Issues** (technological, physical, instructional)

-Access to computer in the classroom limited; almost no students regularly use the computer for work. Kurzweil has very limited access to French texts and materials and for what exists, the audio is very poor.

**• Attitudes and Expectations** (staff, family, other)

**-**Spencer’s current teachers (he has 2 teachers in a job share) are very understanding and supportive. They have had multiple meetings with parents, studied all assessments and reports. They have a clear picture of his strengths and really appreciate them, and a good understanding of his challenges and are sympathetic to them and proactive in terms of addressing them. Spencer’s parents are very well informed, pro-active, supportive of teachers and assertive in trying to gain maximum support to enable Spencer’s academic and social success.

**The Tasks**

• What SPECIFIC tasks occur in the student’s natural environments that enable

progress toward mastery of IEP goals and objectives?

-Access to written information for all subjects. (Reading and alternatives/supports to reading)

-Access to writing aids, including a key board, and digital assistive technology for written output; get specific written task information from teachers.ie) journal writing, creative writing, note taking or information recording for science, social studies etc. )

• What SPECIFIC tasks are required for active involvement in identified environments? (related to communication, instruction, participation, productivity, environmental control

-Communication: Given Spencer’s strong oral skills (both in French and English) priority will be to giving him opportunity to present his work orally.

- Instruction should include multiple modalities, including visual, audio and kinaesthetic (involving movement if possible).

-Participation: As much time as possible in the classroom, especially during active instruction times and class activity times.

-Productivity: Sensitivity to Spencer’s optimal performing times, usually morning, should be taking into account when assigning tasks. Allowing for self-regulation opportunities also key for encouraging productivity.

-Environmental Control: Access to a quiet environment as needed for self-regulation, as well as access to exercise as needed, again for self-regulation.

In the SETT Framework, Tools include devices, services, strategies, training, accommodations, modifications–everything that is needed to help the student succeed.

**A Tool Belt for Spencer!**

**Information for Parents re. Universal Design for Learning**

**UDL calls for...**

* **Multiple Means of Representation**give learners various ways of acquiring information and knowledge.
* **Multiple Means of Action and Expression** provide learners with alternatives for demonstrating what they know.
* **Multiple Means of Engagement**tap into learners' interests, offer appropriate challenges, increase motivation.
* \*\*UDL explained: <https://youtu.be/bDvKnY0g6e4> \*\*\*The myth of average: <https://www.youtube.com/watch?v=4eBmyttcfU4> -cool for pilots ☺For more information about ‘tool belt theory’ see: <https://sites.google.com/site/iradavidsocol/home/toolbelt-theory>

**Digital resources for Representation, Expression and Engagement:**

**Representation/reading: These are all read aloud. Some sites will need to be copy and pasted in url.**

[**http://www.udlresource.com/options-for-text-in-audio-format.html**](http://www.udlresource.com/options-for-text-in-audio-format.html)

**All the below sites are found on the udlresource site above**

[**http://www.loyalbooks.com**](http://www.loyalbooks.com)

**http://etc.usf.edu/lit2go/ (check out Tom Sawyer ☺)**

[**http://www.storynory.com**](http://www.storynory.com)

**http://robertmunsch.com/books (no text, no illustrations-could be read along with hard copy)**

[**http://www.storylineonline.net**](http://www.storylineonline.net) **(no text, but beautifully read and semi animated illustrations)**

**These sites would be great for video research or learning:**

[**http://www.udlresource.com/options-for-reference.html**](http://www.udlresource.com/options-for-reference.html) **This page is full of very accessible material for all subjects; presentation can be audio, video, or accessible print; eg) check out the\*\*\* simple English Wikipedia**

[**http://www.udlresource.com/options-for-video.html**](http://www.udlresource.com/options-for-video.html)

[**http://www.edudemic.com/best-video-sites-for-teachers/**](http://www.edudemic.com/best-video-sites-for-teachers/)

**Action/Expression/Writing:**

For grade three ipads are the tools of choice. Spencer will do well with all voice to text options available on the ipad. Also, any apps where he can represent his learning with no, or minimal writing are good. Filming, voice recording, slides with images and/or minimal text are appropriate. Engaging sites that E Spencer is familiar with include: Book creator, Shadow puppet, Spark Video, Popplet. Not on ipad, but worth checking out are some comic creation sites. <http://www.udlresource.com/options-for-creating-comics.html> will also Spencer benefit from all apps and functions that have text prediction-which includes most every writing oriented program on the ipad.

And also for demonstrating learning, with some writing involved: Multimedia Expression: <http://www.udlresource.com/options-for-multimedia.html> Some of the options I’ve explored are described below: -Animoto-looks cool! Can add images, text, and music -Storybird-art based story –good for initiating writing. -voki-avatars-complicated? -Photo Peach=slide show creation, kind of cool -Glogster=poster creation (free trial, then must pay)

From grade 4 onwards Spencer will have access to a google account through the school district(with parent permission) Google read and write, Google chrome extensions. See the following video for the amazing \*\*\*features it has: <https://www.youtube.com/watch?v=hwC_hJ7KmAg>

**Art:**

[**http://www.udlresource.com/options-for-art.html**](http://www.udlresource.com/options-for-art.html)

**Engagement!**

[**http://www.udlresource.com/engagement.html**](http://www.udlresource.com/engagement.html)

**OTHER: Self-regulation.**

-Politano exercises

-Hoki seat-standing at desk (raise the desk to avoid back problems)

-\*\*\*Dr. Green; learning skills to successful behaviors. You may have to copy and paste the URL. It is a written document but, Click the ‘watch now” for a super encouraging lecture:

\*\*\*http://www.livesinthebalance.org/walking-tour-parents

- Videos Dyslexia: first one; gifts and solutions-

<http://www.dys-add.com/videos/dyslexiaSymptomsSolutions_Part04.html>

<http://www.thedyslexiatutor.com/training.html>: links to lots of information

Books, websites:

-Overcoming Dyslexia by Sally Shaywitz, MD.

- The Gift of Dyslexia by Ron Davis <https://www.amazon.com/Gift-Dyslexia-Smartest-Revised-Expanded/dp/0399535667>

- The Dyslexic Advantage <http://www.dyslexicadvantage.org/>

Keyboarding site: BBC Dance mat typing: http://www.bbc.co.uk/guides/z3c6tfr