



Ministry of Education, Science and Technology

National Reading Programme

Weaving Inclusion into the National Reading Programme

Facilitator Guide

October 2020

Universal Design for Learning Literacy Toolkit

Weaving Inclusion into the National Reading Programme

Facilitator Guide

Designed and Authored under the **Reading for All Malawi Activity**
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Weaving Inclusion into the National Reading Programme

Overview

This guide is designed for the Ministry of Education in Malawi to provide scripted step-by-step instructions to lead small group trainings on **Weaving Inclusion into the National Reading Programme**. The goal of this training is to help educators improve their teaching strategies so they can reach all learners through the delivery of a high quality inclusive education pedagogy built with a universal design for learning.

Pre-Training Facilitator Information

The initial delivery of this training will be conducted using a hybrid distance learning model that is facilitated by the Department of Special Needs Education and the Reading for All Malawi (REFAM) teams. The online platform will virtually connect small groups of Ministry of Education stakeholders who are meeting in person in their respective Districts with others across Malawi.

Each District or team will be provided resources to print and distribute a Training Workbook (TW) for all participants. The activities for the day are contained in this workbook.

Each team will have a moderator for on-site discussion and communication with the REFAM team virtually.

Because this is a digitally-based session, greater wait time must be provided to participants. Trainers might have to wait up to 45 seconds for a response and will also provide technical assistance when possible to support communications of all teams.

Ask moderators at each location to encourage the other participants to speak and be heard (they will have to move to the computer to be heard).

Cover Slide: 1 minutes

Say: Welcome to Weaving Inclusion into the National Reading Program. This is the first of it's kind of training in Malawi, and the first training in Malawi, part of the Universal Design for Learning Literacy Toolkit created by the Ministry of Education's Department of Special Needs Education (DSNE) and the Reading for All Malawi (REFAM) team.

We are very pleased today to welcome teams from (name the districts). I am Heidi Soule, Chief of Party of Reading for All Malawi. We are a United States Agency for International Development (USAID) funded activity, and our overall goal is for children with disabilities in Malawi to acquire reading skills while in primary school. Through our partnership with the Ministry of Education's Department of Special Needs, REFAM and DSNE work together in close partnership in the pursuit of our shared goal of strengthening inclusive education in Malawi, and

together we are focusing on improving Inclusive Education policy and classroom instruction. Today's training is focused on classroom instruction.

While we cannot be together in person for this training and we intend to bring you interesting and quality information. Because connectivity can be a concern, we ask the IE Coordinators to follow along in the Facilitator's Guide, so you can take up the training if we get cut-off.

We will have one 10 minute break in the middle of this session, but we must be strict to that timing so we can finish the training on time. Please respect all who are involved in this training and return on time. Also, please feel free to take care of your needs as they arise.

Slide 2: 1 Minutes

This module will provide Malawi educators and leaders an opportunity to:

*Say: This training is designed to **reinforce** your current knowledge, help you **practice** your existing skills, guide you to **gain** new information related to **strategies** in the National Reading Program, and introduce you to Universal Design for Learning.*

Slide 3: 3 Minutes

What to expect

Say: This training might be different from others you have attended. That is because this training has used the Universal Design for Learning or "UDL" framework in its development. This means there will be much more discussion rather than lecture.

First, we will invite you to have discussions at your different sites and your IE Coordinator will post information into the chat, share using the microphone, and use WhatsApp to communicate with the REFAM team.

Second, we suggest that each site turn on their closed captioning in Google Meet. Closed captioning is not only a support for people who are deaf or hard of hearing, but closed captioning can help us understand people with different accents (for example, there are three Americans presenting today!). Turn on the closed captioning by hovering your mouse at the bottom of your screen until the green bar pops up. On the right hand side you will see the words "turn on captions." Click there and you will begin to see what is said at the bottom of your screen. Take a moment to do this now (PAUSE 15 seconds)

Third, materials in Braille were delivered to those sites which requested them. In alignment with UDL, though, you will notice that we describe all text that is provided. The digital presentation also has descriptions of any picture.

Fourth, you will have different ways to process the information. One way is to use the Training Workbook provided for each of you. We encourage you to follow along within the packet and pay attention to the “follow up” questions. As is true with many trainings, this training has a pre and post test. The “follow up” questions will help you focus and be prepared for the post-test. You are encouraged to look at these questions if you finish an activity or discussion early. You can also look at them when we provide additional time throughout the session.

Fifth, during this training, you will also think about inclusion rather than be told about it. You will apply knowledge you already have and expand on that knowledge.

*Finally, there are many pieces to UDL, but one I will mention here is called **Transfer** and **Generalization**. Students who are top learners are able to take the information they are learning and apply it to their own knowledge. As educators, it is our job to help them make this connection. Today, you are learners and we are the educators. For this reason, we will set aside that time for you to think deeply about how you support inclusion because no matter your role, you must contribute to the expansion of inclusion on behalf of all children in Malawi.*

Slide 4: 1 Minutes

Say: The REFAM team will provide 3 UDL Literacy Toolkit trainings. Today’s will focus on incorporating UDL into inclusion and the National Reading Program. The other two training sessions will focus on how UDL can support using data to make instructional decisions, how UDL can support writing IEPs that support quality instruction, and how UDL can support screening and identification. You will leave each training session with ideas of how you can help your learners and others who support your learners.

Slide 5: 6 Minutes

Pre-test

Say: We ask that you complete a pre-test and a post-test for each session you attend to receive your certificate for the UDL Literacy Toolkit series. Today’s pre-post test is Included with your materials. I will pause for 1 minute so you can pull out the pre-post test now. (pause for 1 minute). Notice that you are asked to circle “pre” or “Post” at the top of the page. Please circle “Pre” at this time and then complete the assessment in the next few minutes). (Wait 4 minutes)

Say: IE Coordinators, please collect the pre-tests and place them in the provided envelope. Thank you.

Slide 6-8: 8 Minutes

Introductions

Facilitator note: Be sure to have a photo of everyone involved in the development of the training and include their name and where they live. Each person involved with the training will introduce him or herself.

Slide 9: 1 Minute

Our brain and learning

Say: You are going to assess your own knowledge about how our brains learn, we'll talk through the answers, and then we will share some information about how our brain learns and the importance of belonging. Finally, you will hear how belonging has influenced one of your colleagues.

Slide 10: 13 Minutes

Brain Science Tells Us: True or False

Say: The questions on the screen are also in your Training Workbook on page 1. Please read the statements and then circle either true or false. We will give you four minutes for this activity.

Wait 4 minutes

Say: Now that you've had a few minutes think about these statements, here are the answers.

- 1. We learn best when we are part of a community. **True.** When we feel we are part of a community, there is a chemical release in our brain that provides a boost for learning. If we do not feel we are part of a community, that boost does not happen.*
- 2. We learn best when we feel safe. **True.** We do learn best when we are in a calm and joyful state. And even though we do remember things very well when we have been frightened, it is not the deep, fruitful kind of learning educators want their students to have.*
- 3. We learn best when we don't think we have the ability to learn. **False.** We learn best when we think we have the ability. As educators, we must help our learners understand that every single one of them has the ability to learn. Making mistakes and getting answers wrong is part of that journey. In fact, a phrase to teach our learners is "not yet,"*

as in “even though I got it wrong, that just means I’m not there yet.” Or, “even though I made that mistake, that just means I’m not proficient yet.” Help them see that there is always a possibility to learn.

4. We learn best when we feel accepted. **True.** All primates, including humans, become very stressed when they are excluded. That stress has a negative impact on learning; therefore, all children will benefit in their learning by feeling accepted.
5. We learn best when we are isolated. **False.** Just as I shared above, humans do best when they are included and are an accepted part of the community. This is part of our biology.
6. We learn best when we feel included. **True.** Just as I share above, humans do best when they are included and accepted.
7. All children have the ability to learn. **True.** Even when the brain has been physically damaged, studies show that learning continues to take place. But while the brain is a mysterious organ capable of incredible things, we need to create a pathway for that learning. For this reason, we must vary the strategies we use so we make learning accessible to all learners. Understanding how to vary those strategies is a key part of today’s training.

Please turn to the person nearest to you and in the next 5 minutes share (a) something you learned, and (b) something that confirmed what you already knew. We invite the IE Coordinators to type into the chat what your groups are discussing. We are eager to see 2 or 3 entries from each site.

After 5 Minutes, move to slide 11

Slide 11: 1 Minute

Say: For this next activity, you are going to think about belonging and what that looks like in your schools and classrooms.

Slide 12: 4 minutes

Instructions

Say: As we just discussed, belonging is at the core of who we are as learners.

1. Please divide yourselves into groups of 4 or 5 people.
2. Each group will use a piece of flipchart paper. Write at the top, “Belonging looks like.”
3. For 5 minutes, each group will list what belonging looks like.

I will give you some prompts on the next slide to get you started. Please take the next 3 minutes to get into your groups and distribute the paper.

Pause to give time for people to make groups and to distribute the paper but move to the next slide at 3 Minutes.

Slide 13: 7 Minutes

Say: *Here are some prompts to help start your thinking.*

When you see the children playing together, what clues do you see that tell you each child feels they belong?

When you see the children playing together, what clues do you see that tell you that children understand that each other belong?

When you see children working together in class, what clues do you see that tell you that each child feels they belong?

When you see children working together in class, what clues do you see that tell you that children understand that each other belong?

For the next 5 minutes, write your thoughts on a piece of chart paper (one piece per team). IE Coordinators, we invite you to share reflections from your different groups in the chat. If you have a phone that can take a picture and you are connected via Whatsapp, feel free to take a photo of each group's work and send it to your REFAM colleague.

Slide 14: 6 Minutes

Sekerani's Story

Say: *Now that you have learned some things about the brain, and we have thought about belonging in your own classroom or school settings, we would like for you to watch and listen to Sekerani share why belonging is important to him and what he experienced when he was in school.*

Facilitator's note: Please play this video.: <https://youtu.be/1g37TS4VH6U>

Say: *Now that you have heard Sekerani's story, turn to a person near you and discuss why having a sense of belonging is so critical to a student's success, what one thing would have made learning easier for him in the mainstream classroom, and how knowledge about our learning brain makes this something that cannot be denied.*

Slide 15: 1 Minutes

The Classrooms of Inclusion

Say: This activity will help us think about what inclusion really is. By the end of this activity, you will be able to share the difference between exclusion and inclusion.

Slide 16: 5 Minutes

(A slide with the circles on it)

Facilitator note: This activity asks participants to think about exclusion, segregation, integration, and inclusion using a visual representation. Participants place shapes within and outside of the circles as directed and then using the words in the word bank, enter the labels below the circles. to identify what each circle with shapes represents.

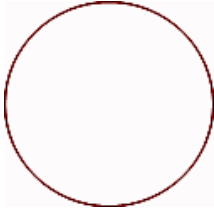
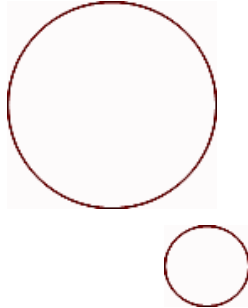
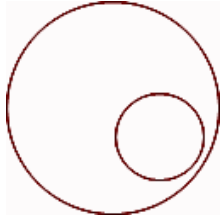
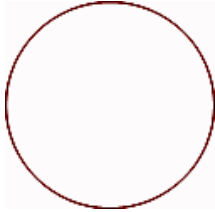
Say: On page 3 of your Training Workbook you will see 4 sets of circles with lines below them. You are going to add small shapes as you see on the screen. Please do this with me now.

*In circle 1, use 1 shape and intersperse 9 of them in the circle.
Next, make 3 groups of 3 different shapes around the outside of the circle.*

*In circle 2, use 1 shape and intersperse 9 of them in the circle.
Next, make 3 groups of 3 different shapes and place them inside of the small circle.*

In circle 3, use 1 shape and intersperse 9 of them in the large circle. Next, make 3 groups of 3 different shapes and place them inside of the small circle.

In circle 4, place all 4 shapes inside the large circle. 9 of one shape and 3 sets of 3 of other shapes.

1	2	3	4
			
<p><i>In circle 1, use 1 shape and intersperse of 9 them in the circle. Next, make 3 groups of 3 different shapes around the outside of the circle.</i></p>	<p><i>In circle 2, use 1 shape and intersperse 9 of them in the circle. Next, make 3 groups of 3 different shapes and place them inside of the small circle.</i></p>	<p><i>In circle 3, use 1 shape and intersperse 9 of them in the large circle. Next, make 3 groups of 3 different shapes and place them inside of the small circle.</i></p>	<p><i>In circle 4, place all 4 shapes inside the large circle. 9 of one shape and 3 sets of 3 of other shapes.</i></p>

Slide 17: 3 Minutes

Say: *As you can see the word bank includes the following: inclusion, segregation, exclusion, integration. Please place the words in the wordbank under the circles you believe represent the words.*

Slide 18: 2 Minutes; 4 minutes for discussion

Say: *You can see on the screen the order and definition that goes with each circle. Read the statements outloud.*

1. Exclusion - children are prevented from having access or denied access to education in any form directly or indirectly.
2. Segregation - children with disabilities are educated in separate environments, in isolation from students without disabilities, based on various impairments.
3. Integration - children with disabilities are in the same room with their peers, but they are kept separate and/or their work is not related to the work of their peers.
4. Inclusion - children with disabilities are in the same room with their peers, work with their peers, and are provided accommodations, so they can meet the same goals relevant to age range as their peers.

The one we want to focus on most, though, is the circle that represents inclusion. You can see that all of the colors are interspersed to symbolize children learning and playing with one another. This is an environment where everyone belongs.

Inclusion, though, happens across school, home, and community settings. For example, let's consider the needs of children who are Deaf or hard of hearing learners:

Just as you heard from Sekerani, communication through sign language is needed for students who are deaf, hard of hearing or deaf/blind to build their language, communication and literacy skills. One option is co-enrollment where students who are deaf/hard of hearing receive support while attending with students who can hear. This way, they all receive a language-rich education that is inclusive. Another option, especially for young children, is to attend day-schools where students who are deaf/hard of hearing attend school with others who are deaf, but these children still live with their families. This supports continued community and family inclusion. Either way, the families should be supported to make an informed choice. (from UDL to Help All Children Read: Promoting Literacy for Learners with Disabilities, 2018)

As we continue our focus to make classrooms inclusive, we have to look closely at something else - our own values and beliefs.

Before we move to that topic, turn to a person near you and in the next 4 minutes share what you recognize as the difference between exclusion and inclusion as demonstrated through this activity.

Slide 19: 1 minute

Values and Beliefs

Say: This next activity focuses on your values and beliefs when it comes to inclusion. By the end of this activity, you will privately identify your values and beliefs on a continuum. By the end of this activity, you will identify your own values and beliefs related to inclusion

Slide 20: 1 Minutes

Values, Beliefs, and Inclusion

Say: I want you to think about two words: values and beliefs. Take a minute to read the statements on this page as I read them out loud. You will also find them on page 3 of your Training Workbook.

Values are your interpretation of the usefulness or desirability of a person or action. Beliefs are your confidence in your own capabilities.

You are going to apply these statements to the next slide.

Slide 21: 6 Minutes

Where are you?

Say: On Page 4 of your Training Workbook you see these two lines with statements on each end. Now that we've had the opportunity to think about the importance of belonging and you have defined inclusion using a visual representation, you will think about your own thoughts about inclusion.

At the left end of the top line, it reads: I see no value in including children with disabilities in the mainstream setting. At the right end of the top line, it reads: I strongly believe children with disabilities should be learning with their non-disabled peers.

At the left of the bottom line, it reads: I have few to no skills to teach children with disabilities. At the right of the bottom line, it reads: I can help others gain the skills needed to teach children with disabilities.

*Before you get started, though, I'd like to talk about the statement, "I see no value in including children with disabilities in the mainstream setting" at the left end of the top line. This statement is asking you to say what you **VALUE**. Remember, the statement we're using is your interpretation of the usefulness or desirability of a person or an action.*

You can value inclusion even if it is not happening right now for all children. You might believe that each person is useful to the community and is a desirable contributor, but you aren't sure how to make inclusion work in the mainstream setting. If supports were in place, though, like interpreters, Braille supports, specialized materials, etc, you would value having children with disabilities in the mainstream setting. If this is how you feel, your marker will be more toward the right than left.

Right now, you might not recognize or understand the value all individuals bring to your community and classroom; however, human potential cannot be determined. We cannot know or even guess a child's potential. For that reason, we need to value them as learners. Likewise, you might not have all of the skills you need to be the best teacher you can be for students with disabilities, but you can learn these skills.

Now, In your individual Training Workbooks you are going to make a mark on each of the lines to define where you are on each continuum. As you see on the screen, put a number 1 above each of your marks because we will return to these lines at the end of the training.

Pause for 2 minutes to allow participants to mark their papers.

Follow up statement to the group: *Say: We know that when children aren't given the education they need, they cannot be the contributing members to society they could be. Sometimes, our reluctance to include them with their peers stems from our lack of knowledge and/or the lack of materials. These things can be changed, though. Values and beliefs about inclusion are intertwined. This training as well as those following are to help you gain more knowledge so your belief in your own abilities and capacity to create change increases. This can help shift your values.*

Slide 22: 1 Minute

Teaching approaches and strategies: What you know

Say: *Next, we're going to begin looking at specific teaching strategies and how to make them inclusive. The goal of this activity is for you to identify approaches that support students with disabilities to fully participate when you use specific strategies.*

Slide 23: 1 Minutes

Identifying the inclusive practices you use

Facilitator note: Have participants turn to **page 5** in their Training Workbooks and talk them through the table. The same table is at the bottom of the next page of this Facilitator's Guide.

Say: *The first example uses the strategy of choral reading to help you understand the activity. For now, you will only focus on the first two columns. In the left hand column, you can see that choral reading is defined. In the second column, there are two ideas of how you could make that strategy more inclusive. Now, turn to page 6.*

You can see that the approach of I do, We do, You do and the 4 strategies have been defined in the first column. Using that information, you will enter ideas into the second column of how you can make the approach or strategy more inclusive. Remember, you will leave the third column blank for now.

Slide 24: 35 Minutes

Identifying the inclusive practices you use

- *This activity will last for 25 minutes.*
- *We suggest that you work in teams of 4 or 5 at your sites.*
- *Each team will choose two items (for example., one team works on I do, We do, You do and Continuous assessment while another team works on Multisensory instruction and Collaborative learning).*
- *You will have 15 minutes to think of and write down ways to make your items more inclusive.*
- *When you come back together as a large group, you will share your answers during the remaining 10 minutes. We ask the IE Coordinators to enter those ideas into the chat box.*
- *We ask that the IE Coordinators let us know when your discussions are completed by typing a note such as "we are done" into the chat box.*

Let's walk through an example together. I'm going to use choral reading as a strategy example.

- First, my small group would read the definition for that strategy out loud (Choral reading: all children read the book out loud together)
- Next, my small group would brainstorm how we could make this strategy more inclusive through disability-based approaches. For example, we write down: Children who are blind have access to Braille books. Children who are deaf are encouraged to sign. Children who have a reading disability are given time to process information and reasonable time to read at a much slower pace than others.
- After 15 minutes, we report our ideas to the full group at our site and listen to the ideas others share. Our site leader will post some of these ideas to the chat box.
- If you have questions, please post them to the chat box or send a note to your REFAM support person via Whatsapp.

Facilitator's Note: Start the 15 Minute timer. When that timer is completed, say to the group *Please share your ideas with one another at your site for the next 10 minutes.*

REFAM team SAMPLE QUESTIONS for each site during the 15 minute work time:

1. Each strategy mentioned is used quite a bit, but they are not automatically inclusive. What ideas do you have to make the strategy more inclusive?
2. How does the strategy prevent a child from learning? How can the strategy be altered to ensure that children can participate?

At the end of the 10 minutes

Say: *We invite one or two IE Coordinators to share up to three ideas for disability-based approaches that your groups identified.*

Identifying the Inclusive Practices You Use

Strategies	Disability-based approaches	UDL-driven approaches
Describe the model or strategy	How we make these approaches or strategies inclusive	Enhancing approaches and strategies so all children can participate
<p>EXAMPLE</p> <p>Choral reading: all children read the book out loud together</p>	<p>EXAMPLE</p> <p>Children who are blind have access to Braille books Children who are deaf are encouraged to sign. Children who have a reading disability are given time to process</p>	<p>Do Not Enter Information At This Time</p>

	information and reasonable time to read at a much slower pace than others.	
I do, We do, You do:		
Collaborative Learning:		
Continuous Assessment:		
Multisensory Instruction:		
Instructional Scaffolding:		

At the end of the 35 Minutes, please announce the 10 Minute Break.

Slide 25: 10 Minutes

Break

Slide 26: 1 Minute

Introducing Universal Design for Learning

Say: Now, we are going to dive into UDL. I am going to share information with you during the next 6 slides and then you are going to have some discussion in your groups. You can follow along and take notes on page 9 in your Training Workbook.

Slide 27: 1 Minutes

The Purpose of UDL

Say: While every educator wants to immediately know how to improve instruction and outcomes for students, it's important to know the "why" behind any framework, intervention, or support. There are three big reasons why UDL should be used by all educators.

Facilitator's Note: Read the three statements

1. To guide all educators as they plan for the learning needs of ALL learners.
2. To provide ALL learners the opportunity through trial and error to become experts in the many ways they learn.
3. To expand the thinking and knowledge of every educator about how learning happens.

Say: Even though UDL was originally created to help learners with disabilities have more access to learning, research in both classrooms and in neuro-science labs has shown us that every single learner benefits from the practices highlighted in the UDL framework. We shared some of that neuro-science with you at the beginning of this training. Understanding how critical it is for all learners to feel welcomed, that they belong, and that they will be supported to learn comes directly from brain research.

Slide 28: 1 Minutes
(The food)

Say this: You are at the wedding and you have a buffet in front of you. You can choose what you want to eat based on how you feel at the moment, what flavors you'd like to experience, but also how you know the food will make you feel (maybe too much of one food will make your stomach hurt). Over time, you've come to know what flavors you like, what temperature you like your food to be, but also what is special food and what is everyday food. You make choices based on your needs and you are an expert when it comes to your own eating.

Slide 29: 1 Minutes
The desired outcomes from using UDL

Say: UDL is like creating a buffet for our learners. Because we provide them with multiple opportunities for engagement, representation and action & expressions, they are able to learn content and skills more deeply, learn about their own learning needs, and learn how to get the information and support they need.

To help them reach that point, UDL guides us to think of the different ways we can teach our students, but more importantly, we are guided to create learning options to help students become experts in how they learn.

When we help our learners understand why they are learning what they are learning, they become more purposeful and motivated. When we give every learner what they need so they can perceive, understand, and comprehend what they are learning, they can become more

knowledgeable and resourceful. And when we offer every learner ways to demonstrate their skills and knowledge and help them strategize and problem-solve, they become more strategic and goal-directed. Those words at the bottom of this slide describe what UDL calls expert learners. When you have and use these skills, you are an expert in your learning.

Slide 30: 1 Minutes

(UDL with bubble comments around it)

Say: Now that you know the purpose and the desired outcomes of UDL, we will share what UDL is. Looking at the slide and beginning in the bottom left corner, UDL is a collection of information and research that tells us how the brain learns, how to be more inclusive of all learners, how emotion is the key to learning, how to make sure we are using quality teaching practices, and how there is much more to learning than speaking and writing.

Slide 31: 1 Minute

(The Framework image)

Say: Most of what we just shared is in this graphic organizer. There is a lot here! That is why we are breaking this up and sharing parts of it across all four REFAM UDL Literacy Kit trainings. Today, we will focus on the part of the graphic organizer that is in the box. Before we go there, though, let's step back for one minute.

Slide 32: 1 Minute

Think about this

Say: Here's something to think about: We are all educators. That means we did well within an education system that really believed all children learn the same way. Think about your schooling. When you were very young, did you and your classmates read the same things, recite the same things, write the same things, report on the same information, and take the same tests? Nod your head if you did. Now, look around the room you're in. Do you see other people nodding their heads?

Because the majority of teachers learned in this way, that is the way most teachers know how to teach. As teachers, we've been told that this is a successful model. After all, it worked for us! That system made us feel like we were better and smarter. In reality, it only means that we figured out how to be successful within that system.

Instead, we should be thinking about all of our classmates who did not learn like we did and did not make it through school. Lots of research now shows that if we give children different ways to learn and that when children can have choice in how they learn, all children (even the ones like us) have a richer learning experience. This means our friends who didn't make it through school

would have had a much better chance. We need to create those opportunities for today's children.

Slide 33: 5 minutes

What do you think?

You have now heard the purpose of UDL, the story about the buffett, the desired outcomes of UDL, and a general overview of the framework. Turn to a person near you and turn to page 10 in your Training Workbook. Together, identify 2-3 ways you think your instruction will change just knowing these things. We invite the IE Coordinators to share ideas you hear in the chat feature.

Slide 34: 1 Minute

Facilitator's Notes: These next two slides are to clarify the focus for this session (Teach from the belief that all children can become experts in their own learning needs; We teach in ways that acknowledge every brain learns differently all of the time.)

Say: You see an image of two hands shaking. The things you will eventually learn about UDL are in the handshake. It takes time to learn these things, though. Today is just an introduction, but an important one. The biggest takeaway though, is the promise. This is the promise you make - you promise to pay attention to your mindset. It is your mindset - your beliefs and what you value - that determines what you will offer to your students.

Slide 35: 1 Minute

Say: To start that conversation, we're going to focus on two things in UDL: Teach from the belief that all children can become experts in their own learning, and we teach in ways that acknowledge the brain learns differently all of the time.

Slide 36: 1 Minutes

UDL

Say: We are going to begin by focusing on how to make how we teach more accessible to our learners.

Slide 37: 2 Minutes

(The graphic organizer of UDL)

Say: Here you see a graphic organizer. It lists all of the ideas teachers can use to make sure their students are growing to become expert learners.

Click button

The first thing to point out is that everything is organized into these three columns: engagement, representation, and action & expression. They are organized this way based on the brain. The learning brain does best when we are emotionally connected to learning, when information and skills are presented in a variety of ways, and when we are provided different ways to show what we know and organize information.

Click button

For this training, we are focusing on this first row.

Slide 38: 5 Minutes

Facilitator's Notes: Have participants turn to Page 10. Provide participants time to read through the table.

Say: Please turn to page 10 in your Training Workbook. You will see a table there with three columns. This information comes from the UDL guidelines. All of the guidance in UDL shows us how to help students become experts in their learning needs. We are going to focus on one row of that information.

One important thing to know about UDL is that it is NOT a checklist. You don't do everything at the same time. For example, you see six different things listed. You should, instead, think about one thing from each column. You'll notice that there is only one thing in the middle column, so that should become best practice. Another thing to know is that UDL is organized to help students move from external support to internal drive. Here's what I mean.

In the beginning, we have to motivate and support students. They need external motivation. They need us to make sure they have the materials they need for learning. They need us to tell them the different ways they can show what they know. Over time and how we use our strategies, we help them move to become internally motivated, know what materials they need and how to access them, and the best ways for them to show what they know. We never completely pull the external supports (for example, we always verbally congratulate children for thinking deeply), but we also help them become more independent (e.g., we help them find activities that excite them). Today is all about external supports we provide to learners.

As I read through this table, I will provide you with some think-time to consider ways you bring these ideas to life in your classroom or how you might help another teacher bring them to life.

After each bullet point, I will pause for 30 seconds so you can write notes in your Training Workbook

Recruit their interest	Helping them perceive the information	Helping them physically participate
<ul style="list-style-type: none"> ● Giving your students some choice and autonomy in the lesson ● Helping them connect to the lesson using relevance, value, or making it authentic ● Making sure they feel emotionally safe (they are not made to feel inadequate) 	<ul style="list-style-type: none"> ● Students choose how they want to have the information displayed. Without stigma, students can request Braille, sign language, bigger print, a slower voice, or to have something repeated. 	<ul style="list-style-type: none"> ● When students are able to demonstrate their knowledge but using rate, timing, or speed that suits them and in ways other than paper and pencil. ● If students have access to an electronic device, it can be used to demonstrate their knowledge.

Slide 39: 1 Minute

Weaving disability-approached and UDL with the I do, We do, You do, and Strategies

Say: You are now going to practice using information from the UDL guidelines to enhance a lesson taken from the National Reading Program. You already have written down ways you can make the lesson more accessible to students with disabilities. Now, you are going to combine that thinking with the UDL guidelines you just read about.

Slide 40: 4 Minutes

Say: We are using Lesson 1 from Unit 7 in Standard 2 of the National Reading Program. You have a copy of this lesson on page 11 of your Training Workbook. Please take 5 minutes to review this lesson (IE Coordinators, we invite you to ask participants to read the lesson out loud at each of your sites).

Slide 41: 2 Minutes

Table

Say: This next activity has been modeled for you in your Training Workbook on Page 6 in the far right column of the table. We use the example of Choral reading with the lesson. You see the ideas we entered into the right column of the table. I will read through them now.

Recruiting interest: Have children put the palm of their hand next to their head and pretend to have a cell phone conversation at the beginning of the lesson. The goal is for them to pretend using a cell phone.

Also, you can ask for volunteers to describe the picture of Yankho and his mother.

Perceive: When you read the story out loud, be sure to keep your pace at a slower rate. If you sense that a child is not understanding the story, be prepared to read it a third time emphasizing certain words.

Participate: Allow students to orally answer the questions and allow them to mime them using their hand as the phone. Have them pretend to dial it, talk on it, type in a message, and send it. You can make this more engaging by asking, "Who does a good job of dialing the phone?" and "Who does a good job of speaking or sending a message on the phone?" This last question remembers that some children cannot hear to talk on the phone.

As you can see, Choral reading can be enhanced by recruiting interest, supporting student perception, and helping them physically participate. You will not always use all three categories, but in your role as the educator, you should always take that time to see how the lesson can be enhanced through UDL.

Slide 42: 3 Minutes

Say: We suggest you break into the discussion groups you used earlier with the strategies. You can turn to Page 5 in the Training Workbook to find the table you will add to. For the next 30 minutes:

- 1. Each discussion group will return to the strategies you discussed earlier.*
- 2. Each discussion group will use the Standard 2 lesson and the UDL Table on Page 9 to think of ways they can enhance their two strategies using UDL.*
- 3. Each discussion group should add any additional disability-based approaches to the second column.*
- 4. The site leader will ask each group to report out their ideas.*
- 5. The site leader will participate in a check-in with a REFAM representative. We will discuss this more on the next slide.*

Facilitator Note: Each team will focus on the third column for this activity. To get your groups started, you may need to read the choral reading example again and then read through the UDL-driven approaches. Have the large group identify (verbally) how the examples enhance the lesson. Next, have them work in their groups.

Strategies	Disability-based approaches	UDL-driven approaches
Describe the model or strategy	How we make these approaches or strategies inclusive	Enhancing approaches and strategies so all children can participate
<p>EXAMPLE</p> <p>Choral reading: all children read the book out loud together</p>	<p>EXAMPLE</p> <p>Children who are blind have access to Braille books Children who are deaf are encouraged to sign. Children who have a reading disability are given time to process information and reasonable time to read at a much slower pace than others.</p>	<p>EXAMPLE</p> <p>Recruiting interest: Have children put the palm of their hand next to their head and pretend to have a cell phone conversation at the beginning of the lesson. The goal is for them to pretend using a cell phone. Also, you can ask for volunteers to describe the picture of Yankho and his mother.</p> <p>Perceive: When you read the story out loud, be sure to keep your pace at a slower rate. If you sense that a child is not understanding the story, be prepared to read it a third time emphasizing certain words.</p> <p>Participate: Allow students to orally answer the questions and allow them to mime them using their hand as the phone. Have them pretend to dial it, talk on it, type in a message, and send it. You can make this more engaging by asking, “Who does a good job of dialing the phone?” and “Who does a good job of speaking or sending a message on the phone?” This last question remembers that some children cannot hear to talk on the</p>

		phone.
I do, We do, You do:		
Collaborative Learning:		
Continuous Assessment:		
Multisensory Instruction:		
Instructional Scaffolding:		

Slide 43: 30 Minutes

Facilitator’s Notes: Using Whatsapp, visit with each of the teams throughout the process to check on their progress. Let them know that you will be coming into their meetings and will want them to share their current ideas. Remind them to look at Page 5 in their Training Guide as an example.

Say: Now we would like to meet with you using the phone of your site leader. One of the REFAM team members will call the leader. That leader will pass the phone around the room to each group so they can share their responses with the REFAM facilitator. During that check-in, the REFAM team member will ask to hear how the teams will apply each strategy during the chosen lesson by using the UDL suggestions.

REFAM team QUESTIONS for each site:

3. Choose one strategy and tell me how you improved upon it in the lesson using Recruiting Interest.
4. Choose one strategy and tell me how you improved upon it in the lesson using Perceive.
5. Choose one strategy and tell me how you improve upon it in the lesson using Participate.

Time allotment: 30 Minutes total. (Be sure to compute how much time you can spend with each group)

Slide 44: 2 Minutes

Where are you?

Say: Remember these lines? There are the same lines you placed a mark on before. Return to page 4 in your Training Workbook and in the next 2 minutes see if you want to put a new mark on each line. Did your value of inclusion change? Did your belief in your abilities change?

Slide 45: 2 Minutes

Say: We thank you for your participation in today's training season. We are excited for you to take this information back to your schools as they open. We look forward to seeing you again at future training sessions and to hear how you are communicating this information and how it is used in the classroom. At this time, we invite you to share your learnings in the chat box.

We thank you each for sharing your learnings. We ask you to now complete the post-test. I will pause for 1 minute so you can pull out the pre-post test paper. (pause for 1 minute). At the top of the page, kindly write your name, circle "Post," and then complete the assessment in the next few minutes). IE Coordinators, please collect the pre-tests and place them in the provided envelope. Thank you.

Thank you for your participation. This ends today's training on Weaving Inclusion into the National Reading Program.