A Universal Design for Learning Including those with Complex Communication Needs

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Universal Design for Learning is a framework for approaching instruction for all students and learn Professionals working under this framework presume competence for all students by identifying and removing all barriers to representation, engagement and expression

The ACCESS Project at the University of DE has done work to implement UDL as a framework in classrooms throughout the state. The success that they have seen is an overall shift in attitudes of educators and professionals as well as improvement in success for a wide variety of students.

Interdisciplinary:

To provide the most rich educational experience students with complex communication needs, a collaborative, interdisciplinary approach to instruction *must* occur. The Speech-Language Pathologist should serve as a resource for support the communication of students with complex new throughout their school experience. All profession need to be familiar with a student's modality of communication in order to effectively model and promote communication for the student.



or ners.	 Underlying Assumptions: Presume Competence of all learner Foster positive attitudes about the description Respond to communicative attemption 	16
IS 1	CORE Vocabulary	
nents	 •Up to 85% of speech is comprised of the same 250-300 words •Consistent across cultures and 	
	populations	
	•Use these functional words to comment on <i>anything</i> in the classroom or lesson	
C		
e for	Benefits: Meeting the communication needs of st has shown to decrease the frequency of	
orting	occurrence of "problem behaviors"	
eeds	Speech-generating devices can promote	ר ר
onals	literacy for ALL students	
d		

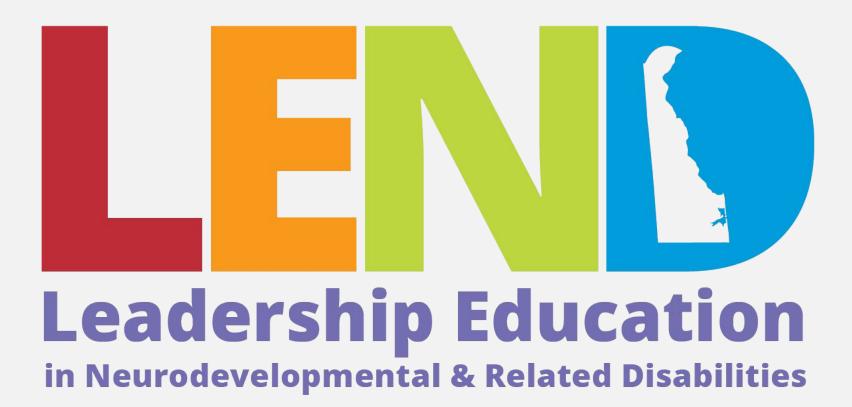
evice, all methods of communication are valid and meaningful s to encourage students

Aided Language Stimulation Teachers, paras, peers Students who communicate with different modalities need just as much input in their means of expression MODEL, MODEL, MODEL

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Product:

Throughout a review of the literature, a common theme within AAC training of professionals in the school was that examples of connections to the curriculum prove beneficial in connecting to implementation. For this reason, I have created a sample lesson plan implementing core vocab., aided language input and mixed modalities. I have also assembled a guidance document with helpful resources and websites that I hope to be able to use to support educators throughout my future career.



Multiple Modalities

•Visual supports promotes a more wholistic learning
•Tap into other senses to reach all learners