COMPANION GUIDE

Distance Learning Version

AT Digital Tools

Session 1

OPEN ACCESS

ACCESSIBLE CURRICULUM for ALL

Welcome to
AT Digital Tools

Pre-Session:

Outcomes

Learning Path

Surveys

Grounding

Prior to entering the live session, take some time to prepare for the learning ahead.

OUTCOMES

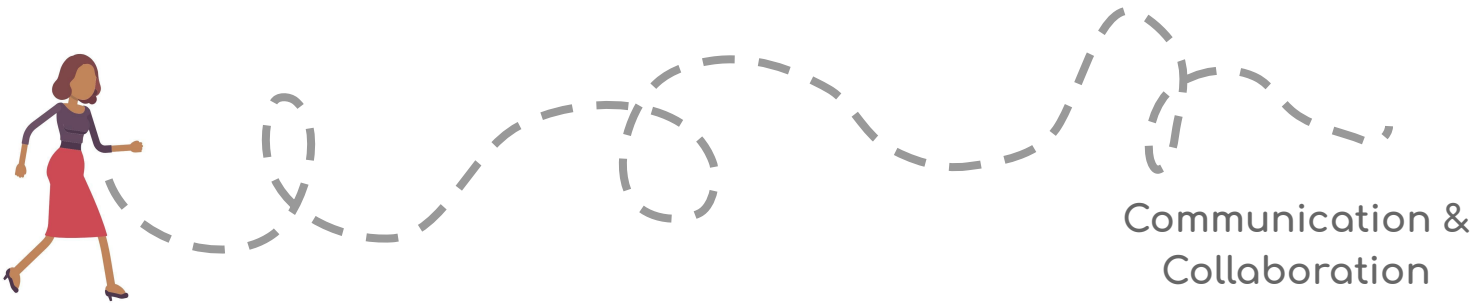
What is it we hope you will know and be able to do after ALL of the *Digital Tools & AT* training sessions?

Increase your competence and confidence with:

- Leveraging options available in devices and platforms currently available to teachers and students.
- Exploring student performance data to look for gaps and needs that assistive technology could potentially support.
- Understanding why students with disabilities may have specific challenges that impact academic learning across the areas of reading, writing and math.
- Being familiar with a range of digital tools and assistive technologies (across platforms) to support students with these challenges.
- Understanding the important role executive functioning plays across all learning domains, and options for supporting challenges in this area.
- Understanding physical access issues students may have, and tools or solutions to help support these challenges.
- Understanding the importance of building a technology skill foundation for all students, including our students with disabilities.
- Completing a robust and effective team-based AT Consideration process that will enable IEP teams to document assistive technology needs for the majority of students.

LEARNING PATH

Take a look at the path we will be on in this session as we start to dive deeper into digital tools and assistive technologies.



Google

Become more familiar with the features of Google Suite of Apps for Education (Docs, Slides, Drive) in order to support students with diverse learning needs. And learn about resources to build Google skills.

Built-In Accessibility

Become more familiar with basic built-in accessibility options and features across platforms and devices.

Accessible Materials

Become more familiar with various ways to make content and materials accessible across platforms.

Communication & Collaboration

Explore options to make communication and collaboration opportunities accessible to all students.

Reflect on Outcomes & Learning Path

Take a moment to identify what is familiar and what may be new about these topics we'll be exploring together:

Something familiar.... *Something new...*

What are you MOST looking forward to exploring in order to better support your learners?

Set an Intention

As you think about starting this learning path into DIGITAL TOOLS & ASSISTIVE TECHNOLOGIES, create an intention for yourself. Setting an intention primes our brain and helps us ready ourselves, creating a greater focus for new learning.

How would you like to show up for this training (e.g. take away all distractions; engage with new colleagues; be open to asking questions, etc.). What do you need to get the most out of this opportunity?

SURVEYS

We are going to be collecting some data and feedback as we move together through this project.

You'll find the surveys on the course page in our Open Access website.

Navigate to
www.openaccess-ca.org

Under the "Professional Learning" tab, click on the drop down "Professional Learning AT Path" or click on "Accessible Curriculum for All (AT)". Choose "Digital Tools & Assistive Technologies".

Use the password **accessibility** and you're in the course!

Before we start the session, go to Surveys, find your cohort and complete the survey: Check In - AT Consideration Exploration

Click here for Survey:

Check In - AT Consideration Exploration

GROUNDING

Grounding, activities can help anchor us in the subject of our learning.

Choose one or more thing to get started!

Watch

- Intro to Accessibility Features (2:15)
- 7 Keys to Creative Collaboration (2:18)

OR

Read

- "Why bother" Excerpts from The Teacher's Guide to Tech 2020, *Why bother Learning About Technology? (pages 9-10)*

Why bother Learning About Technology?

The Teacher's Guide to Tech 2020,
Jennifer Gonzales (creator of Cult of Pedagogy)

Technology can be a huge pain in the butt. Wi-Fi goes out, programs freeze, YouTube gets blocked, you forget your password, and all too often, things just don't work the way they're supposed to. So why bother? Why take the time to add new tools to your teaching practice, especially if up until now you've been doing just fine without it? Here are just a few reasons, in no particular order, why adding even a little bit of technology to your teaching can make a big difference.

It saves you time.

By automating things you do over and over again, you get more time to spend on other tasks. For example, using screencasting tools to record some basic lessons offers the same instruction, but it frees you up from having to repeat it yourself. Coordinating parent-teacher conferences with a tool like *ClassTag* lets you set up the event once, then have parents sign up on their own without you having to coordinate schedules. Being able to record voice comments on students' work with a tool like *Kaizena* will save you loads of time that you would have spent writing them, meaning you can give more high-quality feedback.

It allows for better collaboration.

So many of these tools are built for collaboration, for letting people work together in a way that records their progress and lets participants dive in whenever and wherever they are available, even if they are in different countries. This means your students can collaborate with each other and with you.

Technology also gives you global access to other teachers: Social media channels and discussion and collaboration tools like *Voxer* and *Skype* enable you to share ideas and resources with like-minded professionals all over the world.

It helps you differentiate instruction.

Technology has so much potential for allowing you to differentiate instruction. *Here are just some of the ways:* Content: Suppose you're studying the Underground Railroad. You want all students to know a core set of facts, names, and dates, but beyond those, you could allow students to follow their interests to enrich their understanding. Students who enjoy literature can explore the writing of that time period. Those who get fired up by social justice causes can investigate specific people and how they made things happen. Map lovers can explore the different routes and how natural elements impacted them. Because technology gives us so many options for consuming content, we are no longer restricted to the information presented by one textbook company. ***Process:*** Learning the required material doesn't have to look the same for every student. You could provide students with the learning objectives and let them choose the tools to meet those goals. If, for example, students need to know the states where the Underground Railroad was active, you could simply tell them to find that information with their tool of choice and see what they come up with. ***Product:*** When it's time for students to demonstrate understanding, technology

offers so many options. As a final assessment, you could start by giving all students the same basic test to be sure they all have the same foundational knowledge. Then, to demonstrate what they've learned, students could create a video, do a spoken presentation, write a short digital book, or even create an annotated bibliography with a digital bookmarking tool.

It gives you more one-on-one time with students.

By letting technology handle some of the straight-up information delivery, teachers get more time to interact with students at higher levels of thinking—a task only humans have the subtle decision-making skills to do. We can talk more with students about the whys of our content, and spend more time on things like discussion, evaluation, and problem-solving. It allows us to get to know our students better because we are spending less time delivering content and more time interacting with our students.

It helps students become more independent learners.

If used correctly, many of these tools allow students to create their own study materials (like flashcard creators), access video tutorials that can supplement what they learn in class, collaborate with other students outside of class time, and download materials when they need them, rather than wait until they are in class. Because it puts learning at students' fingertips more than ever before, technology can help them develop learning skills that will last long after they graduate.

It develops the skills students will need for work and life in the 21st century.

It's hard to imagine a path a person might take in life that would not require the use of some technology, and for many paths, technology skills will be essential. If we do not give our students regular practice with technology, we'll handicap them in the work world.

And if we want them to use these tools responsibly, effectively, and ethically, then who better to teach them than us? Would it be better for them to develop their tech skills outside of school, among their peers, unsupervised? Or can we prepare them to enter adulthood with the ability to carefully choose and thoughtfully use these tools to make the most of their lives and impact the world in powerful ways?

It increases student engagement.

Even if what you're doing with technology is very similar to what you'd do without it, it can better engage students by adding the elements of design, interactivity, and automaticity that technology offers. Sure, you could review for a test by just asking students questions and turn it into some kind of game, but using a tool like *Kahoot!* adds a layer of sound and graphics that makes it feel more like a game show. It's just fun. And if you can grab students' attention by making the same learning more fun, why not do it?

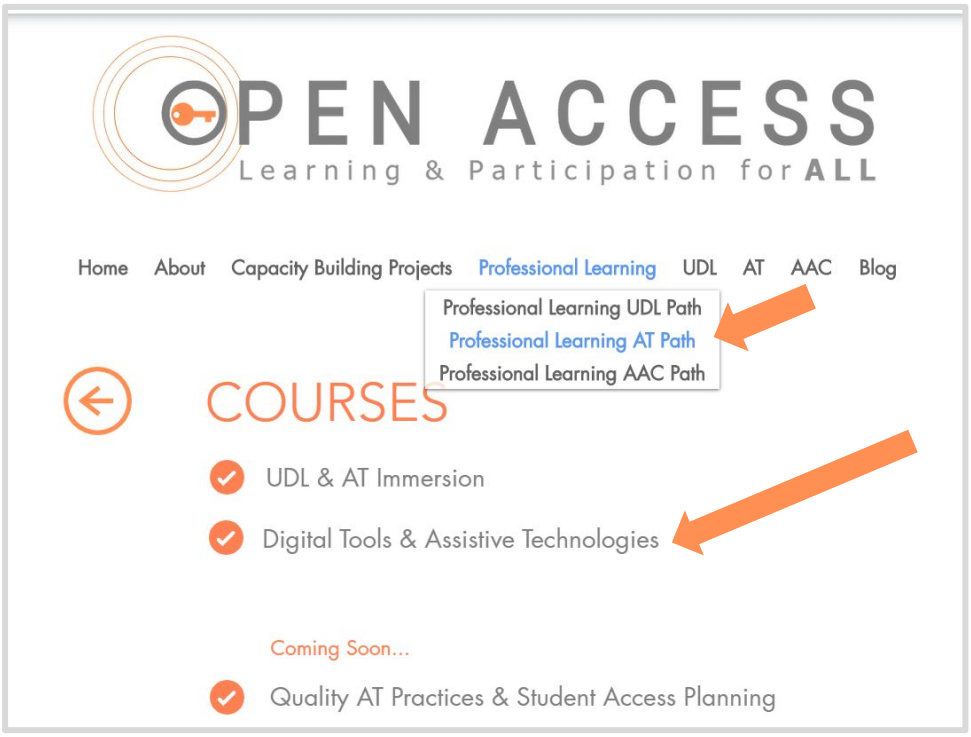
-The Teacher's Guide to Tech 2020,
Jennifer Gonzales (creator of Cult of Pedagogy)

“ For most of us, technology makes things easier. For a person with a disability, it makes things possible.”

~ *Judy Huemann*

Special Advisor for International Disability Rights at the
US Department of State , from 2010-2017

https://www.openaccess-ca.org/



PASSWORD: accessibility

Let's meet at Padlet for a group activity!

https://bit.ly/34lLviD

Google

Google

What You'll Learn

Google is one of the most utilized platforms for students across K-12 as well as postsecondary education settings. There are many tools within these products which support ALL learners including those who struggle.

You'll get better at:

- Navigating the features of Google Suite of Apps for Education (e.g. Docs, Slides, Drive) in order to support students with diverse learning needs.
- Accessing resources to build your Google skills.

Demo...

Some Google Basics - **https://bit.ly/googledemoOA**

Explore...

What am I interested in learning more about?
What skills do I need to better support my students?

Step by Step Tutorials (GOOGLE TEACHER CENTER)

Google For Education Resources for Distance Learning (EDU GOOGLE)

Video Series (GCF GLOBAL)

Twitter: Google Guru @Alice Keeler (implementation ideas)

Example of a **Drag & Drop Activity** using Google Slides

Watch: How to Create Drag & Drop Activities with Google Slides
(Try making one of you own!)

Screencastify (HELP CENTER, USER GUIDE) (Try making one of you own!)

My Notes:

Things to Consider...

How do you teach your students about Google tools?

How can you improve your knowledge about Google tools and how they can support your students with disabilities?

How do you ensure students have access to apps, extensions, and add-ons?

How do you ensure team members are aware of Google tools for ALL students, and in particular those that can support students with disabilities?

Google Breakout Room

My Notes:

Built-In Accessibility

Built-In Accessibility

What You'll Learn

When considering assistive technology for students it is important to first leverage what is currently available on the devices and with the tools teachers use to create materials and resources and students use to access materials and resources.

You'll get better at..

- Navigating basic built-in accessibility options and features across platforms and devices.
- Knowing where to find no-cost training across platforms

Built-in Supports (examples)

GOOGLE

CHROMEBOOK (OS)

Select "Accessibility" from the welcome screen, then select settings.

Example: Reading supports include:

- Spoken Feedback (screen reader)
- Increase cursor size
- High-Contrast mode
- Screen Magnifier

CHROME BROWSER

- **Zoom** helps to quickly increase the contents in the open window.
- **ChromeVox** screen reader is a free extension which is downloaded from the Chrome store.

CHROME WEB STORE

Many accessibility extensions are available which can be added to the Chrome browser.

Chrome is compatible with some assistive technology software screen readers:

- JAWS v.12 or higher
- NVDA (Windows)
- ZoomText (Windows)
- VoiceOver (Mac, OS X)

GOOGLE APPS

Types of supports include:

- Voice Typing
- Spelling/Dictionary/ Grammar
- Insert Diagrams
- Insert Equations
- Translation
- ADD-ONS

MICROSOFT

OFFICE 365

Applications work with screen readers and alternative keyboards.

Use **Tell Me** to navigate and assist with formatting.

Immersive Reader reads words aloud, while highlighting an optional visual reading window tool.
Use **Dictate** to type with your voice in the applications.

OFFICE 2013

- **Text to Speech** for Word, Outlook, PowerPoint, OneNote, Excel.
- **Zoom** in or out on documents, presentations, and worksheets.
- **Read Mode** for a clearer view without distracting toolbars.

WINDOWS 10

Vision:
- High contrast mode
- Enlarge cursor
- Magnification
- Color filters
- Screen reader (narrator)

Hearing:
- Mono audio
- Closed Captioning

Neurodiversity:
- Customizable taskbars
- TTS Learning Tools for Edge
- Text suggestions

Mobility:
- Customizable mouse
- Stickykeys

APPLE

iOS

- **Speak Selection & Speak Screen** support reading and comprehension. It will read web pages, eBooks (and more) out loud.
- **Zoom** is a built-in screen magnifier.
- **Guided Access** gives the ability to lock one app open to help eliminate distractions.
- **Voice Over** gesture-based screen reader
- **Magnifier**
- **Subtitles/Captioning**
- **Adjust display and text**
- **Switch control**
- **Voice Control**
- **Keyboards**

OS X

Safari Reader reduces visual clutter and distractions on the web. It works with Text to Speech to provide auditory support.

Summarize reduces the amount of text on a page into shorter condensed passages. Select "summarize" while in TextEdit or Pages.

Add to iTunes as a Spoken Track converts text to spoken audio which can then be downloaded to any iOS device.

Zoom is a built-in magnifier enlarging the screen up to 20 times. It can be activated multiple ways.

Explore...

What am I interested in learning more about?
What skills do I need to better support my students?

Google

- **Learn:** 20 min training on Chromebook accessibility features (GoogleEDU)
- **Read/Explore:** Google Accessibility Help Center (browse different topics across all Google products like YouTube, Maps, gSuite, and more)
- **Blog Article:** Reach all types of learners
- **Read/Watch:** Chromebook accessibility and distance learning
- **Try this built-in tool:** using Select-to-Speak on your Chromebook
- **Try this built-in tool:** Closed captions for slides
- **Try this built-in tool:** Voice Typing in Docs or Slide notes
- **Learn how:** to contact Google's disability support team!

iOS

- **Read/Explore:** iPad Accessibility
- **Read/Explore:** Apple Accessibility
- **Read/Explore:** Building Literacy Skills with Built-in Tools
- **Read/Explore:** Reaching ALL Learners
- **Watch:** 5 minute video on iPad accessibility features
- **Read Article:** Accessibility the Ultimate Guide
- **Watch:** Apple YouTube Training Channel (see the accessibility playlist)
- **Watch:** Guided Access
- **Try this built-in tool:** Guided Access (restrict iPad to a single app)

Microsoft

- **Read About:** Learning Tools
- **How to:** Enable TTS in MS Word & PPT
- **Watch:** MS Education YouTube Station
- **Learn/Watch:** Inclusive Classrooms: 1 hr modules
- **Watch:** Turn paper docs into accessible digital files with **Office Lens**
- **Watch:** Ease of Access for Windows
- **Read/Explore:** All accessibility features

My Notes:

Things to Consider...

How can you ensure students have access to use and adjust the accessibility features?

How do you ensure team members are aware of Google tools for ALL students, and in particular those that can support students with disabilities?

How can you teach students about built-in accessibility features?

How can your students keep track of what types of features work for them?

Built-in-Accessibility Breakout Room

My Notes:

Accessible Educational Material

Accessible Educational Materials (AEM)

What You'll Learn

Accessible educational materials, or AEM, are materials and technologies usable for learning across the widest range of individual variability, regardless of format or features. Whether a material or technology is designed from the start to be accessible for all learners or is made accessible for learners with disabilities, it is considered AEM. Accessible materials and technology provide the student with a disability the opportunity to acquire the same information, engage in the same interactions and enjoy the same services as all students.

You'll get better at..

- Understanding the requirements for making educational materials accessible for all learners.
- Navigating options for making content and materials accessible across platforms.

POUR & SLIDE

Perceivable (Everyone has a similar experience regardless of their challenges)

- alt-text to images & visuals and other visuals
- close caption & transcripts
- adequate color contrast between text and its background
- ensure content does not rely on color alone

Operable (Everyone can interact with content with a variety of tools)

- clear structure with properly marked up headings
- include descriptive links that make sense out of context
- include time for interaction and response

Understandable (Learners can understand your content and enjoy a predictable experience

- clarify expectations through clear directions and models
- follow conventions to ensure a predictable and consistent experience (like using consistent formats and language when creating a slidedeck or using icons and symbols consistently to give visual cues)
- use plain language-language that is clear and understandable
- indicate the language of your content

Robust (content works well with a wide range of current and future technologies)

- accessibility checks-review content on different devices a student might use to access information like a chromebook, an iPad, a phone.
- Perform basic assistive technology testing-see if the tools they need work on the devices

Styles are used for section headings

Links are descriptive and meaningful

Images have text descriptions

Design is perceivable, with high contrast

Evaluation is holistic and authentic

Adapted from the National Center on Accessible Educational Materials
AEM.CAST.ORG

Explore...

What am I interested in learning more about?
What skills do I need to better support my students?

PRACTICE	LEARN	READ
Create closed captioning • in a Google Slideshow • in a Vimeo video • in a YouTube video (or use automatic) • in Screencastify **Add ALT TEXT to an object** • in a gDoc or gSlide • in a MS Word doc **Converting a PDF** • into a Google Doc • use ILOVEPDF.com (choose any option) **Performing an accessibility check on a document** • in MS Word • in Adobe Acrobat • in Google Docs (Accessibility Checker ADD-ON) • in Google Suite (Grackle)	**AEM Basics** & Online Courses **Best Practices** for Educators & Instructors **More about P.O.U.R.** **More about S.L.I.D.E.** **AEM: Getting Started** • with documents (PDF) • with presentations (PDF) **iPad:** How to enable closed captioning **OneNote:** How to make accessible notebooks	**Articles & Research** • Audio Supported Reading • Early Learning & AEM • FAQs for AEM in K-12 **Legal Mandates** for AEM

My Notes:

Things to Consider...

What do you do currently do to make your materials accessible?

What is ONE thing that you can start doing to adjust your current materials and make them even more accessible?

Accessible Materials JAM

My Notes:

Communication & Collaboration

Communication & Collaboration

What You'll Learn

All learners need ways to effectively communicate and collaborate in order to build skills that will enable them to be successful in the workplace.

You'll get better at..

- Exploring options for making communication and collaboration opportunities accessible to all students

Explore...

What am I interested in learning more about?
What skills do I need to better support my students?

LEARN & PRACTICE

Screencastify
- Learn the basics
- Chrome extension

Google Docs & Slides
- Insert comments, videos & sound
  (If you've never used these features, give it a try! You'll need to know how to do it so you can show your students how!)
- **Watch:** how one teacher uses Slides to collaborate
- **Watch:** Add narration to Slides

Voice Recording Tool
- online-voice-recorder.com

Google JamBoard (open one up and Jam!)
- **Watch:** How one teacher utilizes this with his students

Google Hangouts Meet
- Learn more @ Commonsensemedia
- **Watch:** Tutorial

ClassroomScreen.com
- Learn/Widgets

VoiceThread
- Watch: Implementation Ideas

RESOURCES

Explore resources on the Open Access Flipkit
- Academic Discussion
- In-Class & Virtual Presentations
- Collaborative Activities

Blog Articles
- Socratic Seminars, Pop-Up debates
- The Big List of Class Discussion Strategies (Gallery Walk, Philosophical Chairs, Talk Moves, Snowball
- 9 Strategies for Getting More Students to Talk
- 10 Student-Led Discussion Strategies for Whole Class Discussion

Distance learning ideas
- 8 Strategies to Improve Participation in Your virtual Classroom
- 7 Online Collaborative Learning Strategies to Keep Students Engaged While At Home

My Notes:

Final Reflection

What is one ***LITTLE THING*** you can do tomorrow?	What is one ***KEY MOVE*** you can make to change a current practice?	What is one ***BIG PLAY*** you want to aim for over the next year?

Post-Session

Extend

Feedback

EXTEND

1. We have some background information for you to review before our next session starts! Take some time to begin today...

Deep Dives

Reading Learn More

Writing Learn more

https://www.openaccess-ca.org/at-deep-dives-main

2. Try out a tool or strategy in your lesson design or with a specific student. This is your chance to apply what you've learned and increase your confidence and competence with new digital tools and assistive technologies. Come prepared to share out.

FEEDBACK

Return to the Surveys on the Open Access course page and complete "*End of Session 1 Feedback*" to help us plan for our next session.

This workbook belongs to: _____

www.openaccess-ca.org

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UDL-IRN
THE UNIVERSAL DESIGN FOR LEARNING IMPLEMENTATION AND RESEARCH NETWORK

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