

DCD Messages[©]

MN Regions 5 & 7 DCD Community of Practice

Volume 18, Issue 7 – March 2016

DCD Committee Members

Sponsored by MN Regions 5 & 7

For the 18th year, a representative from each of the special education agencies in Central Minnesota (Regions 5 & 7) attends a quarterly meeting regarding topical issues in the area of Developmental Cognitive Disability. Each meeting has a topic and information shared is compiled in **DCD Messages** to assist staff in the field and parents stay informed. The representatives assume the responsibility of bringing information shared at the regional meeting back to their local area staff, parents, and administrators in person and through the electronic newsletter.

YOUR COMMITTEE REPRESENTATIVES:

Benton-Stearns	Sandra Haller/Debra Kuzma
Buffalo District #877	Lori Anderson
Elk River	Audra Wells
Freshwater	Cari Grenier
Little Falls	Tanya Bergman
MAWSECO	Shawna Moe/Linda Wharram
Mid-State	Jennie Stumpf
Paul Bunyan	Pam Stock
Regions 5 & 7 DCD	Barb Lhotka
Regions 5 & 7 RLIF	Mary Ruprecht
Rum River	Tanya Tacker
St Cloud	Danielle Mehr
SCRED	Connie Sim
Sherburne N Wright	Monica Lewis
West Central	Becky Bartz

Inside This DCD Messages

Page 1	DCD Committee Members Inside This DCD Messages
Page 2	Calendar of Events DCD Resources
Page 3-4	Universal Design for Learning What is UDL? DCD Practices and UDL Ideas for Support of UDL in DCD Videos Showing UDL in Action UDL and Common Core State Standards Sample Math and Science Lessons

Calendar of Events

Dates and Topics 2015-2016

September 22, 2015—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Quality Indicators for DCD Programs: Program Structure, Technology, Behavior Support Systems.

October 2015—NO MEETING.

November 19, 2015—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM— Quality Indicators for DCD Programs: Standards-Based IEPs, State Testing, Transition, Recreation/Leisure.

December 15, 2015— Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM— Quality Indicators for DCD Programs: Family Involvement, Collaboration, Transportation, Related Services, Curriculum, Instructional Methods, Emergency Procedures, Transition.

January 2016—NO MEETING.

February 2016—NO MEETING.

March 23, 2016—Sauk Rapids-Rice High School, Sauk Rapids, MN; 9:00 AM – 2:00 PM—Quality Indicators for DCD Programs: Personnel, Classrooms, Training, Scheduling; Planning for 2016-2017.

April 2016—NO MEETING

May 2016—NO MEETING

Information from meetings is published in the newsletter. The *DCD Messages* is distributed by the Committee members. Barb Lhotka, Facilitator blhotka@mawseco.k12.mn.us

DCD Resources

DCD Listserv

Are you a member of the Minnesota DCD Listserv? It is a wonderful resource for educators who work with students in the DCD category of special education. Members ask questions, share information, and discuss topics that are relevant to our day to day work with students birth through 21. Emails are automatically posted on your email account.

How to Join: Send an e-mail to garrett.petrie@state.mn.us. In the subject line, type “subscribe” and send the e-mail.

To Post on the Listserv: Send messages to dcd@lists.state.mn.us. Complete the subject line identifying your post. Type your message and send it.

★ ★ ★ ★ ★ ★ ★

DCD Wiki

A wiki is like a filing cabinet website. You join the wiki and are able to access information as you need it. The only emails you will receive are the invitation to join and notification of updates. MN has a wiki for DCD staff and team members. It grows as new resources are found.

How to Join: Send an e-mail stating your name, email address, and where you teach to barblhotka@embarqmail.com. You will then receive an invitation to join the wiki. You will choose a password and will have access to all files and pages (categorized). Please write down the website address and your password for future use.

UNIVERSAL DESIGN FOR LEARNING

As school districts move toward implementing the concept of Universal Design for Learning (UDL), teachers in DCD classrooms will need to think about how UDL applies to students with whom they work each day. UDL is used in many ways in DCD classrooms, but we need to think of the ways to relate what we do each day to UDL concepts.

What is UDL?

CAST, the Center for Applied Special Technology, has taken the lead in developing information and support for schools in providing UDL. CAST states, “Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.” What that means to us, as special educators, is we need to think of all learning in terms of how students will access it, learn it, and utilize it **before** we plan and design the learning activity or sequence.

Students in the DCD classroom have many different “backgrounds, strengths, needs, and interests,” (CAST), just as the students in any school grouping. Special educators and general educators need to work together to minimize the barriers to learning for all students so each student can learn. That is the theory behind UDL and its implementation.

CAST describes learning as involving “three broad brain networks”:

- Recognition → what is learned
- Skills and Strategies → how it is learned
- Caring and Prioritizing → why it is learned

To access the three networks of the brain and allow learning to occur, teachers need to design all curriculum with flexibility that goes well beyond just being able to access it through an accessible format. Just because the student can use audio books, doesn’t mean the material is flexible enough for the student to really use it. There are some other changes that should be built in for some students to be independent and committed to learning. Each student is a little different.

When designing curriculum and lessons, teachers must ask:

- What is the goal of this learning module?
- What methods and materials will be used?
- What assessments will be used?
- How will the goals, methods and materials, and assessments work for every student?

When working with the learning activity we need to look at the barriers and the means of access:

- Representation—are there multiple media and supports available for the students to be able to obtain the knowledge or participate in the activity?
- Action and Expression—are there options for approaching the lesson or activity, models and supports, and options for responding to show what has been learned?
- Engagement—is the lesson or activity reaching the student interest level and is it challenging enough to promote involvement?

DCD Practices and UDL

DCD teachers are already implementing many methods and practices that incorporate the UDL principles. TEAL (Teaching Excellence in Adult Literacy) points out that many of the research-based practices used are also UDL in nature. Some of them include:

- Cooperative learning
- Differentiated instruction
- Performance-based assessment
- Project-based learning
- Multisensory instruction

Ideas for Support of UDL in DCD

A presentation from the April 2012 CEC International Conference in Denver, CO, by Padmaja Sarathy entitled [Access and Attain: Active Learning for Students with Severe and Multiple Disabilities](#) contains many ideas for implementing UDL for students with significant needs.

In the presentation, Sarathy stresses active learning “Attaining successful academic and functional outcomes for students with severe and multiple needs” (p. 4) through:

- Applying UDL principles
- Using student-specific adaptations in activities and materials
- Honor age-appropriateness
- Use effective learning strategies
- Using Differentiated Instruction
- Empower students with the aid of technology
- Gather data to help monitor progress

Throughout the PowerPoint provided in the link, Sarathy provides examples in text and pictures of ways teachers can use and are using the principles of UDL to create active learning environments for their students. This may not be new information to you, but it is information that can be used to support your programming for students.

Videos Showing UDL in Action

East Carolina University put together a PowerPoint on UDL for students with significant learning needs that includes videos of students in various learning situations. It is called [Students in the Adapted Curriculum: UDL](#). The PowerPoint has 90 slides with information on UDL and the hyperlinks highlighted for quick access.

UDL and Common Core State Standards

Attainment has produced a 22 page article entitled [6 Successful Strategies for Teaching Common Core State Standards](#) to students with moderate to severe disabilities by Bree Jimenez, PhD, Ginevra Courtade, PhD, and Diane Browder, PhD. This booklet brings together the concept of Standards and UDL in the DCD program. The article provides specific examples of lesson plans that have been designed with UDL in mind and what they would look like for students in the DCD program who are working with grade level standards in 4th and 7th grades.

Sample Math and Science Lessons

The University of North Carolina at Charlotte’s Bree Jimenez, PhD, also presented a Standards-Based UDL presentation on math in 2011. This PowerPoint entitled [Teaching Grade Aligned Math and Science](#) to students with significant intellectual disabilities moves through the steps in aligning and making the activities universally accessible. The charts included in the PowerPoint show the reasoning and processing used with real materials. Dr. Jimenez also addresses embedded skill instruction in the presentation. The slides include visuals for both math and science for planning and how it was used in the classroom.