

Access To & Meaningful Participation in the Curriculum:

Assistive Technology
Accessible Educational Materials
Universal Design for Learning
in Indiana



All STUDENTS can acquire skills that move them toward INDEPENDENCE. If they are not, it is because I haven't been CREATIVE, SKILLFUL, or DETERMINED enough with their INSTRUCTION.

How do you know...



Follow-Up PATINS Video Intro



<http://bit.ly/patins1718>



Ongoing Connections



WWW.FACEBOOK.COM/PATINSPROJECT



[@patinsproject](https://twitter.com/patinsproject)

[@danielgmcnulty](https://twitter.com/danielgmcnulty)

[#patinsicam](https://twitter.com/patinsproject)

TEXT once to join today

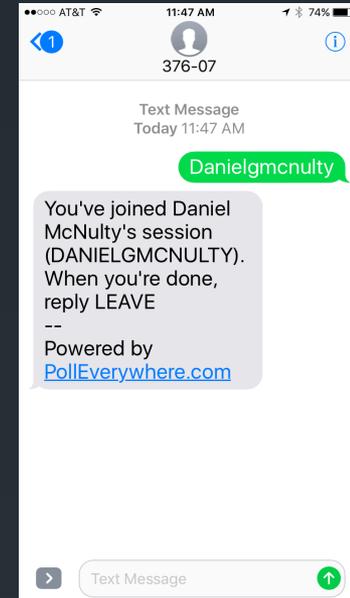
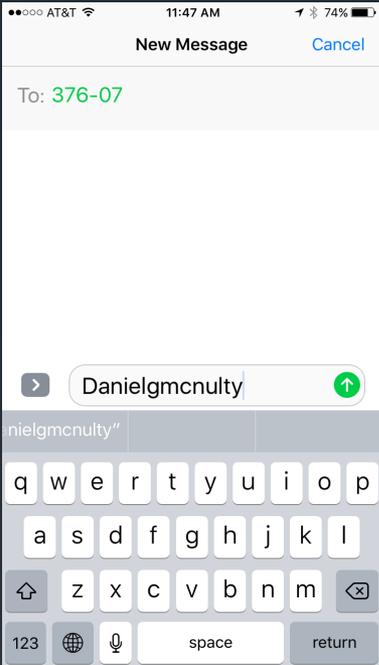


TEXT

37607

Me

“DANIELGMCNULTY”



OR, Type This URL

<https://pollev.com/danielgmcnulty>

Poll 1
& 2
& 3



Padlet Wall



<http://bit.ly/charters2017>



Monthly Newsletter Sign Up

<http://bit.ly/patinspages>



Or... Scan This with your QR Code Reader





Tuesdays



PATINS Twitterchat

Tuesday Evenings, 8:30-9pm EST

#patinsicam

WHY?

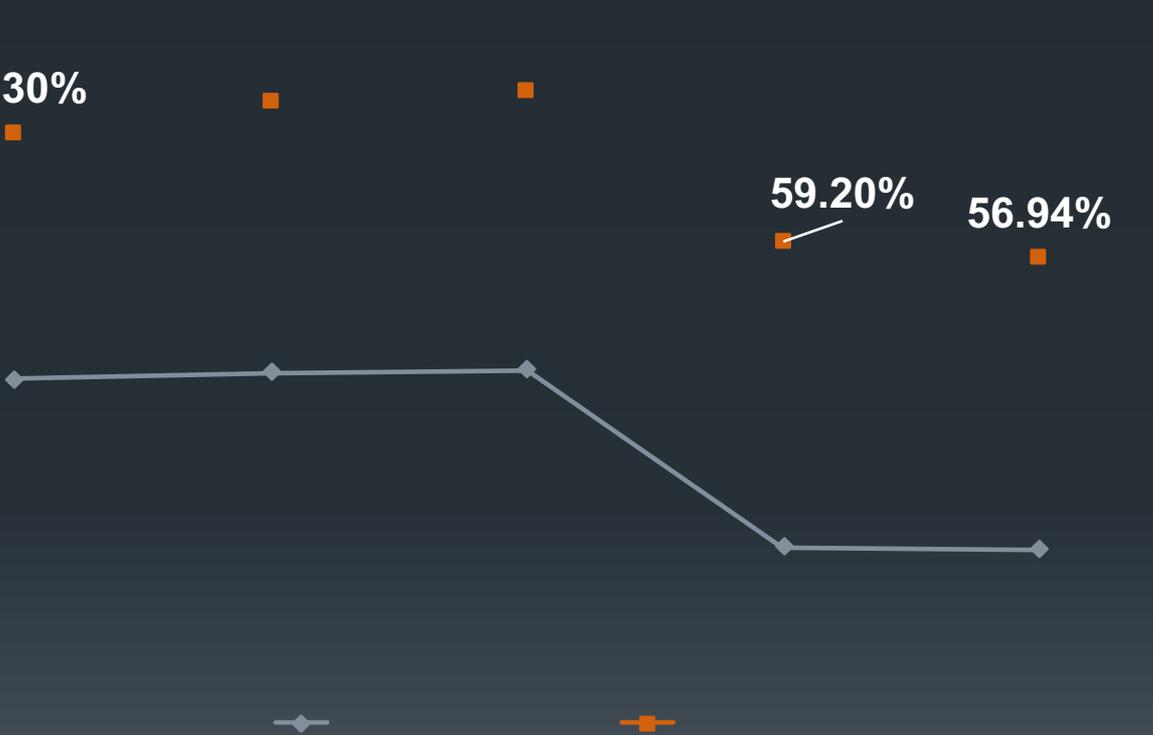
Statewide Public and Private Enrollment Pre-k – 12+	2014	2015	2016
Total Student Enrollment	1,130,285	1,131,000	1,133,380
Number of students receiving special education services	158,262	159,201	161,136
Percent of students receiving special education services	14.00%	14.08%	14.22%

Academic Achievement: Statewide Assessment

73.30%

59.20%

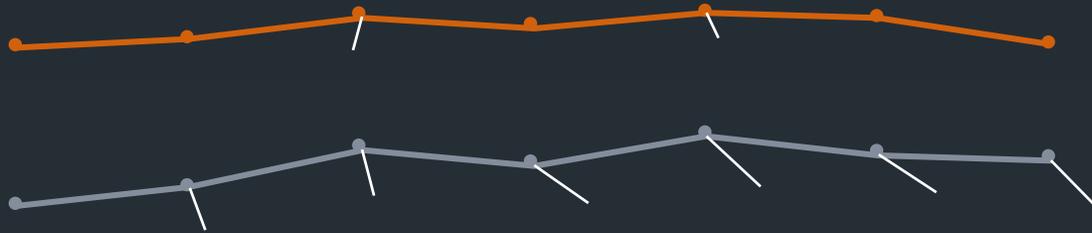
56.94%

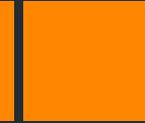


Improving Access: Education Environments [ages 6-21]

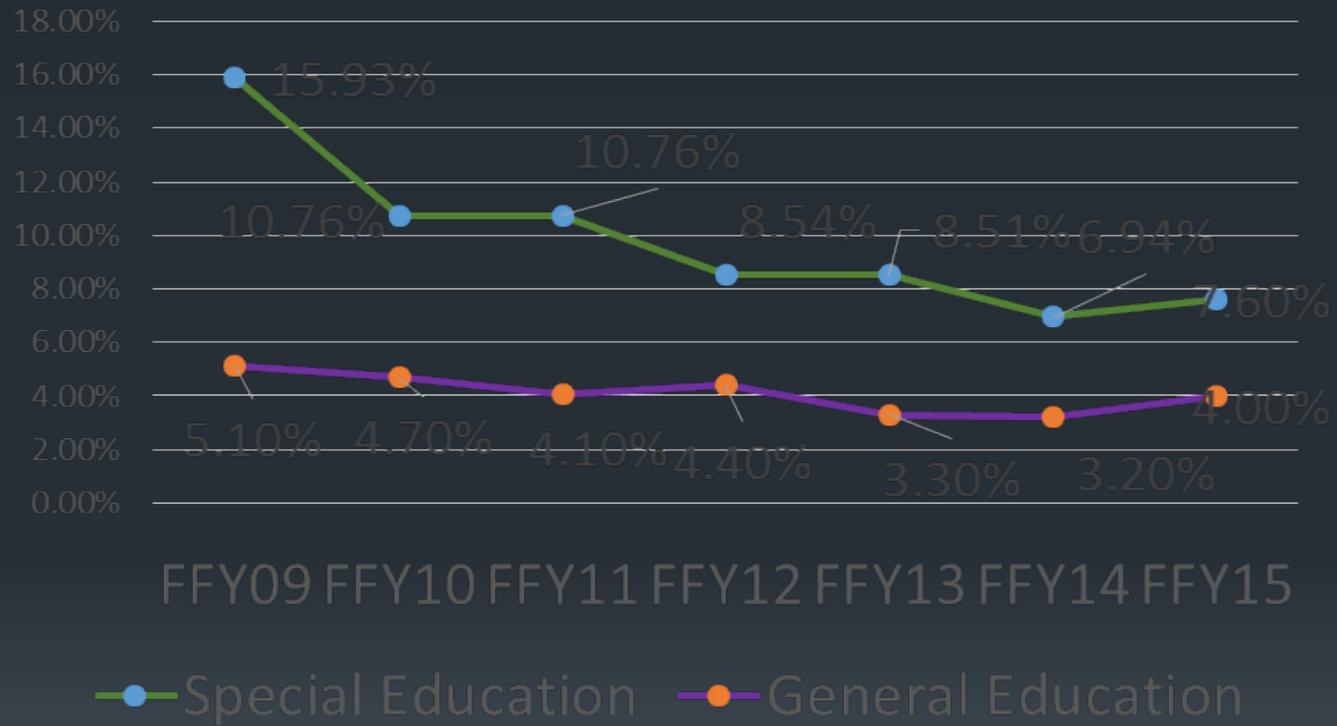


Graduation Rate





Drop Out Trend Line





s 2001-2006

ch, Crisis Teams

K-12 Special Ed



-NE Reg. Coordinator 2006 - 2012
-State Director 2012 – current

ast, Guitarist & Singer,
h tographer, Scuba Diver,
& Sushi Connoisseur

Scan for Contact Info



OSE Priority: Improving Outcomes of Students with Disabilities

Key Messages in ESSA and the FAPE Dear Colleague Letter from OSEP



Pop Quiz #2

Are **YOU** Qualified

To Continue in This Session?



Your answer will be used to determine how much you know
And whether you may continue in this session.

...Fair Assessment of your Knowledge?



Everyone in here read the same exact text at the same exact time

What do we intend to measure?

-Your knowledge of THAT language?

...SURE

-Your ability to respond to the content?

...NO WAY!

Visual Impairment

Decoding Ability

Print Disability



Decoding the content &
Interacting With or
Responding To
the content

Are Different Skill Sets!



Modifications vs. Accommodations

Modification

Accommodations

Accommodations



- **Specialized Formats of Materials:**
- **Assistive Technology:** Differing ways of accessing, responding to the SAME content.
- **Universal Design for Learning:** Flexible nature of learning environment

Components of ACCESS

- UDL: Universal Design for Learning
- AEM: Accessible Educational Materials
- AT: Assistive Technology

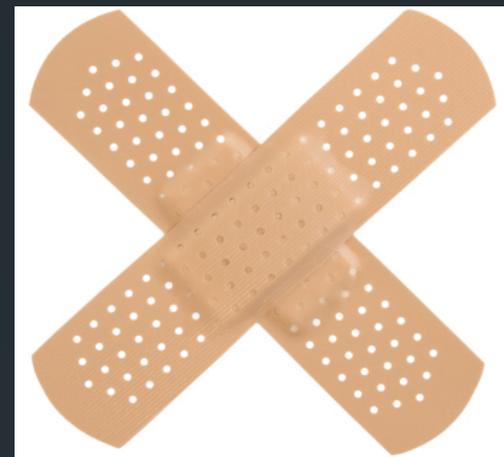
UDL

vs.

AIM

vs.

AT



Essential Considerations



able

willing permitted
TEACH DIFFERENTLY

Expectations....

quick predictions

Dignity of Risk



-
- best care,
abilities from
- al say on what someone can or
this dignity of risk.
- making good choices and
kes is doing a huge dis-service
students and independent
al.



<https://youtu.be/IMboI4cOAuQ>

Universal Design for Learning

ASSISTIVE TECHNOLOGY ACT OF 1998
PUBLIC LAW 105-394

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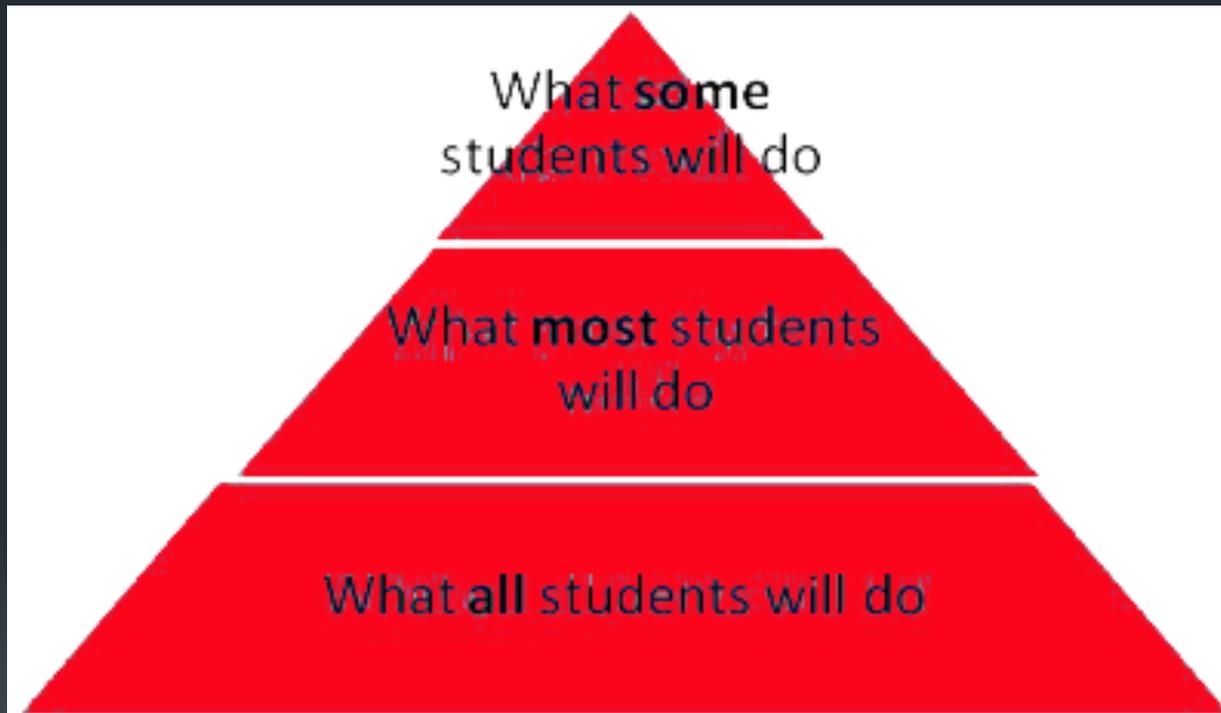
The Myth of Average



Universal Design for Learning



Grade Level Standard Unwrapped



PATINS UDL Lesson Creator

UDL Defined in Article 7

-
-
- -
 -





www.icam.k12.in.us



PATINS Provides



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No Cost to Indiana Public K-12 Schools for Our Services

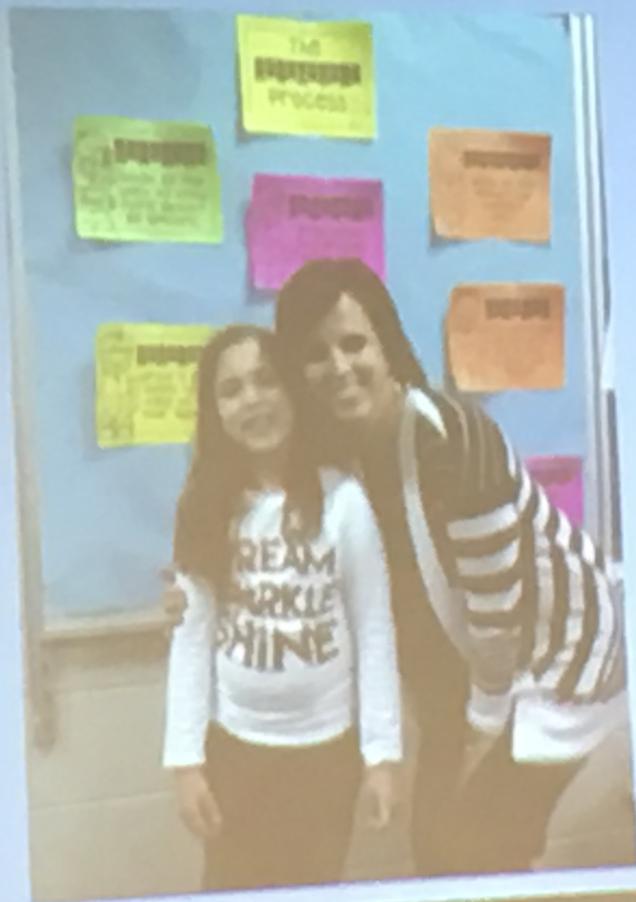
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The PATINS TEAM



[Specialists](#)

175 vs 5

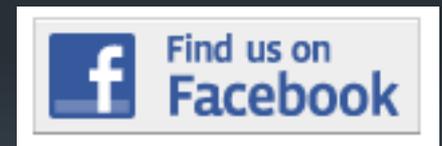


Since November Kayle
has jumped from 0
Lexile to 271Lexile...

WITHOUT
Snap&Read

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PATINS State Conference 2017 Welcomes a New Title!

Designed for
YOU!

PATINS
Presents...

Save the Date!

Access to Education

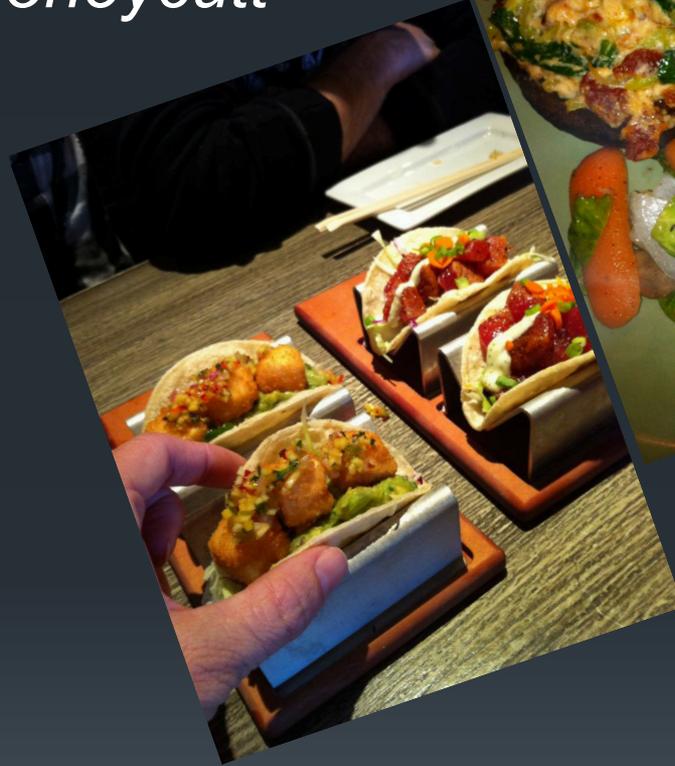
November 1 & 2

Indianapolis, IN

Registration is OPEN

CFP is OPEN

“We have all these spices and are still making meatloaf!” @kevinhoneycutt



Maintain...



- That ALL students will access, participate in, and respond the same content, but in VARYING ways through AEM, AT, UDL, whenever possible.
- That ALL students are accountable for their behavior, while there may be VARYING reasons for their behavior.
- That there is only pride in making the right choice, when students are allowed the opportunity to fail and the follow-up supports necessary.