

SEMO's Early Childhood Organization



Technology and Diverse Learners

Sorry I could not be there in person,
I am in Denver at the Council for Exceptional Children Conference

<http://csti-coe.semo.edu/naguinaga/>

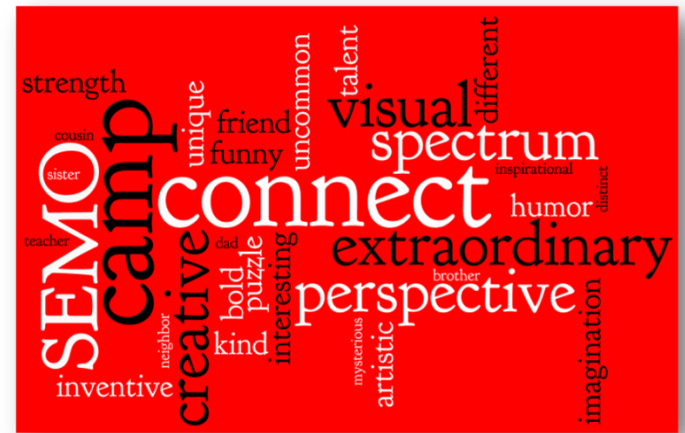
Nancy Aguinaga, Ph.D.
Assistant Professor
College of Education, SEMO



I am very passionate about diverse learners and technology
Hopefully this information will be beneficial for you

Where did the image on the title slide come from?

- Wordle?
 - Have you used it? (The handout you have is a summary of the article linked on my webpage – the wordle image represents all of the text from the article and is an alternative format of a summary.)
 - [How else could you use it?](#)



Want to volunteer June 18-22?

Technology Changes Everything

Recent changes in technology:

- Make it possible to communicate with more people than ever before
- Enable learning any time, any place, any how
- Facilitate personalization
- Promote openness, which promotes sharing
- Promote participation in content ,knowledge, and news production
- Enable collaboration across the world

Paradigm Shift

Not to “fix” the child who has a problem

instead

“Fix” the curriculum (goals, methods, materials, and assessments) so that it can meet diverse learner needs

Primary barrier to making expert learners of all students

- **Inflexible, one-size-fits-all curricula**
 - unintentional barriers to learning
 - Technology is one way to remove barriers and provide access



Diversity is now the norm, not the exception

[Video](#)

Principle I. Provide Multiple Means of Representation

Guideline 1: Provide options for perception

- [Checkpoint 1.1: Options that customize the display of information](#)

Guideline 2: Provide options for language and symbols

Guideline 3: Provide options for comprehension

Principle II. Provide Multiple Means of Action and **Expression**

Guideline 4: Provide options for physical action

- [Checkpoint 4.1: Options in the mode of physical response](#)

Guideline 5: Provide options for expressive skills and fluency

Guideline 6: Provide options for executive functions

Source URL:

<http://www.udlcenter.org/implementation/examples>

Principle III. Provide Multiple Means of Engagement

Guideline 7: Provide options for recruiting interest

- [Checkpoint 7.1: Options that increase individual choice and autonomy](#)

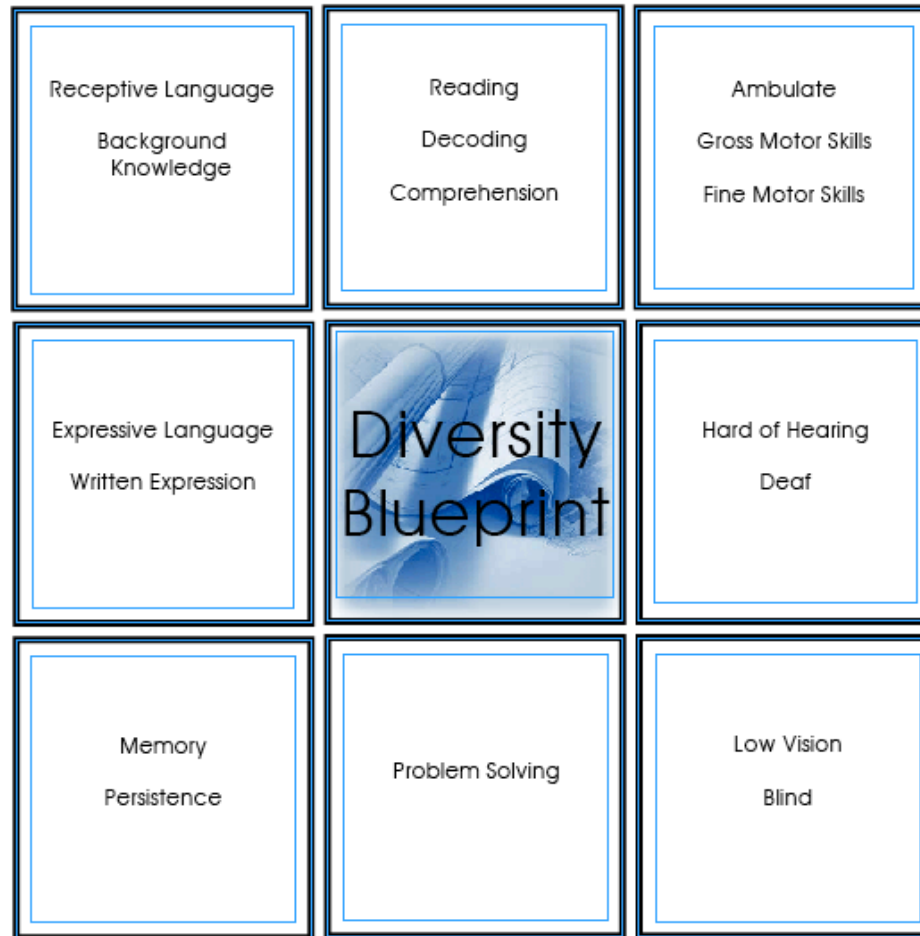
Guideline 8: Provide options for sustaining effort and persistence

Guideline 9: Provide options for self-regulation

Source URL:

<http://www.udlcenter.org/implementation/examples>

Planning for Academic Diversity



Planning for Academic Diversity

- Solve math problems
- Traditional chalkboard/paper/pencil
AND/OR
 - Calculation Support
 - [WebMath](#)
 - Conceptual Support
 - [Virtual Math Manipulatives](#)
 - Visual Support
 - [iKnowThat Leon Math Movies](#)

Planning for Academic Diversity

Instructional Support

- [KidRex](#)
- [Internet4Classrooms](#)
- [42Explore](#)
- [Teach with technology](#)
- [Kathy Schrock's Guide for Educators](#)

Organization & Memory

- [netTrekker](#)
- [Eduscapes](#)

Effective flexible technologies

- [Smartboard](#)
- [Bubbl.us](#)
- [Time for Kids](#)
- [Brain Pop Jr.](#)

Watch the Movie of the Week as an example

Accessibility in front of us

- [Microsoft accessibility](#)
- [Free technology for Teachers](#)
- [Hundreds of Apps](#)

Hope you have been exposed to some
new resources

One last Video

- What did I learn?
- Why did I learn it?
- How can I use it?

Maxwell Maltz, author of Psycho-cybernetics

“It takes 21 days to form a habit.”

Sorry I couldn't be there in person

Thank you