**Technology Supports for Students with Moderate to Severe Disabilities**

**in Inclusive Settings**

Each image or word has a link to an online resource, ctrl + click to follow.

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| **First, Let’s Presume Competence** |
| Presuming competence is the first step to including students with moderate to severe disabilities (MSD) in general education classrooms for academic instruction.  [The Importance of Presuming Competence](https://www.youtube.com/embed/6Mq8sQTEhG8?feature=oembed)  Watch Shelley Moore discuss the importance of presuming competence and the mind shifts necessary to begin effective inclusion.  Read this [article](https://link.springer.com/article/10.1007/s11125-020-09510-0) about presuming competence for students in the U.S. and its impact on inclusive education. |
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| **General Supports** |
| Explore the links for examples of support for ALL students in inclusive settings across content areas. Each image is linked to a website or article.    The Universal Design for Learning (UDL) framework was created for the improvement and optimization of teaching and learning of all people based on scientific human learning insights (CAST, 2018).    The Multi-Tiered System of Supports framework integrates data usage and instruction to be proactive and preventative while using a strengths-based perspective. Explore these resources for additional teaching support.    Consider the options for assistive technology for students with ID and how you can incorporate technology for all students in the inclusive setting. Read this [article](https://link.springer.com/article/10.1007/s11423-022-10127-7) for a recent review of the literature. Explore peer support arrangements and determine how you can better incorporate these arrangements in inclusive settings. |
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| **Communication** |
| All students should have a voice across settings. The TIES Center at the University of Minnesota offers a link to a free online course, [TIES 101: Communication Supports in the Inclusive Class.](https://tiescenter.org/topics/communicative-supports/ties-101-communication-supports-in-the-inclusive-class)    Read this [article](https://www.assistiveware.com/learn-aac/build-communication-partner-skills) about communication partners to determine what skills communication partners need to support AAC users. See AAC infographic for more detailed information. |
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| **Reading/Language Arts** |
| Explore these resources for reading/language arts skills.  Graphic organizers are tools that are flexible enough to use across academic content areas and all students (Reyes et al., 2020). Educators can collaborate to match materials and format organizers to meet individual student’s needs (Reyes et al., 2020). Access this website for [interactive](https://www.edutoolbox.org/rasp/2181) graphic organizers and this one for [printable](https://www.hmhco.com/blog/free-graphic-organizer-templates) organizers. (Free)  Check out [BookShare](https://www.bookshare.org/cms/). This platform provides literary and non-fiction text at students' appropriate reading level. You may need an account through your school district.    This website provides reading passages online or to print with a range of reading levels, topics, and genres (Free). These passages can also be used for fluency or comprehension question data collection.  A fun interactive method to practice vocabulary and comprehension. (Free)      This website has vocabulary aligned to literary and non-fiction texts with options for games and practice (Free).  Writing:  Check out this [blog](https://blog.brookespublishing.com/7-steps-to-teaching-writing-skills-to-students-with-disabilities/) post by Brookes Publishing. They offer seven steps for consideration when designing programs to teach written expression to students with disabilities.  Watch:  This video demonstrates alternate forms of writing. Remember pictures and symbols could also be used. Laptops, speech to text, spell checkers, word prediction, and much more provide students with an MSD many options to create a written piece of work for assignments. |
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| **Math** |
| Read this [article](https://www.edutopia.org/article/making-math-accessible-all-students) to learn how to make math accessible for all students.  Virtual manipulatives:    These can be used for in-person or virtual instruction. The many options for math manipulatives are useful for diverse learners across grade levels. |

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