Capacity Building Projects

Leading & Coaching towards UDL

ACCESSIBLE CURRICULUM for ALL
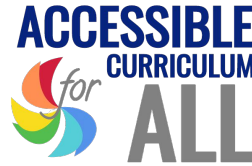
Building Tiered Supports for Augmentative & Alternative COMMUNICATION

In order to remove barriers to learning and increase inclusive opportunities these projects are designed to develop the capacity of regional implementation teams to train, coach and provide technical assistance to school sites...

by leveraging the Universal Design for Learning framework.

by increasing access to digital tools and assistive technologies.

in building communication competence for students with complex communication needs.

The focus for each project...

Leading and Coaching Towards UDL is designed as an integrated model with general education and special education lead trainers and coaches working together to support districts and sites through two years of a UDL implementation journey. Learn how to support teams beginning with exploration of UDL, through the installation of UDL practices, guided by protocols to support the work. Work with teams to understand UDL as an implementation process, with sustainment of effective UDL practices as the goal.

Accessible Curriculum for All supports a shift from a 'one student at a time' AT service delivery model, towards building capacity at the school site level for quality AT consideration and implementation with high incidence students. Develop regional AT Specialists, or support your current AT Specialists into shifting roles toward training and coaching site teams with AT Consideration through a UDL lens. When deeper dives or AT assessment are needed, AT Specialists support a team based problem solving and decision making process.

Building Tiered Supports for AAC is a model for developing the knowledge and skill set of ALL communication partners involved in developing communication competence with our complex communicators. Develop regional AAC Specialists, or support your current AAC Specialists into shifting roles towards training and coaching classroom teams *and* training and coaching site-based speech-language pathologists (SLPs) with students needing AAC on their caseloads in conducting AAC Needs Assessment and supporting collaborative teaming.

✔ Approach UDL implementation as an equity-based, whole system transformation that requires us to regard all students as general education students first.
✔ Utilize protocols for implementation planning, outcome/effectiveness and fidelity measurement to guide the work along the way.
✔ Provide new cohorts (district/site teams) with initial training (UDL Immersion) to support mindset shifts and set the purpose for the UDL framework.
✔ Provide cohorts with protocols for supporting a learning community around UDL and site-based training and coaching as they move through two years of exploration and into prepare and early installation phases and leave them positioned and ready to continue to support their own UDL implementation planning.

✔ Support better integration of "EdTech" and "Assistive Technology" resources.
✔ Build understanding of how providing options to all students through a universal design for learning framework can meet the needs of many students at a Tier 1 level.
✔ Provide a consistent and accessible AT consideration process that all sites can implement independently for their students with disabilities.
✔ Provide resources for teams to explore a range of appropriate strategy and tool options to meet specific areas of need and priorities.
✔ Support an effective team based, problem solving and decision making process (the Student Access Planning process) that regional leads can train, coach and support for AT assessment with students with disabilities.

✔ Support better integration of AAC supports and strategies across all educational settings and environments.
✔ Build team based decision making and problem solving around supporting student's development of communication competence with AAC strategies and tools.
✔ Build the confidence and competence of site-based SLPs in assessing the need for AAC and supporting the team in making appropriate tool recommendations for the majority of students who can benefit from these tools.
✔ Support the development of AAC Specialists to provide ongoing training and coaching for site-based SLPs, and to conduct comprehensive assessments for students with more complex profiles and match to more advanced tools.
✔ Support AAC Specialists in accessing a range of sources of funding including medically-based funding for speech-generating devices.

Regional Partners

Butte County SELPA
Desert Mountain SELPA
Downey-Montebello SELPA
Humboldt-Del Norte SELPA
Merced County SELPA
San Luis Obispo SELPA
Shasta County SELPA
Siskiyou County SELPA
West End SELPA
Whittier Area Cooperative SELPA

Antelope Valley SELPA
East San Gabriel Valley SELPA
Humboldt-Del Norte SELPA
Irvine Unified SELPA
Mendocino County SELPA
Merced County SELPA
North Inland SELPA
North Orange County SELPA
Santa Barbara County SELPA
Santa Clara County SELPA IV
Sonoma County SELPA
West End SELPA

Aspire Public Schools
Butte County SELPA
Glenn County SELPA
Irvine Unified SELPA
Monterey County SELPA
North Inland SELPA
North Orange County SELPA
San Benito County SELPA
West End SELPA

Universal Resources

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. It is the framework and foundation for designing and delivering instruction that supports the variability of all learners, including those with disabilities.

To learn more about this framework take a 10 minute tour of the *Big Ideas* of Universal Design for Learning or review the printable version.

Why UDL? Why Now? Is this the right time to be exploring the UDL framework? Five great reasons to jump in!

Print-laminate-bind and share this UDL Guide for your teachers to use in their day to day exploration and practice with UDL instructional design.

Assistive Technology

In our vision, Universal Design for Learning is the foundation for making accessible learning available to all students. A well-designed and consistently applied **AT Consideration** process is the next step for guiding IEP teams in making informed AT decisions that lead to IEPs that address and remove barriers to learning.

Use our step-by-step AT Consideration Walkthrough on our website, or the printable AT Consideration Guide to explore resources and scaffolds to make sure you are following a consistent and compliant process at your sites.

AT Consideration Notetaking Sheet
Quickguide for AT Consideration Process
Crosswalk - AT Consideration vs. SAP

Augmentative Alternative Communication

Building shared understanding and responsibility for supporting our students with complex communication needs is integral to our tiered model. Explore some of the scaffolds and resources we provide to our participants in AAC Foundations.

The Big AAC Picture is a print-laminate-bind resource for teams to use in developing their understanding of what is AAC. Check out a variety of Prompt Hierarchies and So Many Reasons to Communicate as great reminders for teams. Or explore and use some of our collaborative teaming tools, like the AAC Snapshot and Roles & Responsibilities.

Overview of our Tiered AAC Model
Overview of the AAC Needs Assessment Process

Resource Flip Kits

We've done the curating for you! Check out our interactive spaces bringing you the best of strategies and tools at your fingertips.

Annual Reports

The best way to keep up with our activities and new resources, is to check out our annual reports. We archive them on our site.

1st Annual Report
2019-2020

2nd Annual Report
2020-2021

For more information on resources, projects or training reach out and contact us!
We are here to support families and educators across California.
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