There is nothing more important than ensuring that every child has his/her learning needs met in the classroom. Each child has a unique set of strengths and abilities he/she uses to learn and grow. With careful planning and partnering with parents, educators can create classrooms that are inclusive and accepting of all learners academically, socially, and emotionally. One way to create more inclusive classrooms is through Universal Design for Learning (UDL).

What is Universal Design for Learning?

UDL, a concept developed at the Center for Applied Special Technology (CAST) in the late 1990s, is an educational framework that helps educators design flexible and inclusive learning environments. When using the UDL framework, educators are encouraged to focus on creating effective learning environments for all students in the classroom, including students who struggle to learn. This is an important focus because when learning environments are improved for learners who struggle, then the environments are ultimately improved for everyone. In short, everyone benefits.

**UDL and Instructional Planning**

One of the primary ways in which UDL is implemented is through the proactive planning of curricula. Generally, curricula are educators’ instructional plans. It is what they want to have students learn (outcomes or goals), how they will help students meet the goals (methods), what tools and technology they will provide to students (materials), and how they know if the goals were met (assessments).
Federation Annual Appeal

By Maureen Jerz, Director of Development at the Federation

It’s Annual Appeal Time at the Federation!! The Federation’s Annual Appeal Letter is mailed out each year in early November and we are grateful for the support of all who donate. Through your support of our Annual Appeal, we are able to help families like Vicki’s. Vicki is the mother of a 12 year old with a behavioral health diagnosis.

Vicki contacted the Federation’s Family-to-Family Health Information Center about a number of concerns and problems she was having trying to navigate the complicated world of obtaining insurance coverage for her child. It soon became clear that Vicki needed more than just health insurance information. A single parent, Vicki had been struggling with feelings of isolation while caring for her child, who had recently been hospitalized. They had no home-based services, no family support. Vicki was under extreme stress, worried that her job was in jeopardy because of the time she was spending to care for her child’s needs. A Federation staff member guided Vicki through obtaining appropriate insurance coverage, accessing the state sponsored child disability supplement, obtaining resources for financial planning, camp scholarships and referrals to a variety of child care services. With assistance from the Federation, Vicki is now feeling empowered and growing more confident in her own ability to access the education, health and community supports her child needs. Today, Vicki’s daughter is doing well. She has been able to remain at home, while getting appropriate services in her school and community.

Vicki told us, “The support and information you provide make a world of difference. I literally couldn’t figure this out without you.”

If the Federation has made a difference for you, or helped you “figure things out”, we hope you will give generously to our Annual Appeal – so that we can continue to make a difference for other families!

Please make your donation online at www.fcsn.org or mail your check today to the Federation for Children with Special Needs, 529 Main Street, Suite 1M3, Boston, MA 02129.

Join our new monthly Sustainer Program!

Would you like to help the Federation all year long? Become a monthly Sustainer! Donate $5, $10, $20, or more to provide ongoing support to the Federation throughout the year. Monthly giving is convenient for you and ensures that the Federation can be there to help and support families whenever they need us! Join a group of very special Federation supporters by becoming a Sustainer today! For more information visit www.fcsn.org/how-to-help/donate
From the Executive Director:  
“Don’t We already Do Inclusion?”

“Don’t we already do Inclusion?” This is the question that many parents and schools ask when the topic is discussed. The word “Inclusion” can mean many things. Sometimes it is used to describe a particular classroom which has been dubbed “The Inclusion Classroom”, which means student with disabilities who receive special education services attend this class. Or “Inclusion” is sometimes called “mainstreaming” which is a term to describe the student with special needs who participates in general education classes more than 80% of their school day. However, for many of us who are parents, “Inclusion” is a term used to assert the rights of all students to be educated with their peers in “Inclusive” classrooms.

This fall, the Massachusetts Department of Elementary and Secondary Education launched a new “Inclusive Schools Project” which seeks to promote and support inclusive practices in Massachusetts public schools. The goal of this project is to improve outcomes for students with disabilities, students of color, students from diverse cultural backgrounds, and students from economically disadvantaged homes. The focus is improving the environment for all students by changing educational practices and environments to be more accepting of all students. The project will identify, develop, and disseminate a comprehensive set of resources for schools and districts to move systematically toward fully inclusive practices in order to provide equity for all students.

The Federation’s 2017 Visions of Community conference will be all about “Inclusion”. Nationally renowned speaker Paula Kluth will highlight our day with her presentation of “Don’t We Already Do Inclusion?” This presentation is not only filled with ideas for teaching diverse learners, but is also focused on change itself. More specifically, it is focused on how those concerned about inclusion can create change even when they are not in positions of power. The activities, examples, and illustrations in this presentation are designed to help parents and educators refine their vision and their skills when it comes to inclusion. Many of her ideas are no- or low-cost, and many can be achieved by any number of us—including students and families.

You see, “Inclusion” in schools is really about developing a common vision and building classroom practices that welcome all of our children. “Don’t We Already Do Inclusion?” I hope you will come to the conference and find out!

Rich Robison

For more information about Visions of Community see pages 7-14.

Rich Robison
Universal Design for Learning (UDL) (continued from page 1)

To account for the variability of all learners, and to ensure as many barriers to learning are eliminated as possible, curricula need to be designed to be flexible. Creating flexible curricula is important because educators know that learning happens in many different ways. Traditional one-size-fits-all approaches have not been effective in meeting the diverse learning needs of all students. Educators now know that learning is as diverse as students themselves. Instruction is more effective when it is based on students’ strengths. UDL helps educators broaden and diversify the ways they support student learning.

Three Principles: Creating Flexible, Barrier Free Environments
The UDL framework is organized around three principles. Each of these principles is based on what educators know about learning. Though each principle is presented here separately, all three actually work together during learning. Looking at each of these ways we learn can help us better understand the needs of all learners, and ultimately, help educators design inclusive learning environments.

Provide Multiple Means of Representation
This principle is based on how we perceive information and interpret the language and symbols being used, and then how we process and comprehend the information. Learners do not do all these things the same way. For instance, within any classroom, there will be learners who have a range of language abilities. This could be due to communication disorders, unfamiliarity or inexperience with the language, or just natural differences in language proficiency. Since educators know these differences exist, they can plan for these differences ahead of time.

Examples of Providing Multiple Means of Representation:
- Make sure videos have captions
- Use text-to-speech
- Provide translations
- Clarify difficult vocabulary
- Show concepts in lots of different ways
- Highlight important ideas

Provide Multiple Means of Action and Expression
This second principle is based on how we act within our physical environments, express and communicate what we are learning, and then plan, monitor, organize, and manage our learning. As with the representation principle, learners do not all do these activities in the same way. In thinking about expression and communication, some learners will be great writers while others might be better speakers. Some learners will need assistive technology while others might not. Educators know that these types of differences will be present in any classroom, and if they only allow students to do things in one way, not all students will learn. The idea in UDL is that educators account for these differences ahead of time.

Examples of Providing Multiple Means of Action and Expression:
- Provide multiple tools
- Help learners use Assistive Technology (AT) when necessary
- Allow written or verbal responses
- Provide time for learners to practice and explore
- Provide planning supports like graphic organizers
- Help learners set goals

Provide Multiple Means of Engagement
The final principle is based on how we pay attention, persist and overcome difficult obstacles, and regulate our emotions and motivation to learn effectively. Emotion and engagement are vital, but often unrecognized, aspects of learning. Educators can help students engage and develop self-regulation. Of course, not all learners will engage in learning in the same way. For instance, some learners will find math engaging and others will have a math phobia. Some learners will persist no matter what the obstacle, while others might want to quit when learning is tough. Educators need to think about ways that they can build in flexibility in the curriculum and eliminate as many barriers to engagement as possible. Providing multiple means of engagement can help all learners persist and stay motivated.

Examples of Providing Multiple Means of Engagement:
- Allow for choice
- Make learning relevant to the learner’s life
- Provide safe and comfortable environments
- Include ways to learn with peers
- Build coping skills and strategies
- Help learners reflect on their learning

How Can Parents Help?
Education is most effective when a partnership is developed between educators and parents. Parents can work with schools to ensure that their child’s unique needs are being met within the classroom and other school environments. UDL helps create environments where all students can be included by creating curricula that are flexible and account for multiple learner needs. With UDL, parents and schools can collaborate to ensure education meets the needs of all children from the start.

IEPs and Section 504 Plans – What’s the Difference?

By Cindy Lewis, Information Specialist, Parent Training and Information Center at the Federation

The staff at our Parent Training and Information Call Center is frequently asked to explain the differences between an IEP (Individualized Education Program) and a Section 504 accommodation plan. We agree that it can be confusing, so here is a short primer on some key points:

**Legal Framework:** An Individualized Education Program (IEP) is a written statement of a student’s educational program designed to meet a child’s individual needs. Every child who receives special education services must have an IEP. The Individuals with Disabilities Education Act of 2004 (IDEA) at the federal level, and, at the state level, Massachusetts General Laws Chapter 71B outline the process for how to develop an IEP. Section 504 plans get their name from Section 504 of the Rehabilitation Act of 1973, a federal law designed to prevent any student with a disability from discrimination due to their disability. 504 plans ensure access – by providing students with disabilities with appropriate accommodations and/or services so they can receive a “free and appropriate public education” (FAPE) along with their non-disabled peers. Both laws mandate that the school evaluate a student for any area of suspected disability without delay to ensure the student can receive a “free and appropriate public education” along with their non-disabled peers.

**Eligibility:** Under the federal and state special education laws, a student is deemed eligible for an IEP after a two-pronged test: 1) Does the student have a recognized disability? 2) Is the student not making effective progress because of the disability? or Does the student need specialized instruction and/or related services to make effective progress in the general curriculum? If the answer to both tests is “yes”, an IEP is required. If not, a Section 504 plan may be considered.

To be eligible for individualized assistance under Section 504, a student must have a disability that “substantially limits” one or more “major life activities” (very broadly defined). The major difference between a 504 plan and an IEP is that, for a 504 plan, the student does NOT need specialized instruction to make effective progress. Instead, the student may need only accommodations (such as additional time, special seating, or sensory breaks) and/or related services (such as a reading program, speech and language services, or occupational therapy) in order to access the general curriculum. It is important to note a child who is on an IEP is automatically protected under Section 504. In most cases, there is no need for two plans, as any needed accommodations and related services are typically included in the IEP.

**Placement:** Some people believe that a student on a 504 plan will always be placed in a regular education classroom, and that students on IEPs are placed in separate classrooms. This is not always the case. While some students on IEPs may need instruction in a separate setting, both laws embrace the presumption of “Least Restrictive Environment” which requires that students with disabilities should be educated in classrooms with non-disabled students to the extent possible. Ultimately, with both plans, the placement decision is made based on how best to achieve a “free and appropriate education” according to the student’s individual needs.

**Legal Protections:** Under federal and state special education laws (IDEA and MA Chapter 71B), parents have the right to independent educational evaluations and the right to keep their child in his/her current program if they disagree with proposed changes in services or discontinuance of an IEP. These are known as “stay put” rights, which can be enforced with dispute resolution options such as mediation or a full special education hearing. Section 504 prohibits retaliatory acts by school districts and provides the right to appeal the school district’s actions the identification, evaluation and placement of a student with a disability.

**Bottom Line:** For a student who is not eligible for an IEP because his/her disability does not require specialized instruction, but still needs accommodations and/or related services in order to access the curriculum, a Section 504 plan may be just what is needed.

To learn more about the school district’s obligation to provide FAPE to students with disabilities, please see the Office of Civil Rights July 2016 “Dear Colleague Letter” and Resource Guide at www2.ed.gov/about/offices/list/ocr/letters/colleague-201607-504-adhd.pdf or visit the OCR website www2.ed.gov/about/offices/list/ocr/index.html
Secondary Transition Updates
By Jennifer Stewart, Director of Transition Projects at the Federation

Transition projects at the Federation for Children with Special Needs are expanding as the organization engages young adults in a new Advisory Council and launches a new project in partnership with the Massachusetts Rehabilitation Commission. Momentum in the secondary transition field is strong, with a push from school systems, workforce development, and vocational rehabilitation programs to support young adults for college and career readiness. Much of this push is from the Workforce Innovation Opportunity Act (WIOA), which stresses the importance of competitive, integrated employment for individuals with disabilities. WIOA also emphasizes that employment-related services should be provided to transition-age young adults. Transition projects at the Federation have aligned with the goals of WIOA and are working to support families and students as they reach their visions for life after high school.

Young Adult Advisory Council
A group of ten young adults with various abilities are members of the Federation’s first Young Adult Advisory Council. Our first meeting on October 1st included a vision and strengths training. Future trainings will support skills development around communication and teamwork. The Advisory Council is also helping develop the Becoming a Leader Youth Forum for the Federation’s Visions of Community in 2017. The young adults are generating ideas about workshops, activities, speakers, and giving advice for what makes a fun conference. For more information about the youth forum at Visions of Community on March 4, 2017 visit www.fcsn.org/voc/youth-conference

WIOA Family Support Project
The WIOA Family Support Project is a new collaborative initiative at the Federation for Children with Special Needs, supported by Massachusetts Rehabilitation Commission (MRC), for youth with disabilities ages 16-22 and their families. The WIOA Family Support Project has three main goals: 1. Partnership with MRC area offices to offer transition trainings to family and professionals. 2. Transition technical assistance through the website, webinars, workshops, materials, and phone calls. 3. Referral-based face to face transition support for vocational-rehabilitation-eligible youth and families.

The WIOA Family Support Project has Transition Family Support Specialists throughout the state of Massachusetts to act as liaisons to MRC area offices, along with supporting youth with disabilities and their families. To contact the WIOA Family Support Project, please email: wioa@fcsn.org. Visit our website to find out more information about trainings and to connect with a Transition Family Support Specialist: www.fcsn.org/linkcenter/wioa

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Our trusted specialists know vision like no one else.
To learn more, visit Perkins.org/Admissions
or call 617-972-7476
Perkins.org

Becoming a Leader Youth Forum at Visions of Community 2017
The Federation’s Visions of Community conference will host the 2nd annual Becoming a Leader Youth Forum, a chance for young adults ages 14-22 with special needs to come together for an intensive, fun day of workshops, panels, and activities. The focus will be on fostering a community of empowered, confident self-advocates.

For more info visit www.fcsn.org/voc/youth-forum
A Conference for Families of Children with Special Needs and the Professionals Who Serve Them

Saturday, March 4th
7:30 am - 5:00 pm
Seaport World Trade Center
200 Seaport Boulevard
Boston, MA 02210
Dr. Paula Kluth is a consultant, author, advocate, and independent scholar who works with teachers and families to provide inclusive opportunities for students with disabilities and to create more responsive and engaging schooling experiences for all learners. Paula is a former special educator who has served as a classroom teacher and inclusion facilitator. Her professional interests include differentiating instruction and inclusive schooling.

She is the author or co-author of more than 15 books and products including: From Text Maps to Memory Caps: 100 Ways to Differentiate Instruction in K-12 Inclusive Classrooms, “Don’t We Already Do Inclusion?”: 100 Ways to Improve Inclusive Schools, “You’re Going to Love This Kid”: Teaching Students with Autism in Inclusive Classrooms, Joyful Learning: Active and Collaborative Learning in the Inclusive Classroom, A Land We Can Share: Teaching Literacy to Students with Autism, and The Autism Checklist: A Practical Reference for Parents and Teachers. Paula is also the director of a documentary film titled “We Thought You’d Never Ask”: Voices of People with Autism. For more information visit www.PaulaKluth.com

Brennan Srisirikul is a singer, actor, and a self-proclaimed roller. He was born in Bangkok, Thailand and grew up in Fairhaven, Massachusetts. At birth, he was diagnosed with cerebral palsy, requiring him to use a wheelchair. At the age of five, he got his first pair of forearm crutches, allowing him to see the world in a whole new way and even walk short distances! For several years he participated in acting lessons at a local summer camp and began studying voice when he was nine. He was bitten by the acting bug when he played Bill Bobstay in a middle school production of HMS Pinafore. In May of 2013, Brennan graduated from Rhode Island College where he earned a BA in Theatre with a concentration in Musical Theatre. Another highlight of Brennan’s college career was recording ensemble/audience vocals for the song “No Time at All” for the new Broadway cast recording of Pippin, alongside Tony award winner Andrea Martin. Brennan’s one man show, In My Own Little Corner has been seen at the iconic Metropolitan Room in NYC. In addition to being a performer, Brennan is also a motivational speaker. He recently spoke at the Pacific Rim International Conference on Disability and Diversity in Honolulu, Hawaii. Some may consider Brennan to be handicapped, however, he considers himself to be handicapable. Brennan also considers himself differently-abled rather than disabled. For more information visit www.BrennanSrisirikul.com
1. East Meets West: Primary Care Model for ASD (ATS)
   Xuejun Kong, MD: Beth Israel Deaconess Medical Center
   Dr. Martha Hebert: Massachusetts General Hospital
   The workshop will allow participants to learn more about current ASD medical care and why a primary care-centered medical home model is better. The workshop will also give parents some information about evidence-based medical evaluation and intervention.

2. Demystifying Dyslexia: Essential Information about Assessment, Intervention and Support at Home (SC)
   Melissa Orkin, Program Director: Tufts University Center for Reading and Language Research
   This workshop will review an evidence-based approach for assessing and identifying Dyslexia, while pinpointing areas of weakness and ensuring that recommendations for instruction are properly targeted to each child’s learning profile. It will also review essential characteristics of high-quality, effective remedial reading instruction in areas such as phonics, fluency, and comprehension.

3. Challenging Behaviors in Children with Developmental Disabilities (BH)
   Nicole Baumer, MD, M. Ed, Co-Director: The Down Syndrome Program; Assistant in Neurology and Developmental Medicine Center: Boston Children’s Hospital; Instructor of Neurology: Harvard Medical School
   This presentation will help parents understand their children’s challenging behaviors, answer questions about common behavioral challenges, and review strategies to assist in preventing and managing challenging behaviors.

4. School Systems and the Massachusetts Rehabilitation Commission: Providing Transition Services to Support Students’ Visions (TR)
   Jennifer Stewart, Statewide Transition Director: Massachusetts Rehabilitation Commission (MRC); Amanda Green, Secondary Transition Coordinator: Office of Special Education Planning & Policy, Massachusetts Department of Elementary and Secondary Education (DESE)
   The workshop will include a dynamic panel presentation with an educator, a vocational rehabilitation counselor, a student, and a parent. They will discuss how working together in secondary transition services can support a student’s vision while providing supports to develop self-advocacy skills (including job exploration, pre-employment skills, internships, and training opportunities).

5. Complex Care: Family Challenges and Insights (HC)
   Carol Nash, Director of Research: Franciscan Children’s
   This workshop offers a facilitated discussion among parents that will highlight insights and tips to enhance your family’s journey caring for a child with complex medical needs.

6. Sped Law Updates: What Did You Miss Last Year and What You Don’t Want to Miss This Year (SPED)
   Dan Heffernan, Esquire: Kotin, Crabtree & Strong, LLP
   Participants will learn about significant decisions, regulations, and legislation from the past year while addressing important trends and special education law issues on the horizon.

7. Expanded Core Curriculum: Leveling the Playing Field for Students who have Visual Impairments and Other Disabilities (SC)
   Patrick McCall, Education Director: Early Learning Center & Lower and Secondary Programs: Perkins School for the Blind
   Students who have visual impairments and additional disabilities (including deaf-blindness) require unique instruction by vision professionals to define concepts and skills to help compensate for decreased opportunities to learn incidentally or by observing others.

8. A Conversation with the Keynote
   Dr. Paula Kluth, Consultant, Author, Advocate, and Independent Scholar
   Continue the conversation with today’s keynote speaker on the topic of inclusion.

9. Fostering Peer Relationships in All Young Children (EC)
   Helena Liedtke, Founder: Space2Thrive TM; Melody Lack, Director: TLC Nursery School; Denise Galford-Koeppel, MS, PMC, CEIS, Developmental Specialist: Minute Man Early Intervention
   This workshop will explore curriculum planning, outdoor spaces, and mixed age groupings as a means to foster peer interaction. Adults must be intentional in order to create inclusive spaces, that draw together children of all abilities and build social competence.
10. Red Flags for Learning or Communication Disabilities in Young Children (EC) ■
Carol Kiklan, Director of Admissions and Enrollment: Perkins School for the Blind
Participants will learn about the warning signs that parents, doctors, and early educators should be aware of in young children’s developmental stages.

11. Serving on Groups - Participating in Decision-Making (PD) ■
Leslie M. Leslie, Project Director: Mass PAC, Federation for Children with Special Needs
Family engagement in decision-making is central to school improvement and student achievement. Participants will develop skills to successfully serve in decision-making groups.

12. Families and Care Providers: Improving Outcomes for Children and Youth with Special Health Care Needs (HC) ■
Richard Antonelli, MD, Medical Director, Integrated Care: Boston Children’s Hospital; Assistant Professor of Pediatrics: Harvard Medical School
Based on successful experience in improving care for families at Boston Children’s Hospital, this workshop will give participants tools and strategies to navigate health care delivery systems and community based services, and, in so doing, improve care for children and youth with special health care needs. The session will incorporate elements of the US Maternal and Child Health funded Pediatric Care Coordination Curriculum, co-developed by National Family Voices.

13. We’ve Got the Diagnosis and the Recommendations, Now What? (BH) ■
Neal Goodman, MS, Program Coordinator-Resource Specialist: Boston Children’s Hospital; Jason Fogler, MD, Psychologist: Boston Children’s Hospital
In this discussion, three parents of children with neurodevelopmental disorders will share their experience and insights for finding effective behavioral therapies.

14. Physical & Communication Access: Isn’t that the Law? (SPED) ■
Jean Z. Batty, Parent Advocate
Are you scratching your head when you can’t get your child where they need to go? Aren’t there supposed to be ramps, curb cuts, grab bars, and accessible parking? How about large print, braille, and American Sign Language? The American with Disabilities Act (ADA) was signed in 1990, yet obstacles still exist. Discover precise steps that you can take to ensure access for your child. Learn how powerful you can be right from your kitchen table - no experience necessary!

15. Inclusive Schools Project (SPED) ■
David Parker, Karen Johnston, & Matt Holloway: Massachusetts Department of Elementary and Secondary Education
Presenters will explain this two-year initiative designed to support inclusive learning settings for students with disabilities. Topics include: quality indicators for inclusive learning, successful strategies for inclusion, and available resources to help parents support the efforts of their children’s schools.

16. From Local to National Advocacy: Cultural Humility Revisited (HC - Policy) ■
Maria Frankenberg, Project Coordinator: National Center for Family/Professional Partnerships and AIM Projects, Family Voices
In this session, Maria Isabel Frankenberg will share her experiences in advocacy at the local and state level as well as in the national arena. The principles of cultural humility will be at the core of this workshop.

17. Access to College and Jobs for Students with Intellectual Disabilities (TR) ■
Johanne Pino: Massachusetts Advocates for Children; Glenn Gabbard: Massachusetts Inclusive Concurrent Enrollment Initiative; Maria Paiewonsky: Institute for Community Inclusion; Michael Sweeney, Student; Theola Sweeney, Parent; & Maximo Pimentel, Student
This panel discussion will explore college and job success for students with intellectual disabilities and autism, including IEP strategies, transition services, and more.

Dina Traniello, Educational Consultant, Assistant Visiting Professor: Fitchburg State University; Anne Howard, Professor: Fitchburg State University
Independence is one of the most important goals educators and families focus on for an optimal transition experience for youth with disabilities. This presentation will examine the value of teaching students to use self-management as they increase their skills in self-advocacy. Self-management is a research-based practice that facilitates behavioral change for youth with mild to severe disabilities. Participants will be provided with user-friendly handouts and given an opportunity to practice creating a self-management plan.

19. Autism Insurance in Massachusetts: How to Obtain ABA Therapy and Find an ABA Therapist (ATS) ■
Terri Farrell, Project Director: Autism Insurance Resource Center, University of Massachusetts Medical School
This workshop will cover the most up-to-date information on insurance coverage for individuals with autism. Whether you have insurance through your employer or through MassHealth, this workshop will be beneficial for you and your family.
20. Advocacy Lessons from BSEA Decisions (SPED)
Tim Sindelar, Attorney: Law Office of Tim Sindelar
This workshop will take an in-depth look at hearing decisions from the Bureau of Special Education Appeals (BSEA) over the last two years, with a focus on key strategies for success when obtaining appropriate special education services.

21. Family Wellness: Integrative Therapies to Relieve Caregiver Stress (HC – Family Wellness)
Emily Davidson, MD, MPH, Assistant in Medicine: Complex Care Services, Boston Children’s Hospital; Instructor in Pediatrics: Harvard Medical School
Participants will be treated to a model for relieving caregiver stress with integrative therapies including chair yoga, aromatherapy, body awareness meditation, and Reiki.

22. FBA: How to Interpret and Utilize the Results (BH)
Dr. Maria Maclean, Director: Boston Behavior Learning Centers, & Maria McCall
Many of our students receive Functional Behavior Assessments (FBA) as part of their individual programming. It is time consuming and confusing to navigate available information and to disseminate what information is accurate. Participants will learn what quality FBA elements should look like and how they should be translated into functional programming.

Leslie Hughes, Autism Information Specialist: Massachusetts Advocates for Children
This presentation will review changes to state and federal law impacting children with ASD, including legislation case law information. Participants will enhance their understanding of the rights and procedures that ensure children with ASD receive educational opportunities reflective of their competency and potential.

24. Transforming Small Actions into a Movement (PL)
Angela Ortiz, Strategic Partnerships Consultant: Massachusetts Down Syndrome Congress; Founder and Chair: MA Pediatric Home Nursing Care Campaign
This presentation will outline how a mother’s struggle to find nursing care evolved into a statewide movement to protect our state’s most medically fragile children and adults.

25. Working Together: A Team Approach to Assistive Technology (AT)
Patricia Donovan, Kennedy Day School; Kelsie Wooten, MS, CCC-SLP Speech-Language Pathologist: Franciscan Children’s
This workshop will explore the collaboration between home and school in utilizing Assistive Technology for special education. Resources for Assistive Technology solutions will be provided.

26. What Happens After School For Us? Young Adults with Different Abilities Talk! (B/MH)
Dani Walsh: Parent Professional Advocacy League
Peer Specialists and young adults will discuss their school, college, and work experiences after transitioning from high school settings, focusing on what works, what does not work, and what young adults need to support their next steps. The audience will receive tools to support and help young adults focus on next steps.

27. Go Team! Interdisciplinary Planning for Young Adults (TR)
Sarah Peterson, President: Massachusetts Guardianship Association; Elizabeth Baum, J.D., M.P.H., Attorney: Law Office of Elizabeth Baum, P.C.; Alexandra Nalvorny, Special Needs Financial Planning Specialist: Shepherd Financial Partners; Doreen Cummings, Jewish Family & Children’s Services
This panel discussion will center around the importance of establishing a complete team of formal and informal supports when planning for a young adult with disabilities. Topics will include financial planning, public benefits, service options, and fiduciary planning and succession, with a focus on partnerships between the family and key professionals.

28. Finding and Establishing an Independent Living Facility for your Child (TR)
Lisa Majewski, Parent; Ben Majewski, Self-Advocate; Ned Reichenbach, Self-Advocate, Mark Slotnick, President: New England Communities; & Peter Johnson
This panel will address the independent living alternatives process as followed by parents and young adults with disabilities, including approaches and results.

29. The Pyramid Model: Positive Solutions for Families (EC)
Deborah Scannell, Facilitator: Pyramid Model State Leadership Team
When young children exhibit challenging behavior, we may become so focused on finding a way to make the behavior stop that we forget to just have fun with our child. This session gives an overview of the Pyramid Model, which focuses on evidence-based strategies for caregivers of infants, toddlers, and young children to encourage appropriate behavior through fun, everyday experiences. The workshop includes a “Make n’ Take” strategy for home use along with many free Pyramid resources.

30. The Warp and the Weft (SC)
Staff, Boston Children’s Hospital Waltham; & Aurora Wilbur: Massachusetts Commission for the Deaf and Hard of Hearing
This session will focus on weaving the fabric of access and improved outcomes for deaf and hard of hearing students in mainstream classrooms.

Topics Key:
- Assistive Technology (AT)
- Autism (ATS)
- Behavioral/Mental Health (B/MH)
- Early Childhood (EC)
- Specific Condition (SC)
- Health Care (HC)
- Parenting/Parent Leadership (PL)
- Special Education (SPED)
- Transition to Adulthood (TR)
Haitian Creole

H-1. Pèspektiv kilti ayisyèn nan sou lasante mantal
Antoine Duffaut, Training Specialist: Home for Little Wanderers
Pandan prezantasyon sa a, y ap fé yon ekspoze pou patsispan yo sou kilti ayisyèn nan sou pwoblèm lasante mantal yo. Y ap montre divès peryòd migrasyon istorik vin nan peyi Etazini ak Lamerik dinò ak plas vodou a ak lamedsin tradisyonèl la ; ansanm ak estrateji enpòtan pou anplwaye ajans yo pou ankouraje yon patenarya efikas ak kliyan yo ak fanmi yo.

H-1. Perspective de la culture haïtienne sur la santé mentale
Antoine Duffaut, Training Specialist: Home for Little Wanderers
Les participants bénéficieront d’une présentation sur la culture haïtienne vis-à-vis des problèmes de santé mentale. Elle montrera les différentes périodes historiques de migration vers les États-Unis et l’Amérique du Nord et la place du vaudou et de la médecine traditionnelle ; ainsi que des stratégies principales pour le personnel de l’agence afin de promouvoir un partenariat efficace avec les clients et les familles.

H-2. Kenbe lafwa a, istwa yon manman
Evelyne Milorin, Parent: Mass Families Organizing for Change, and Parent-to-Parent
Prezantasyon sa a ap enfôme ak anseye paran timoun ki gen andikap yo pou yo jwe yon wòl lidèchip lè y ap defann yo bò kote gouvènman lokal la, gouvènman eta a ak gouvènman federal la pou yo jwenn sèvis ak sipò pou pitit yo. Epi, l ap montre paran yo kijan pou yo abôdè fonksyonè piblik yo pou ede yo konprann pwoblèm andikap yo pou yo ka kreye lwa pou yo.

H-2. Gardant la foi, l’histoire d’une mère
Evelyne Milorin, Parent: Mass Families Organizing for Change, and Parent-to-Parent
Cette présentation informera et enseignera les parents d’enfants handicapés à jouer un rôle de leadership en promouvant, à l’échelle locale, étatique et fédérale, l’obtention de services et d’appui pour leurs enfants. En outre, elle montrera aux parents comment s’approcher des fonctionnaires publics afin de les aider à comprendre les problèmes de handicap en vue de créer des lois pour leur compte.

H-3. Pwomosyon entèkiltirèl ak fanmi ayisyèn yo ki gen timoun ki gen bezwen espesyal
Renald Raphael: Coordinator of Haitian Family Support, HAPHI
Se yon pwofesonèl ak yon paran k ap met ansannm pou yo fé prezantasyon sa a an kreyòl ayisyen ak an anglè. Atye sa a ap bay yon fowòm pou fanmi ayisyèn yo ak moun k ap bay sèvis an de lang yo pou yo ka refflechi sou pwoblèm yo te konn jwenn ofrewa ak konouve a lè y ap defann ak chache sèvis nan domèn edikasyon espesyal, swen lasante, avtant nan eta a, estaj pwofesonèl ak jwenn travay.

H-3. La promotion interculturelle et les familles haïtiennes ayant des enfants nécessitant des besoins spéciaux
Renald Raphael: Coordinator of Haitian Family Support, HAPHI
Cette présentation sera menée en créole haïtien et en anglais conjointement par un professionnel et un parent. Cet atelier fournira un forum pour les familles haïtiennes et les fournisseurs de services bilingues pour réfléchir sur les problèmes passés et actuels, auxquels ils sont confrontés, dans la promotion et l’accès dans les domaines de l’éducation spéciale, des soins de santé, des prestations de l’État, de formation professionnelle et d’emploi.

C-1. 教育评估：家长需知
Dr. Lusa Lo, Professor: University of Massachusetts, Boston
參加者將會學習如何理解教育評估結果。同時，參加者也會認識教育評估結果、特殊教育服務及「個人化教育計劃」年度目標/短期目標之間的關係。

C-2. 自闭症主要保健模式
Dr. Xuejun Kong, PCP: Beth Israel Deaconness Medical Center/ Harvard Medical School
本研讨会帮助参与者了解现今自闭症医疗系统，主要家庭保健模式的优胜点。本会也会给与家长有关有证据的评估和介入模式的资料。

C-3. 进行吧，团队！跨界线计划残障青年人的服务。
Sarah Peterson, President: Massachusetts Guardianship Association; Elizabeth Baum, J.D., M.P.H., Attorney: Law Office of Elizabeth Baum, P.C.; Alexandra Nadzovory, Special Needs Financial Planning Specialist: Shepherd Financial Partners; Doreen Cummings, Jewish Family & Children’s Services
本研讨会将会围绕在计划残障青年人的服务当中建立正式和非正式帮助的重要性。涵盖内容有：财政安排，公共福利，服务选择，信托计划和继承。整个会议强调家庭与关键专业人员的合作关系。
E-1. Los Componentes Integrales de Una Evaluación Psico-educativa
Gloria Austrich, Director: Bilingual Assessment, Consultation and Advocacy (BACA)
Este taller le ofrecerá a los participantes una visión general y una descripción de los diversos componentes que componen una evaluación psico-educativa. Una evaluación psico-educativa es una fuente integral de información relativa al perfil cognitivo y de aprendizaje de un estudiante que se utiliza para determinar la presencia de una discapacidad de aprendizaje u otros factores que afectan el desempeño académico. Las diversas fuentes de información obtenidas mediante el uso de evaluaciones y la integración de esta información se discutirán en detalle.

E-2. Derechos Básicos: Madres, Padres, y el Proceso de Educación Especial
Diana Santiago, Staff Attorney: Massachusetts Advocates for Children
Los padres recibirán una visión general del proceso de educación especial, incluyendo su papel importante durante todo el proceso, las evaluaciones, la reunión del equipo y la respuesta al IEP.

E-3. Como Contar su Historia Para Ser Recordado
Maria Isabel Frankenberg: Project Coordinator
Este taller está diseñado para padres y cuidadores de niños y jóvenes con necesidades especiales. La narración eficaz de historias es una parte importante de la promoción. Ya sea que estemos en una reunión del IEP, o en el consultorio del doctor, o simplemente hemos sido invitados a ser parte de un panel de padres, mantener dentro de un límite de tiempo mientras se comunica efectivamente no viene de forma natural. Este taller de estilo conversacional proveerá una oportunidad para aprender y practicar estrategias de contar historias personales en pequeños grupos.

Sessions in Arabic

A-1. ورشة عمل المحاضر: د. محمد عثمان (استشاري طب نفسي أطفال ومراهقين)
العنوان: التعامل مع منطقية التعليم الخاص باللغة العربية
التفاصيل: التعليم عبر الحواجز اللغوية التي تلعب دورًا فعالًا في المجتمع العربي والعالم.

A-2. ورشة عمل المحاضر: د. رولا شوري
العنوان: رعاية طفلي ذو اضطراب التأخر الدماغي
التفاصيل: العلاج باللغة العربية لمنطقية اضطرابات التأخر الدماغي في الطفلة المبكرة والأطفال الأكبر (تأخر التطور، التوحد، صعوبات التعلم، والتأخر العقلي) من وجهة النظر الطبية و منطقية الأساليب. العلاج والتدخل السلوكي في حالات معينة. وسوف تشمل الورشة على التدريب على الخدمات المتوفاة ومصادر الدعم المجتمعي والمصادر الأخرى.

V-1. Hững điều cần biết sau khi con bạn nhận được chẩn đoán
Catherine Vuky, Ph.D: South Cove Community Health Center
Hội thảo sẽ giúp phụ huynh hiểu chẩn đoán của con mình, những việc nên làm sau khi nhận chẩn đoán. Hội thảo cũng cập nhật hướng dẫn phụ huynh tìm hiểu về hệ thống y khoa, phối hợp với hệ thống giáo dục đặc biệt trong các dịch vụ phù hợp nhất.

V-2. Tìm hiểu về Đánh giá Giáo dục
Dr. Lusa Lo, Professor: University of Massachusetts, Boston
Hội thảo sẽ giúp người tham gia hiểu thêm về đánh giá về giáo dục; kết quả của các đánh giá này có quan hệ như thế nào trong các dịch vụ giáo dục đặc biệt. Làm thế nào để thiết kế mục tiêu phù hợp cho các em dựa theo kết quả đánh giá này.

V-3. Những điều cần biết về ABA – Phân tích Ứng dụng Hành vi
Phong Pham, M. Ed,BCBA: Newton Public Schools
Hội thảo sẽ cung cấp thông tin cơ bản về phương pháp ABA, chia sẻ một số mẹo để phụ huynh làm việc hiệu quả với chuyên viên ABA ở trường và ở nhà. Cũng như trả lời các câu hỏi thắc mắc liên quan đến ABA.
EARLY BIRD BY FEBRUARY 10th (No refunds after February 24th)
Registration is $80 per person if you register before February 10th; fee is $95 per person after February 10th. Continental breakfast and lunch included. LIMITED PARTIAL SCHOLARSHIPS are available upon request. Email your request to voc@fcsn.org or call 617-236-7210, ext 198 and leave your name, telephone number, and times you can be reached.

Name
Organization

Address
City State Zip Code

Phone (day)
Email

I am attending as a:  ☑ Parent  ☑ Professional  ☑ Parent/Professional ☑ Special Education Surrogate Parent ☑ Self-Advocate

WORKSHOP SELECTION
Session One (circle one): 1 2 3 4 5 6 7 8 9 A-1 C-1 H-1 E-1 P-1 V-1
Session Three (circle one): 20 21 22 23 24 25 26 27 28 29 30 C-3 E-3 P-3 V-3

ACCOMMODATIONS (The Seaport World Trade Center is fully accessible.) Accommodation requests MUST be made/postmarked by February 10th.

Dietary Restrictions: ☑ Vegetarian ☑ Gluten-Free/Sugar-Free

Interpreters: (A limited number of English workshops will be interpreted if requested by February 10th.):  Interpreter needed?  ☑ Yes
Language____________________ (if requesting Chinese please specify Mandarin or Cantonese)

Childcare: Spots are limited to 30 and provided for children ages 3-12 ONLY. After you have registered for the conference and indicated that you are interested in childcare, a Federation staff member will contact you to begin the Childcare Enrollment process. Due to a high demand for childcare, some families will be placed on a Waiting List. By February 17th, a Federation staff member will inform families on the Waiting List of the status of their request for Childcare. Families with confirmed Childcare will receive a CHILD CARE REGISTRATION FORM in the mail and receive a Confirmation Code for each child. No child will be admitted on the day of the conference without a Confirmation Code.

Is childcare needed? ☑ Yes Number of children________

Transportation: Free bus transportation will be available on a limited basis. Please indicate if transportation is needed. A conference staff person will contact you to confirm your needs.
Location: ☑ Springfield ☑ Worcester ☑ Lawrence ☑ Taunton

REGISTRATION FORM

Mail check payable to: Federation for Children with Special Needs
Federation for Children with Special Needs | The Schrafft Center | 529 Main Street, Suite 1M3 | Boston, MA 02129
You can also register online at www.fcsn.org/voc

REGISTRATION FEE (Continental Breakfast & Lunch included)

BEFORE 2/10/17
$80x_______ (# of registrants) = $ ________ OR

AFTER 2/10/17
$95x_______ (# of registrants) = $ ________

Help another family attend by donating: Amount $ ______

Scholarship Code: __________

TOTAL = $ ________

METHOD OF PAYMENT: ☑ Mastercard ☑ Visa
☑ Discover ☑ Check

Card #:______________________________________________
Expiration Date:____________________________________
Signature:__________________________________________

No refunds after February 24th
Families, friends, and community members enjoyed a beautiful day while celebrating the Federation’s annual “Walk, Roll, Shobble*, Stroll” event on September 25 at the Pappas Rehabilitation Hospital. The walkers enjoyed a peaceful mile-long walk down a nature path to raise funds for and awareness of the Federation.

Executive Director Rich Robison kicked off the event by encouraging participants to socialize and enjoy the day. “The annual walk is a wonderful opportunity for Federation staff and families to network, celebrate and have fun.” Oanh Bui brought families that attend her support group, Vòng Tay Cha Me Việt (Circle of Vietnamese Parents). She says that the event is important for the Federation since so much of the work is done through the telephone or in the community.

“The walk is a fun filled family day for the families to appreciate the work of the Federation and connect face to face, not just through a phone call.”

This event is more than just a walk. Younger participants played games and made hats at the craft tables. Local entertainer Silly Sally’s delighted the children with face painting and laughs. Participants enjoyed music and dancing thanks to the talented DJ Kevin Sullivan. At one point, an enthusiastic Conga line made its way around the pavilion! Thanks to the generosity of local businesses, walkers returned to tasty treats such as pizza, ice cream, and granola bars.

Thank you to our Walk, Roll, Shobble*, Stroll sponsors: Eastern Bank, Robert and Patricia Schram, ProxTalker, LLC, Franciscan Children’s.

This year’s walk raised $8,000 to help the Federation continue its mission to support families of children with special needs, but it is also an important opportunity to build community between Federation staff and the families of those we serve.

*When a shuffle meets a hobble.” - definition by Chelsea Kendig, self-advocate
Diseño universal para el aprendizaje (DUA)

¿Cómo se utiliza el DUA en el aula de mi niño?
No hay nada más importante que asegurar que el aula satisface las necesidades de aprendizaje de todos los alumnos. Cada niño tiene un conjunto único de habilidades y aptitudes que utiliza para aprender y crecer. Los educadores pueden crear aulas inclusivas que den cabida académica, social y emocional a todos los estudiantes a través de una planificación cuidadosa y con la colaboración de los padres. El diseño universal para el aprendizaje es una manera de crear aulas más inclusivas.

¿Qué es el diseño universal para el aprendizaje (DUA)?
El DUA, un concepto creado en el Centro de Tecnología Especial Aplicada (CAST) a finales de los noventa, es una estructura educativa que ayuda a los educadores a diseñar ambientes de aprendizaje flexibles e inclusivos. La estructura del DUA alienta a los educadores a crear entornos de aprendizaje eficaces para todos los alumnos, incluso los que tienen dificultades para aprender. Este es un punto importante, porque cuando los ambientes educativos mejoran para los alumnos con dificultades de aprendizaje, terminan por mejorar para todos. En pocas palabras, todos se benefician.

El DUA y la planificación de la instrucción
Una de las principales maneras de implementar el DUA es la planificación proactiva de los currículos. El currículo suele ser el plan de instrucción del educador. Es lo que quiere que los alumnos aprendan (resultados o metas); qué herramientas y tecnología alumnos aprendan (resultados o metas); cómo los ayudará a alcanzar esas metas (métodos); qué herramientas y tecnología les dará (materiales); y cómo sabrá si se cumplieron los objetivos (evaluaciones).

Para responder a la variedad de estudiantes y eliminar la mayor cantidad posible de barreras en el aprendizaje, los currículos deben ser flexibles. Es importante crear currículos flexibles porque —como bien saben los educadores— el aprendizaje ocurre de muchas maneras. Los enfoques tradicionales de “igual para todos” no han respondido a las diversas necesidades de aprendizaje de todos los estudiantes. Los educadores ahora saben que el aprendizaje es tan diverso como los alumnos. La instrucción es más eficaz cuando parte de las aptitudes de los estudiantes. El DUA ayuda a ampliar y diversificar las maneras en que los educadores apoyan el aprendizaje de los estudiantes.

Tres principios: Creación de ambientes flexibles y sin barreras
La estructura del DUA está organizada en torno a tres principios. Cada principio se basa en lo que los educadores saben acerca del aprendizaje. Aunque aquí cada principio se presenta por separado, en el aprendizaje los tres funcionan juntos. Examinar cada una de estas maneras de aprender puede ayudarnos a comprender mejor las necesidades de todos los alumnos y, en última instancia, a diseñar ambientes de aprendizaje inclusivos.

Aportación de múltiples medios de representación
Este principio se basa en cómo percibimos la información e interpretamos el lenguaje y los símbolos, y luego en cómo la procesamos y comprendemos. Los alumnos no hacen esto de la misma manera. Por ejemplo, en un aula cualquiera hay alumnos con una variedad de habilidades lingüísticas. Esto podría deberse a trastornos de comunicación, a no saber o no tener experiencia con un idioma o simplemente, a diferencias naturales en el dominio de un idioma. Cuando los educadores saben que estas diferencias existen, pueden planear cómo responder a ellas.

Aportación de medios múltiples de acción y expresión
Este segundo principio se basa en cómo actuamos en nuestro ambiente físico, cómo expresamos y comunicamos lo que aprendemos, y luego, cómo planificamos, supervisamos, organizamos y administramos lo aprendido. Al igual que con el principio de la representación, los estudiantes no hacen todas estas actividades de la misma manera. En cuanto a expresión y comunicación: algunos alumnos son grandes escritores y otros son mejores oradores. Algunos alumnos necesitan tecnología de apoyo y otros no. Los educadores saben que en toda aula hay diferencias como éstas y si sólo permiten que los estudiantes hagan las cosas de una manera, no todos aprenderán. La idea del DUA es que los educadores tengan en cuenta estas diferencias de antemano.

Ejemplos de aportación de medios múltiples de representación:
• Asegurar que los videos tengan subtítulos
• Utilizar texto a voz
• Ofrecer servicios de traducción
• Aclarar el vocabulario difícil
• Mostrar conceptos de muchas maneras
• Destacar las ideas importantes

Ejemplos de aportación de medios múltiples de acción y expresión:
• Dar herramientas variadas
• Ayudar a los estudiantes a usar tecnología de apoyo cuando sea necesario
• Permitir respuestas escritas o verbales
• Dar tiempo para que los alumnos practiquen y exploren
• Dar apoyos de planificación, como organizadores gráficos
• Ayudar a los alumnos a fijarse metas
Aportación de múltiples medios de participación

El último principio se basa en la forma en que prestamos atención, persistimos y superamos dificultades y regulamos nuestras emociones y motivación para aprender eficazmente. La emoción y la participación son aspectos vitales, pero no siempre reconocidos, del aprendizaje. Los educadores pueden ayudar a los estudiantes a participar y autorregularse. Por supuesto, no todos participan de la misma manera en el aprendizaje. Por ejemplo, a algunos les gustan las matemáticas, otros les tienen fobia. Algunos alumnos persisten ante cualquiera obstáculo, mientras que otros se dan por vencidos cuando el aprendizaje se vuelve difícil. Los educadores deben pensar en cómo aumentar la flexibilidad del currículo y eliminar la mayor cantidad posible de barreras a la participación. Ofrecer múltiples medios de participación puede contribuir a la persistencia y la participación de todos los estudiantes.

¿Cómo pueden ayudar los padres?
Cuando se los educadores y los padres colaboran, la educación es más eficaz. Los padres pueden colaborar con las escuelas para asegurar que las necesidades unicas de sus hijos se estan cumpliendo en el aula y en otros ambientes escolares. El DUA promueve ambientes inclusivos creando programas flexibles que toman en cuenta necesidades de aprendizaje múltiples. Con el DUA, los padres y las escuelas colaboran para asegurar que desde el principio la educación satisfaga las necesidades de todos los niños.


Diseño universal para el aprendizaje (DUA) (continúa de la página anterior)

Ejemplos de aportación de múltiples medios de participación:
- Ofrecer opciones
- Hacer que el aprendizaje sea relevante para la vida del alumno
- Ofrecer ambientes seguros y cómodos
- Incluir maneras de aprender con los compañeros
- Fomentar habilidades y estrategias de afrontamiento
- Ayudar a los alumnos a reflexionar sobre lo aprendido

One day to focus on the whole family

Connect with other parents of children with visual impairment, birth to age 7, at the New England Early Connections Conference.

Saturday, April 29, 2017
Perkins School for the Blind

Free child care • Lunch provided
Visit Perkins.org/EarlyCC to learn more

Perkins SCHOOL FOR THE BLIND

Visit Perkins.org/EarlyCC to learn more
Desenho Universal de Aprendizagem (UDL)

Não há nada mais importante do que garantir que as necessidades de aprendizagem de todas as crianças sejam atendidas em sala de aula. Cada criança tem um conjunto único de pontos fortes e habilidades que ela usa ao aprender e crescer. Com o planejamento atencioso e a parceria com os pais, os educadores podem criar salas de aula inclusivas e aconchegadoras para todos os alunos em termos acadêmicos, sociais e emocionais. Uma maneira de criar salas de aulas mais inclusivas é pelo Desenho Universal da Aprendizagem (UDL, pelas siglas em inglês).

O que é o Desenho Universal da Aprendizagem?
O UDL, um conceito desenvolvido no Center for Applied Special Technology (CAST) no final dos anos 1990, é um sistema educacional que ajuda os educadores a criar ambientes de aprendizagem flexíveis e inclusivos. Ao usar o sistema UDL, recomendamos que educadores concentrem-se na criação de ambientes de aprendizagem eficazes para todos os alunos na sala de aula, incluindo aqueles que têm dificuldades para aprender. Tal foco é importante porque quando os ambientes de aprendizagem são melhores para quem tem dificuldade para aprender, também o são para todos os alunos. Em suma, todos ganham.

UDL e planejamento instrucional
O UDL é implementado principalmente com o planejamento do currículo proativo. Em geral, os currículos são os planos instrucionais do educador. São o que ele quer que o aluno aprenda (resultados ou objetivos), como ajudarão o aluno a alcançar os objetivos (métodos), quais ferramentas e tecnologias serão apresentadas ao aluno (materiais) e como o educador saberá se os objetivos foram alcançados (avaliações).

Os currículos criados precisam ser flexíveis para poder funcionar com uma variedade de alunos e eliminar o número maior possível de barreiras à aprendizagem. É importante criar currículos flexíveis porque os educadores sabem que a aprendizagem acontece de várias formas diferentes. As abordagens tradicionais que pretendem ser um padrão geral não têm sido eficazes para atender as necessidades diversas de aprendizagem de todos os alunos. Os educadores sabem agora que a aprendizagem é tão diversa quanto os alunos. A instrução é mais eficaz quando baseia-se nos pontos fortes do aluno. O UDL ajuda o educador a ampliar e diversificar as formas pelas quais ele apoia a aprendizagem do aluno.

Três princípios: a criação de ambientes flexíveis e sem barreiras
O sistema UDL é organizado a partir de três princípios. Cada princípio baseia-se no que os educadores sabem sobre a aprendizagem. Apesar de cada princípio ser apresentado separadamente aqui, todos interagem durante a aprendizagem. Ao analisar cada uma dessas maneiras pelas quais aprendemos, podemos entender melhor as necessidades de todos os alunos e, em última análise, ajudar os educadores a criar ambientes de aprendizagem inclusivos.

Proporcionar múltiplos meios de representação
Este princípio baseia-se em como percebemos a informação e interpretamos a linguagem e os símbolos usados, e depois, como processamos e entendemos a informação. Os alunos não fazem todas essas atividades da mesma maneira. Por exemplo, dentro de qualquer sala de aula há alunos com uma variedade de habilidades linguísticas, devido a transtornos de comunicação, falta de familiaridade ou inexpressividade com o idioma ou simplesmente diferenças naturais em proficiência linguística. Como os educadores sabem que tais diferenças existem, podem planejar de acordo e antecipadamente.

Proporcionar múltiplos meios de ação e expressão
Este segundo princípio baseia-se em como agimos em nossos ambientes físicos, como expressamos e comunicamos o que estamos aprendendo e depois como planejamos, monitoramos, organizamos e gerenciamos nossa aprendizagem. Assim como no caso do princípio de representação, nem todos os alunos fazem todas essas atividades da mesma forma. Em termos de expressão e comunicação, alguns alunos serão ótimos escritores enquanto que outros serão melhores na fala. Alguns educadores sabem que esses tipos de diferenças estarão presentes em qualquer sala de aula e que se apenas deixarem os alunos fazer algo de uma única maneira, nem todos os alunos aprenderão. A ideia por trás do UDL é que os educadores antecipem essas diferenças.

Exemplos de como proporcionar múltiplos meios de representação:
- Use vídeos com legenda
- Use conversão de texto em fala
- Inclua traduções
- Esclareça vocabulário difícil
- Demonstre conceitos de várias formas diferentes
- Demonstre conceitos de várias formas diferentes

Exemplos de como proporcionar múltiplos meios de ação e expressão:
- Apresente múltiplas ferramentas
- Ajudar os alunos a usar tecnologia de apoio quando necessário
- Aceite respostas escritas ou verbais
- Programe tempo para a prática e exploração dos alunos
- Apresente materiais para apoiar o planejamento, como organizadores gráficos
- Ajudar os alunos a estabelecer metas

continua na próxima página
**Ninth Annual Joining Voices Conference**

By Cathy Hickey, Project Coordinator, Family-to-Family Health Information at the Federation

On November 3, Mass Family Voices brought together more than 60 parents and professionals for the 9th annual Joining Voices Conference at the Edwards Conference Center in Framingham. Joining Voices is an annual opportunity for families of Children and Youth with Special Health Care Needs (CYSHCN) and their professional partners to learn specific skills to advocate effectively for their children and make informed decisions about healthcare services and supports, ultimately becoming better partners in decision-making. A huge thank you goes out to our sponsors Exceptional Lives, Franciscans School and Boston Medical Center Autism Program.

The morning started with keynote speakers Kitty O’Hare, MD, Director for Transition Medicine at Boston Children’s Hospital and Ziva Mann, parent, and Lead Patient Partner, Cambridge health Alliance sharing their “Secret Sauce: Creating effective partnerships between families and healthcare providers”, offering tools to build skills and communication strategies for coordinating a child’s healthcare from clinic settings back to primary care, from hospitals to home and school.

Workshop sessions were offered throughout the day. Beth Dworetzky, Project Director of the Catalyst Center held an interactive session on Payment Reform and Health Care Access, helping decode the “alphabet soup” of payment reform strategies (e.g., ACOs, MCOs, VBP, VBID, PCMH, FFS). Attendees learned about supply-side and demand reforms, including how these reforms might affect health care costs and impact access for children with special health care needs.

As the afternoon wound down, parents participated in a conversation with Norianne Browder, Parent and Business Coach for Women, about best practices of self-care for the caregiver. Both parents and professionals left with increased knowledge and confidence. Participants stated that all of the presenters were “very knowledgeable” and offered “hands on practical applications”. One participant stated: “This is information I can use for myself and the families I help.”

For more information about Mass Family Voices, please contact Cathy Hickey, chickey@fcsn.org, Project Coordinator for Mass Family Voices and the Family to Family Health Information Center at the Federation for Children with Special Needs or visit www.fcsn.org/mfv.

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**Desenho Universal da Aprendizagem (UDL)** (continuação da página anterior)

**Proporcionar múltiplos meios de engajamento**

O último princípio baseia-se em como prestamos atenção, persistimos e vencemos obstáculos difíceis e como regulamos nossas emoções e motivação para aprender de maneira eficaz. A emoção e engajamento são aspectos cruciais da aprendizagem, apesar de frequentemente não serem reconhecidos como tais. Os educadores podem ajudar os alunos a engajar-se e a desenvolver a autorregulação. É claro que nem todos os alunos se envolverão com a aprendizagem da mesma maneira. Por exemplo, alguns alunos gostarão muito de matemática e outros terão fobia dela. Alguns alunos persistirão em frente a qualquer obstáculo, outros talvez queiram desistir quando o processo de aprendizagem for difícil. Os educadores precisam pensar sobre maneiras de incluir a flexibilidade no currículo e eliminar o maior número possível de barreiras ao engajamento dos alunos. Proporcionar múltiplos meios de engajamento poderá ajudar todos os alunos a persistir e manter-se motivados.

**Como é que os pais podem ajudar?**

A educação é mais eficaz quando há uma parceria entre educadores e pais. Os pais podem trabalhar com as escolas para garantir que as necessidades únicas dos filhos sejam atendidas dentro da sala de aula e em outros ambientes escolares. O UDL ajuda a criar ambientes onde todos os alunos podem ser incluídos ao criar currículos flexíveis e que antecipem múltiplas necessidades dos alunos. Com o UDL, os pais e a escola podem colaborar para garantir que a educação atenda às necessidades de todas as crianças desde o início.

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Visions of Community 2017

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