

We partner with you to implement practical, research-informed practices that shift the way educators, students, and parents think of school! We focus on student engagement and empowerment in equitable learning environments to build academic resilience, social and emotional learning (SEL), and, ultimately, efficacy.



**Let's Help
Students
Change
The World.**

IDE Corp. – We ARE Innovative Designs for Education!

- Customized Professional Learning
- Innovative curriculum design
- Leadership development
- Six books on instructional innovation

Our Thoughts Regarding Special Education

- We design classrooms that inherently include Multi-Tiered Systems of Support (MTSS) by engaging students through real-world problem solving; providing differentiated opportunities to learn; and providing student choice and voice in how, when, with whom, and where they learn. Teachers become full-time facilitators of learning, working with larger groups, small groups, and individuals throughout the day or class period.
- We believe in access for all to a rich curriculum through the framework of Universal Design for Learning (UDL); we offer deliberate and purposeful structures and strategies to accomplish this (see next page).
- We help design inclusion classrooms in which two teachers truly co-teach as equal partners in the classroom, using four pairing actions: group and guide, balanced benchmark lesson, dual-focus facilitation, individualization and facilitation.

Learning Opportunities

- Workshops and ongoing coaching in designing *Learner-Active, Technology-Infused Classrooms* to address the needs of all learners within the classroom
- Workshops and ongoing coaching in strategies for addressing the needs of special education students in self-contained and inclusive settings
- Topical workshops to enhance instruction, e.g., differentiation, executive function, social and emotional learning, Culturally Responsive Teaching, Universal Design for Learning, and more
- Leadership workshops and coaching for leading and classroom observations

Let's Talk!

IDE Corp.'s Approach to UDL

Our instructional framework, the *Learner-Active, Technology-Infused Classroom* (LATIC), provides a venue for implementing high-quality inclusion settings that prioritize MTSS and UDL. Following is a detailed look at how UDL plays out in LATIC.

- Multiple Means of Engagement
 - Address **relevance, value, and authenticity** through the 5 Ps of PBL: problem-, project-, place-, profession-, and pursuit-based learning.
 - Provide significant **choice, voice, and autonomy** in how, when, where, and with whom students learn.
 - Minimize **threats and distractions**, including through Culturally Responsive Teaching: The reticular activating system of the brain scans the environment for threats and determines whether information will move to the limbic brain, an important part of the learning trajectory.
- Multiple Means of Representation
 - **Customize the display of information** to ensure it is accessible to all.
 - **Provide alternatives to auditory information.**
 - **Provide alternatives to visual information.**
 - Utilize IDE Corp.'s **5 types of instructional activities, 5 types of videos, and 5 types of synchronous engagement** to ensure multiple means of representation.
- Multiple Means of Action and Expression
 - Allow students to **engage with content and demonstrate mastery in a variety of ways.**
 - Ensure that students can use **technology to provide greater access to content.**

Given initial “access,” students can build their affective, recognition, and strategic networks:

- Affective Network (Engagement)
 - Implement structures to **focus students on goals and objectives** through IDE Corp.'s *learning dashboard* and *Efficacy Notebook*.
 - **Optimize academic challenges** to build engagement using the classic views of Vygotsky (Zone of Proximal Development) and Csikszentmihalyi (flow).
 - **Engage students through collaboration and learning communities**, particularly in remote learning situations, using IDE Corp.'s *Home Groups, Peer Experts, Protocols*, and other structures.
 - Build structures for students to take responsibility for their own learning in order to **optimize the role of the teacher as facilitator.**
- Recognition Network (Representation)
 - Provide access to learning opportunities by **clarifying vocabulary and symbols.**
 - Provide access to learning opportunities by **clarifying syntax and structure.**
 - Provide access to learning opportunities by **building student ability to decode text, mathematical notation and symbols, scientific symbols, and so forth.**
 - Ensure that students' **cultures and languages are well acknowledged and represented** in the instructional setting.

- Provide a **variety of ways to represent content** through images, sound, and movement.
- Strategic Network (Action and Expression)
 - Provide for a **variety of media for communication**, including text, visuals, music, infographics, models, multimedia, and more.
 - Provide for a **variety of media for student expression**, including graphic organizers, speech-to-text, digital construction, and more.
 - Provide structure for **building fluency** of information intake, processing, and presentation.

Beyond access and building neural networks, effective learning environments help students internalize concepts, skills, habits, and behaviors related to engagement, representation, and action and expression:

- Self-Regulation
 - Provide structures to articulate **clear expectations for work habits and behavior**, such as IDE Corp.'s *Great Hybrid Learner Rubric*.
 - Provide structures to build students' **persistence and ability to work around distractions**, including IDE Corp.'s *Focus Cards*, *Task Persistence Cards*, and *If . . . Then Planning Cards*.
 - Provide structures to support students' self-assessment and reflection, including IDE Corp.'s *Group Journals* and *Efficacy Notebook*.
- Comprehension
 - Build students' **prerequisite schemas and frames of reference** for learning content.
 - Build supports for students to see **themes, connections, relationships, interrelationships, cause-and-effect, patterns, and more**.
 - Provide structures for assisting students in **processing information through sequencing, categorization, chunking, organization, focus, and more**.
 - Build supports for students to **transfer learning to new situations** through real-world problem solving.
- Executive Function
 - Provide structures and facilitation for students to **take charge of their own learning**, including through scheduling activities and timelines to achieve goals.
 - Provide structures and facilitation for students to build skills in **planning and strategic problem solving**.
 - Provide structures and facilitation for students to learn to **manage information and resources**.
 - Provide structures and facilitation for students to build **long-term goal-setting and progress-monitoring skills**.

Let's Talk!