Predictable Options in the Learning Environment
What options in the learning environment **reduce barriers** and are **consistently available** to all learners?

Multiple Means of Engagement	**Current Options**	**Options to Add**
Options for becoming interested Examples: Goals are shared in the digital classroom and reviewed in every lesson with success criteria... In addition to the teacher's goals, it is expected that learners write their own goals for major projects and assignments. Tech An optional 15 minute informal video conference chat happens every morning before school. Topics include sports, weather, news , etc.	Students have a digital document of the learning target(s) and are given time to reflect on the learning goal and have choice in which learning options they select to support their journey to student agency. Students co-construct success criteria Students review a video of "Why" this learning goal is important	Create a safe place to learn, a sense of belonging, and build classroom relationships Use PBIS apps and Social Emotional Learning Strategies Connect the relevance of the goal Video on the why, 4 minute video on writing -YouTube360 Build Background Knowledge, recruit interest Focus on the importance of writing Nurture joy and play Provide choice in topic, tools, environment Connect the relevance of the goal Provide an authentic task opportunity, write to a State representative about a concern you have Teach students in math how to write like a mathematician, science to write like a scientist, in history to write like an historian. Use this padlet to add examples

Options for sustaining effort and persistence Examples: The teacher holds virtual office hours every morning and every afternoon. Attendance is optional. Teacher provides timely mastery-oriented feedback on all assignments.	Writing conferences, checkpoints, graphic organizers Provide multiple options for feedback and support	**Sentence Frames and Starters** – Providing structured sentence starters helps students organize their thoughts and develop complex sentences, Build in reflection and feedback opportunities Use Parlay (digital discussion board) as a way to get students writing, thinking, and supplying background information. Use their sentence starters Writing Revolution Summer Book Study Padlet Ideas Group tasks into "must-dos" and "may-dos" to prioritize essential learning. Provide examples or models for more complex tasks to guide students who may feel stuck Provide exemplars Use Read Works to provide scaffolds and supply background info Create Access to digital accessibility tools (speech-to-text, text-to-speech, translations)
Options for self-regulating Examples: Learners self-assess their wellness each week using a digital survey and schedule 1-1 meetings with the teacher when needed.	Use the writing checklist, and the writing conferences to provide support Check out Moodfit 50 Brain breaks for Teachers, use one a month Classroom Screen for all ages supports self-monitoring	Zones of Regulation (what color are you? R B Y G) Checklists available Build in intentional reflection and feedback opportunities, Use AI for time saving options Ability to take a break (access to a break space in the class)

Choosing to take a 5-minute learning break with the **virtual calming room website** is always an option. 3-minutes of silent reflection time is built into every lesson. Learners can count on it.	Growth Mindset present in classrooms **Mental Contrasting Scaffold** About This Strategy: This self-regulation strategy is focused on helping students overcome academic challenges. Preparation: • Gather materials: paper, writing utensils Instructions: 1. Prompt students to write down an academic concern or challenge on a piece of paper. • Example: I'm worried about this writing task 2. Ask students to reflect on this concern and brainstorm possible outcomes. Instruct them to write/brainstorm down the best possible outcomes. • Example: I get an A on my writing task and feel proud. 3. Have students think through potential obstacles to achieving success. They can write these on the paper. • Example: I get writer's block and can't get	Visual and written classroom expectations, routines, and procedures Growth Mindset practices

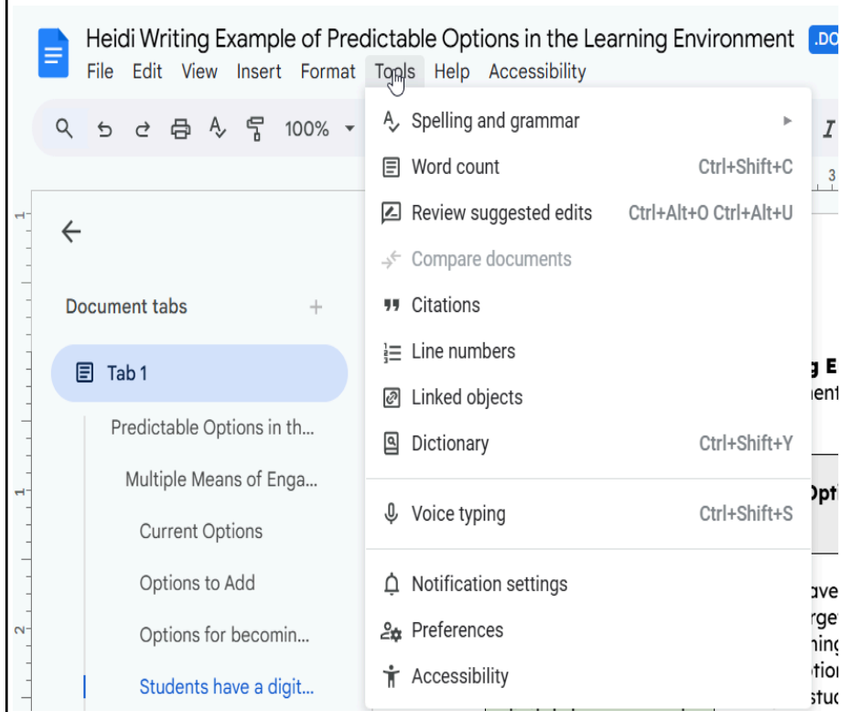
	out what I want to say on paper 4. Instruct students to write an if/then-when statement. This will both help them through the cues that may lead to the obstacle as well as provide a goal-directed response to overcome it. • Example: If I get writer's block, I will breathe deeply and ask a peer to give feedback/support	

Multiple Means of Representation	**Current Options**	**Options to Add**
Options for perceiving content Examples: All educational materials are provided digitally, but paper copies are available. All video content has closed captions and transcripts are provided.	Explicit instruction in writing and a video recording available to learners Graphic organizers are available in digital and hard copy Teacher models the use of a graphic organizer and then the gradual release 8th grade writing graphic organizer Grades 9-12 Hamburger Model Graphic Organizer (Set checkpoints and writing conferences)	Examples of Summary Graphic Organizers Use a chatbot to give feedback on writing Use ChatGPT to give writing feedback based on the Ohio Writing Rubric **Modeling and Mentor Texts** – Teachers can model writing strategies by thinking aloud while writing and analyzing mentor texts that demonstrate strong writing techniques. **Chunking and Outlining** – Breaking writing tasks into manageable steps (e.g.,

	Graphic organizer templates	brainstorming, drafting, revising) prevents overwhelm and builds confidence. Providing structured outlines supports logical organization.
Options for understanding language and symbols Examples: The definition of new vocabulary is always hyperlinked in digital documents. Photographs of relevant classroom anchor charts are pasted onto assignment documents. For example, the writing process visual process is on the bulletin board for reference	Use a digital TIPENS chart to support vocabulary development Extension **Snap&Read allows you to get background vocabulary and can convert words from different languages.** **Model effective use** of grammar checker, spell check, thesaurus, and other digital tools	To support THESIS, use this choice board to allow students to develop deep learning around a thesis and reduce cognitive demands Text Project for Ideas

Options for comprehending Examples: Digital or paper graphic organizers are always available when students are “taking notes” from a text or video. When watching, reading or hearing new content, learners always have a shared Google doc for asking questions and responding to comprehension prompts.	Provide background knowledge of vocabulary by providing a partially filled-in TIPEN(s) chart and review vocabulary before the lesson. Front load unknown or new terms. Use a digital TIPEN(s) chart to support vocabulary development	Padlet Writing by subject collaboration ideas Thesis choice board Review these what work clearinghouse guides for evidence-based practices Guide for grades 2-4 Writing Guide for grades 4-12

Multiple Means of Action & Expression		
Options for physically navigating learning Examples: It is a school policy that all learning materials be operable with assistive technology. Learners can choose to speak aloud or to write in a Chat box when participating in video conference class discussions.	Chat feature enabled in virtual environment Station rotations used to provide writing feedback Vocabulary sorts (cut up TIPENs chart)	View these Student with Disabilities Tip Sheets to get suggestions on how to remove barriers and create access Use this CITES resource to get other accessibility options
Options for expressing and communicating Examples: There is always a choice of activities for practicing skills and projects for demonstrating understanding.	Provide plenty of WE do, before you do Provide digital choices and different learning options to meet the goal Feedback loops and progress monitoring for the writing process (writing conferences, peer to peer and teacher to learner, scheduled)	Chromebooks and Google provide students the option of turning on Accessibility features: Tools, Accessibility (settings) turn on. Accessibility (select features)**Select-to-Speak** - Click the icon and then drag a box around text to have it read aloud **Dictation** - **Color inversion** - **Docked magnifier** - Google Docs Tools Voice typing always available: (CTRl Shift+S), see below graphic

When learning new skills, the lesson always includes a “We Do” before a “You Do”. Guided practice is a norm with feedback.		 [Writing Scaffold Co-writer] [Google’s Read and Write] **Peer and Teacher Feedback with Sentence Stems** – Guided feedback using sentence stems like “I like how you…” and “You could improve this by…” helps students refine their writing with constructive feedback. Use emojis as part of feedback😀✍️📔👍 Students can use Artificial Intelligence tools (AI) to get feedback and have been taught how to document its use

Options for executive functions Examples: A calendar of assignments with due dates and benchmark completion dates is provided with every assignment. Every assignment has some type of progress monitoring tool for learners to use. Learners can count on this.	Use Google calendar to share due dates, link digital rubrics Checklists Grades 9-12 Hamburger Model Graphic Organizer (Set checkpoints and writing conferences)	Apps to support executive functioning **AI tool for Chrome** **Help Me Write**, will assist you in writing or rewriting text. See info here AI tool, Brisk, great tool multiple uses to support writing, check student writing, provide feedback using AI Use this resource to build executive functioning and meet student needs