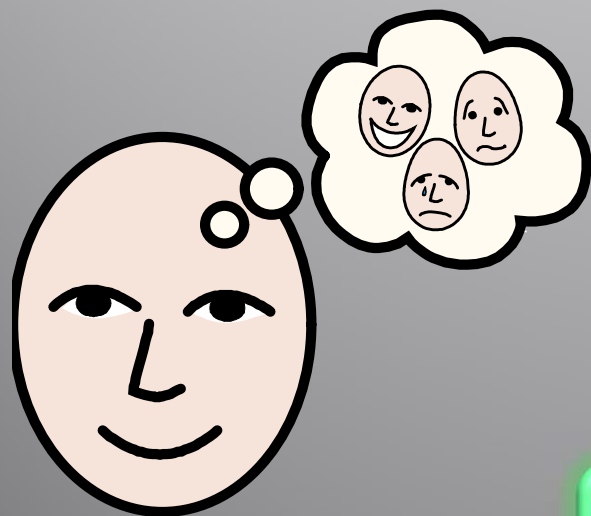


SEL: from SIMPLE to EASY

OR ... How to make use of your hidden talent for
Communication Access to work on SEL skills with
your students with SLC needs



João Canossa Dias

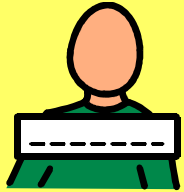
Director of Rehabilitation Services

ARCIL[®]

Kaunas, June/30/2022



Co-funded by the
Erasmus+ Programme
of the European Union



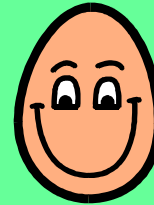
Name



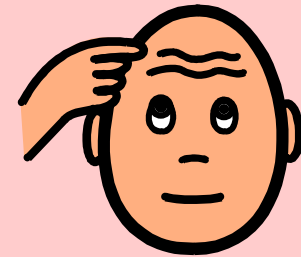
Country



Profession

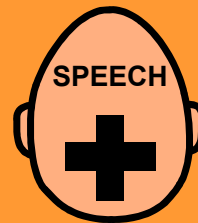


Interests

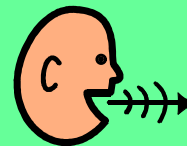


Motto

João
Canossa
Dias



ARCIL[®]



*"We don't stop
playing because
we get old; we
get old because
we stop playing!"*

Who am I?



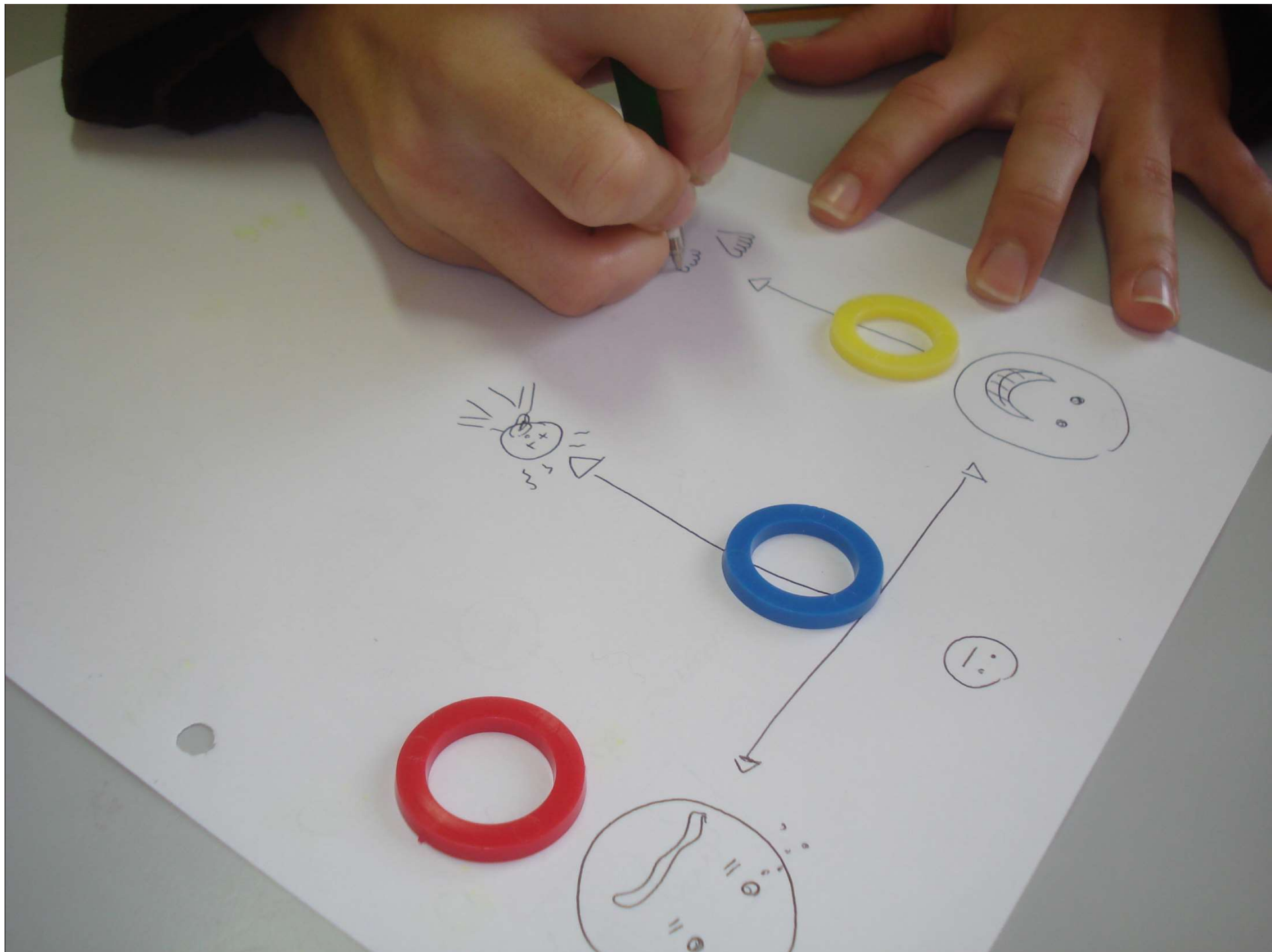


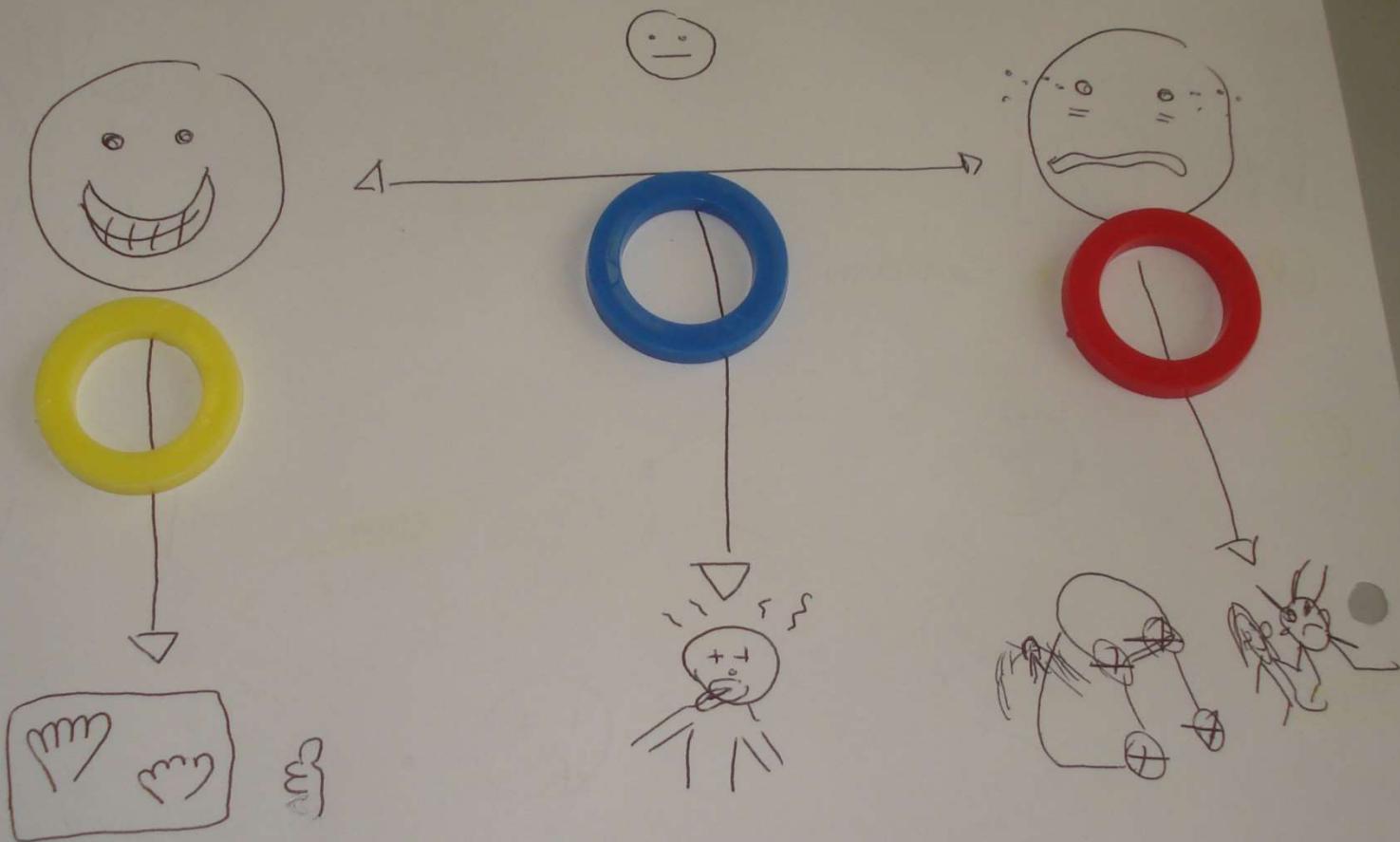
How are you?

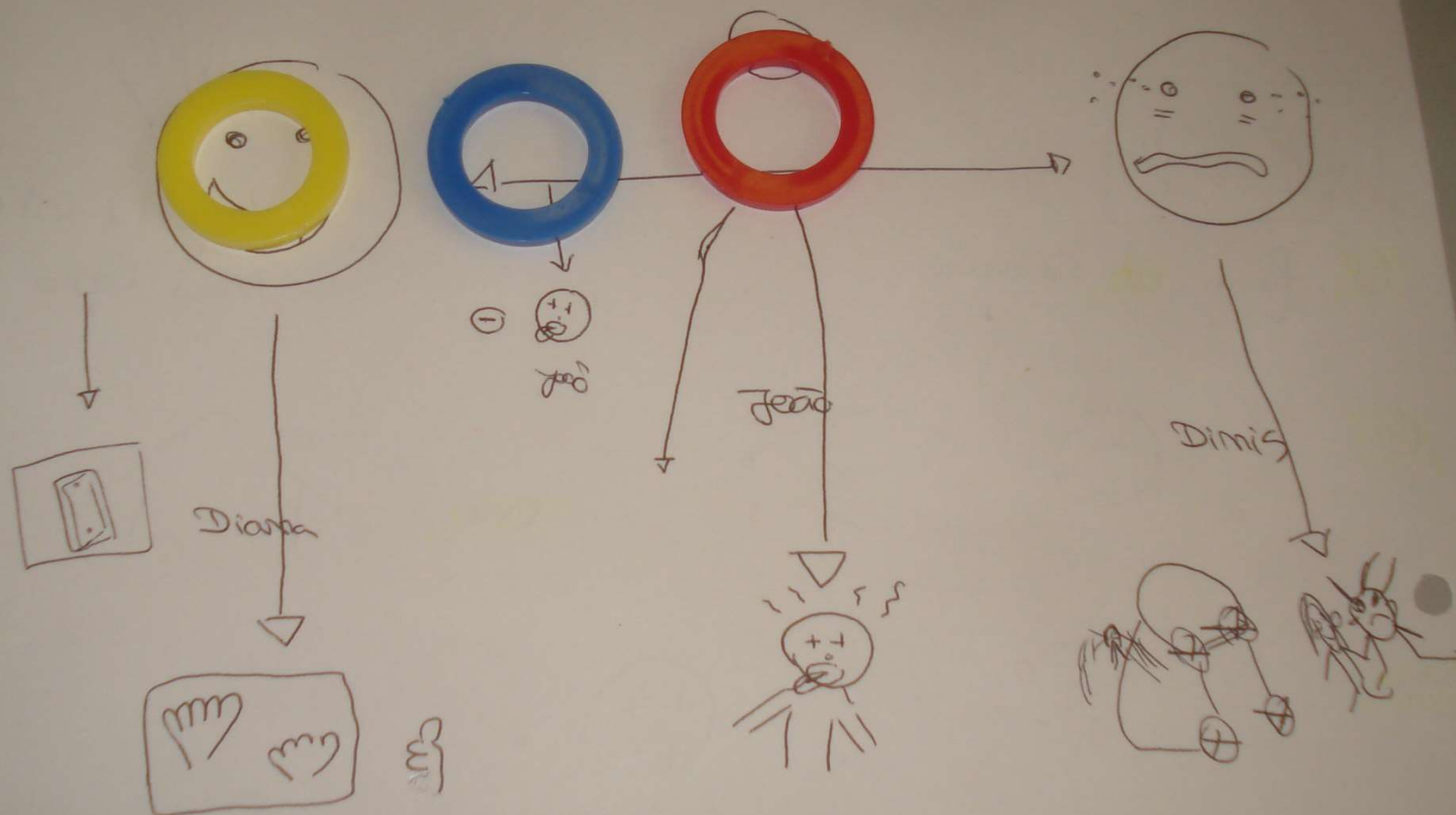
How ... do you
feel today?











Part I:

Communication Access

Source:



How do we communicate ...



... IDEAS?

Part I: **Communication
Access**

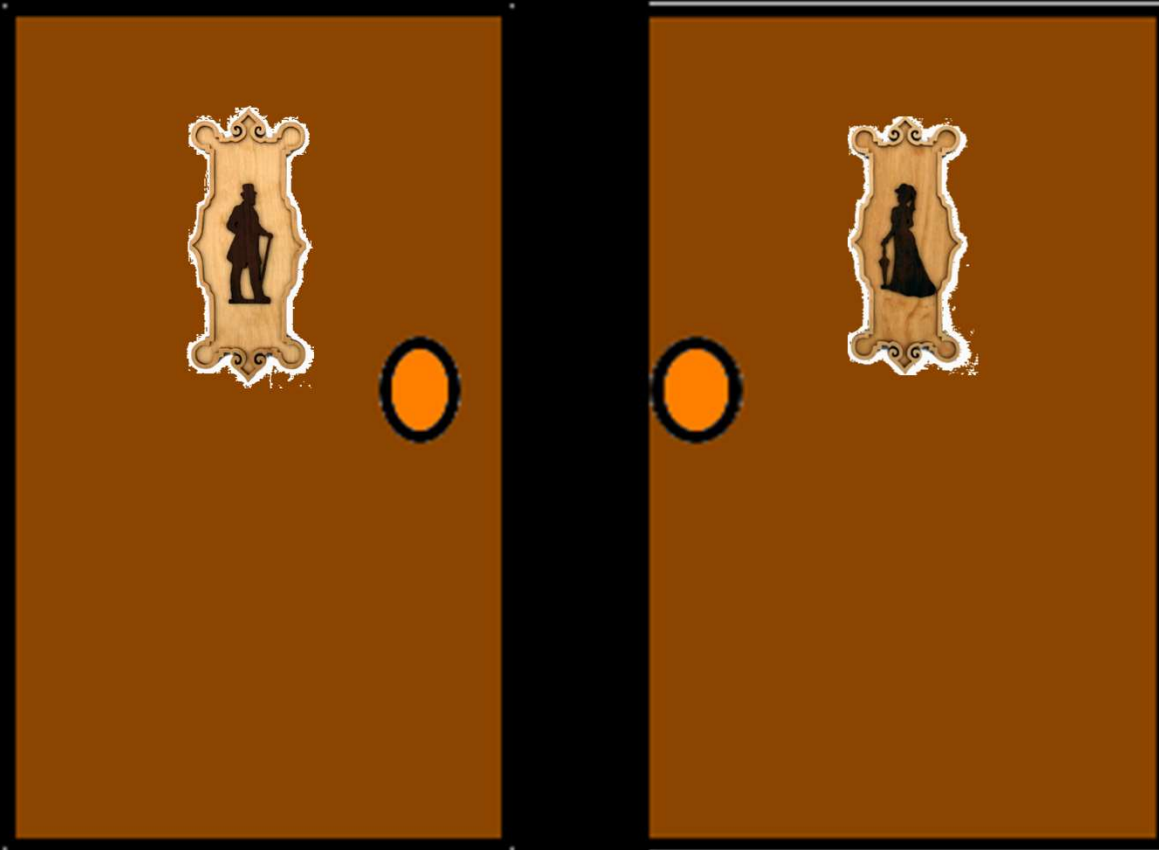


Part I: **Communication** **Access**



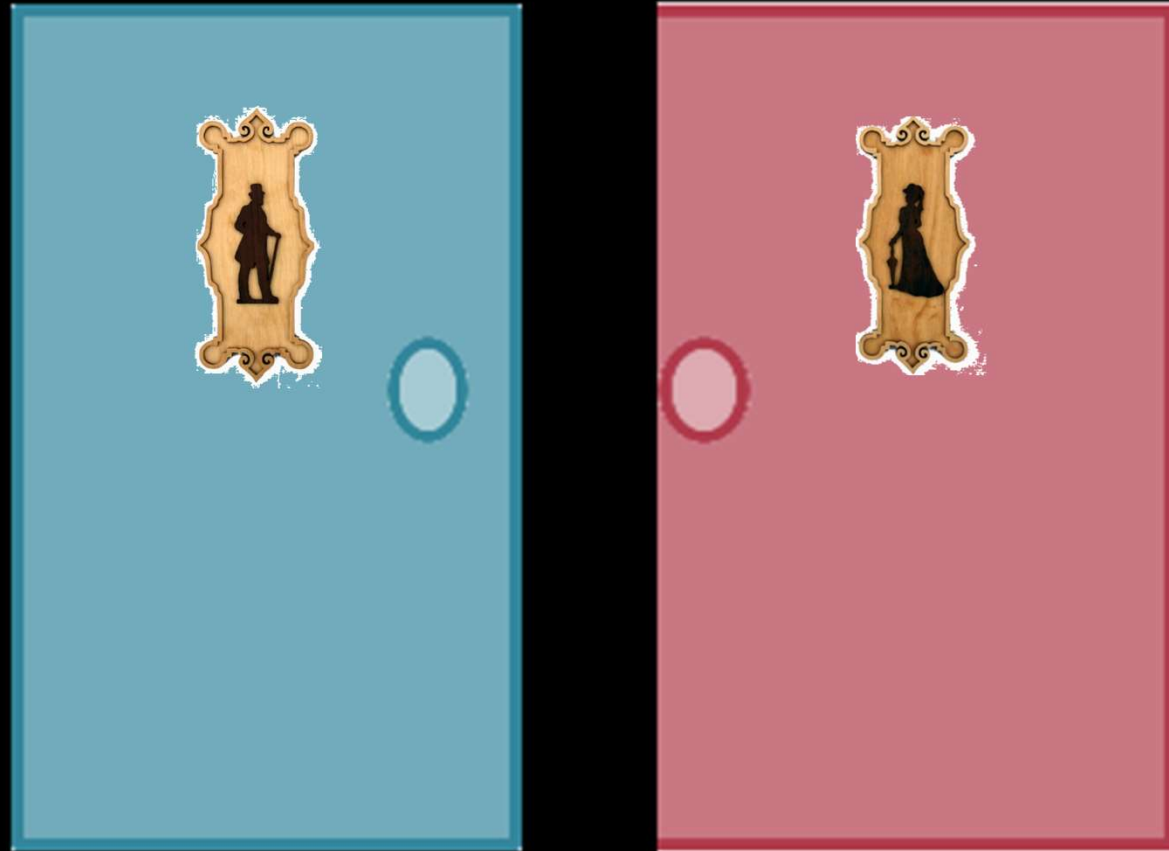
Part I: **Communication** **Access**

WC



Part I: **Communication
Access**

WC



Part I: **Communication
Access**



An example ...

Part I: **Communication Access**



Part I: Communication Access

“To get to the SEL school, take the second exit of the first roundabout and then the third exit of the second roundabout”

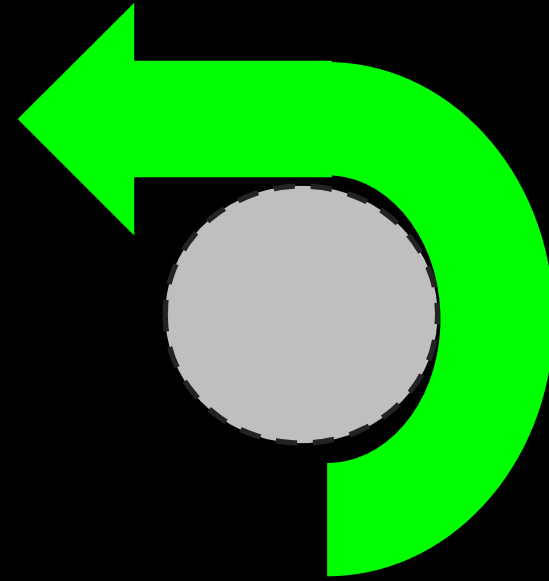
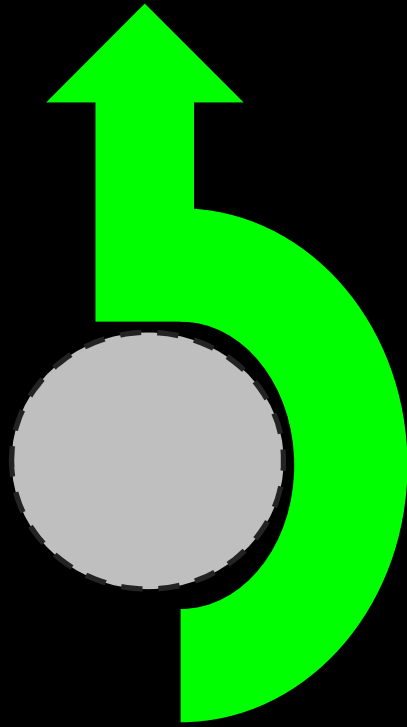
**Part I: Communication
Access**

“To get to the **SEL school**, take the **second exit** of the **first roundabout** and then the **third exit** of the **second roundabout**”

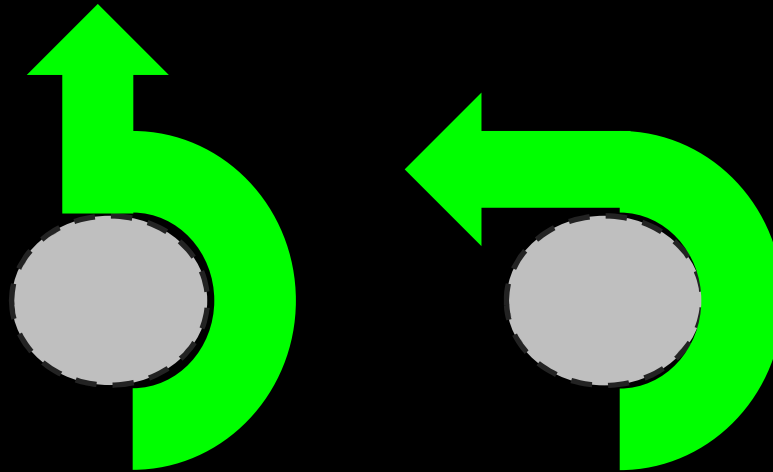
Part I: **Communication
Access**

“To get to the **SEL school**, take the **second exit** of the **first roundabout** and then the **third exit** of the **second roundabout**”

Part I: **Communication
Access**

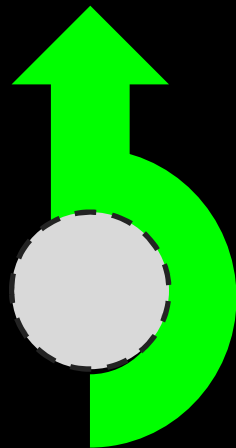


Part I: **Communication Access**

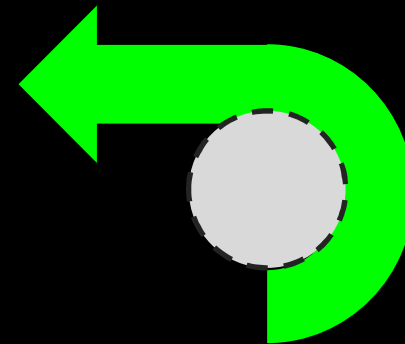


Part I: Communication Access

To get to the SEL School



First Roundabout



Second Roundabout

... and you ahve arrived your destination!



“Is this a snail?”





There are **COMPLICATED** ways to
communicate **SIMPLE** ideas ...



... There are **EASY** ways to
communicate **COMPLEX** ideas ...



Part I:

**Communication
Access**

First of all ... it is a **RIGHT** of every citizen!



Part I: **Communication Access**

Universal Declaration of the Human Rights; article 19º

United Nations' Declaration of the Rights of the Person with Disability; article 3º

Plano Nacional para a Promoção da Acessibilidade (2007)



Part I: **Communication Access**

Physical Access

Ramps, lifts, escalators,
adapted bathrooms, larger
doors and corridors, ...



Communication Access



Part I: Communication Access

To be able to **understand** written and oral **information** in order to benefit from inclusive and high quality services.

Part I: **Communication Access**

To feel comfortable when actively participating in conversations, discussions, decisions ... taking place in a specific setting.

Part I: **Communication Access**

COMMUNICATION ACCESS TRIANGLE

Interactions

Documents



Contexts

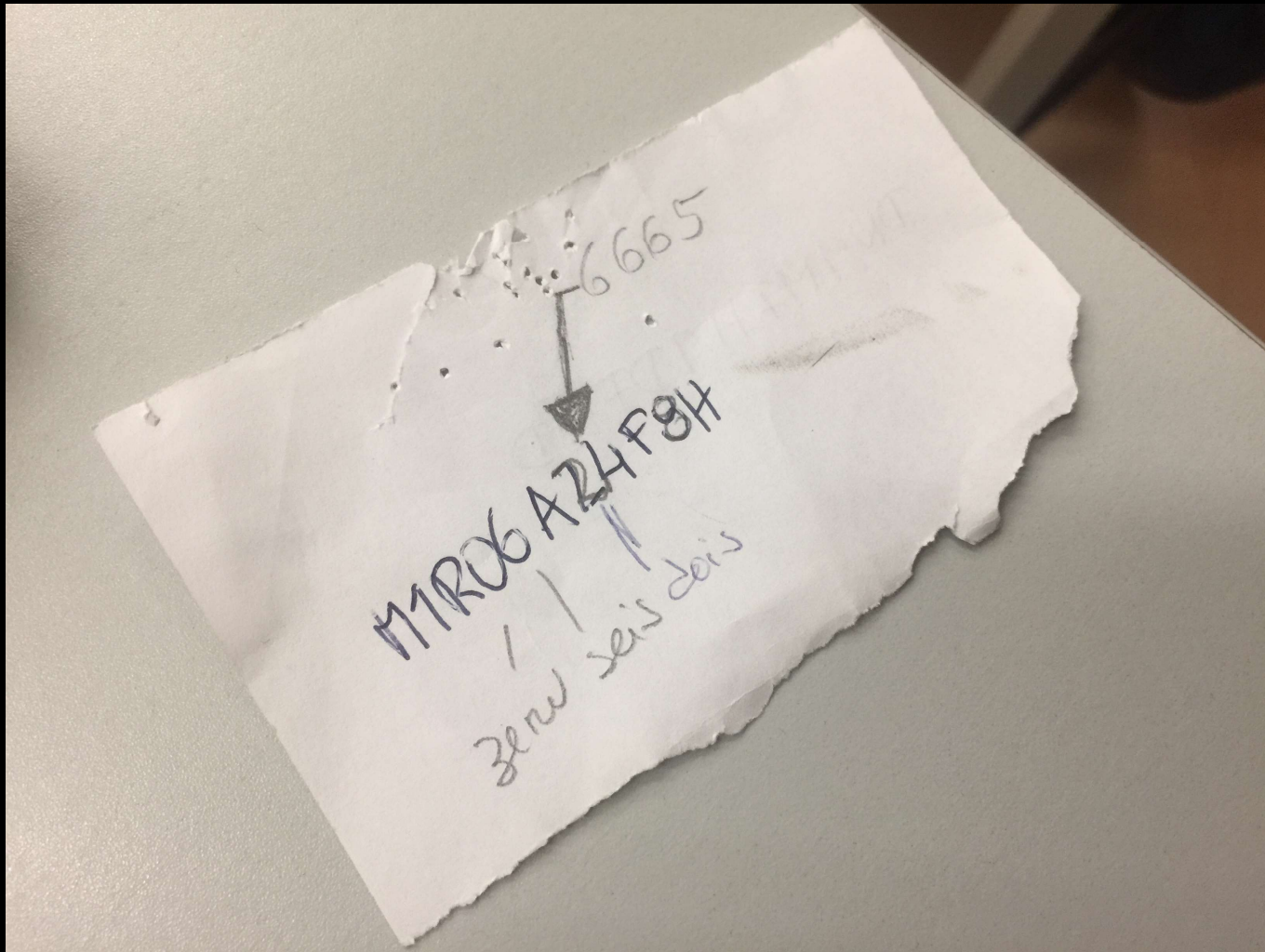
Promoting COMMUNICATION ACCESS ...

Developing strategies and training people in promoting communication access by adapting ways to **interact**, **documents** and **contexts**.

Part I: **Communication
Access**



“What is the WiFi keyword?”



It's not just **GOOD** for **SOME** ...

... it is **BETTER** for **EVERYONE!**

Part II:

Universal Design for Learning

Reference: <https://udlguidelines.cast.org>

Foundations:

- 1) Benefit for All;
- 2) Accessibility;
- 3) Pro-Active Design.

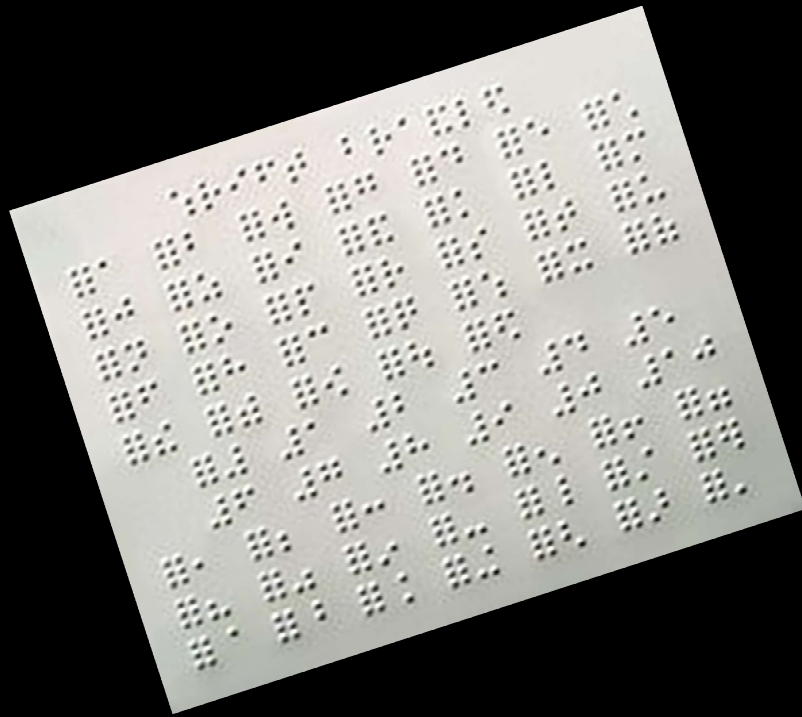
Part II: Universal Design for Learning

Foundations:

(≠ Pedagogical Differentiation)

- 1) Benefit for All;
- 2) Accessibility;
- 3) Pro-Active Design.

Part II: **Universal Design
for Learning**



≠



Part II: Universal Design for Learning

Foundations:

- 1) Benefit for All;
- 2) Accessibility;
- 3) Pro-Active Design.

Part II: **Universal Design for Learning**

Foundations:

- 1) Benefit for All;
- 2) Accessibility;
- 3) Pro-Active Design.

Part II: **Universal Design for Learning**



Part II: Universal Design for Learning

Foundations:

- 1) Benefit for All;
- 2) Accessibility;
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Part II: Universal Design for Learning

Foundations:

- 1) Benefit for All;
- 2) Accessibility;
- 3) Pro-Active Design.

Part II: **Universal Design for Learning**



Part II: Universal Design for Learning



Part II: Universal Design for Learning

Principles:

- 1) Multiple Ways of representation;
- 2) Multiple Means of Expression;
- 3) Multiple Means of Engagement.

Part II: **Universal Design for Learning**

I. Provide Multiple Means of Representation

1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners



Equality



Equity



UDL

Part II: **Universal Design for Learning**

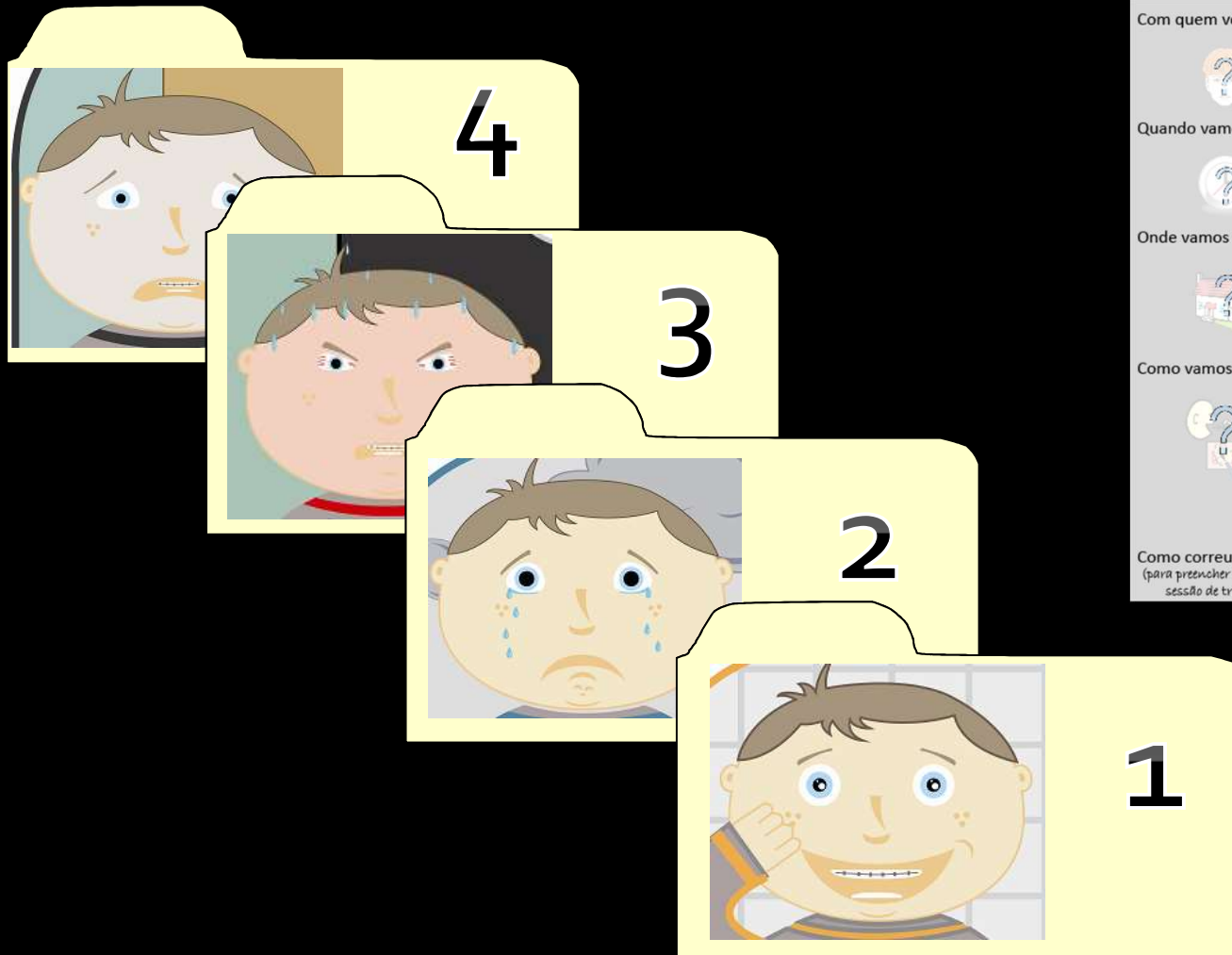
Part III:


**Application
to SEL work**

Individualization of content and resources ...



Clear and predictable structure for anticipation ...




Tarefas Para Casa 


Nome: _____ Data: ____/____/____

Actividade: Quando estou Feliz? (Calendário Emocional – Felicidade)


Com quem vou trabalhar? Com a minha mãe, o meu pai e o meu irmão e outros amigos e familiares.




Quando vamos trabalhar? Todos os dias, ao final do dia, quando um dos acompanhante tiver tempo.






Onde vamos trabalhar? Em casa, na sala, na cozinha, no meu quarto ou noutro espaço confortável.



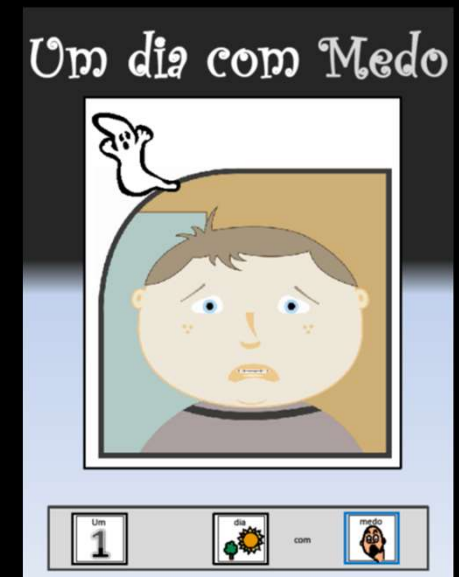
Como vamos trabalhar? Todos os dias, ao fim do dia, eu e um acompanhante vamos conversar e pensar nos momentos em que me senti feliz ao longo da semana e nas coisas que me deixaram felizes. Depois, escrevemos ou desenhamos no «Calendário Emocional» as coisas que me deixaram feliz e o momento em que isso aconteceu!



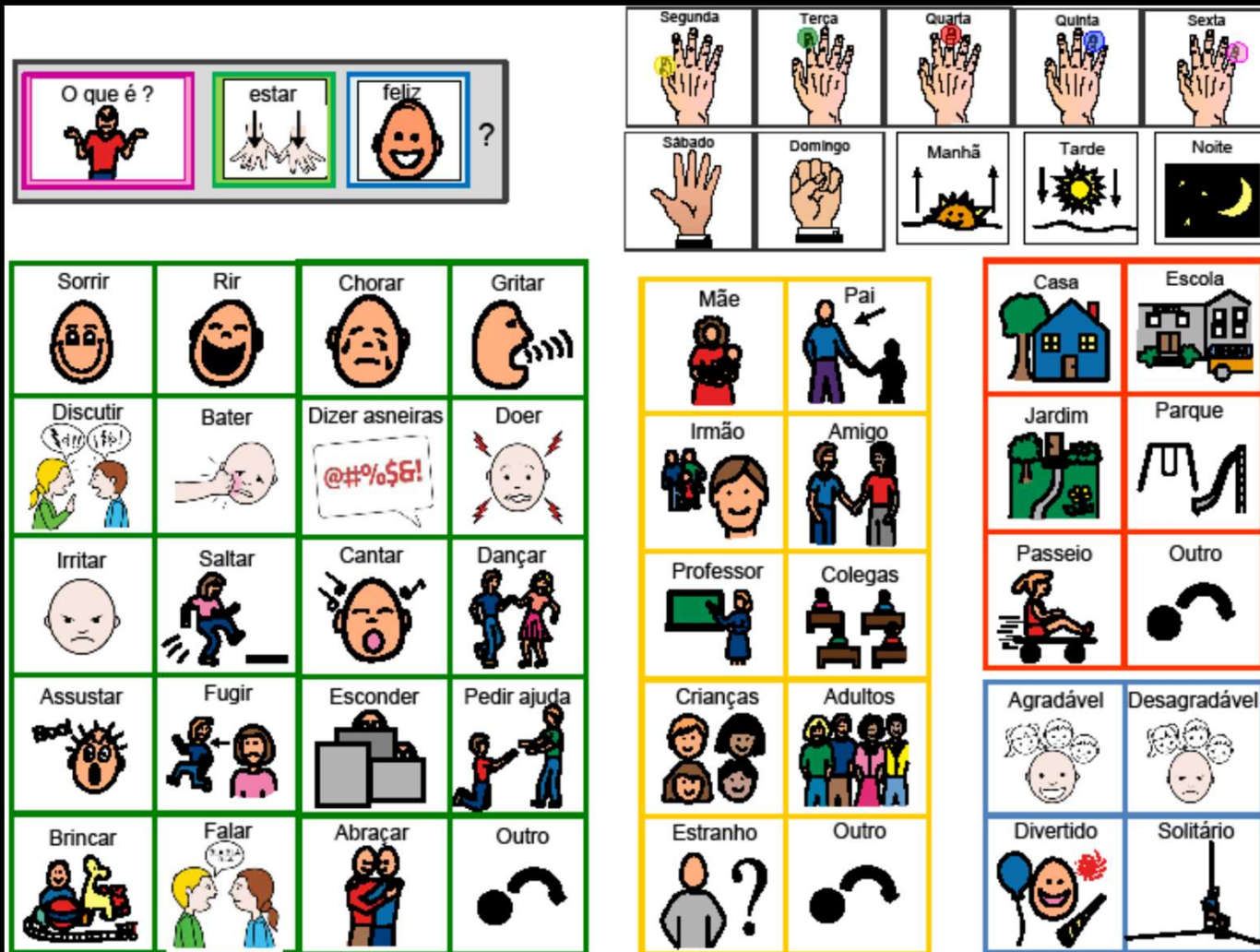
Como correu o trabalho?
(para preencher na próxima sessão de trabalho)

☐  ☐  ☐ 

Plain language and familiar formats ...



Multiple forms to express learning and understanding ...



Colour coding and visual support systems ...

Calendário Emocional

Quando estou Feliz ?



Quando Estou feliz ?

Quando: ?

Estou: ?

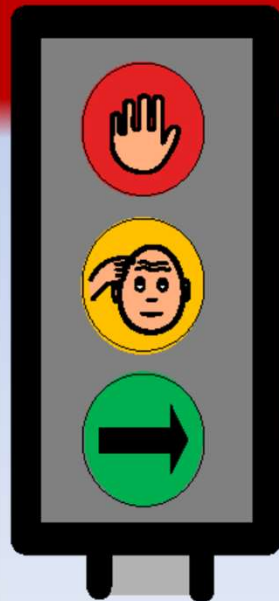
feliz: ?

	Segunda	Terça	Quarta	Quinta	Sexta
Manhã					
Tarde					
Noite					

Comparisons, metaphors and analogies ...

SEMAFORO EMOCIONAL

Pára ... e acalma-te?



1) Parar: Qual é o problema?

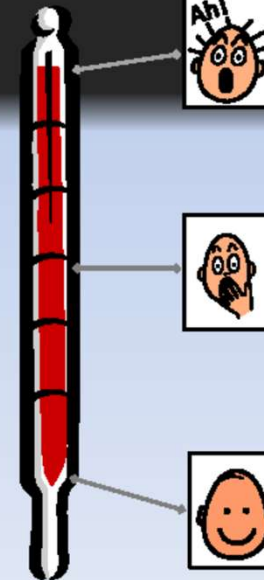
2) Pensar: O que sentes?

2) Agir: O que fazer?

- a) _____
b) _____
c) _____

Termómetro Emocional

Estou com Medo ... de quê?



3) Com muito Medo:


2) Com Medo:

1) Sem Medo:

Diversity of activities and tasks for the same goal ...


Sessão 2 Atividade 4

Monta as peças



Sessão 3 Atividade 3

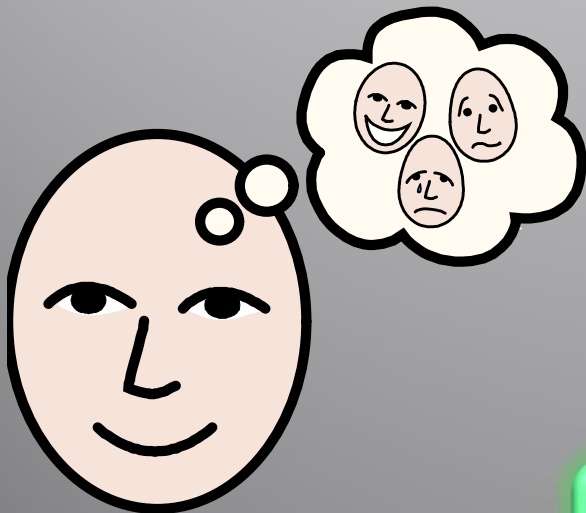
Finais



Navigation icons: a list icon, a question mark icon, and a right arrow icon.

SEL: from SIMPLE to Easy

OR ... How to make use of your hidden talent of
Communication Access to work on SEL skills with
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João Canossa Dias

Director of Rehabilitation Services

ARCIL®

Kaunas, June, 30, 2022

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Thank you for your attention

joao.dias@arcil.org

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Director of Rehabilitation Services

ARCIL[®]

Kaunas, June, 30, 2022