



COURSE DESCRIPTION

Digital Tools for Students with Special Needs

What happens when a lesson assumes every student learns the same way? This week you match a free tool to each student's barrier, using the principles of Universal Design for Learning (UDL), and build a communication page and a visual schedule you can use straight away.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

What does it mean to design a lesson for a class where one student can't read grade-level text, another has no verbal speech, and a third loses focus within minutes of a routine changing? Universal Design for Learning (UDL), developed by CAST, answers with three principles — Engagement, Representation, and Action & Expression — built to work for that range of students from the start, not as retrofits.

You work from four invented student profiles, so no real child is discussed, and you need no experience with assistive technology.

- Monday — you learn the three principles and describe the barrier in each of four student profiles.
- Tuesday — you adapt a text for a student who cannot read it, and build a twelve-symbol communication page for a student who does not use speech.
- Wednesday — you build a morning visual schedule with a planned-change card and tune the settings of the tools.
- Thursday — you find out what information these tools hold, write a privacy checklist, and design a lesson using all three principles.
- Friday — you match each profile to a principle, a tool and a privacy decision, and present your plan.

By Friday you have a matching card for each profile, a communication page, a visual schedule, a privacy checklist and a short plan for what you will try first at school — small enough to start with paper and a free tool, before anyone buys anything.

02 Course description

UDL asks teachers to plan for the range of learners from the start rather than adapting afterwards. CAST's three principles are Engagement (why and how a learner stays involved), Representation (how information is presented) and Action and Expression (how a learner shows what they know). The week uses them as a way of naming a barrier: when a student cannot read the text, the barrier is in Representation; when a student cannot show what they know in speech or handwriting, it is in Action and Expression; when a routine change derails the morning, it is in Engagement.

Four tools serve as working examples. Immersive Reader and Read&Write read text aloud and change how it looks; both are free for teachers. Proloquo2Go is an augmentative and alternative communication (AAC) app, and Choiceworks is a visual-schedule app; both are paid, one-off iPad or iPhone apps, so they are shown on the trainer's demonstration device and nobody is asked to buy them. Everything you build yourself is built on paper or with the free tools first, because a good communication page or a good schedule depends on the decisions behind it, not on the app.

Tools also hold information about children — names, photos, custom vocabulary — and this is where teachers most often lack a clear answer. Thursday is spent on it: what these tools keep, where, and who else can see it, and what you can do today without any student data. The week gives you a checklist to take back to your school; it does not give legal advice, and it suggests asking your school's data-protection contact where you are unsure.

The language of the week is about barriers rather than deficits. A student is not a problem to be solved; the task is to find and remove what stands in the student's way. Students are described through four invented profiles, no real name, photo or diagnosis is needed in the room, and you are not asked to diagnose anyone.

This course is about choosing and setting up an access tool for a barrier. Structured teaching for students with autism or ADHD is covered in Inclusive Classrooms: Educating Students with ASD and ADHD, a general teaching repertoire for pupils with special educational needs in Every Child is Special, and the inclusive teacher's profile in Inclusive Education and Special Needs.

03 Learning outcomes

- 01 Describe a student's barrier through the three UDL principles and choose a tool or setting that addresses it.
- 02 Adapt a text with Immersive Reader or Read&Write and build a twelve-symbol communication page for a student who does not use speech.
- 03 Build a visual schedule with a planned-change card for a student who is anxious about changes in routine.
- 04 Write a privacy checklist for assistive tools and identify what to ask your school.
- 05 Plan what you will try first at school, starting with free tools or paper, for a student whose barrier you have named.

04 Methodology

Barrier First, Tool Second	Each task starts from one of four invented student profiles and the barrier the student meets, and only then chooses a principle and a tool or setting.
-----------------------------------	---

Paper Before Apps	Communication pages and schedules are built by hand first, then compared with the apps on the trainer's device, so what you learn works with or without a purchase.
--------------------------	---

Privacy Built In	Every tool is looked at for what information it holds, and the week ends with a privacy checklist to take to your school.
-------------------------	---

Day 1

Three Principles, Four Barriers

- **Icebreaker:** "Channel Swap" — each participant introduces themselves through only one channel (drawings or symbols with no words, or speech alone with no slides or written names), then names one access barrier they have met in a classroom
 - Participants' school introductions
 - CAST's Universal Design for Learning (UDL) and its three principles — Engagement, Representation, Action & Expression — and how each names a barrier
 - **Four invented student profiles:** describing each barrier and which principle it points to
-

Day 2

Representation, and Action & Expression

- **Warm-up:** "One Message, Two Routes" — in pairs, pass a short message once in words and once only with a picture board, and compare what was lost
 - **Adapting a text with Immersive Reader or Read&Write:** read-aloud, spacing, line focus, and which settings helped most
 - **AAC:** what Proloquo2Go does, shown on the trainer's demonstration device, and building a twelve-symbol core-vocabulary page on paper for a student who does not use speech
 - Testing your page on a partner who may only point, and improving it
-

Day 3

Engagement, and Setting Tools Up

- **Visual schedules:** what Choiceworks does, shown on the trainer's demonstration device, and building a five-step morning schedule on paper
 - Adding a planned-change card, and a "what next?" strip for a student who loses focus
 - Adjusting the settings of the free tools to match a profile: voice, speed, spacing, colour
 - **Working through the four profiles:** identifying and removing the barrier each student meets
-

Day 4

What These Tools Know, and a Lesson for Everyone

- What information assistive tools hold about a child (names, photos, custom vocabulary), where it is stored, and who else can open the device or account
 - Writing a privacy checklist for the tools, and deciding what you can do today without student data
 - Designing one short lesson that uses all three UDL principles for one of the profiles
 - What you will ask your school when you are back, and whom you will ask
-

Day 5

Your Matching Card and Plan

- **Matching card:** for each profile, one barrier, one principle, one tool or setting, and one privacy decision — presented in small groups with peer feedback
- What you will try first at school, starting with free tools or paper
- Reflection and self-assessment
- Course evaluation
- Giving out the Certificate of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- Worked on during the week: four invented student profiles, a text-adaptation sheet, a twelve-symbol communication page, a visual-schedule sheet with a planned-change card, and a privacy checklist, together with the matching cards that participants produce during the course. Tools: Immersive Reader and Read&Write (free for teachers), with Proloquo2Go and Choiceworks shown on the trainer's demonstration device.

07 How to prepare

- A laptop or tablet is useful. You do not need to buy or install anything before the course: the two paid apps are shown on the trainer's demonstration device, and everything you build is made on paper or with free tools.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The tools in this course are digital, but its Erasmus+ justification is inclusion: the technology is there to remove an access barrier, not to modernise a lesson. The Programme Guide describes disability as covering “physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder someone’s full and effective participation in society on the same footing as others” (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 7). Each Universal Design for Learning principle is paired here with the application that removes one of those barriers — text-to-speech for a student who cannot read grade-level print, an AAC system for a student with no verbal speech, a visual schedule for a student whom a change of routine unseats — so a participant returns able to match a tool to a named need rather than to adopt technology for its own sake.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2
Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

erasmusmobilityacademy.com/courses/digital-tools-for-students-with-special-needs

ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.