



DAILY PROGRAMME

Digital Tools for Students with Special Needs

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Three Principles, Four Barriers	DAY 2 Representation, and Action & Expression	DAY 3 Engagement, and Setting Tools Up	DAY 4 What These Tools Know, and a Lesson for Everyone	DAY 5 Your Matching Card and Plan
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Day by day

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.

ISSUED BY

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COURSE PAGE

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