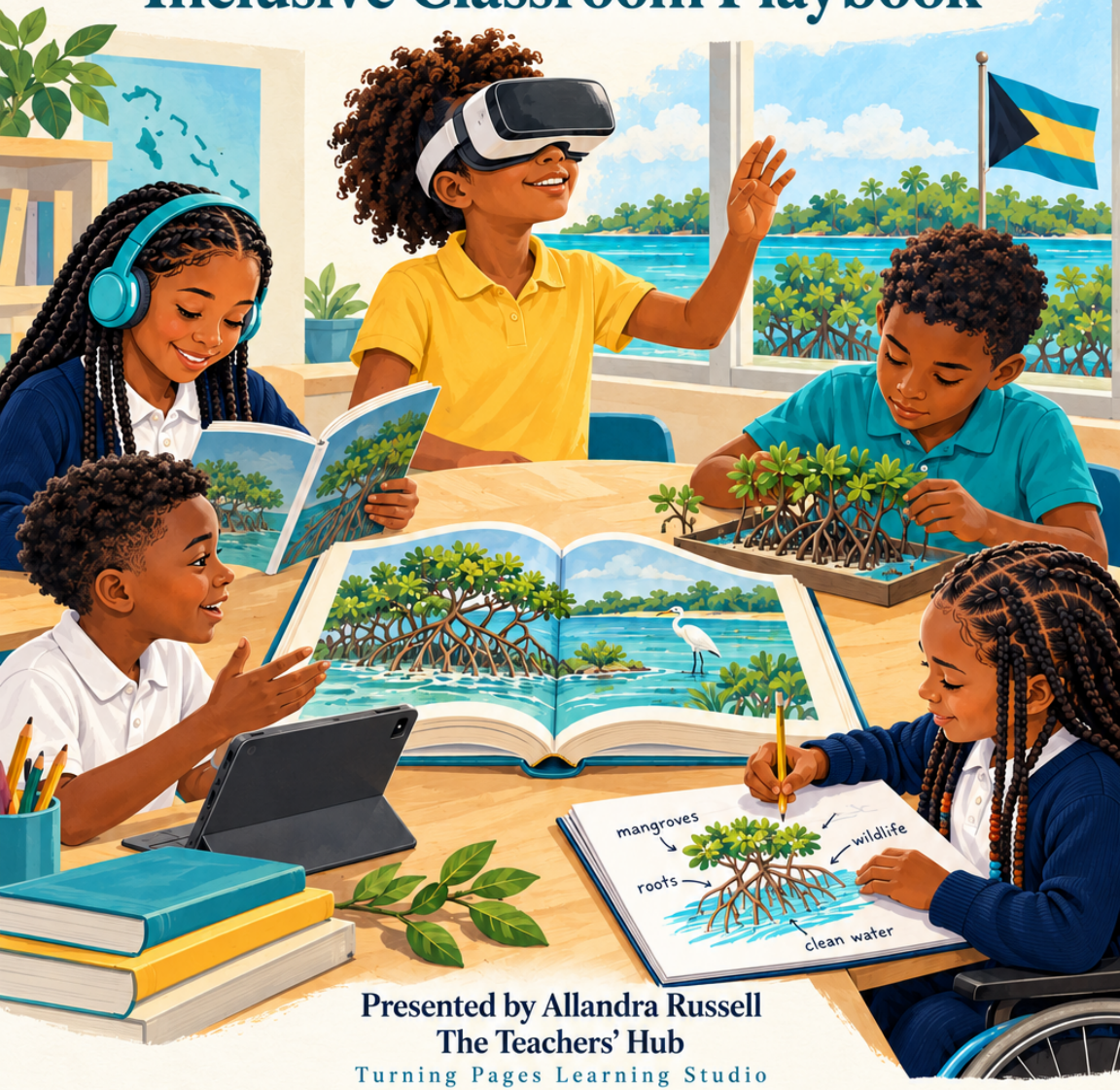
TURNING PAGES
LEARNING STUDIO
Where Literacy meets Innovation.

EDUCATE A MIND. CHANGE A DESTINY.

ONE LESSON. EVERY LEARNER.

Inclusive Classroom Playbook



Presented by Allandra Russell
The Teachers' Hub
Turning Pages Learning Studio

YOUR COMPANION

A route from belief to practice

This book asks you to notice a learner, examine a lesson and make one purposeful change. Read, reflect, then try the techniques with your own class.

3 Education changes trajectories

4 Know the whole learner

5 Your classroom self-check

6 UDL: the design foundation

7-9 Engage, represent, act and express

10 Differentiate, accommodate, modify

11 Respond to frustration

12 One lesson: our solar system

13-14 Technology and the Tool Playground

15 Create a targeted digital resource

16-17 Review and redesign a lesson

18-19 Test, reflect and move towards mastery

20 Sources and companion resources

THE PURPOSE

Educate a mind. Change a destiny.

Education can change the direction of a child's life. A teacher helps shape that possibility through the opportunities, expectations and support offered each day.

Meet learners where they are. Notice what they do well, and use those strengths to build motivation and a bridge to the next skill. Present difficulty is a starting point for planning, not a verdict on potential.

> Teaching has to move beyond the one-size-fits-all approach. We must work towards mastery and individual growth.
>
> ALANDRA RUSSELL

Fairness in practice

Fairness does not require every learner to use the same route or receive identical support. It asks us to provide meaningful access, suitable challenge and a fair opportunity to show learning.

PAUSE AND THINK

When I say I have "covered" a topic, what evidence tells me my learners have understood it?

UNDERSTAND BEFORE DECIDING

Build a learner profile

> Understand the whole child: their strengths as well as their difficulties. Identifying a barrier is only the beginning. Ask why it exists.
>
> ALANDRA RUSSELL

Replace broad labels with specific evidence. "Cannot read" does not tell you whether the difficulty is decoding, fluency, vocabulary or understanding the text. Ask what the learner can do independently and with support.

Use a short conference or task

Ask: What helps you learn? Show me where you got stuck. What did you try? Compare the learner's response with observation and assessment; do not rely on a single score.

Strength / interest I can build on:

Specific barrier and evidence:

Next skill or support to investigate:

CHECK IN

How inclusive is your classroom?

Complete the workshop's online 18-question self-check when the facilitator shares the link. It explores engagement, representation, and action and expression, including responses to behaviour.

Use the same scale throughout

1 Never • 2 Rarely • 3 Sometimes
4 Usually • 5 Consistently

Reflect on recent practice rather than intention. This is a reflective tool, not a validated test of teacher quality. Scores remain private; share a strength or next step only if you wish.

One strength I recognise:

One practice I want to strengthen:

PAUSE AND THINK

Who is present in my lesson but not meaningfully participating?

The online destination is not supplied in this edition. This page is a reflection companion, not the full scored questionnaire.

THE DESIGN FOUNDATION

Universal Design for Learning

UDL anticipates learner variability and builds flexible pathways into teaching from the start. It is organised around three principles.

Engagement

Invite participation and sustain effort through purpose, belonging, manageable choice, feedback and suitable challenge.

Representation

Help learners access and understand ideas through clear explanations, vocabulary support and purposeful formats.

Action and expression

Support learners to plan, respond and demonstrate the intended learning through appropriate methods and tools.

UDL does not assign fixed learning styles. Flexible design benefits many learners; individual accommodations or modified goals may still be needed.

PAUSE AND THINK

Which barrier could I anticipate before teaching, rather than respond to only after a learner struggles?

UDL / ENGAGEMENT

A reason to begin. Support to continue.

Interest starts participation; clear routines, feedback and suitable challenge help sustain it. Choice must be manageable and tied to the purpose of learning.

Try it in the space lesson

Ask: "What would you notice if you could explore another planet?" Offer a role such as explorer, reporter or model builder. Give everyone thinking time before a partner discussion.

Design participation

Give each group member a contribution that involves thinking. Rotate roles. Offer rehearsal, a check-in and a visible first step. Extend depth for ready learners instead of adding repetitive work.

Watch what happens

A busy room is not evidence that everyone is learning. Notice who contributes, who waits and who needs a different invitation or level of support.

PAUSE AND THINK

What would meaningful participation look like for the learner I hear from least?

UDL / REPRESENTATION

Reading access is content access

> A difficulty with reading words does not always reflect a child's comprehension. Build a profile of the learner, then provide pathways into the content.
>
> ALANDRA RUSSELL

Teach reading skills explicitly while also providing access to science, social studies and other content.

Teach, rather than assume

Introduce essential vocabulary with examples and images. Model the process. Offer clear text, a spoken explanation, a labelled visual or a physical model. Check meaning rather than asking only, "Do you understand?"

Include multilingual learners

Invite home-language knowledge, rehearsal and word banks. Check translations: Haitian Creole and French are not interchangeable.

PAUSE AND THINK

Could a learner access my subject lesson without independently reading the textbook?

UDL / ACTION AND EXPRESSION

Make the thinking visible

> Communication is paramount. I need to understand what the learner is thinking: what they understand, where they are uncertain and what support they need.
>
> ALANDRA RUSSELL

Communication can include speech, gesture, pointing, drawing or a communication tool. Provide a model of successful work and explain the criteria before learners begin.

Match the response to the objective

For a science comparison, a labelled drawing plus an explanation may show the intended knowledge. For a learner with dysgraphia, typing or speech-to-text may reduce a handwriting barrier.

If independent handwriting, spelling or written composition is the target, check carefully what each support changes. Do not treat all response methods as equivalent for every objective.

PAUSE AND THINK

Am I assessing the intended skill, or an unnecessary barrier in the required response?

CHOOSE WITH PURPOSE

What changes - and what stays?

Differentiation: respond to evidence

Adapt teaching methods, worksheets, questioning or grouping to learner needs. Offer a comparison frame to one group and deeper questions to another.

Accommodation: preserve the expectation

Provide support to meet the same learning goal. Read the science text aloud or allow an oral response while assessing the same scientific understanding.

Modification: change expected learning

Change the expected learning, following an individual plan. While the class compares planets, a learner may work towards an agreed goal of identifying a planet and one feature.

Ask before classifying

Fewer repetitive questions may still assess the same goal. Removing essential complexity may change it. Name the objective and inspect the evidence; approaches can overlap.

PAUSE AND THINK

What do I need to know before deciding that a learner needs an easier goal?

BEHAVIOUR AND REGULATION

Understand the why

> Before responding to frustration, seek to understand it. What barrier keeps appearing? Then teach a manageable routine for what to do when the learner gets stuck.
>
> ALANDRA RUSSELL

Notice → support → teach → review

Notice when frustration occurs. Check task clarity, reading demand, sensory load and other possible causes. Offer a calm check-in or planned break with a supported return. Behaviour can have several causes; investigate rather than assume.

Teach the routine explicitly

Model: pause, use the taught strategy, then request help if needed. Practise when the learner is calm. A strategy card or help signal can make the routine easier to use.

PAUSE AND THINK

What can this learner do instead of the reaction I keep correcting?

THE SHARED EXAMPLE

Exploring our solar system

Goal and evidence

Describe what the Sun and planets look like, and compare one visible feature of two planets. Success: describe one feature accurately and explain a similarity or difference using observations or supplied information.

One lesson through three principles

Engage: connect to the sky above our island; invite a prediction and a purposeful role.
Represent: combine planet images, a short text, explicit vocabulary, a physical model and optional VR.
Act and express: compare through a drawing and explanation, model, sentence frame or recording.

Keep the science accurate

The Sun is a star. Our solar system has eight planets. Distinguish visible appearance from facts about composition. Giant planets do not have a hard surface like Earth's. Images and VR may alter colour or compress scale. [3]

PAUSE AND THINK

What will each learner say, do or make to show the comparison?

PURPOSE BEFORE PLATFORM

Technology is not the peas and rice

> Technology is not the peas and rice. It is the seasoning: the extra zest. The lesson must still have substance without it.
>
> ALANDRA RUSSELL

Technology can reduce preparation work and offer another pathway. It is not required in every lesson. Start with the goal and learner barrier, then decide whether the tool earns its place.

Ask four questions

What will this help the learner do?
Which barrier could it remove?
What new difficulty could it introduce?
How will I know it helped?

A clear paper checklist, an oral conference or a physical model may be the most useful choice. When a learner relies on assistive technology, preserve that access rather than treating it as an optional extra.

PAUSE AND THINK

Would this choice improve access or simply make the lesson look more technological?

TOOL PLAYGROUND

Explore a pathway. Evaluate its value.

Listen and speak

Try a reading pen or text-to-speech for print access. Try speech-to-text for capturing ideas, then check the transcript. Alternatives include a read-aloud, supported discussion or an appropriate scribe.

Experience and explore

Use the available solar-system VR with a focused observation question. Offer still images and descriptions, seated participation and an immediate stop option. Check device guidance and preview the experience.

Adapt and create

In NotebookLM, show one checked source in different formats. Use MagicSchool or Diffit where a suitable feature is available. In Claude, create a small targeted game or interactive guide. Verify features in your account before teaching.

PAUSE AND THINK

Tool / barrier / benefit / limitation:

Pre-generate demonstration outputs. Review accuracy and accessibility. Use fictional profiles, not identifiable learner information.

BUILD WITH INTENTION

A prompt that starts with learning

Try one small resource, then inspect it. A successful generation is the beginning of review, not proof that the design is inclusive.

Copy and adapt

Create a small interactive guide or game for [grade/subject].

Goal: [what the learner must know or do].
Learner strengths and barrier: [evidence].
Activity: [one focused task].
Evidence: [how understanding will be shown].

Include clear instructions, a modelled example, optional hints and feedback explaining why. Use up to five items. Provide keyboard and touch access, readable text and labelled controls. Avoid required timers, colour-only clues and dragging-only interactions.

Ask for a final explanation and name how it will be assessed. An unrecorded spoken response still needs a teacher or partner listening task. Do not assume automatic scoring or saved progress.

PAUSE AND THINK

What feature would make this useful to my learner?

REVIEW AN ACTUAL LESSON

Strengths first. Barriers next.

Topic / subject / group:

Learning objective and success criteria:

What is already strong in this lesson?

Who may encounter a barrier? What is my evidence?

What will I keep, and what needs redesign?

For the workshop, use your assigned solar-system topic summary. Later, repeat this review with a lesson you will teach soon.

YOUR DESIGN SPACE

Plan access and evidence

Engagement: purpose, choice, effort and challenge

Representation: explanations and access to content

Action and expression: how learners show the goal

Individual support: who needs what, and why?

Evidence from each learner / non-digital option

If an individual learning expectation changes, name it explicitly. Keep all learners involved in meaningful activity.

TEST AND IMPROVE

Is the learner learning - or just winning?

Exchange resources. Check whether the design addresses the learner profile and its stated strengths and needs, and whether it helps the learner meet the intended goal.

- ☐ The content and answers are accurate.
- ☐ The activity checks the intended learning.
- ☐ Instructions, hints and feedback help thinking.
- ☐ The stated learner barrier has been addressed.
- ☐ The controls work and a suitable alternative exists.

One strength we observed:

One weakness and the change we made:

Test the revised version again. In your showcase, name the goal, barrier, design choice and evidence of learning.

BEYOND COVERAGE

Move towards mastery

> Do not stop at covering the curriculum. Work towards mastery and individual growth.
>
> ALANDRA RUSSELL

A completed worksheet does not tell the whole story. Look at the quality of the response, the support needed and what the learner can apply. Use that evidence to plan the next step.

When a gap remains

Return to the difficult concept with a different model or scaffold. Check again. Continue access to worthwhile new content while addressing the missing skill systematically.

In my next lesson, I will ...

PAUSE AND THINK

What learner response would convince me that this change helped?

KEEP EXPLORING

Sources and companion resources

[1] CAST: Universal Design for Learning Guidelines

[2] IRIS Center: Accommodations versus Modifications

[3] NASA Science: About the Planets

Workshop companion resources

Visit The Teachers' Hub workshop page for the classroom self-check and available downloads: the Turning Pages Technology Bank and Reading Intervention Starter Kit.

Alandra Russell, M.Ed.
Turning Pages Learning Studio | The Teachers' Hub
Educate a Mind. Change a Destiny.