

## 2020-2021 Instructional Materials Universal Design Learning (UDL) Questionnaire

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**Title of Materials:**

- Lexia® PowerUp Literacy® - M/J Intensive Reading 1 Edition, Grade 6
- Lexia® PowerUp Literacy® - M/J Intensive Reading 2 Edition, Grade 7
- Lexia® PowerUp Literacy® - M/J Intensive Reading 3 Edition, Grade 8
- Lexia® PowerUp Literacy® - Intensive Reading 1 Edition, Grade 9

**Publisher:**

**1. How are both flexibility and student choices provided for the following presentation features in the instructional materials?**

- **Fonts: Type and size. Colors and background colors can be adjusted.**

The font size in the platform cannot be adjusted. The text font, style, and delivery was intentionally selected to be visually, developmentally, and age appropriate with a critical focus on the content that is being delivered at the time of instruction or practice in the platform. Students will see a variety of fonts with gradation in text sizes to match the content being served.

- **Background: High contrast color settings are available.**

This functionality does not currently exist in PowerUp Literacy.

- **Text-to-speech tools**

While PowerUp Literacy does not include an option for text-to-speech for visually impaired students, the program does offer Listen Mode which supports students with high

comprehension/low decoding. Listen Mode is a feature available in certain activities and allows students to select any text on the screen and hear that text read aloud. Reports in myLexia® will communicate whether a student used Listen Mode for a particular round or unit. Educators can override the default availability of Listen Mode through the Listen Mode settings in myLexia, the educator site.

- **All images have alt tags.**

While alt tags are not available for online images, work is underway to offer alt text for images embedded in the PowerUp Literacy offline, paper-based Lexia Lessons®, Skill Builders®, Writing Prompts, Comprehension Passages, etc. In addition, Lexia has submitted the translated files to NIMAS with an expected date of population to the NIMAC database by Spring of 2021.

- **All videos are captioned.**

Videos in the online component of PowerUp Literacy serve three different purposes. They introduce concepts in the upcoming activities and units, provide instruction on skills and strategies, and offer background information related to texts students will encounter. All the videos are followed by systematic and explicit instruction with auditory support. Text is often included in the video, but captioning is not provided for those videos.

- **Text, image tags, and captioning sent to refreshable Braille displays.**

Lexia's student-facing product components are designed to be used by learners without profound hearing or visual impairment. In Lexia's literacy curriculum programs, the pedagogical approach to reading instruction that serves as the basis for the program design includes significant multi-sensory learning opportunities, requiring phonological and visual discrimination skills associated with foundational reading skill development. Lexia is committed to continued support of universal design as part of its product roadmaps.

Lexia is endorsed by the Council of Administrators of Special Education (CASE) and is positively reviewed by the National Center on Intensive Intervention (NCII).

Additionally, all the paper-based, offline materials will be in NIMAS format by the end of 2021. Lexia's web-based teacher and administrator products are partially compliant with Section 508 guidelines. In particular, the mobile app of the myLexia educator site supports iOS accessibility options.

## **2. How are the following navigation features provided in the instructional materials?**

- **Non-text navigation elements (buttons, icons, etc.) can be adjusted in size**

This functionality does not currently exist in PowerUp Literacy.

- **All navigation elements and menu items have keyboard shortcuts.**

This functionality does not currently exist in PowerUp Literacy.

- **All navigation information can be sent to refreshable Braille displays.**

This functionality does not currently exist in PowerUp Literacy.

## **3. How are the following study tools provided in the instructional materials?**

- **Highlighters are provided in the four standard colors (yellow, rose, green, blue).**

When students encounter highlighting activities and options in the platform, they will see the four standard colors. The highlighted text then serves as a springboard into the skill application.

- **Highlighted text can be automatically extracted into another document.**

This functionality does not currently exist in PowerUp Literacy.

- **Note taking tools are available for students to write ideas online; as they are processing curriculum content.**

While note taking tools are not available in the online component of PowerUp Literacy, students do have easy access to a set of reference materials directly related to the skill on which they are working by clicking on the Hints button in the upper right corner of the screen. Here, students will have access to reference materials that include the anchor skills chart from the lesson, a familiar instructional image to jog their memory, and the instructional video they watched during the concept introduction phase of the online lesson. If students require more than these embedded supports, a fully scripted, targeted Lexia Lesson is automatically prescribed and the teacher is notified; frustration is minimized and students can get back on track.

Additionally, printable versions of comprehension passages are available. This resource allows offline access to the online passages, enabling students to interact with and annotate the text as they work.

**4. Which of the following assistive technology supports, by product name, have you tested for use with the instructional materials?**

- **Assistive technology software that can be run in the background. Examples include:**

- 1. Magnification**
- 2. Text-to-speech**
- 3. Text-to-American Sign Language**
- 4. On-screen keyboards**
- 5. Switch scanning controls**
- 6. Speech-to-text**

Consideration of a broad range of learners' needs and preferences has influenced Lexia program designs, including the design of PowerUp Literacy. For example, color recognition tasks were built using a color-blindness filter to ensure that color-blindness does not impact performance. Lexia programs can be used in conjunction with the accessibility features of Internet browsers that provide visual magnification and/or adjustments to screen color, contrast or resolution.

**5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials?**

PowerUp Literacy is designed with a blended learning approach offering both an online component and offline, paper-based materials (Lexia Lessons, Skill Builders, and more). The personalized and adaptive pathways provided by the program's blended-learning design ensures that each student's developmental journey targets his/her specific needs with appropriate scaffolding, support, and reinforcement across both online and offline materials. Consequently, the online activities of PowerUp Literacy are not appropriate for students who cannot access digital content. However, the offline Skill Builders in particular provide paper-based activities that are directly aligned with each of the online activities. When coupled with the offline, targeted, fully scripted Lexia Lessons, those two components may provide an appropriate supplement for students who require paper materials per their IEP.