

MODULE 4: UNIVERSAL DESIGNS FOR LEARNING

Academy 1: Becoming Familiar with Universal
Designs for Learning



Great Urban Schools: Learning Together Builds Strong Communities



2008 National Institute for Urban School Improvement™
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Academy 1: Becoming Familiar with Universal Designs for Learning

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National Institute for Urban School Improvement

The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs at the U.S. Department of Education (OSEP). The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence-based practice in early intervention, universal design, literacy, and positive behavior supports.

Part of NIUSI's work is to link existing general education reform networks with special education networks and synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support professionals, families, researchers, advocacy organizations, and others involved in the work to create culturally responsive, inclusive school communities.

NIUSI Goals

One of the main goals of NIUSI is to work collaboratively with educators in its partner districts in the area of professional development. This work is grounded in the beliefs that professional development must:

- address specific needs of states, districts, schools and communities with a focus on helping students achieve learning and performance goals;
- be a collaborative endeavor in which teachers, administrators, families and students are involved in the design, planning, and implementation; and
- rely upon content and processes that are research-based and proven in practice; and
- be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.

Module: Universal Designs for Learning

Academy 1: Becoming Familiar with Universal Designs for Learning (2008)

Academy 2: Building UDL into Curriculum and Instruction (2008)

Academy 3: Implications of UDL for Assessment and Progress Monitoring (2008)



We strive to produce the most reliable and current academies possible. Therefore, our academies are updated regularly based on facilitator and participant feedback, on subject-matter expert input, and on up-to-date research. You will find the version of this academy on the Table of Contents page. Please check our web site regularly to find new versions and addenda to this academy.

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What are Leadership Academies?

A strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. The approach includes careful consideration of the content for professional development, application of adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose, and extend the creativity and skill of practitioners. Specifically, NIUSI works with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.

All academies are based on the National Institute's assumptions that great schools:

- Use the valuable knowledge and experience that children and their families bring to school learning.
- Expand students' life opportunities, available choices, and community contributions.
- Construct education for social justice, access, and equity.
- Build on the extraordinary resources that urban communities provide for life-long learning.
- Need individuals, family, organizations, and communities to work together to create future generations of possibility.
- Practice scholarship by creating partnerships for action-based research and inquiry.
- Shape their practice based on evidence of what results in successful learning of each student.
- Foster relationships based on care, respect, and responsibility.
- Produce high achieving students.
- Understand that people learn in different ways throughout their lives; great schools
- Respond with learning opportunities that work.

Professional Learning Modules

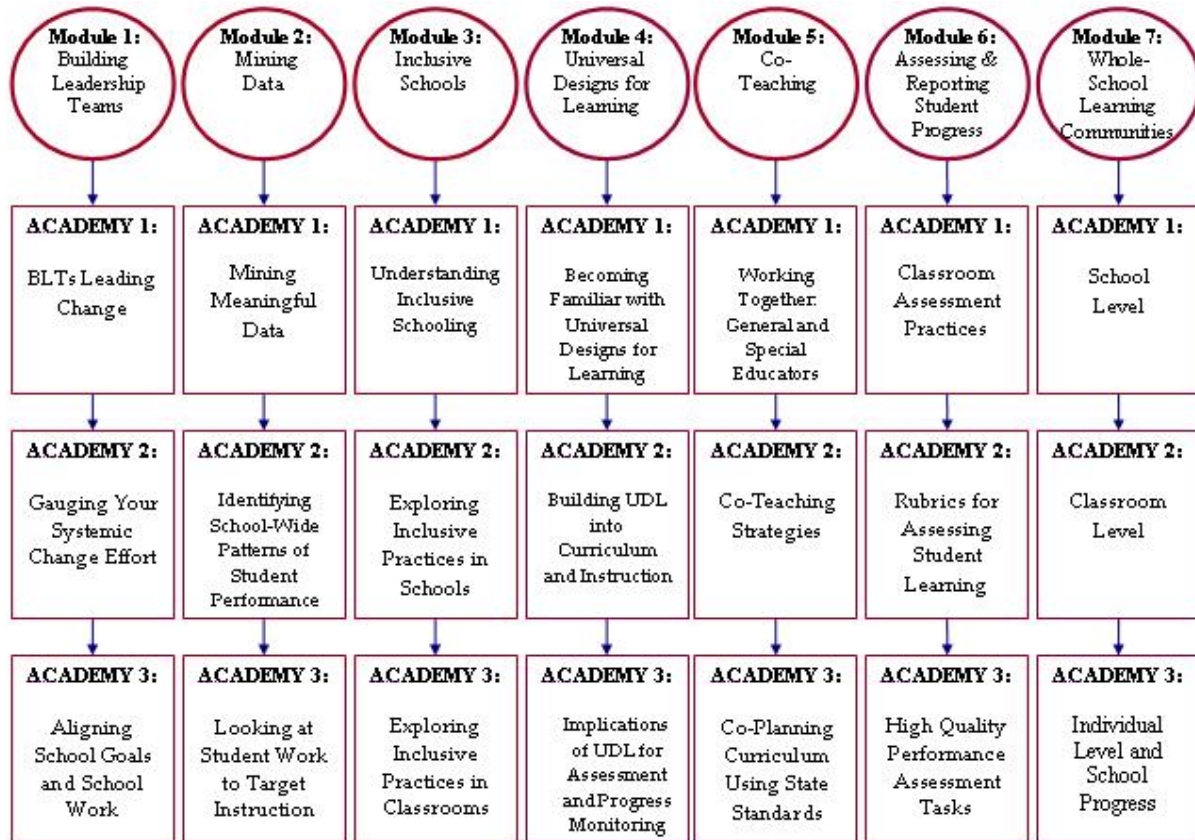
Systemic school change is a complex and difficult task. The challenge is great, but educators throughout our nation and other nations are actively engaging the opportunity to transform education and how we go about the work of teaching and learning in our schools. This module is one of many developed by NIUSI for the networks of schools engaging their faculty, staff, families, students, and community members in ongoing renewal and systemic change.

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Every module is designed around a particular aspect of school-wide improvement with academies that build knowledge, skills, and practices. The intent is simple: Build a common vision, vocabulary, and skill-set around essential elements of school improvement. The best way to implement this module is to bring together building leadership teams from a cluster of schools so that teams can learn from one another and create a practice community that can support innovation. The academies should be offered in sequence, spaced four weeks apart so that some application can occur between sessions, and that there is a plan for on-site coaching between academies.

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NIUSI Modules



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Facilitator Note

Each Facilitator Manual provides detailed information about every aspect of an academy from the academy outcomes through the academy content and, finally, evaluations. In most cases, you will follow the same process when presenting every academy: (1) Introduction to NIUSI Academies; (2) Academy Overview; (3) Academy Session; (4) Self-evaluation; and (5) Academy Evaluation.

Please make sure that you prepare for each academy by reviewing all the materials: Facilitator Manual, lecture presentations, lesson plans, activity handouts, and participant materials.

If you have questions or comments about this or any other academy, please contact NIUSI. We welcome your questions, suggestions, and feedback.



Tips for Facilitating Leadership Academies

Before delving into the academy, please read through the following tips that can help your participants get comfortable and maintain their focus on learning and growing. We hope that you enjoy facilitating these learning opportunities as much as we have.

TIPS FOR GETTING STARTED.

Introduce the academy facilitators, and provide an overview of the National Institute for Urban School Improvement and the school or district that is sponsoring the academy. Talk a bit about what a Leadership Academy is, its structure and how it is designed and what the topic and objectives of this academy are. Explain the roles the facilitators will play and go over the agenda.



Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in their practice. This should take no longer than 15 minutes. You are provided with a PowerPoint to lead this introduction.

TIPS FOR MOVING THINGS ALONG.

Included in the academy is a time schedule – stick to it! Try to begin and end on time, and keep the activities timed as closely as possible to the schedule. Encourage quick transitions between activities and instead of scheduling multiple breaks, invite people to get up to stretch, get a drink or use the bathroom as they need to. Remind participants how much time they'll have to work on each activity and use the provided time cards to warn participants of the time remaining during each activity.



During discussions, try not to let one person dominate the conversation or go off on tangents that are narrowly focused on their own experiences. To “cut people off” politely, ask others what they think or ask a questions to get the discussion moving in a different direction.

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TIPS FOR MANAGING ACTIVITIES.

Before beginning an activity, briefly review the activity with the group and discuss its purpose. Read through the tasks and look over supporting materials. Ask if there are any questions. Have each group select a person who will take notes and report to the larger group the outcomes of their discussion or work.



While the participants are working in their small groups, circulate from group to group to make sure they are on task and to answer any questions. Be available if a group gets stuck, but don't interfere in the group process unless they need assistance.

TIPS FOR LECTURETTES.

Practice timing yourself so you don't run over the allotted lecturette period. Plan on providing a variety of examples around preschool, elementary, middle, and high school settings.



TIPS FOR DEBRIEFING ACTIVITIES EFFICIENTLY.

Decide how to get the information from the groups. There are a number of strategies you might use. For example, you might have each group write their list of ideas and results during their activities on chart paper to display on the wall or a stand. A second strategy might be to have groups report one item from their list, rotating around the room until no one has anything new to offer. Whatever strategy you decide to use, you should set a time limit on the reporting and encourage people to try not to be redundant.



TIPS FOR PARTICIPANT QUESTIONS.

Provide participants with paper for note-taking. Urge them to save their questions for the Q and A period at the end of each lecturette so the academy does not run over the allotted time.

TIPS FOR LEAVE-TAKING.

To wrap things up, ask people to take a minute to think about what they learned during the academy. Ask the participants to complete the self-assessment and academy evaluation. Then ask them to share their thoughts and any last words. Use the overhead or chart paper to record what they say as a way to highlight new learning and congratulate the group on their hard work. If this is the first academy in a module, with more academies scheduled to follow, you may ask participants to do homework, either for reinforcement of their learning or as preparation for future learning.



Academy 1: Becoming Familiar with Universal Designs for Learning

Leadership Academy Outcomes



The goal of all Leadership Academies is to create a network of skilled and knowledgeable teacher leaders, administrators, and family members who will serve as effective agents of change. The participants are predominantly teams of educational professionals from schools and districts who are organized to advance the knowledge and practice related to systems change and school improvement. The Leadership Academy creates a forum for open discussion and learning to help school and community members think more broadly and systemically about school improvement. The following are the Leadership Academies in this module:

Academy 1: Becoming Familiar with Universal Designs for Learning

The purpose of this academy is for participants to familiarize with the basic principles of Universal Design and Universal Designs for Learning. Emphasis will be made on the paradigm shift behind the philosophy of both approaches: instead of providing solutions for deficits, and make adaptations to provide accessibility, Universal Design considers accessibility for all users and students at the initial stages of planning design and curriculum.

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Reflect on the differences between Universal Design and Assistive Technology.
- Identify the origin and foundations of Universal Designs for Learning.
- Apply the foundations of Universal Designs for Learning to educational contexts.

Academy 2: Building UDL into Curriculum and Instruction

The purpose of this academy is to provide participants with tools to design instruction based on an UDL approach. Examples are presented in different content areas, and UDL applications for an inclusive social learning environment are described.

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Identify applications of UDL in different content areas.
- Be able to design a classroom learning environment based on an UDL approach.

Academy 3: Implications of UDL for Assessment and Progress Monitoring

The purpose of this academy is to provide participants with examples of application and opportunities to apply UDL approaches to assessing students' ongoing progress, adjusting curriculum and instruction, and addressing legislation that impacts how and what curriculum and assessment is utilized in schools

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Identify applications of a UDL approach to assess students' progress in the classroom.
- Reflect on aspects derived from a UDL approach to address legislation.

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MODULE 4: UNIVERSAL DESIGNS FOR LEARNING

Academy 1: Becoming Familiar with Universal
Designs for Learning

Academy 1: Becoming Familiar with Universal Designs for Learning

Academy Abstract:

The purpose of this academy is for participants to familiarize with the basic principles of Universal Design and Universal Designs for Learning. Emphasis will be made on the paradigm shift behind the philosophy of both approaches: instead of providing solutions for deficits, and make adaptations to provide accessibility, Universal Design considers accessibility for all users and students at the initial stages of planning design and curriculum.

Academy Outcomes:



As a result of the activities and information shared at this Leadership Academy, module participants will:

- Reflect on the differences between Universal Design and Assistive Technology.
- Identify the origin and foundations of Universal Designs for Learning.
- Apply the foundations of Universal Designs for Learning to educational contexts.

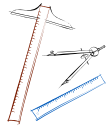


Academy Agenda:

Review the agenda, noting the structure of the academy (lecture, activities, question-answer period, break time, assessment), and process for answering participant questions.

Introductions, Greetings, & Warm-Up	15 min
Activity 1: Accessibility	30 min
Lecturette 1: What Is Universal Design?	20 min
Activity 2: Designing Physical Space Using Universal Designs	25 min
Break	10 min
Lecturette 2: Universal Designs for Learning	15 min
Activity 3: Creating a Lesson Plan with a Universally Designed Outcome	30 min
Leave-taking and Feedback	30 min

Academy 1: Becoming Familiar with Universal Designs for Learning



Academy Materials

You should have these materials prior to conducting the Academy:

- FACILITATOR'S MANUAL
- ACADEMY POWERPOINTS and access to a PowerPoint presentation system
- FACILITATOR LESSON PLANS: Lesson plans are provided as Appendix A.
- PARTICIPANT HANDOUTS. Handouts are provided as Appendix B and contain the Leadership Academy overview and agenda, paper for note-taking, activity handouts, self-assessment and academy evaluations and resources. (Handouts can be copied double sided and in black and white).
- NAME TAGS (Make sure you have broad tipped felt pens for name tags so that people write their names in large print that can be read from a distance).
- CHART PAPER
- MARKER
- TAPE



Participant Handouts

These handouts may be passed out together at the beginning of the academy. They are packaged together as the academy Participant Handbook.

- Activity handouts
- Copies of the lecturettes
- Resources
- Self Assessment and Academy Evaluation

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Introductions and Greetings

Academy Overview

Spend some time introducing yourself, the module sponsors, and the Leadership Academy to the participants. The overview provides you with Leadership Academy background information, this academy's purpose and outcomes, and the agenda. If time allows, ask participants to introduce themselves by letting others know where they are from and their roles and responsibilities within their buildings.



FACILITATOR MATERIALS

Overview PowerPoint



TIME LIMIT

15 minutes



Slide 1



Academy 1 Introduction

The purpose of this academy is for participants to familiarize with the basic principles of Universal Design and Universal Designs for Learning. Emphasis will be made on the paradigm shift behind the philosophy of both approaches: instead of providing solutions for deficits, and

make adaptations to provide accessibility, Universal Design considers accessibility for all users and students at the initial stages of planning design and curriculum.



Slide 2



Introductions

Introduce the academy facilitators (your position and background, and co-facilitators, if any) and the school or district that is sponsoring the academy. Introduce the National Institute for Urban School Improvement. The National Institute for Urban School Improvement (NIUSI) is funded by the Office of Special Education Programs

at the U.S. Department of Education. The mission of NIUSI is to support the building of capacity in urban schools and school districts so that students with

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disabilities are engaged in high quality curriculum and learning experiences that improve their ability to succeed in school and in post-school opportunities. NIUSI works to develop powerful networks of urban local education agencies and schools that embrace and implement a data-based, continuous improvement approach for inclusive practices. Embedded within this approach is a commitment to evidence based practice in early intervention, universal design, literacy and positive behavior supports. As part of our work, we link existing general education reform networks with special education networks and we also synthesize existing research into products that are made accessible in both print and electronic versions. These offerings support the efforts of professionals, families, researchers, advocacy organizations and others involved in the work to create culturally responsive, inclusive school communities. One of the main goals of The National Institute for Urban School Improvement is to work collaboratively with educators in its partner districts in the area of professional development.

Our work is grounded in the beliefs that professional development must:

- Address specific needs of state, district, school and community with a focus on helping students achieve learning and performance goals.
- Be a collaborative endeavor with teachers, administrators, families and students involved in the design, planning and or implementations.
- Rely upon content and processes that are research-based and proven in practice.
- Be school-based, job-embedded, and continuously evaluated and adjusted to ensure effectiveness in meeting school and student learning goals.



Slide 3



Leadership Academies

Talk about what a Leadership Academy is and its structure and design. Explain that timecards are used as a guide for participants to know how much time is remaining in each activity. One strategy through which NIUSI helps educators develop leadership skills for school change is through the Leadership Academy

model of professional development. In collaboration with schools and local universities, NIUSI creates these Leadership Academies for pre-service and in-service activities. Our approach includes careful consideration of the content for

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professional development, adult learning principles, and selection of teams from schools and districts that can support their team members' learning and practice. In this way, professional development can build on converged needs, create a sense of common purpose and extend the creativity and skill of practitioners. Specifically, we work with urban school districts to build information systems that assist leadership teams to focus on goals for instructional, curricular, and cultural improvement and for empowering action research agendas among school professionals.



Slide 4

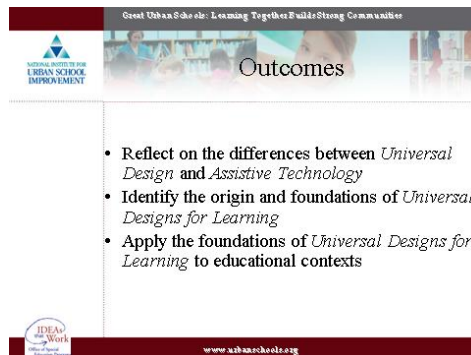


Roles

Explain the roles the facilitators will play and go over the agenda. Have participants introduce themselves and briefly tell what they'd like to learn or take away with them at the end of the academy, focusing on what would be useful to them in practice.



Slide 5



Outcomes

As a result of the activities and information shared at this Leadership Academy, module participants will:

- Reflect on the differences between *Universal Design* and *Assistive Technology*
 - Identify the origin and foundations of *Universal Designs for Learning*
 - Apply the foundations of *Universal Designs for Learning* to educational contexts
- Reflect on the differences between *Universal Design* and *Assistive Technology*
 - Identify the origin and foundations of *Universal Designs for Learning*

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Slide 6



Great Urban Schools: Learning Together Builds Strong Communities

Agenda

- Introductions, Greetings, & Warm-Up15 min
- Activity 1: Accessibility.....30 min
- Lecturette 1: What is Universal Design?.....20 min
- Activity 2: Designing Physical Space Using Universal Designs.....25 min
- Break10 min
- Lecturette 2: Universal Designs For Learning.....15 min
- Activity 3: Creating an Essay as a Final Product.....30 min
- Leave-taking and Feedback.....30 min

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Work

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Agenda

Go over the agenda with participants, explaining the way that the Academy is balanced between information and application, and ends with the important task of gathering participants' feedback.

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Activity 1: Accessibility



Guiding Question: Discuss everyday tasks (in and outside of school) that you do to get through your day, (e.g., balancing your checkbook, getting around, and checking your email). How can such tasks be made more accessible to all people including those who are English language learners, individuals with disabilities, and individuals with diverse learning preferences?

Consider the following to help move your thinking forward:

- Physical Accessibility: buildings, recreational activities
- Academic Tasks: everyday reading, writing, math
- Technology: email, word processing, navigating the internet
- Feedback: performance review at work, health care information

Directions: Use the matrix on the following page to help organize your thoughts. Include practices and programs that are already in place and consider other possibilities. Remember, while a specific design may not be *necessary* for certain individuals to access a task, it may considerably *enhance access*. (e.g., not only people in wheelchairs use wheelchair ramps or elevators). Also include guiding questions you can ask yourself when designing activities that help insure enhanced access for all. As a large group, do the first column (Physical Accessibility). In small groups, jigsaw the remaining columns (Academic Tasks, Technology and Feedback) and then share with the whole group.

Facilitator Note: Keep in mind that you may have to walk people through this activity and help people come up with examples. For example, when balancing your checkbook, what tasks do you engage in? You may use a pencil to write in your checkbook register, you may use a computer spreadsheet, or you may choose not to balance it at all because it's not something that you find an accessible task!

As a large group, do the first column (Physical Accessibility). Next, break participants into 3 smaller groups, and assign each of the groups the remaining columns (Academic Tasks, Technology and Feedback) to do on their own and then share with the whole group (Jigsaw).

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	Physical Accessibility	Academic Tasks	Technology	Feedback
Individuals from Diverse Backgrounds		Example: A community's library materials represent and engage a wide range of interests, languages, and feature individuals from diverse backgrounds.		Question: Does the way I give feedback in match the students' communication style?
English Language Learners	Example: Multi-lingual and pictorial flyers are posted in the community about children's sports leagues.		Question: Do all individuals have the ability to access technology (i.e. computers, internet, calculators) regardless of their primary language?	
Individuals with Disabilities	Example: Do all individuals have the ability to access all space in a particular setting?		Example: Standard computer software packages include voice to text software for word processing and text to voice software for accessing written material	
Individuals with Diverse Learning Preferences		Question: Do all individuals have the opportunity to engage in multiple ways that suit their learning preferences?		Example: Local public access TV channel mails out pre-paid postage survey postcards eliciting viewers' preferences on types of educational programming for future development.

Academy 1: Becoming Familiar with Universal Designs for Learning

Lecturette 1: What Is Universal Design?

This lecturette outlines the principles of Universal Design. The lecturette will build on Activity 1. It provides the basis for Activity 2.



Facilitator Materials

Lecturette 1 PowerPoint

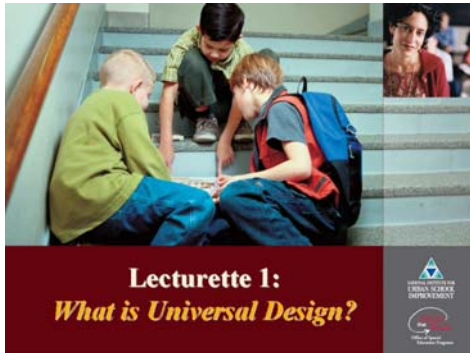


Time Limit

20 Minutes



Slide 1



Lecturette 1: What is Universal Design?

This first lecturette in our professional learning module on Universal Designs for Learning summarizes the main components and guiding principals of Universal Design, which in our next lecturette, we will apply to educational environments. Our current discussion brings attention to Universal Design's focus on access and participation for all individuals and sets the stage for how we will think about access to learning opportunities in the next lecturette of this Academy.



Slide 2



Universal Design: Foregrounding Equity

You just thought about ways to design access to everyday tasks for individuals with a wide range of strengths and needs. Thinking first about equity and access is especially necessary because of the long history of exclusion of those considered different by those from majority backgrounds, individuals with different physical abilities and learning styles, and individuals with disabilities.

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Slide 3



Universal Design: Foregrounding Equity

Universal Design foregrounds equitable opportunities and access to information and participation for all individuals.



Slide 4



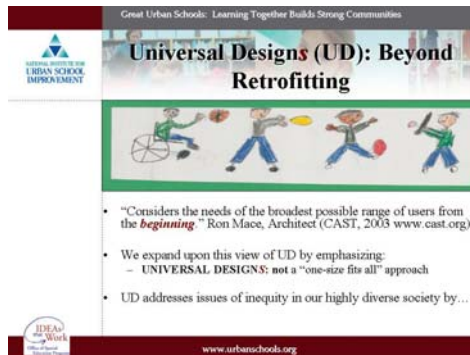
Universal Design (UD)

The concept of Universal Design originated in the field of architecture in the 1980s, at the Center of Universal Design at North Carolina State University. UD's roots are in designing accessibility of homes and buildings for individuals with physical disabilities. UD exceeds federal legislation of accessibility standards and codes, and creates environments and products that

accommodate as many individuals as possible (Center for Universal Design, 2007).



Slide 5



Universal Designs (UD): Beyond Retrofitting

Note to facilitator: Read the notes text aloud prior to reading the slide.

UD "considers the needs of the broadest possible range of users from the **beginning.**" Ron Mace, Architect (CAST, 2003 www.cast.org). Instead of **retrofitting** products and environments to increase

accessibility when problems arise, UD is a proactive approach. This is necessary because retrofitting has many drawbacks:

It solves only one local problem, can be costly, and many of them are impractical and intrusive (consider the appearance of large, traversing ramps that allow people with wheelchairs to access buildings that have many front steps).

We add an "S" to Universal Design to acknowledge that one design will not fit the needs of all individuals.

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Slide 6

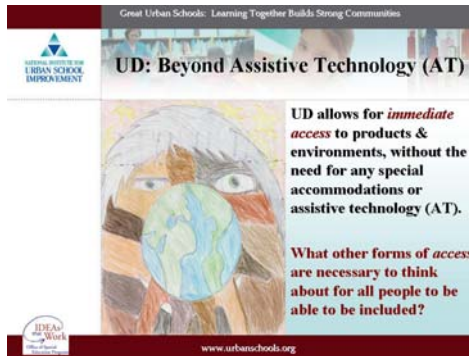


...Foregrounding Culture

Ensuring opportunities for access and participation must consider those who require or desire this access, as well as the structures that are in place that have historically supported or hindered this access.



Slide 7



UD: Beyond Assistive Technology (AT)

Facilitator Note:

Read notes text aloud prior to reading slide text.

UD is often considered as a response to perceived weaknesses of Assistive Technology, which because of high cost and lack of information about such products for

a wide market of consumers, reaches only a small amount of users which may benefit from it.

AT is defined in the federal educational legislation for students with disabilities (called the Individuals with Disabilities Education Act), as “any item, piece of equipment, or system, whether acquired commercially, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individual with disabilities.”

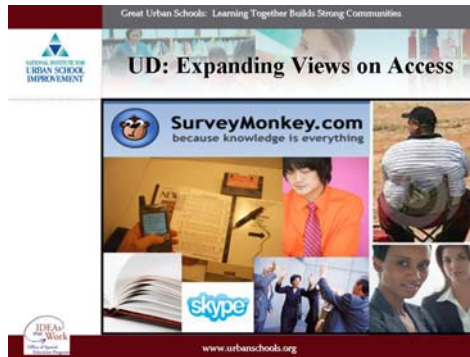
Facilitator Note:

Ask participants to generate what access means to them and write it on chart paper or ask someone to take notes and read them back after people are done sharing. People can share times they’ve been defined access or felt that they had access, but others were denied it.

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Slide 8



UD: Expanding Views on Access

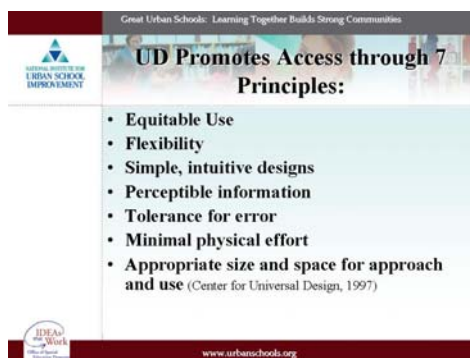
These pictures represent current and expanded ways of thinking about access. A broad view of access is necessary to make UD a truly inclusive concept that addresses bias, considers people's individual and group histories of access around decision making, information, social and recreational spaces, networks and positions, hidden rules and ways of belonging, and access to material goods.

For example, women in the United States have a history of being excluded from the business work place. Although access and opportunities for women in business have increased, and can be connected to Affirmative Action and women's work for equal rights, there are still silent codes of conduct that inform dress, behavior, and communication practices in places of business. However, when people who traditionally have not had access gain it over time, individuals must be provided not only with information on the hidden rules that are already there, but that their presence is also seen as opportunity for change. For example, the man above the photo of the two women is wearing clothes traditionally associated with a business setting, but in a way that reflects the possibility for change.

The top two left photos depict new and different ways of getting people's opinion to shape politics, policy, and other decision making processes. Survey Monkey is a website that allows anyone who has internet access to create and participate in free online surveys that can be used to gather information for multiple purposes. Skype is a free web-based way of communicating through video and sound to people anywhere in the world who also have a computer and internet access. The man sitting down must use a chair that is designed for people with a different body type than he has, but because there weren't other size options for him to select from, he appears uncomfortable. Often, certain types of products are only available in limited or one size which does not allow for a range of users.



Slide 9



UD Promotes Access through 7 Principles:

These are the seven principles of UD that when followed, promote access. Although these principals address people's access to spaces and places, they don't overtly address issues of access using our expanded concept.

These seven principles were provided by

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the Center for Universal Design with the design of products and environments in mind (Hitchcock & Stahl, 2003). Therefore, the principles don't always obviously apply to education, but by digging a little bit deeper, the connections are visible. We will discuss the application of Universal Designs to the classroom in Lecture 2 of this Academy.



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Great Urban Schools: Learning Together Builds Strong Communities

Equitable Use

Keep in mind our expanded concept of access

- The design is useful and marketable to people with diverse abilities. (Center for Universal Design, 1997).
- Information about and availability and access to the space or place is essential.

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Equitable Use

This principle describes the design as useful and marketable to people with diverse abilities. (Center for Universal Design, 1997). Information about and availability and access to the space or place is essential so that the design meets the needs of all individuals. In this picture, we see a ramp that was designed for people in wheelchairs, however, this might also be useful to someone using a rolling cart, or who experiences physical pain when climbing stairs.



Slide 11



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Flexibility in Use

Keep in mind our expanded concept of access

The design accommodates a wide range of individual preferences and abilities. (Center for Universal Design, 1997).

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Flexibility in Use

The principle of flexibility in use assumes that all users will have different needs and preferences. In this example of design that is flexible, closed captioning may be turned on and off, the language of the captioning may be chosen by the user, and may also be available in different font sizes and colors.



Slide 12



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Simple & Intuitive Use

Keep in mind our expanded concept of access

Use of the design is easy to understand, regardless of the user's experience, knowledge, language, or current concentration level. (Center for Universal Design, 1997).

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Simple & Intuitive Use

A design that is simple and intuitive requires little or no explanation or instructions to use, as in the case of this door handle. If any instructions are necessary, it is essential to accommodate a wide range of literacy and language skills. This consideration can be furthered through the use of visual and auditory cues, such as drawings and flashing lights.

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Perceptible Information

Keep in mind our responsibility to everyone.

The design communicates necessary information effectively to each user, regardless of ambient conditions or the user's sensory abilities. (Center for Universal Design, 1997).



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Perceptible Information

The principle of perceptible information makes sure that different modes (pictorial, verbal, tactile) are utilized in order to redundantly present essential information. An example of this is a public bus that announces its stops in the display inside the bus, and through a recorded audio system--addressing those who may have hearing or visual impairments.



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Tolerance for Error

Keep in mind our responsibility to everyone.

The design minimizes hazards and the adverse consequences of accidental or unintended actions. (Center for Universal Design, 1997).



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Tolerance for Error

The principle of tolerance for error insures that individuals can use the design without harm, even if errors are made in using it. This photograph is of an automatic door that senses when people are approaching it and will not close again if an object is detected by its sensors.



Slide 15

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Low Physical Effort

Keep in mind our responsibility to everyone.

The design can be used efficiently and comfortably, with a minimum of fatigue. (Center for Universal Design, 1997).



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Low Physical Effort

Curb cuts are an example of the "low physical effort" feature of Universal Design. Curb cuts allow individuals to access sidewalks with minimal effort, rather than having to step up. These feature is beneficial for all users, including those in wheelchairs, riding bikes, or on rollerblades.

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Slide 16



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Size & Space for Approach & Use

Keep in mind our program of coverage of access

Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.
(Center for Universal Design, 1997).

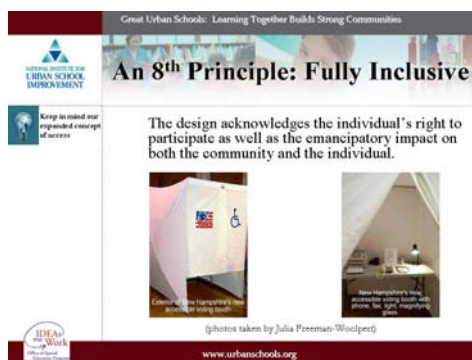
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Size & Space for Approach & Use

This desk is an example of the principle of UD that emphasizes appropriate size and space for approach and use. It is accessible by all individuals, has adjustable height for those who wish to sit lower or to stand, and accommodates wide seated chairs or wheelchairs. The desk is placed so that individuals have plenty of room to approach it, and to move away from it, as well.



Slide 17



Great Urban Schools: Learning Together Builds Strong Communities

An 8th Principle: Fully Inclusive

Keep in mind our program of coverage of access

The design acknowledges the individual's right to participate as well as the emancipatory impact on both the community and the individual.

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An 8th Principle: Fully Inclusive

We add an 8th principle to the concept of UD. In our vision, UD should promote inclusive access for all individuals through the design of spaces and places that are informed by acknowledgment of differential histories of access, and grounded in the importance and value of inclusive societies. UD is fully inclusive when designs promote the right of all individuals to participate in learning, decision making, and emancipatory change processes. Facilitator note: Ask participants ways to make New Hampshire's voting booth more "fully inclusive" (e.g., voting materials presented in languages other than English).

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Activity 2: Designing Physical Space Using Universal Designs

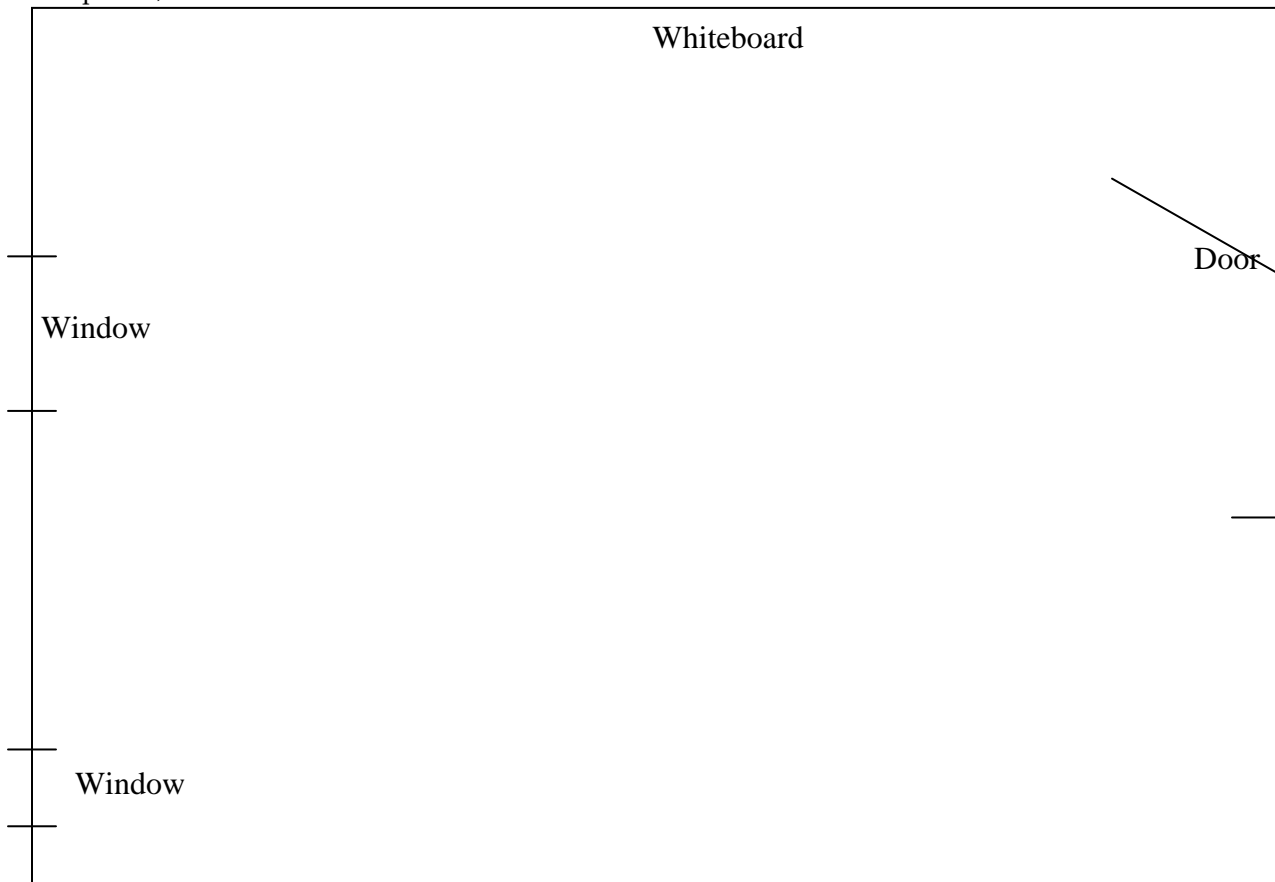


Directions: Within the 33'x30' space on the bottom of this page, universally design the physical layout of a classroom for the students described. Use only the materials you “inherited”. Keep in mind the principals of Universal Designs and be prepared to share how you incorporated them.

<ul style="list-style-type: none"> • Equitable Use • Flexibility • Simple, intuitive design • Perceptible information 	<ul style="list-style-type: none"> • Tolerance for error • Minimal physical effort • Appropriate size and space for approach and use • Fully Inclusive
---	--

Students: 26 students, 3 students with specific learning disabilities, 1 student with a significant cognitive disability and ADHD, and 1 student who is visually impaired.

“Inherited” Materials: 28 desks, 1 teacher desk, 1 large round table, 1 large rectangular table, 3 computers, and 2 bookcases.



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Lecturette 2: Universal Designs for Learning

This lecturette outlines the application of Universal Designs in the context of schooling, and the approach of Universal Designs for Learning. It provides the basis for Activity 3.



Facilitator Materials

Lecturette 2 PowerPoint

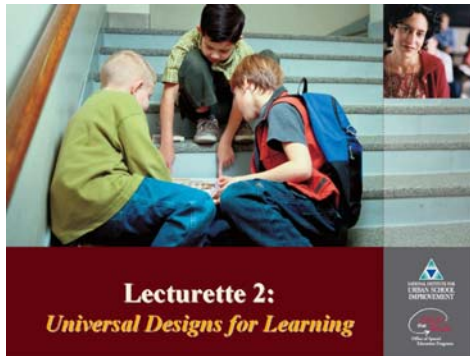


Time Limit

15 Minutes



Slide 1



Lecturette 2: Universal Designs for Learning

This lecturette presents how the concept and principles of Universal Design are more specifically applied to learning. This presentation first summarizes the main components of Universal Designs for Learning, and the guiding principles for applying it in culturally responsive ways in educational settings.



Slide 2



Universal Designs for Learning (UDL)

We use the term Universal Designs to emphasize that one design will not fit everyone's needs.

There are many barriers to access, understanding, skill development, strategy development, and performance in schools, many of which special educators develop and implement accommodations and

modifications to curriculum to reduce barriers for students with special needs (Hitchcock & Stahl, 2003). Also, many of the new technologies that are used in schools don't have the features to make them accessible to all students, especially those with disabilities. It can also be a challenge to obtain materials that are designed so that all students can use them, such as textbooks. Publishers are starting to develop and distribute digital versions, but this is not always easily available to educators and students.

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Slide 3



Student Opportunities to Learn

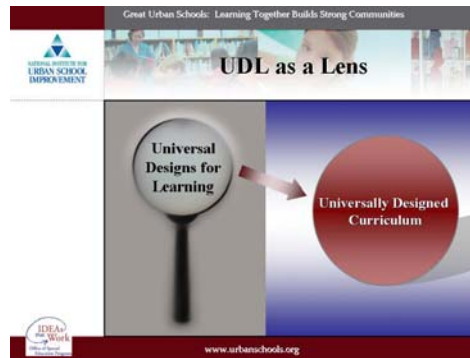
Keeping equity at the forefront, UDL is more than simply minimizing barriers; it becomes about providing access to **Opportunities to Learn (OTL)** for the diverse range of learners in an educational environment.

Opportunities to learn include students' access to teachers who are well-prepared

and qualified to teach diverse learners and who are committed to teaching all students within the general education classroom environments, schools and grade levels that are organized to allow for maximal student attention, multiple options for courses that are rigorous and varied in content, culturally responsive effective instructional strategies, access to a variety of culturally responsive relevant instructional materials, curricular content that is culturally responsive, meaningful and of sufficient breadth, and finally, a social climate for learning that is informed by students themselves.



Slide 4



UDL as a Lens

Universal Designs for Learning is not a methodology that is available to be purchased, but instead it is a philosophy to frame how learning takes place (Hitchcock & Stahl, 2003). UDL provides a lens through which one views curriculum design, in order to develop curricula that support all kinds of students.



Slide 5



UD Curriculum Provides Flexibility

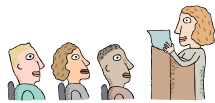
Multiple, flexible methods of presentation support students who learn best through recognition. Student who are learning English, students with disabilities and students who are in need of additional academic support all benefit from providing material in a variety of visual and textual ways, using multiple media.

To support students who learn best through strategies (i.e. patterns, mnemonic devices), provide multiple, flexible methods of expression and apprenticeship. These types of scaffolds are effective for diverse learners both because they provide them with ongoing modeling and assistance with higher level tasks, but also because they promote social, multidirectional learning (from student to student, student to

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teacher, and teacher to student).

To support students who learn through expressing and being exposed to affect, provide flexible options for engagement. Culturally responsive teachers vary the participation structures in their classrooms, giving all students the chance to participate in ways that they feel most capable and comfortable.

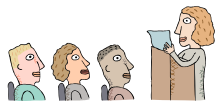


Slide 6

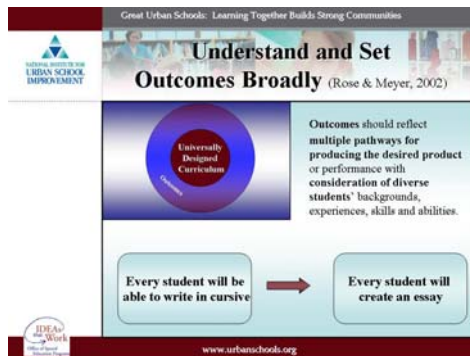


Universally Designed Curriculum

A universally designed curriculum is flexible to support all students' needs, while at the same time it individualizes learning. (Hitchcock, Meyer, Rose & Jackson, 2002). When creating curriculum using a UDL framework, flexibility is demonstrated in the outcomes, materials, methods and assessments, all of which contribute to a student-centered learning environment.



Slide 7



Understand and Set Goals Broadly

Students with diverse strengths and needs, such as those learning English, those with specific learning disabilities, and those with intellectual disabilities are all able to work towards the second outcome *as it is written*, but may not have been able to work towards the first.

Rose and Meyer (2002) explain how it is necessary to state outcomes (they use the term *goals*) clearly and rethink them, making sure that the means to access them include all students' abilities. One example they use is an outcome that says "Every student will be able to write an essay in cursive." In this outcome, if students are not able to handwrite, they will not be able to achieve it. But an outcome that states "Students will write an essay" is more flexible and inclusive for students with diverse needs.

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Slide 8



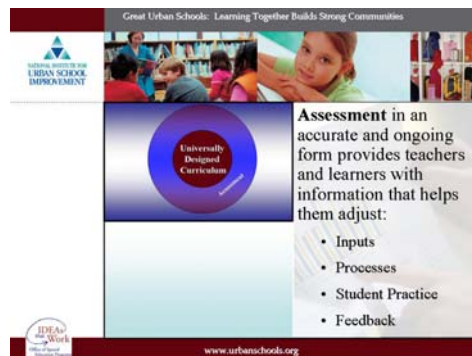
Materials and methods should provide the same flexibility as outcomes, so that all students have access to them during instruction (Hitchcock, Meyer, Rose and Jackson, 2002). Examples of a wide variety of materials include multiple representation (texts, images, videos, audio); print alternatives, often found in digital media (hyperlinks, animations) or display of text in Braille or a screen, as well as content that reflects the interests and backgrounds of students. Examples of diverse methods include students and teachers presenting and discussing content in several ways, such as through visual media, audio recordings, on paper, and orally, and allowing students to display knowledge in a variety of ways, as well. There is a need to balance challenge and support.

Media, Materials & Methods

Materials and methods should provide the same flexibility as outcomes, so that all students have access to them during instruction (Hitchcock, Meyer, Rose and Jackson, 2002). Examples of a wide variety of materials include multiple representation (texts, images, videos, audio); print alternatives, often found in digital media



Slide 9



(for example, an assessment of math calculation skills that relies on a student being able to read story problems without assistance. Calculation is the skill being assessed, not reading). Finally, diverse media and methods of assessment should be implemented as well but should be integrated into materials that students are already familiar with.

Assessment

Learning progress needs to be assessed in a way that demonstrates flexibility. Also, assessments need to clearly state what they are trying to measure.

An assessment tool itself should not be a barrier for the student engaging in it; it should be a process that measures their progress and not the media to perform in it



Slide 10



Students' interests, backgrounds and input should inform the outcomes, methods, media, materials, assessment, and social interactions built into curriculum.

Student-Centered Learning Environments

Students' interests, backgrounds and input should inform the outcomes, methods, media, materials, assessment, and social interactions built into curriculum.

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UNIVERSITY CENTER FOR URBAN SCHOOL IMPROVEMENT

Universally Designed Curriculum

Outcomes should reflect multiple pathways for producing the desired product or performance with consideration of diverse students' backgrounds, experiences, skills and abilities.

Media & Materials: Alternate and multiple representations, print alternatives, use of digital content.

Methods: Presentation of concepts in multiple ways that incorporate culturally responsive ways of knowing, interacting, and understanding.

Assessment: In an accurate and ongoing form provides teachers and learners with information that helps them adjust: input, processes, student practice, feedback.

Student Centered: Focus on student's interest, backgrounds, and input to inform all of the above elements of UDL curriculum, in addition to the social interactions built into the curriculum.

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Universally Designed Curriculum

So, we've learned that Universal Designs for Learning focus on three major areas of curriculum to ensure that it is universally designed. Outcomes should reflect multiple pathways for producing the desired product or performance with consideration of diverse students' backgrounds, experiences, skills and abilities. Media &

Materials are alternate and multiple representations, print alternatives, and use of digital content. Method are presentations of concepts in multiple ways, and finally, assessment in an accurate and ongoing form provides teachers with information that helps them adjust: inputs, processes, student practice, and feedback. And finally, all of the above must be informed by and aimed towards students' interests, backgrounds, and input to inform all of the above elements of UDL curriculum.

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Activity 3: Constructing a Lesson Plan with a Universally Designed Outcome



How can UD be applied to lesson planning? Using backward design,* think about how students with varying strengths/needs may demonstrate the same outcome of *creating* a narrative around a specific content area. Using the lesson plan on the following page, begin by developing a content goal (what do you want students to know as a result of the lesson), then determine various ways students may demonstrate the outcome of creating a narrative. For example, some students may create a video, others may create a visual representation, while other may write an essay. Moving backward through the lesson steps (ending, mediating, exploring, and introducing), address how the materials and media, methods, & student centered learning environment of each step may be universally designed to include all learners.

Keep in mind the 8 principles of UD:

- Equitable Use
- Flexibility
- Simple, intuitive designs
- Perceptible information
- Tolerance for error
- Minimal physical effort
- Appropriate for size and space for approach and use
- Fully inclusive

* Backward design begins with the end in mind: What essential skills will the students develop as a result of this lesson? How will students demonstrate these skills? By beginning with the end in mind, teachers are able to avoid moving forward from activity to activity, only to find that some students have achieved the desired outcomes and some have not. Backward design is based on the idea that both students and the teacher will have a clearer idea of what skills should be gained from the lesson if the outcome is clearly defined from the beginning. It insures that appropriate outcomes for *all* students are considered from the beginning and that lessons are thoughtfully structured to support *all* students in the acquisition of those outcomes.

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<p>1. Content Goal:</p> <p>2. Outcome: Creating a narrative around a particular content goal This may be demonstrated by:</p> <ul style="list-style-type: none"> ○ ○ ○ ○ 			
	Materials and Media	Method	Student Centered Learning Environment
<p>3. Ending Lesson is summarized and purpose of lesson is revisited</p>			
<p>4. Mediating: Teacher directly links information from the introduction and exploration stages to lesson outcomes. Teacher directed.</p>			
<p>5. Exploring: Through strategically planned opportunities, students independently extend their prior and background knowledge of the lesson content. Student directed.</p>			

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Leave Taking

Leave Taking, Part 1: Self Assessment

Facilitator Materials

None

Participant Materials

Self Assessment

Activity Purpose

The self assessment provides the participant with an objective means of evaluating the knowledge and skills gained in this academy.

Activity Time Limit

10 minutes

Facilitator Note

None

Activity

Have participants complete the *Self Assessment*. Remind groups that their assessments will be collected for module assessment purposes and they do not need to put their names on the assessments.

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Leave Taking, Part 2: Debrief

Facilitator Materials

Chart paper, overhead, or presentation slide

Participant Materials

Self Assessment

Activity Purpose

This activity gives participants a chance to compare their evaluation answers.

Facilitator Note

None

Activity Time Limit

10 minutes

Activity

Return to whole group and ask participants to share their responses. Use an overhead or chart paper to record what they say as a way to highlight new learning, and congratulate the group on their hard work.

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Leave Taking, Part 3: Academy Evaluation

Participant Materials

Academy Evaluation

Activity Purpose

This activity provides feedback for developers from module participants.

Activity Time Limit

10 minutes

Facilitator Note

Collect the *Academy Evaluations* and return them to the National Institute for Urban School Improvement.

Activity

Have participants complete the *Academy Evaluation*. This evaluation gives the module developers a chance to see how the academy is being received and allows them to improve it as needed.

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Resources

Center for Universal Design— Universal Design <http://www.design.ncsu.edu>

This website outlines the initial approach of Universal Design for architecture. It contains the seven principles of Universal Design in several format, and updated information on this model.

The Center for Applied Special Technology (CAST) <http://www.cast.org>

The CAST website contains a series of theoretical and applied resources on Universal Design for Learning.

Teaching Every Student TES Website <http://www.cast.org/teachingeverystudent>

Specific applications of Universal Design for Learning to the classroom, case studies, and theoretical resources are found in the TES website.

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Glossary

Access

A broad view of access is necessary to make UD and UDL a truly inclusive concept that addresses bias, considers people's individual and group histories of access. We consider access as people's inclusion, right to participate, and welcomed presence in decision making, and to information, social and recreational spaces, networks and positions, hidden rules and ways of belonging, and material goods.

Assistive Technology

According to the Assistive Technology Act of 1998, Assistive Technology is "...products, devices or equipment, whether acquired commercially, modified or customized, that are used to maintain, increase or improve the functional capabilities of individuals with disabilities..."

(<http://www.rehabtool.com/at.html>) In other words, individuals with disabilities may utilize these forms of technology to enhance their independence as they engage in day-to-day activities.

Barriers (in terms of UDL philosophy)

Barriers can be anything that inhibits a student's access to participating in activities and learning content in the school environment.

CAST

Founded in 1984, the Center for Applied Special Technology has gained international recognition for excelling in achieving their mission "To expand learning opportunities for all individuals, especially those with disabilities, through the research and development of innovative, technology-based educational resources and strategies" particularly in the area of Universal Designs for Learning.

CUD

The Center for Universal Design (CUD) is a national information, technical assistance, and research center that evaluates, develops, and promotes accessible and universal design in housing, commercial and public facilities, outdoor environments, and products. Their mission is to improve environments and products through design innovation, research, education and design assistance.

Retrofit

To add parts, devices, equipment, or strategies not in existence or available at the time of original design for use in or on an existing structure, which includes not only concrete structures such as a building or classroom, but also the structure of the educational setting, environment and delivery of information.

Universal Design

Universal Design is an approach to the design of products, services, and places to be accessible and usable by as many people as possible regardless of age, ability, or circumstance.

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Universal Designs for Learning

UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences, so that all students have equal opportunities to learn and participate. This is done using *multiple means of representation*, to give learners various ways of acquiring information and knowledge; *multiple means of expression*, to provide learners alternatives for demonstrating what they know; and *multiple means of engagement*, to tap into learners' interests, offer appropriate challenges, and increase motivation.