NATIONAL INSTITUTE FOR URBAN SCHOOL IMPROVEMENT

Module 4

MODULE 4: UNIVERSAL DESIGNS FOR LEARNING

Academy 1: Becoming Familiar with Universal Designs for Learning

Participant Handouts

2008 National Institute for Urban School Improvement™
Arizona State University PO Box 872011 Tempe, AZ 85287-2011
Phone 480-965-0391 • Fax 480-727-7012
www.urbanschools.org

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

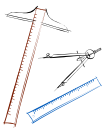
Academy Agenda:

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 an Lesson Plan with a Universally Designed Outcome	30 min
Leave-taking and Feedback	30 min

© 2008 NIUSI

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

© 2008 NIUSI

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: word processing, email, 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 also 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.

© 2008 NIUSI

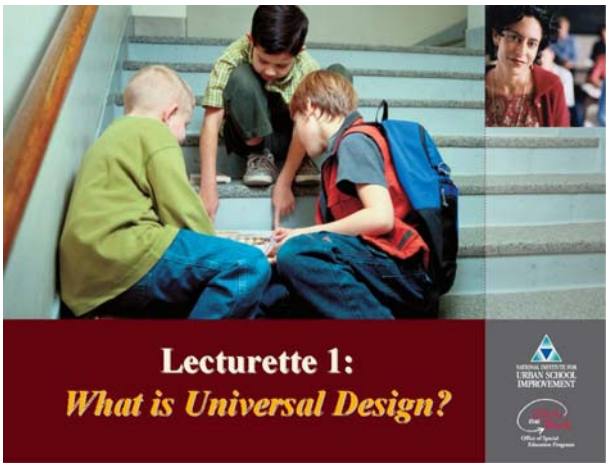
Academy 1: Becoming Familiar with Universal Designs for Learning

	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.

© 2008 NIUSI

Academy 1: Becoming Familiar with Universal Designs for Learning

SLIDE 1



SLIDE 2

SLIDE 3

SLIDE 4

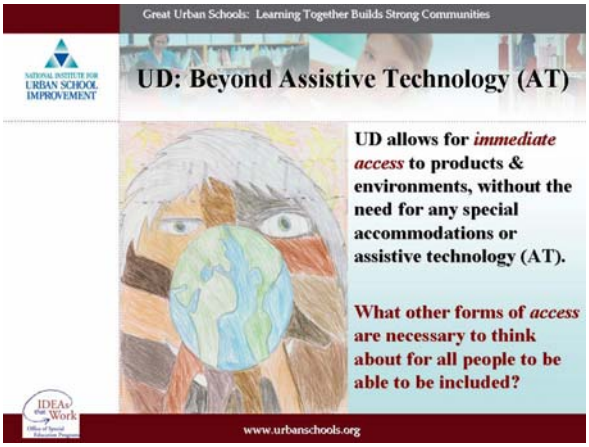
SLIDE 5

SLIDE 6

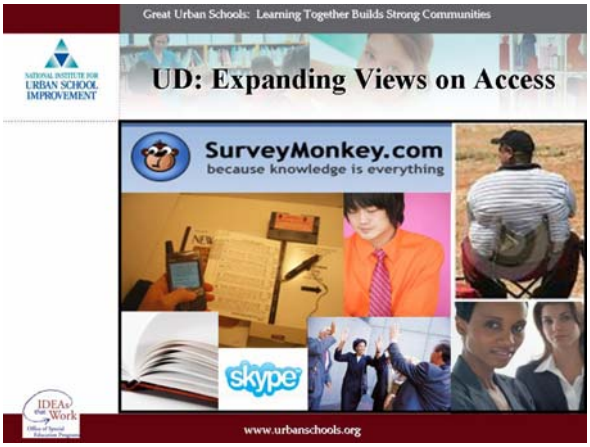
© 2008 NIUSI

Academy 1: Becoming Familiar with Universal Designs for Learning

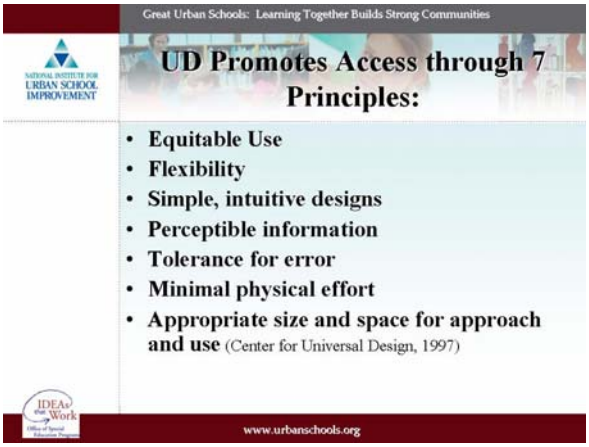
SLIDE 7



SLIDE 8



SLIDE 9



SLIDE 10

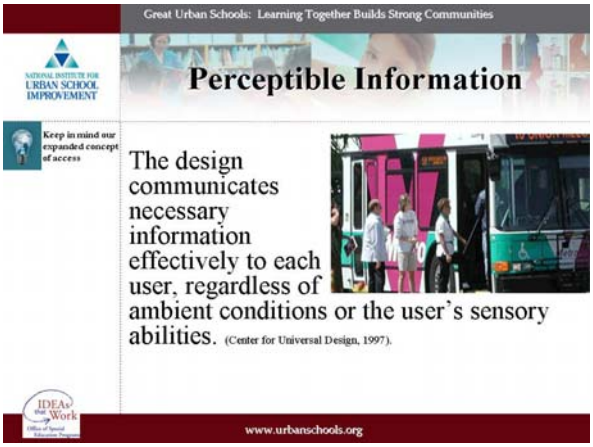
SLIDE 11

SLIDE 12

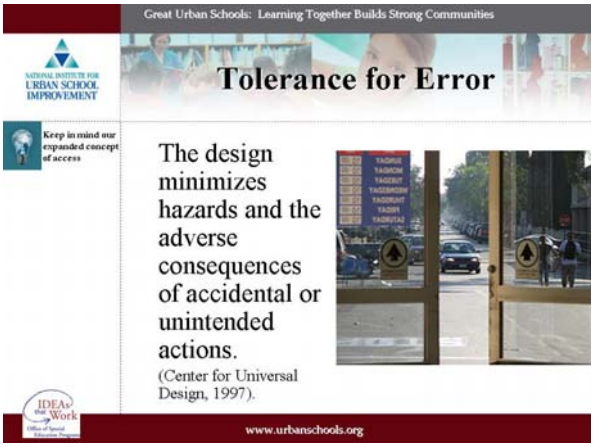
© 2008 NIUSI

Academy 1: Becoming Familiar with Universal Designs for Learning

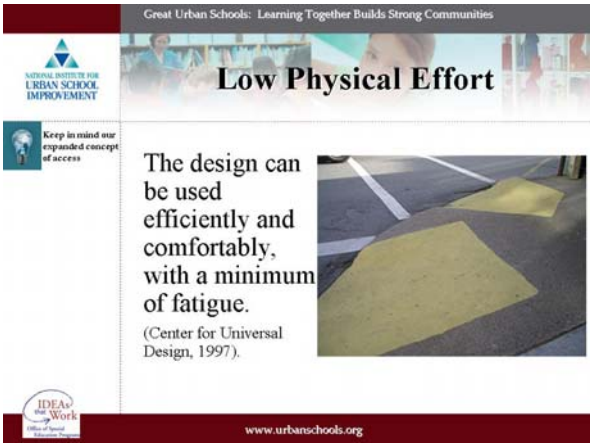
SLIDE 13



SLIDE 14



SLIDE 15



SLIDE 16

SLIDE 17

© 2008 NIUSI

Academy 1: Becoming Familiar with Universal Designs for Learning

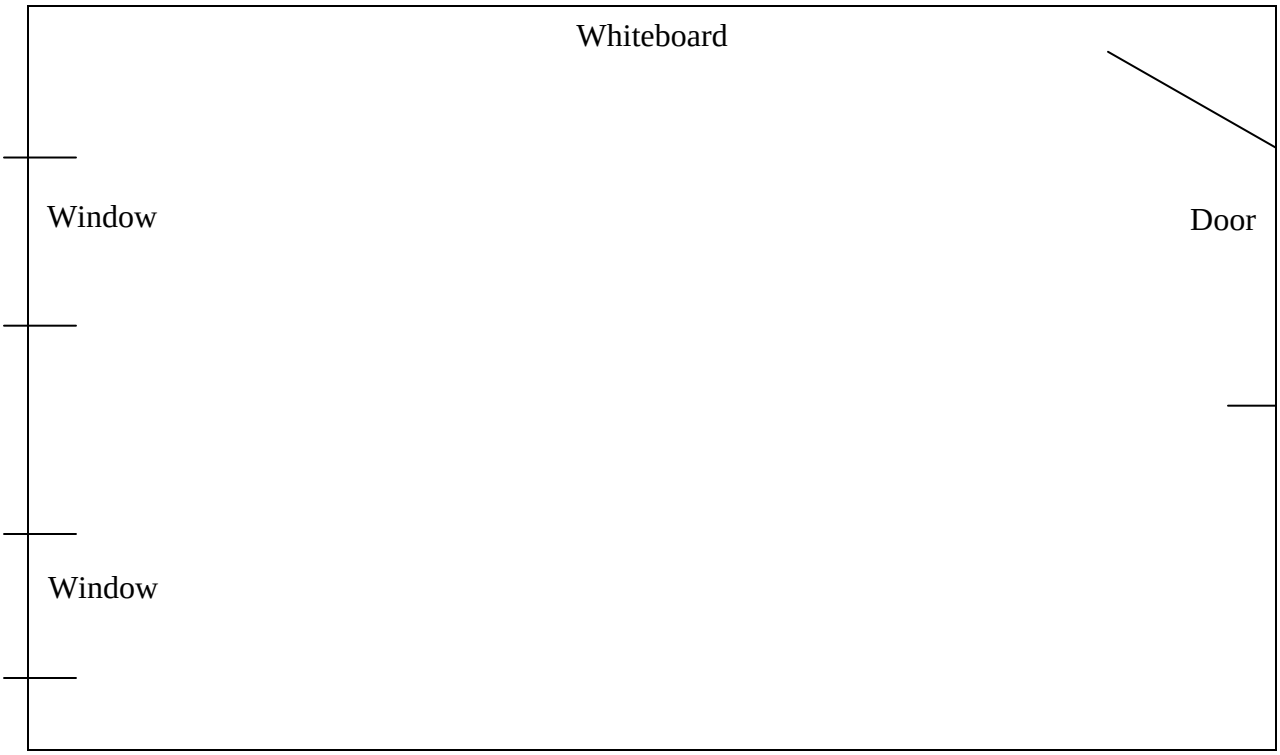
Activity 2: Designing Physical Space Using Universal Designs

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.

• Equitable Use • Flexibility • Simple, intuitive design • Perceptible information	• 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.

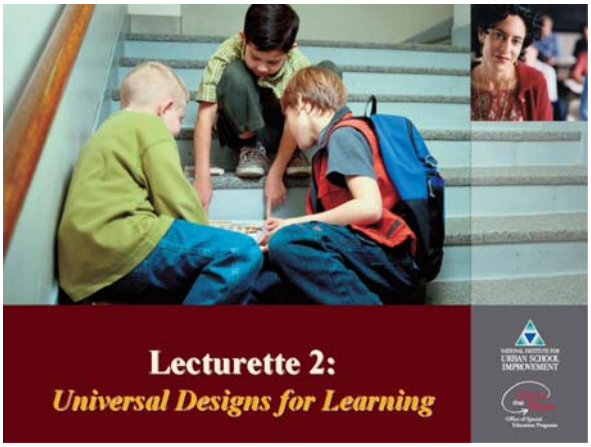
"Inherited" Materials: 28 desks, 1 teacher desk, 1 large round table, 1 large rectangular table, 3 computers, and 2 bookcases.



© 2008 NIUSI

Academy 1: Becoming Familiar with Universal Designs for Learning

SLIDE 1

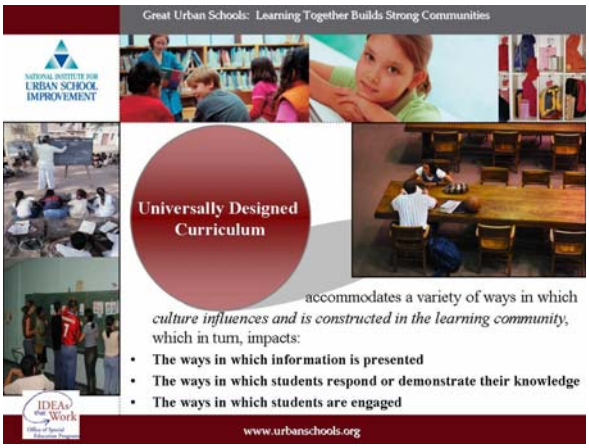


SLIDE 2

SLIDE 3

SLIDE 4

SLIDE 5

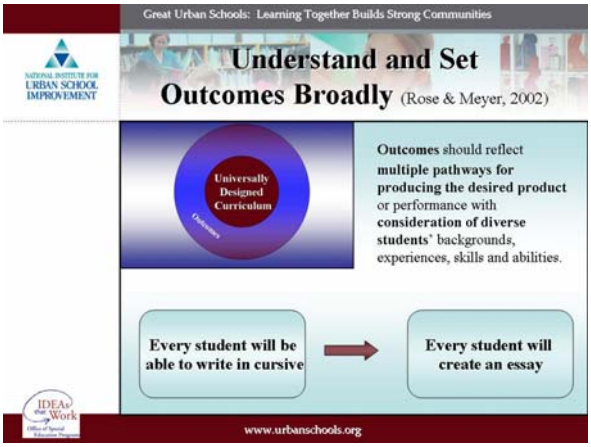


SLIDE 6

© 2008 NIUSI

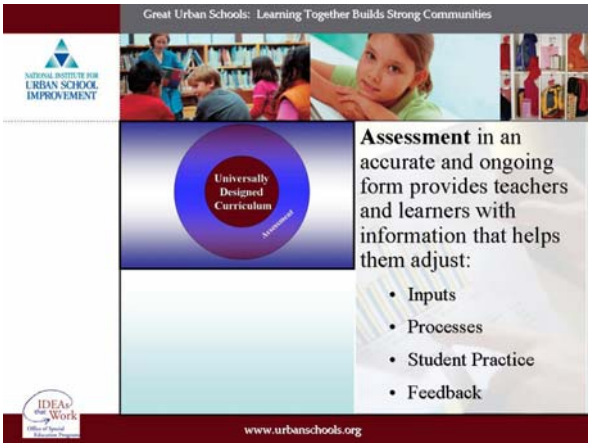
Academy 1: Becoming Familiar with Universal Designs for Learning

SLIDE 7



SLIDE 8

SLIDE 9



SLIDE 10

SLIDE 11

© 2008 NIUSI

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* an essay. Using the lesson plan on the following page, move backward though 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 principals 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.

© 2008 NIUSI

1. Content Goal:

2. Outcome: Creating a narrative around a particular content goal
   This may be demonstrated by:
   - o
   - o
   - o

	Materials and Media	Method	Student Centered Learning Environment
3. Ending Lesson is summarized and purpose of lesson is revisited.			
4. Mediating: Teacher directly links information from the introduction and exploration stages to lesson outcomes. Teacher directed.			
5. Exploring: Through strategically planned opportunities, students independently extend their prior and background knowledge of the lesson content. Student directed.			

© 2008 NIUSI

Academy 1 Self Assessment

This is a non-graded, anonymous self-assessment. Take 10 minutes to complete the following questions taken from the content of this academy. After that time the group will have the opportunity to share answers. Note that occasionally we collect these self-assessments to measure the effectiveness of the academy.

1. How are Universal Designs different than assistive technology or other accommodations and modifications?

2. How can Universal Designs for Learning be applied to the curriculum currently in place within your classroom(s)?

© 2008 NIUSI

Academy Evaluation

Academy 1: Becoming Familiar with Universal Design for Learning (UDL)

I am a
- ☐ General Ed Teacher
- ☐ Administrator
- ☐ Special Ed Teacher
- ☐ Parent
- ☐ Paraprofessional
- ☐ Other

I am affiliated with a(n):
- ☐ **Elementary School**
- ☐ **Middle School**
- ☐ **High School**

Please let us know how useful you found the topics:

Activity 1

Poor				Great
1	2	3	4	5

Activity 2

Poor				Great
1	2	3	4	5

Activity 3

Poor				Great
1	2	3	4	5

Self evaluation

Poor				Great
1	2	3	4	5

Three things I learned that made me go . . .AH HAH!

_____

_____

_____

If I were on the next academy team I would. . .

As a result of participating in this academy, I am going to . . .

© 2008 NIUSI

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.

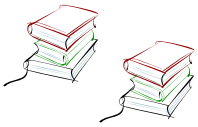
The Center for Applied Special Technology (CAST) http://www.cast.org

The CAST website contains a series of theoretical and applied resources to 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.

© 2008 NIUSI



References Cited

Center for Applied Special Technology, The (CAST) (2003). http://www.cast.org

Center for Universal Design—Universal Design (1997). http://www.design.ncsu.edu

Center for Universal Design, The (2007). *About universal design*. Retrieved on July 1, 2007 from http://www.design.ncsu.edu/cud/about_ud/about_ud.htm

Hitchcock, C., Meyer, A., Rose, D. & Jackson, R. (2002). Providing New Access to the General Curriculum: Universal Design for Learning. *Teaching Exceptional Children*, 35(2), 8-17.

Hitchcock, C. & Stahl, S. (2003). Assistive Technology, Universal Design, Universal Design for Learning: Improved Learning Opportunities. *Journal of Special Education Technology*, 18(4), 45-52.

Mace, R., The Center for Universal Design (2007). *About universal design*. Retrieved on July 1, 2007 from http://www.design.ncsu.edu/cud/about_ud/about_ud.htm

Rose, D. & Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Retrieved on June 30, 2007, from http://www.cast.org/teachingeverystudent/ideas/tes/index.cfm

© 2008 NIUSI

Glossary

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. 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 UD 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.

© 2008 NIUSI

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. **(http://www.thefreedictionary.com/retrofit)**

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.

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.

© 2008 NIUSI