



Universal Design for Learning & my classroom: The why and how

*An introduction to the principles of UDL and
their application in the K-12 classroom*

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Monday February 3rd, 8pm**



Intro



- Your webinar presenter:
Frederic Fovet
 - Classroom teacher for many years
 - Principal of a residential EBD school for 12 years
 - Director of the OSD at McGill since 2011
 - Has led a UDL whole-campus implementation drive at McGill since 2011

The buzz: why do we hear so much about UDL in Quebec at the moment

- *November 2012*: Joint Board Senate special session on UDL at McGill.
- *January 2013*: full page feature in the McGill Gazette on UDL
- *March 2013*: Symposium on UD at Dawson College (CAST and McGill presenting)
- *August 2013*: Radio Canada news segment on UDL
- *August 2013*: McGill and 4 English speaking Cegeps awarded \$280,000 funding from MESRST for research into UDL implementation (Chantier 3)
- *August 2013*: A Chantier 3 grant is also awarded to French universities on UDL research.
- *March 2014*: second UDL symposium at Dawson
- *The future*: discussions around the possible creation of a Canadian Centre for Excellence on UDL



UDL & you



To gauge the level of knowledge amongst participants, I would like to ask you 3 questions. Please use the tick or cross function to reply

Getting to know you.

Question 1:

Do you have a basic knowledge of UDL
(personal reading, etc.)?



Getting to know you

Question 2:

Are you working in a school or school board where UDL is currently talked about?



Getting to know you

Question 3:

Have you experimented with UDL in your own classroom?



Overview of today`s session

- Why do we need to rethink access?
- What is UDL?
- How do I get started?



Why do we need a new framework?

- What has changed in the field of Disability & access to learning?



- The OSD team at McGill has identified 5 dimensions of change in Disability and access to learning

Why is a new framework required? Five factors that are forcing change in Disability & Education

- **Resource management**



- Increase in the **complexity of diagnoses**



- **Sustainability** as a criterion for development



- Shift from the medical model to the **Social Model**



- Appearance of an **inclusion** imperative in student expectations



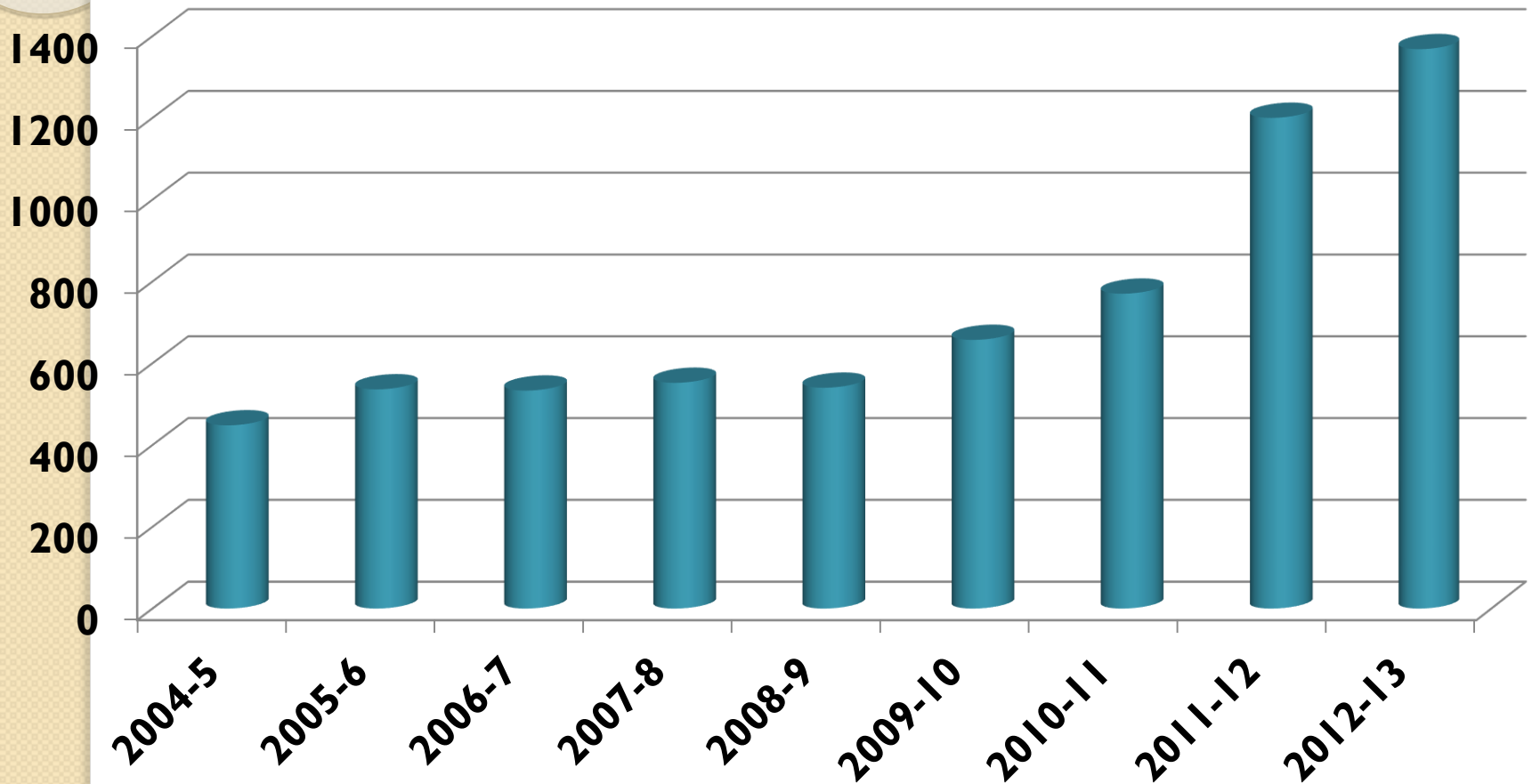
The dimensions that have an impact in K-12

- Today I will focus on **three** of these dimensions as they have a direct impact on K-12 classroom teaching.
 - Changing demographics
 - Growing complexity of diagnosis
 - The social model of disability

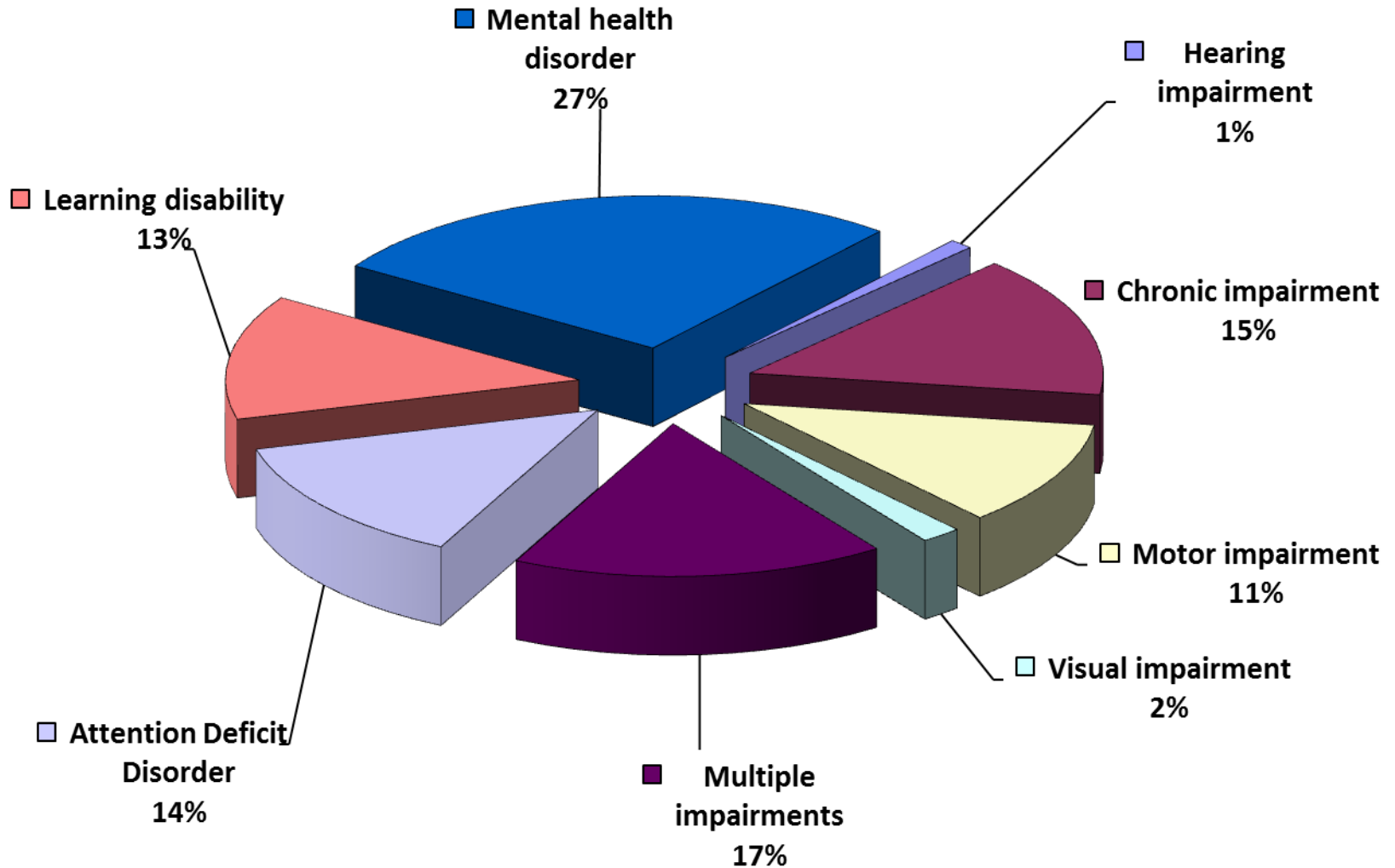


I. Demographics and current trends at McGill OSD

Number of students registered at McGill OSD



2. Disability categories 2012-13 McGill OSD



4. The Social Model of Disability

- **Medical Model** ('accommodations' approach)

Person-focused, their problem, need to be fixed/cured by 'experts'

- **Social Model** (environment focused)

Society-focused, the person with an impairment is disabled by society (no curb cuts), only paper copy (not digital version)





Video

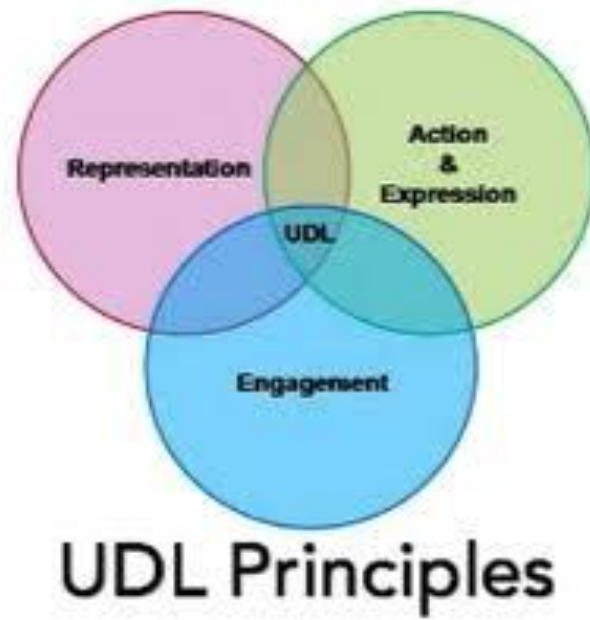
Short Video
Source: McGill OSD YouTube channel

THE SOCIAL MODEL OF DISABILITY



Part 2: What is UDL?

- How does it meet our expectations in terms of access to learning in this fast changing climate?



What is UDL? How does this new approach compare to the 'old' way of doing things?

Accommodation Approach

Access is a problem for the individual

Access is achieved through accommodations and/or retrofitting

Access is retroactive

Access is specialized

Access is consumable

Universal Design Approach

Access is a problem stemming from the environment

The system/environment is designed, to the greatest extent possible, to be usable by all

Access is proactive

Access is inclusive

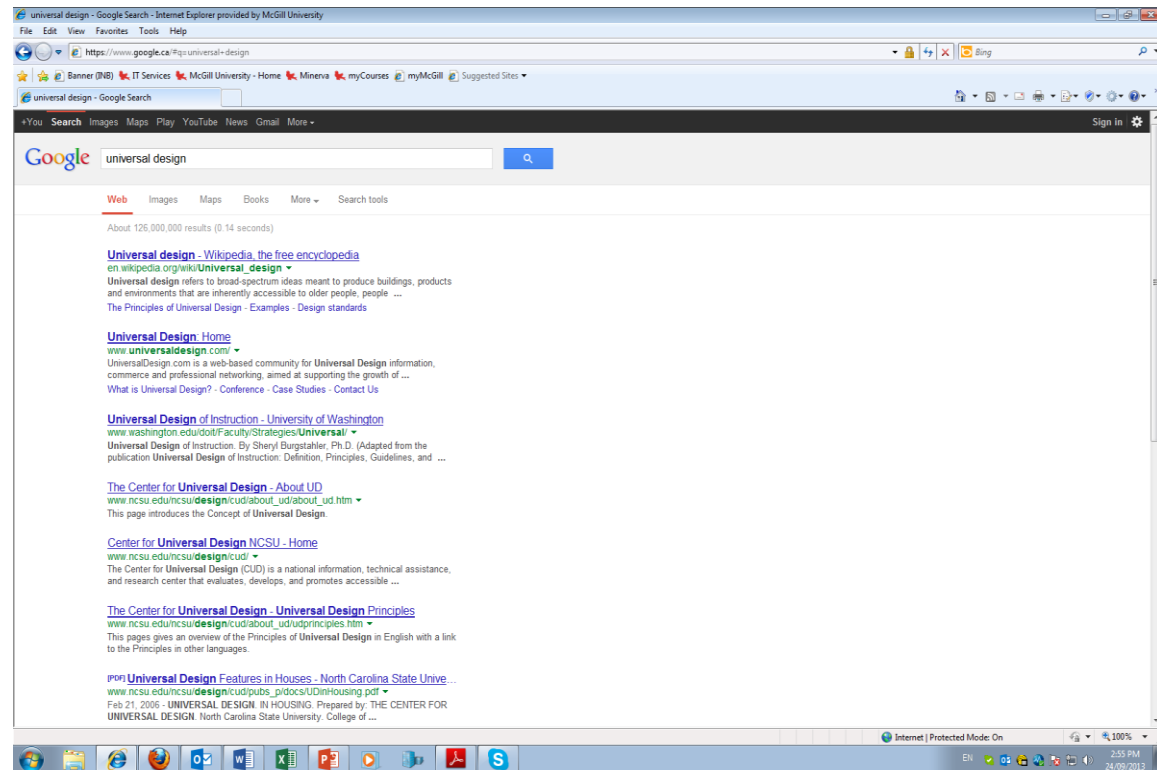
Access is sustainable

Adapted from AHEAD Universal Design Initiative Team (2004)

How is UDL defined?

A google search gives you 1,850,000 hits!

What are the 'basics'?



The screenshot shows a Google search for "universal design" in Internet Explorer. The search results page displays approximately 126,000,000 results. The top results include:

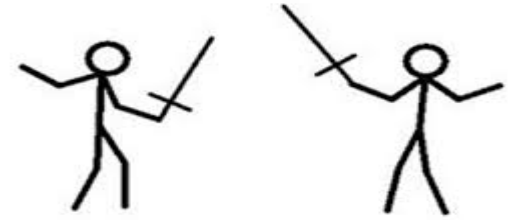
- Universal design - Wikipedia, the free encyclopedia**
on wikipedia.org/wiki/Universal_design
Universal design refers to broad-spectrum ideas meant to produce buildings, products and environments that are inherently accessible to older people, people ...
The Principles of Universal Design - Examples - Design standards
- Universal Design Home**
www.universaldesign.com
UniversalDesign.com is a web-based community for Universal Design information, commerce and professional networking, aimed at supporting the growth of ...
What is Universal Design? - Conference - Case Studies - Contact Us
- Universal Design of Instruction - University of Washington**
www.washington.edu/dotit/Faculty/Strategies/Universal
Universal Design of Instruction. By Sheryl Burgstahler, Ph.D. (Adapted from the publication Universal Design of Instruction: Definition, Principles, Guidelines, and ...
- The Center for Universal Design - About UD**
www.ncsu.edu/ncsu/design/cud/about_ud/about_ud.htm
This page introduces the Concept of Universal Design.
- Center for Universal Design NCSU - Home**
www.ncsu.edu/ncsu/design/cud
The Center for Universal Design (CUD) is a national information, technical assistance, and research center that evaluates, develops, and promotes accessible ...
- The Center for Universal Design - Universal Design Principles**
www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm
This pages gives an overview of the Principles of Universal Design in English with a link to the Principles in other languages.
- Universal Design Features in Houses - North Carolina State Univ...**
www.ncsu.edu/ncsu/design/cud/pubs_pidocs/UDinHousing.pdf
Feb 21, 2006 - UNIVERSAL DESIGN. IN HOUSING. Prepared by: THE CENTER FOR UNIVERSAL DESIGN. North Carolina State University. College of ...

The browser's address bar shows the search URL: <https://www.google.ca/#q=universal+design>. The taskbar at the bottom shows the date and time as 2:55 PM on 24/09/2013.

What is UD?

- A **sustainable, environment-focused framework** to manage Disabilities issues
- Central notion: Practices can **disable or enable** learners
- Focuses on the **conception of delivery and evaluation** methods, rather than on retrofitting.
- Is a progressive exploration and transformation

UDL vs. UDI



- More palatable to most teachers (vs. UDI)
- Echoes theory on inclusion, differentiated teaching and multiple intelligences.
- Everyone is UD to some degree – easy to scaffold
- Fewer core principles (vs. UDI)
- Applies equally to any interaction with a user, not just teaching



What is UDL?

I. Provide Multiple Means of Representation

Offer alternatives for auditory & visual info

Clarify vocab, symbols
Illustrate through multimedia

Supply background info
Highlight big ideas
Maximize generalisation

2. Provide Multiple Means of Action and Expression

Vary methods for response
Optimize access to tools and assistive technology

Use multiple media for communication

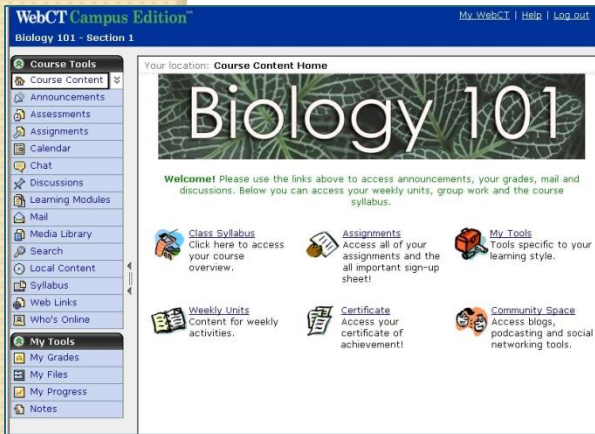
Support planning & development
Allow for monitoring of progress

3. Provide Multiple Means of Engagement

Optimize choice and autonomy
Minimize threats and distractions

Heighten salience of goals
Foster collaboration and community

Promote expectations that optimize motivation
Develop self-assessment



Use PowerPoint slides and make them available to all students at the start of class. Include video, text, podcasts.

Create virtual portals and depository for your material

Access recognition networks in the brain

I. Provide Multiple Means of Representation

Record parts of your class

Always caption videos



Make it easy for students to get digital versions of their textbooks - work from this format with all students



Encourage different ways for expression for students: on-line, in class individually or as a group, social network discussion

Make the most of student's passion for virtual forums

Access Strategic networks in the brain

2. Provide Multiple Means of Action and Expression

Provide different evaluation options – group presentations, written work, tests, quizzes, online discussion boards



Support and scaffold expressions/evaluations with previous examples, sample questions, describe your expectations



Change format up every 20 minutes or so, everyone is different and engages in different ways

Allow students to engage in your class through alternate means: websites, emails, podcasts

Access Affective networks in the brain

3. Provide Multiple Means of Engagement

Create exams that require acquisition of skills and creative output

This is principle is crucial to include students with mental health issues

Frame the class around an essential question, return to it frequently



I know all this...



These may be part of your best practices already but...

- To widen access, the application of these tools must be **systematic**
- They must be in place even if you think none of your student has issues with access to learning... 67% of OSD service users have invisible disabilities
- You must **hypothesize** as to possible barriers in your curriculum or evaluation
- **Multiple means** must be in place for **each element of your interaction** with the student.
- **Fighting the culture of referral**: thinking of access through the UD lens **re-empowers you** as an educator

A sensitive equation



Resources – Getting started!

- CAST: UDL for K-12 - <http://www.cast.org/>
- Particularly the CAST online library!
<http://www.cast.org/library/bycast/index.html>
- More on reframing disability:
<http://www.mcgill.ca/osd/policies/reframing-disability>
- McGill info on UDL:
<http://www.mcgill.ca/osd/policies/universal-design> &
<http://www.youtube.com/watch?v=LjUKGBipJZA>
- Getting to grips with the social model: watch and use Judith Butler's YouTube video:
<https://www.youtube.com/watch?v=k0HZaPkF6qE>
- Using a common vocabulary – you will see a dialogue establishing itself
- Empowering your students and parents: you are not alone on this journey. Your users must know what framework you use!



You as a teacher...



- Some of the lessons we have learnt:
 - **Resistance from teachers** is the greatest barrier
 - Fear of **losing feeling of competence**
 - **Fears regarding IT**. Can you be UD without IT?
 - Insufficient **resources and time**
 - **Unrealistic expectations** – be gentle on yourself
 - **Appraise impact** on your class: it is a motivating force
 - These changes contribute to improved pedagogical outcomes and **benefit all your students**



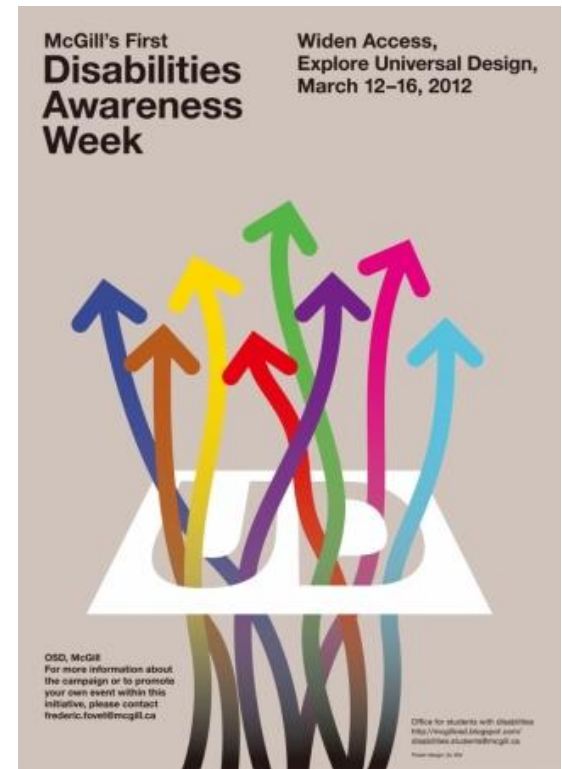
Your questions



- I will now answer questions that had been submitted ahead of the webinar.
- While I do this, feel free to also post your questions. Andrea Prupas is facilitating this session and moderating. She will pass me the questions you post.
- If we run out of time, please do still post your questions and I will send ALDI and LEARN Quebec written answers to post in the archived version of the webinar.

Enjoy the journey!

I did...





Contact details

*The OSD has renamed all
of its services to students...*

my **ACCESS**

*Your access preoccupations,
our mission*

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