The Promise of Universal Design and its Application to Inclusive Work-based Learning

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PRESENTERS

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LEARNING OBJECTIVES (1)

➤ Through this workshop, you will learn how universal design for learning (UDL):

  ➤ Can benefit all students and contribute to student success.

  ➤ Can improve course design effectiveness and consistency.

  ➤ Can remove learning barriers and effectively integrated technology.

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UNIVERSAL DESIGN FOR LEARNING (UDL)

ONONDAGA COMMUNITY COLLEGE

➤ Onondaga Community College is a two-year college, originally founded in 1961, with two locations: a 280-acre main campus in Syracuse, New York, and a nearby satellite location in Liverpool, New York.

➤ The college operates under the State University of New York (SUNY) system and is locally sponsored by Onondaga County.

UNIVERSAL DESIGN FOR LEARNING ACADEMY

- Began as small project funded by a grant from Autism Speaks in 2011.

- Increased need for staff training.
  - More students with disabilities, as well as diversity in student age, ethnicity, gender and socioeconomic status in community college student populations.
  - Although OCC attracts students from out of the Central New York (CNY) region. For those raised in CNY the poverty rate is 30.5%.

- Faculty, often experts in their subject area, may not have pedagogy on teaching or issues of accessibility.

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BENEFITS FOR PROVIDING UDL

- May reduce the number of accommodations needed.

- Allows for a common language and framework.

- Allows for principles to be used in all types of classes and/or services.

- Uses the Onondaga Pathways to Careers Grant as the platform to launch faculty/staff training.

- Team of 3 became steering committee and founding member:

  - Dr. Chris Hromalik (Faculty, World Languages Department)
  - William Myhill (Onondaga Pathways to Careers Project Director)
  - Nancy Carr, (Director, Office of Accessibility Resources)

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GOALS OF THE UDL ACADEMY

1. Increase faculty knowledge and use of UDL.

2. Increase faculty awareness of the disabilities of students on campus and the services and supports available to them.

3. Guide faculty in the design and development of a revision to courses based on UDL principles.

4. Provide sustainable training year to year.

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PROGRAM DESIGN: PHASE 1

- Intensive 4 day Summer Academy which included a pre- and post-test.

- Introduced UDL design with a number of exercises to allow faculty to experiment with the principles in their own major and classes.

- Included a panel of students with disabilities who talked openly about their needs and what they valued in a class and instructor.

- Adaptive technology and accommodations included.

- Faculty earned $1,000.00 for completing the Summer training and an additional $1,000.00 if they completed their identified project.

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PROGRAM DESIGN: PHASE 2

- Length varied among participants.

- Speakers and workshops continued during the academic year.

- Participants encouraged to share their projects within their departments.

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PROGRAM DEVELOPMENT (1)

➤ Program was offered the Summer of 2016, 2017, 2018 (2 academies were given), and 2019.

    ➤ The 2019 Academy was recorded.

    ➤ Editing has been completed and captions are being added so that others interested internally may review the sessions.

➤ Staff were allowed to participate in 2018 and 2019.

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PROGRAM DEVELOPMENT (2)

➤ In 2019 other colleges participated.

　➤ Syracuse University,

　➤ Skidmore College,

　➤ Upstate Medical Center, and

　➤ LeMoyne College attended with 7 overall participants.

➤ Keynote speakers began and concluded the academy.

➤ Participants received copies of books written by the keynote speakers.

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RESULTS (1)

- Over 100 participants, including several who completed the academy twice (focusing on different classes and materials).

- Hromalik and Myhill analyzed the pre-test/post-test results.

  - All participants demonstrated increases in knowledge of UDL and application of UDL.

- Formed a relationship with CAST in Boston, Massachusetts.

  - A speaker participated in the Summer Academy.

  - The steering committee presented at the CAST conference in Summer 2018.

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RESULTS (2)

- Steering committee completed two articles.

  - One published and a second is in review with the Journal of Inclusive Education

- UDL participants can register for a credential offered through CAST, UDL Associate.

- Increase in focus on UDL in Higher Education.

- Academy not offered 2020 due to COVID-19.

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EVALUATION (1)

- Participant feedback shaped the evolution of future academies.

- Participants provided feedback on all aspects of the program.

  - For example a second academy was given on four Fridays as some were not able to join a four day format.

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EVALUATION (2)

> Participants most valued working in small groups and getting feedback on their projects and more time for this activity was incorporated in future years.

> All enjoyed the technology components and felt they learned about valuable tools to support learning.

> Camaraderie developed which continued to enhance relationships on campus.

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UDL GUIDELINES

CAST | Until learning has no limits

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning
Access Provide options for **Recruiting Interest** • Optimize individual choice and autonomy • Optimize relevance, value, and authenticity • Minimize threats and distractions	Provide options for **Perception** • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for **Physical Action** • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Build Provide options for **Sustaining Effort & Persistence** • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for **Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Illustrate through multiple media	Provide options for **Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Internalize Provide options for **Self Regulation** • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for **Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for **Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

Goal — Expert learners who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

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STRATEGY GUIDELINES FOR UDL

- **Engagement**
  - The Why of Learning
  - Goal: Expert Learners who are Purposeful and Motivated

- **Representation**
  - The What of Learning
  - Goal: Expert Learners who are Resourceful and Knowledgeable

- **Action and Expression**
  - The How of Learning
  - Goal: Expert Learners who are Strategic and Goal Oriented

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RESOURCES – UDL ACADEMY

> [Universal Design for Learning Guidelines](#) a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

> Burgstahler, S.E. Universal design in higher education: Promising practices. Seattle: DO-IT, University of Washington, 2019.

> CAST.org (2011) Universal Design for learning guidelines version 2.0.

> Hromalik, C., Myhill, W., Carr, N. (2019). "All Faculty Should Take this": A Universal Design for Learning Training for Community College Faculty, Techtrends.

> Tobin, T., Behling, K. Reach Everyone, Teach Everyone Universal Design for Learning in Higher Education. West Virginia University Press, Morgantown, 2018.

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INCLUSIVE CAREER PATHWAYS

CURATED BEST PRACTICES

INCLUSIVE CAREER PATHWAYS ONLINE TOOL

- ➤ Interactive online tool to provide workforce professionals with resources to help people with disabilities achieve employment and economic self-sufficiency.

- ➤ Best practices and innovative strategies on serving individuals with disabilities and others with multiple barriers to employment.

- ➤ Help strengthen the capacity of American Job Centers to increase employment opportunities for people with disabilities.

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FIVE KEY AREAS (1)

▶ **Leveraging Partnerships and Collaboration** - Learn how to build effective community partnerships and collaborations across multiple service delivery systems to improve Career Pathway inclusion for marginalized groups including individuals with disabilities.

▶ **Engaging Businesses** – Learn how to promote more active engagement with the business sector to identify the skills and support that workers, including those with disabilities, need to grow in a career pathway.

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FIVE KEY AREAS (2)

➤ **Designing Career-based Learning** - Learn how to provide diverse, job-driven training opportunities, including work-based training approaches such as on-the-job training, summer youth employment, Registered Apprenticeships, internships, and other paid work experience.

➤ **Advancing Compliance and Inclusion** - Learn about tools and resources to increase access to services and outcomes for all people, including job seekers with disabilities, people of color and others who have been historically underserved in the public workforce system.

➤ **Serving Youth with Disabilities** - Learn about tools and resources to help increase the participation of youth with disabilities in existing career pathway systems and programs.

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RESOURCE EXAMPLE: DESIGNING CAREER-BASED LEARNING

> **Sub topic: Inclusive Career Pathways Design Strategies**

Partnership on Inclusive Apprenticeship: This project highlights collaboration between employers and apprenticeship intermediary organizations to design inclusive apprenticeship programs that meet employer talent needs and enable people with disabilities to gain credentials and skills to succeed in growing industries.

Designing Inclusive Apprenticeships - A Guide for Recruiting & Training Apprentices with Disabilities: This guide, from Partnership on Inclusive Apprenticeship, provides tools to help recruit people with disabilities to join an apprenticeship program, seek information on best practices to launch an inclusive apprenticeship program, and search for best practices to make a program more accessible.

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FREQUENTLY ASKED QUESTIONS (FAQS)

➤ Sub topics include FAQs to highlight a resource or two.

➤ Focus on common questions that AJC/workforce staff may have.

➤ Highlight a variety of different strategies, practices, target populations and resource mediums, i.e., tools, websites, brief, resources, etc.

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EXAMPLE: FREQUENTLY ASKED QUESTION

➤ **Topic area: Advancing Compliance and Inclusion**

Sub topic: Strategies to Maximize Physical and Programmatic Accessibility

How can we examine what new strategies can be integrated in our workforce programs and services to help expand our accessibility consistent with the vision of WIOA?

This self-paced eLearning module provides tools and resources to support the professional development of front-line American Job Center staff in effectively serving customers with disabilities. This module includes scenarios to increase organizational learning on strategies to help maximize a seamless customer service experience under WIOA.

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RESOURCES – INCLUSIVE CAREER PATHWAYS

➤ **LEAD Center Roadmap to Inclusive Career Pathways**

An interactive online career pathways tool that provides workforce professionals with resources to help people with disabilities achieve employment and economic self-sufficiency.

https://leadcenter.org/roadmap-to-inclusive-career-pathways/

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CLOSING REMARKS FROM ODEP

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THANK YOU!

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