Addressing Universal Design

Beyond Standard 8

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Disclaimers

Disclaimers

QM POSTER CHILD

- EDLT-579-M70-UNIVERSAL DESIGN ONLINE
- Dr. Sharon Lalla!

General Standard 8: The course design reflects a commitment to accessibility and usability for all students.

The course design reflects a commitment to accessibility, so that all learners can access course content and activities, and to usability so that all learners can easily navigate and interact with course components

Vision impairment.

- About 1 in 1,000 are considered visually impaired or blind. Estimates at correctiveness reduce that number significantly.
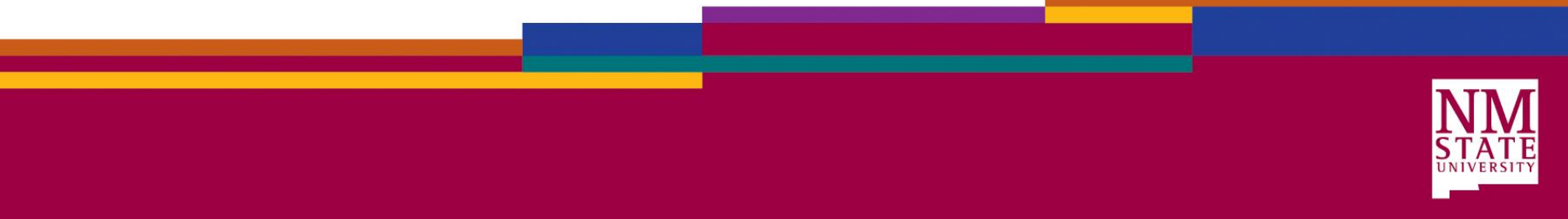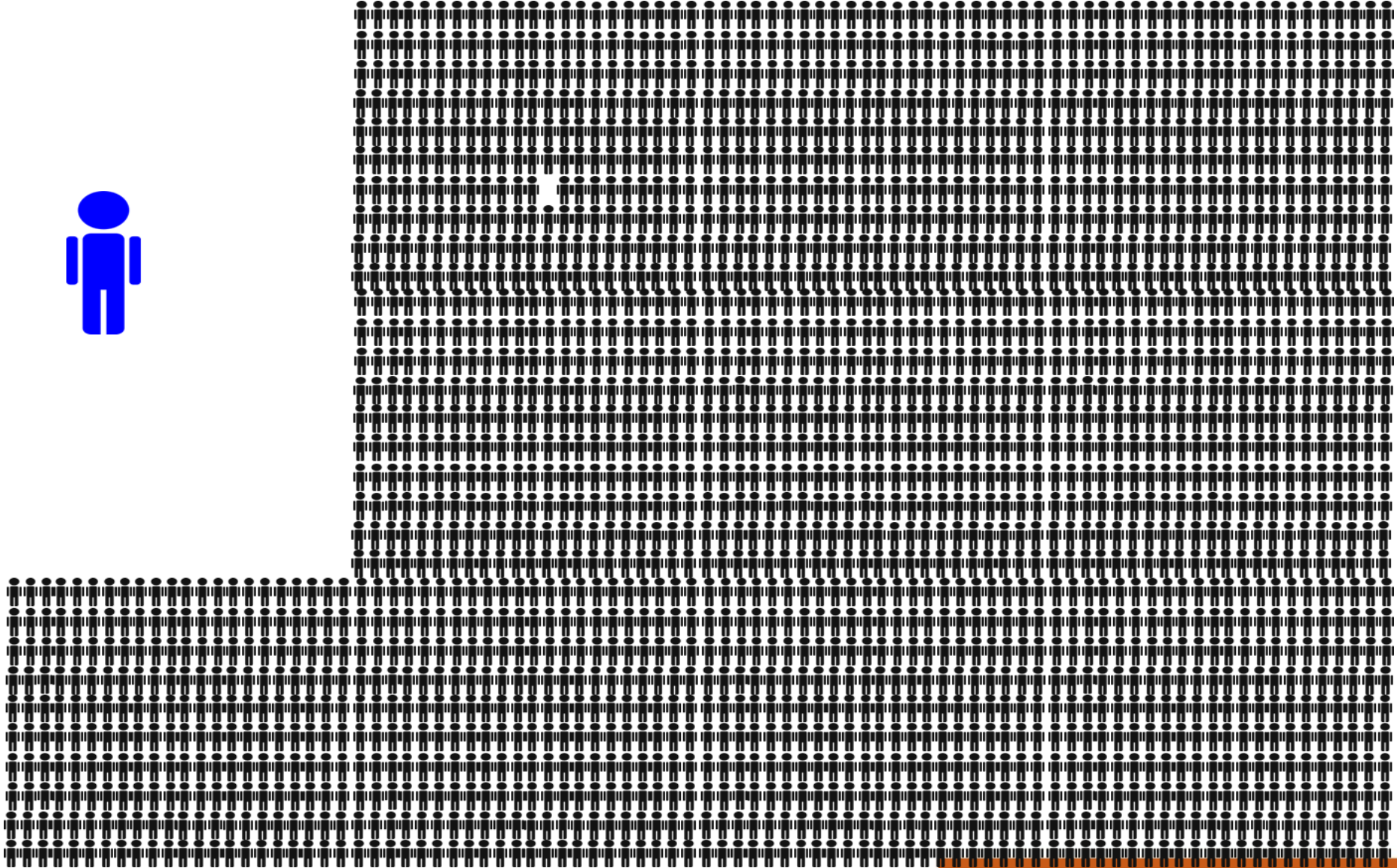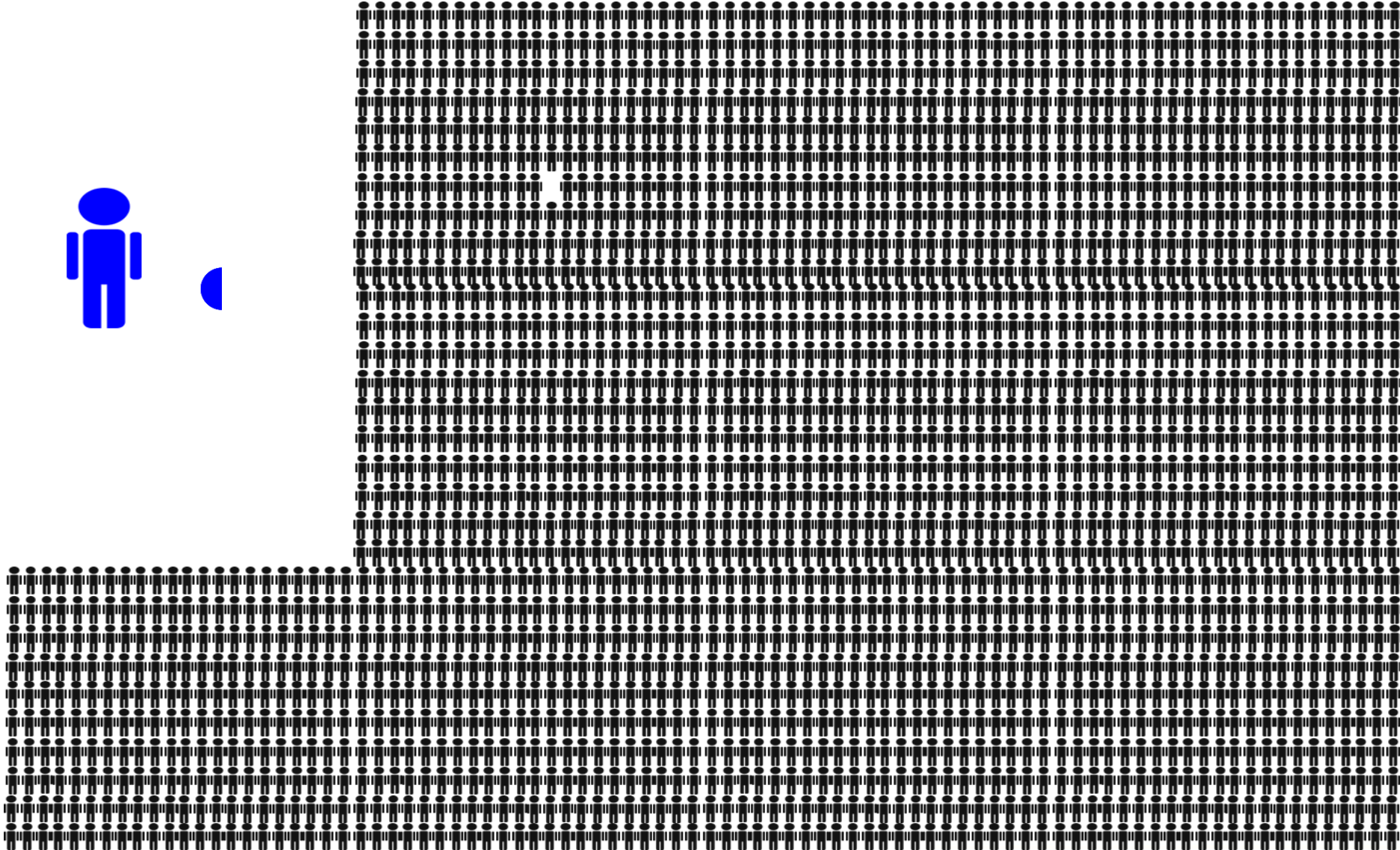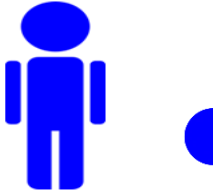
Impairing hearing loss

- 1.2 in a thousand

Developmental Disabilities

- About 1 in 6 children in the United States had a developmental disability in 2006-2008, ranging from mild disabilities such as speech and language impairments to serious developmental disabilities, such as intellectual disabilities, cerebral palsy, and autism.

Centers for Disease Control and Prevention, 2013

Increasing number of students with a disability are college bound.

- Estimates are that anywhere from 1 in 10 to 1 in 5 have some learning disability.

Biggest increase is "hidden disabilities" (Wolf, 2001).

– Less visible, not readily apparent to the observer.

- Retention and graduation rates for students with disabilities are lower (Wolf, 2001).

- Students with disabilities are more likely to drop out of college (Wolf, 2001).
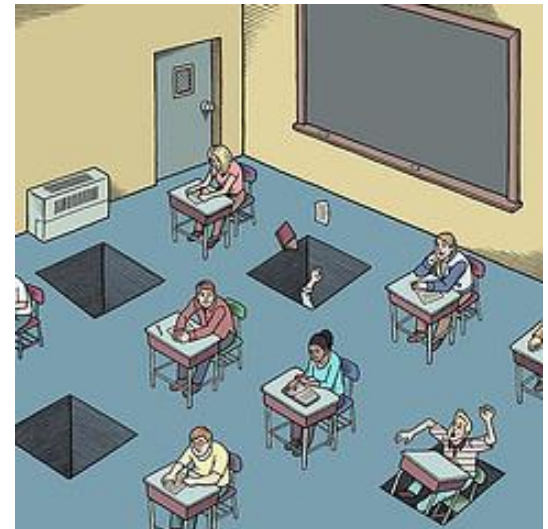
Students may have more than one learning difference. Often physical, psychological and or learning disabilities overlap (Wolf, 2001).

"Remember, statistics are in the eye of the manipulator."

UNIVERSAL DESIGN

Universal Design for Education

Multiple means of representation · Multiple means of action and expression · Multiple means of engagement

a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences
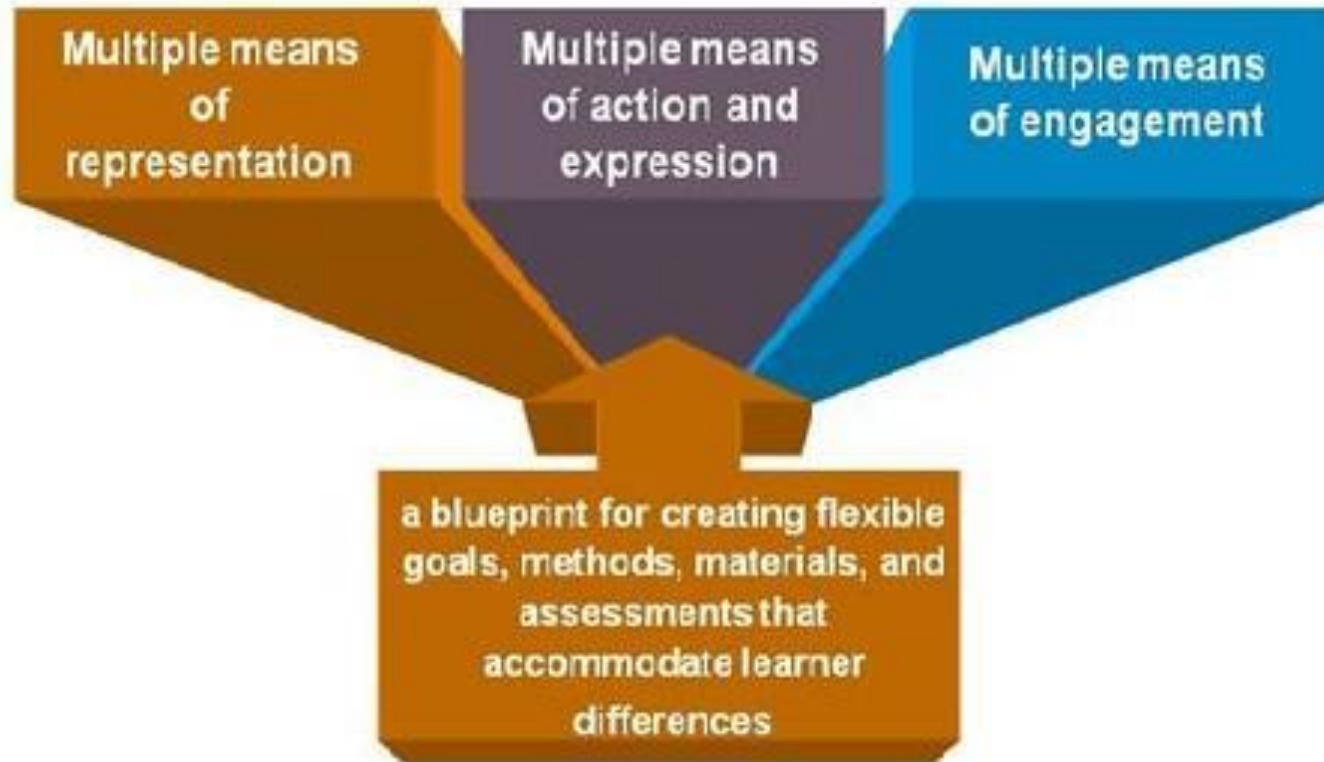
Three Basic Principles

Universal Design for Learning is an educational approach with three primary principles:

Multiple Means of Representation
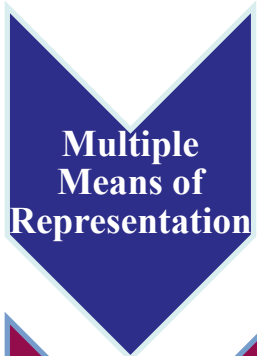
- To give diverse learners options for acquiring information and knowledge

Multiple Means of Action and Expression
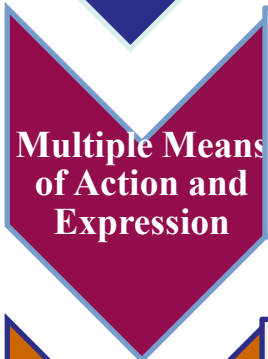
- To provide learners options for demonstrating what they know

Multiple Means of Engagement
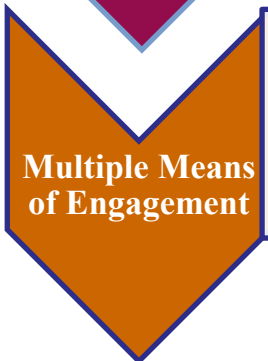
- To tap into learners interests, offer appropriate challenges, and increase motivation

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EXAMPLE: NON VERBAL LEARNING DISORDERS

Non Verbal Learning Disorders

- About 1 in 68 children has been identified with autism spectrum disorder (ASD) according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network

- Centers for Disease Control and Prevention, 2013

National Autism Society reports
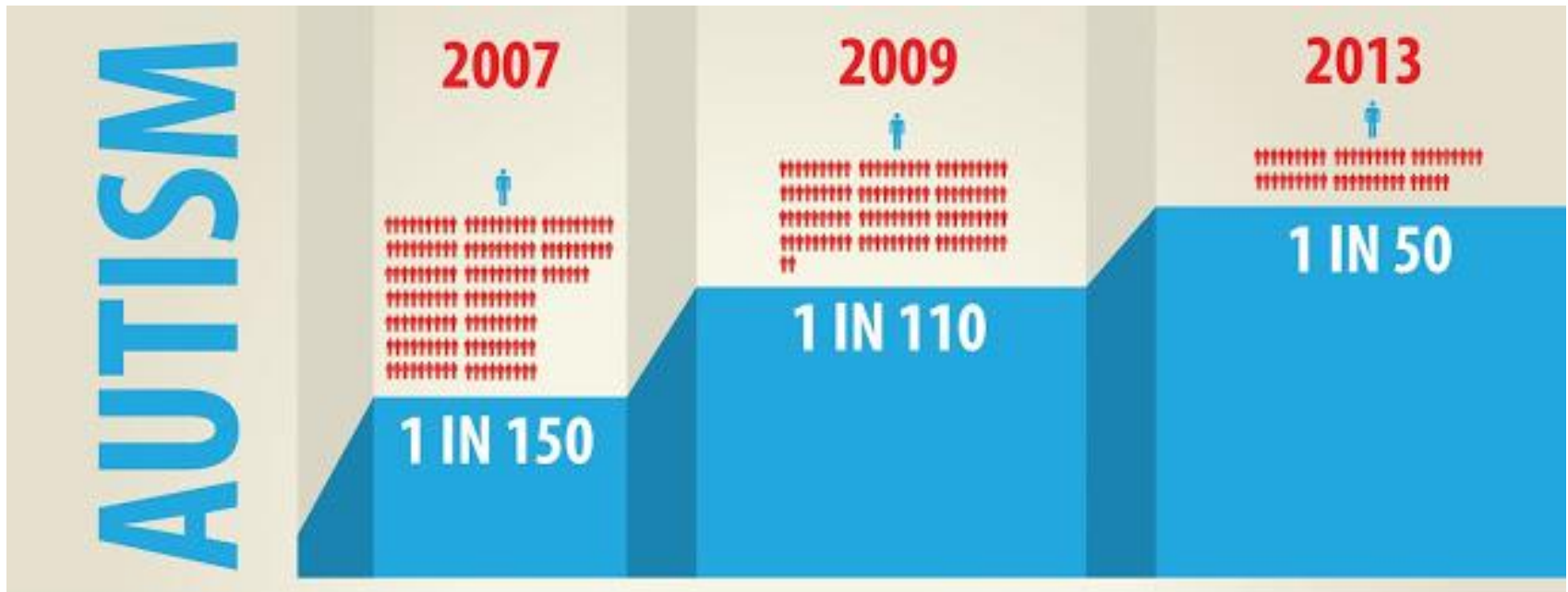
Remember

- Not all NVLD are alike
- Unique
  - Profile
  - Personalities
  - Experience
  - Learning Styles
- No single approach works best for all!

Provide Multiple Means of Representation,

- Need for more information, links to additional sources,
- Some difficulties processing visual sequences, <u>require additional audio</u>
- Step by step instructions to fall back to, when unsure.
- Clear grading rubrics to provide structure.
- Provide as much <u>detail</u> in the course <u>syllabus</u> as possible
- Need clear updated schedules
- Advance notice of large projects
- Providing links to additional resources for navigating campus and college concerns
- Provide multimodal approach to information: handouts, lectures, and visual representations.
- When possible refer and build off of previous information.
- Prefer sameness, repetition, predictable routines

Provide Multiple Means of Action and Expression

- People with NVLD, require additional time to translate what they want to say to the process of speech. Therefore requiring students to do a video recording or audio recording would be terrifying to a child with NVLD (Wenzel & Rowley, 2010).
- Can be effective tutors to less skilled students
- Provide discussion forums for students to ask questions of one another, and of the instructor.
- Clear Demarcation of roles and responsibilities
- Opportunities for Social Interaction in fairly structured and supervised activities
- Difficulty interpreting nonverbal behavioral cues
- Opportunity to work alone or in group
- Presentations can be "private" or viewed only by instructor.

Provide Multiple Means of Engagement

- Difficulty Developing Peer Relationships:
  - Small Work Groups
  - Provide a buddy system to help with assurance and allow them a safe space to ask questions of a few peers.
  - Teach students how to work in groups, group role expectations
- Since those with NVLD often excel in certain activities, allow students to volunteer for leadership roles
- Specific set office hours and instructions on how to specifically contact the instructor during those office hours.

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Which standards meet these needs?

- Handout/Group Work

Provide Multiple Means of Representation,

- Need for more information, links to additional sources,

General Standard 1: The overall design of the course is made clear to the student at the beginning of the course. The course introduction sets the tone for the course, lets students know what to expect, and provides guidance to ensure they get off to a good start.

STANDARD 1.1 Instructions make clear how to get started and where to find various course components.

- Provide multimodal approach to information: handouts,

STANDARD 1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.

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Provide Multiple Means of Action and Expression

- People with NVLD, require additional time to translate what they want to say to the process of speech. Therefore requiring students to do a video recording or audio recording

STANDARD 1.8 Learners are asked to introduce themselves to the class

- Can be effective tutors to less skilled students
- Provide discussion forums for students to ask questions of one another, and of the instructor.
- Clear Demarcation of roles and responsibilities
- Opportunities for Social Interaction in fairly structured and supervised activities
- Difficulty interpreting nonverbal behavioral cues

- People with NVLD, require additional time to translate what they want to say to the process of speech. Therefore requiring students to do a video recording or audio recording would be terrifying to a child with NVLD (Wenzel &

General Standard 3: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the states learning objectives or mastering the competencies.

Assessment is implemented in a manner that corresponds to the course

learning objectives or competencies and not only **<u>allows the instructor a broad perspective on the learners' mastery of the content,</u>** but also allows the learners to track their learning progress throughout the course.

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Provide Multiple Means of Representation,

- Need for more information, links to additional sources,
- Some difficulties processing visual sequences, require additional audio

STANDARD 3.2 The course grading policy is stated clearly.

- Provide as much detail in the course syllabus as possible

STANDARD 3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and participation and are tied to the course grading policy.

- When possible refer and build off of previous information.
- Prefer sameness, or repetition

Provide Multiple Means of Representation,

- Need for more information, links to additional sources,
- Some difficulties processing visual sequences require

STANDARD 3.4 The assessment instruments selected are sequenced, **varied,** and appropriate to the learner work being assessed.

- Provide as much detail in the course syllabus as possible
- Providing links to additional resources for navigating campus and college concerns

STANDARD 3.5 The course provides learners with multiple opportunities to track their learning progress.

- Prefer sameness, or repetition

Provide Multiple Means of Representation,

- Need for more information, links to additional sources,

STANDARD 4.5 A variety of instructional materials is used in the course.

- Clear grading rubrics to provide structure.
- Provide as much detail in the course syllabus as possible
- Providing links to additional resources for navigating campus and college concerns
- Provide multimodal approach to information: handouts, lectures, and visual representations.
- When possible refer and build off of previous information.
- Prefer sameness, or repetition

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Provide Multiple Means of Engagement

- Small Work Groups
- Since those with NVLD often excel in certain activities, allow students to volunteer for

STANDARD 5.2 Learning activities provide opportunities for interaction that support active learning.

few peers.

STANDARD 5.4 The requirements for student interaction are clearly articulated.

not being sure of how to join a group or initiate social interaction

Provide Multiple Means of Action and Expression

- People with NVLD, require additional time to translate what they want to say to the process of speech. Therefore requiring

  STANDARD 5.4 The requirements for student interaction are clearly articulated.

- Provide discussion forums for students to ask questions of one another, and of the instructor.

- Clear Demarcation of roles and responsibilities

- Opportunities for Social Interaction in fairly structured and supervised activities

- Difficulty interpreting nonverbal behavioral cues

Provide Multiple Means of Engagement

- Small Work Groups
- Since those with NVLD often excel in certain activities, allow students to volunteer for leadership roles.

STANDARD 6.2 Course tools promote learner engagement and active learning.

peers.

- Specific set office hours and instructions on how to specifically contact the instructor during those office hours.

Provide Multiple Means of Representation,

- Need for more information, links to additional sources,

General Standard 7: The course facilitates learner access to institutional support services essential to learner success.
It is important to ensure online learners know they have access to and are encourages to use the services that support learners at the institution. In the learner support standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

campus and college concerns

STANDARD 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Prefer sameness, or repetition

Provide Multiple Means of Representation,

- Need for more information, links to additional sources

STANDARD 7.2 Course instructions articulate or link to the institution's accessibility policies and services.

- Step by step instructions to fall back to, when unsure

STANDARD 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Campus and college concerns

STANDARD 7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

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