



Equitably Engaged

Designing for Accessibility in the Classroom



Objectives

- Describe the basic principles of universal design for learning.
- Summarize why UDL is important for education professionals.
- Explore technology that supports the UDL framework.
- Apply the principles of UDL to lessons by using the described tools.

Who am I?
teacher





mom

advocate

PASSION LED US HERE





1 in 6

children have a
developmental disability

These children are in your



COMMUNITY

CLASSROOM - LIBRARY - SCHOOL

A photograph of a dirt path in a forest. A large, thick, fallen log lies horizontally across the path in the foreground. The path leads into the distance, flanked by green foliage and trees. The text "We can teach like this..." is overlaid on the image in a white, bold, outlined font.

We can teach like this...



Or we can teach like this.

UDL

universal design for learning

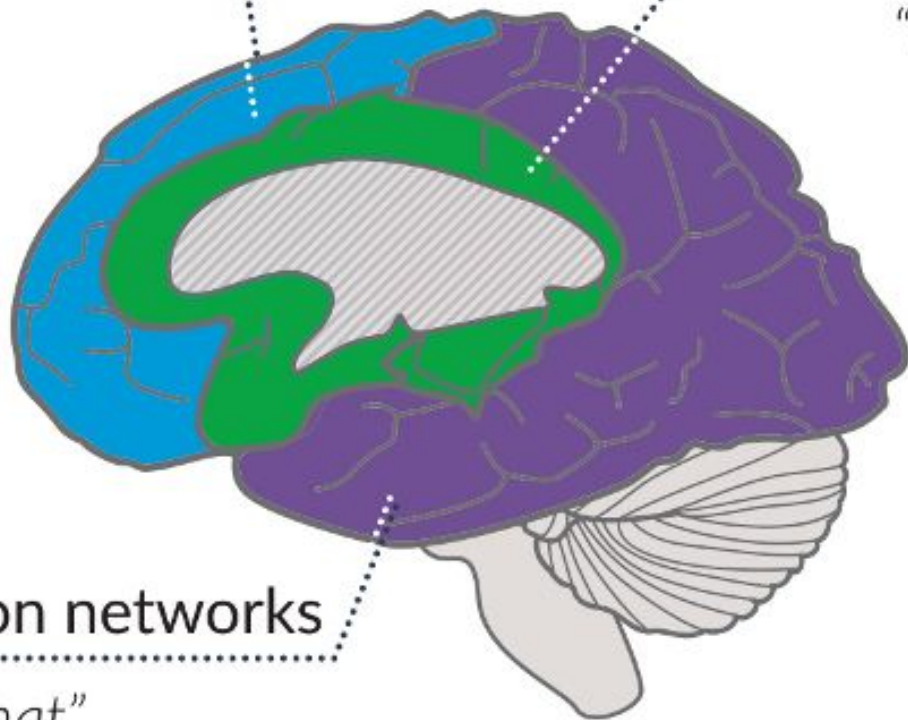
- Multiple means of engagement
- Multiple means of representation
- Multiple means of action & expression

Strategic networks

"how"

Affective networks

"why"



Recognition networks

"what"

everyone
wins





audio
images
video
assessment



audio tools

Engagement

- Vary demands to optimize challenge
- Facilitate personal coping skills

Representation

- Alternatives for visual information
- Support decoding of text
- Highlight critical features & big ideas

Action & Expression

- Optimize access to assistive technology
- Graduated levels of support

Online Voice Recorder

<https://online-voice-recorder.com/>

- Quick, easy, and downloads MP3
- Limited to 5 minutes

Voki

www.voki.com

- Create your own avatar.
- Record -- or write!
- Stored for 14 days without login



images

Engagement

- Optimize value & authenticity

Representation

- Alternatives for auditory information
- Clarify vocabulary and symbols
- Support decoding of text
- Activate background knowledge
- Highlight critical features & big ideas

Action & Expression

- Vary methods for responses



Pixabay & Unsplash

www.pixabay.com

www.unsplash.com

- Thousands of images
- Creative Commons
- Easy to search

small effort,
big payoff!





video

Engagement

- Optimize choice and autonomy
- Optimize value and authenticity

Representation

- Alternatives for auditory/visual info
- Clarify vocabulary & symbols
- Highlight critical features & big ideas

Action & Expression

- Vary methods for responses
- Use multiple media for construction

Loom

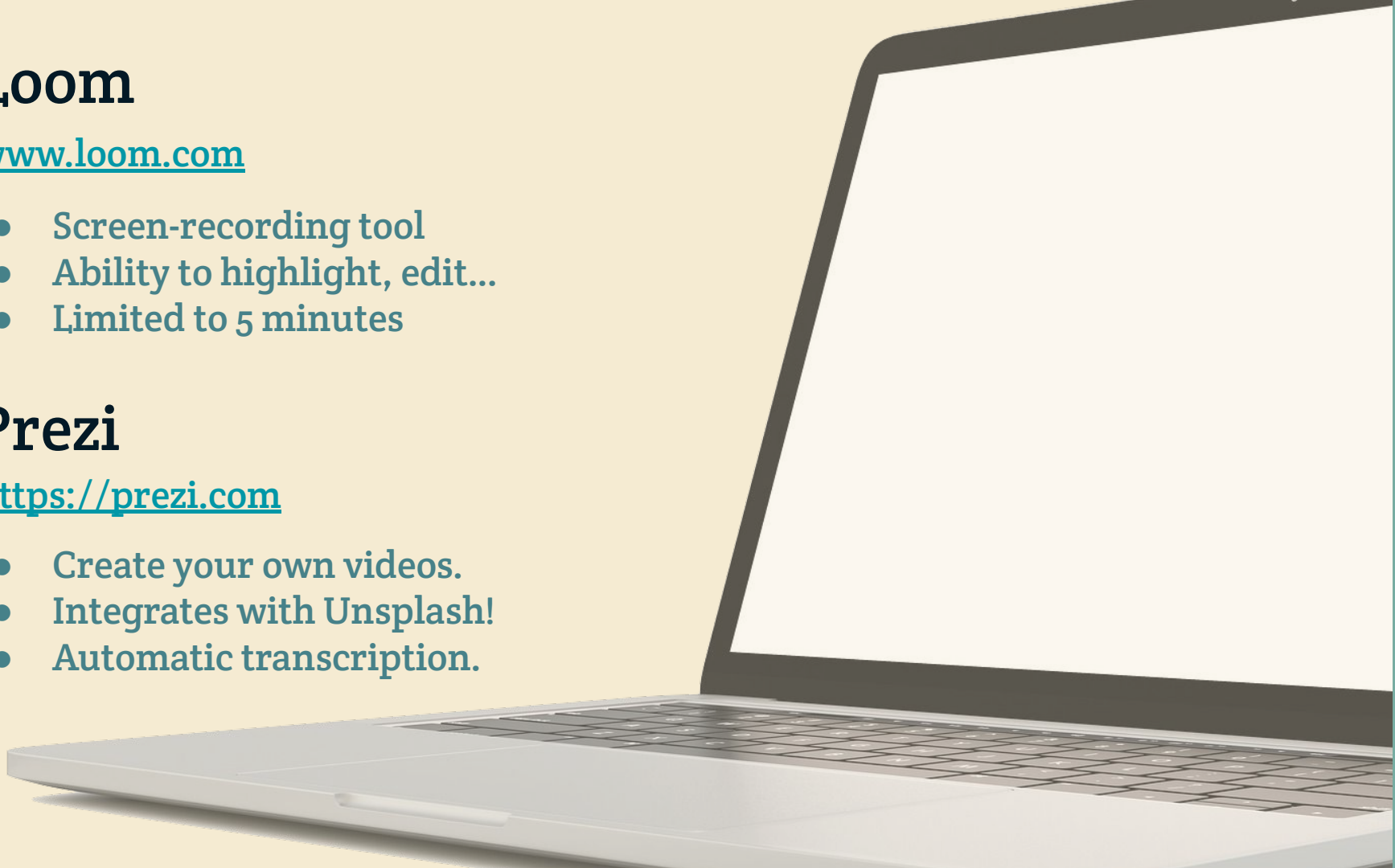
www.loom.com

- Screen-recording tool
- Ability to highlight, edit...
- Limited to 5 minutes

Prezi

<https://prezi.com>

- Create your own videos.
- Integrates with Unsplash!
- Automatic transcription.



Standardized assessment can be...

A close-up photograph of a person's hand holding a green pencil, filling out a standardized test form. The form has a grid of bubbles for marking answers. The background is slightly blurred, showing the person's arm and the test paper.

exclusive
inauthentic
boring



authentic assessment

Recruits student interest (Choice, autonomy)
Uses multiple tools for construction / composition
Encourages self-assessment and reflection



It's not about the

technology.

It's not about the tools.

It's about the...

learning.



Start with the goal.

UDL ensures **ALL** students can **ACCESS** challenging content.

A photograph of a large crowd of people, likely at a concert or event, with many hands raised in the air. The background is dark, and the lighting is focused on the crowd. Overlaid on the image is the text "POP QUIZ!" in a large, bold, white font with a blue outline. The text is slightly tilted and positioned across the middle of the image.

POP QUIZ!



**For more
information...**

UDL CAST Site

- <https://udlguidelines.cast.org/>
- Guideline visuals
- Resources & articles

YouTube Channel

- <https://www.youtube.com/user/UDLCAST>
- Webinars, personal stories



Contact

- Audra Vanderland, M.S.
- audravanderland@me.com
- Twitter: [@cascadesofbooks](https://twitter.com/cascadesofbooks)



Resources

CAST, Inc. (n.d.). *The UDL guidelines*. <https://udlguidelines.cast.org/>

CDC. (2021, Feb 26). *Developmental disabilities*.

<https://www.cdc.gov/ncbddd/developmentaldisabilities/index.html>

University of Buffalo. (2021). *Universal design for learning*. Center for Education Innovation. <http://www.buffalo.edu/ubcei/enhance/teaching/universal-design.html>

Image Credits

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Slide 3: JillWellington. (2015, Sept 1). *Little-girl-reading-garden-child-912380* [Photograph]. Pixabay. <https://pixabay.com/photos/little-girl-reading-garden-child-912380/> CC Zero

Slide 4: Vanderland, A. (2018). *Mom, daughter, & Mickey* [Photograph]. CC-BY-NC-ND.

Slide 5: Schneider, I. (2016, Feb 18). *Two person standing on gray tile pacing photo* [Photograph]. Unsplash. <https://unsplash.com/photos/TamMbr4okv4>

Slide 6: Jillrose999. (2020, June 2). *Crowd-kids-children-people-blurry-5244834* [Photograph]. Pixabay. <https://pixabay.com/photos/crowd-kids-children-people-blurry-5244834/> CC Zero

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<https://pixabay.com/photos/storm-storm-damage-trees-forest-840962/> CC Zero

Slide 9: Spassov, S. (2015, Dec 29). *Interior view of white building photo* [Photograph]. Unsplash.
<https://unsplash.com/photos/k87dHceae1w> CC Zero

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Slide 11: CAST (2018). *UDL and the learning brain*. Wakefield, MA: Author. Retrieved from
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Slide 12: Fauzan, S. (2018, June 1). *Person holding gold trophy photo* [Image]. Unsplash.
<https://unsplash.com/photos/AmhdN68wjPc> CC Zero

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<https://pixabay.com/photos/audio-microphone-1844798/> CC Zero

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<https://pixabay.com/photos/girl-taking-picture-camera-field-2510931/> CC Zero

Slide 17: Rirri. (2020, July 28). *White and blue book on white table photo* [Photograph]. Unsplash.
<https://unsplash.com/photos/fOyNfubusxE> CC Zero

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Slide 21: Startupstockphotos. (2015, Jan 8). *Children-win-success-video-game-593313* [Photograph]. Pixabay. <https://pixabay.com/photos/children-win-success-video-game-593313/> CC Zero

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Slide 26: JESHOOOTS-com. (2014, Aug 15). *Iphone-hand-screen-smartphone-apps-410311* [Photograph]. Pixabay. <https://pixabay.com/photos/iphone-hand-screen-smartphone-apps-410311/> CC Zero