

UDL in Disability-Support Services

Identify interactions with students where you are “doing for” them rather than clearing barriers and allowing them to take action directly.

- Storyboard how accommodations would go if time and resources weren't constrained.
- Identify ways that your office can support learners to get access to materials, classmates, instructors, other support staff, and the wider world.
- Survey learners about the level of “doing for” they experience before, within, and after your services, and their preferences for independent action.



Examine information, intake, processing, and review materials for “single stream” paths and “plus one” the format of such interactions.

- Record a voice-only **podcast** to extend key parts of your intake or information-gathering forms and processes.
- Record how-to **screencasts** to model common conversations between support staff and learners using PowerPoint slides and voice-over.
- Create a +1 method for students to **provide feedback** about their experience of individual accommodations and supports.



What to Advise Your Teaching Colleagues

Plan out **two paths** through the course: one **media-based**, and one **text-based**.

- Go through course materials—or ask students to—by finding nothing but **text-only files**. Where would students find **gaps** or be **confused** about what's next?
- Go through your materials by finding nothing but **audio and video files**. Where would students find **gaps** or be **confused** about what to do next?
- Map out the two paths: what are “**anchor points**” for moving through the content?
- Note areas where students can **choose how they respond** to the course:
 - Offer different **options for responding** to assignments.
 - Make in- & out-of-class ways for students to **converse with each other and you**.
 - Offer students one “**self-defined**” assignment, where you provide the criteria, and they provide (and perform) the assignment details.
- Create “**interest points**” throughout the course where you will
 - **recruit interest** (get students involved in the learning),
 - help students to **sustain their efforts** (offer encouragement, draw connections between previous work and future learning), and
 - help students to **self-regulate** (time management, planning, & **milestones** so students can compare against where most students are by that point).

What to Advise Your Staff Colleagues



Collect completion and usage **statistics** about resources in existing courses & interactions.

- Ask students to share their use cases about **how, when, and where they interact** with the content in your existing course. For example,
 - What **devices** do they use to view & interact with tools and content?
 - How much time do they spend **learning how** to find/use materials?
 - What elements of the interaction gave students **problems**? Did any cause students **not to use** specific items?
 - Were students **unable to get to or use** materials or interactions?
- Map and build **one alternative path** through existing interactions, beyond the “text only” and “audio/video only” paths that already exist.
- **Share** the possible paths through the interaction with your current students, and ask for their feedback about **which parts need multiplying soonest**.
- Collect completion and usage statistics about the resources in your UDL-augmented interaction, for a **pre- and post-change analysis**.



Big-Picture Resources: UDL in Higher & Vocational Education

- **CAST [Center for Applied Special Technology]:** udloncampus.cast.org. One-stop web resource from the originators for learning about Universal Design for Learning.
- **AHEAD Ireland:** ahead.ie/udl. Disability-focused advocacy resources for further-education and training (FET), college, and university learners.
- **UDL within the Australian National Curriculum:** bit.ly/OzUDL. UDL-IRN report on how UDL is already part of the Australian Foundation-to-Year-12 curriculum.
- **Centre for Universal Design Australia: Getting Started with UDL:** bit.ly/CUDA-UDL. Lizzy Davis explains how she started with inclusive design in the built environment and expanded her approach to the design of interactions themselves.
- **Universal Design for Learning: A Website for Teachers, Trainers, and Headless Chooks [.docx]:** bit.ly/EdwardsUDL. At Pathways 2002, Mark Edwards outlined how UDL intersected with Australian disability officers. See how far we’ve come in 18 years.
- **5 Tips on How Unis Can Do More to Design Online Learning that Works for All Students:** bit.ly/5tipsUDL. Monash University authors show how UDL is an effective response to the COVID-19 pandemic as well as for the “new normal” after.

Continuing The Conversation: Your Facilitator

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