

verbit

# Accessibility as a Foundation of Universal Design for Learning

Featuring CAST



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# Agenda

- 1. Introduction
- 2. What Does Accessibility Means to You?
- 3. Accessibility: A Functional Definition
- 4. Barriers & Access in a Built Environment
- 5. Bring the Curb Cut to Technology
- 6. Captioning is Now Expected
- 7. Universal Design for Learning, Principles and Guidelines
- 8. The impact of UDL
- 9. Captioning as a feature that promotes UDL
- 10. Things to Consider When Creating the Budget
- 11. Where to Start on Your UDL Journey?
- 12. The +1 example and your next step



## Who is here?



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## **Accessibility:** Functional Definition

A person with a disability can:

**Acquire the same information** 

**Engage in the same interactions** 

**Enjoy the same services** 

In an equally effective, equally integrated manner, and with substantially equivalent ease of use



## **Barriers** in a Built Environment







# Access in a Built Environment





# Bring the Curb Cut to Technology

Like the curb cuts that ended up making mobility easier for so many people beyond the intended recipients, accommodations in schools that were originally designed for students with disabilities end up benefiting the entire university community.

Accessibility as a way to prevent barriers to functional access - "accessible to whom?"

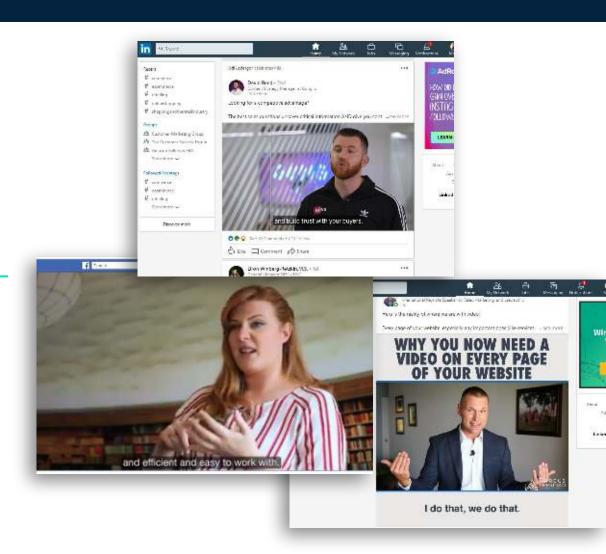




# Captioning is Now Expected

 Part of our daily media environment (TVs in restaurants have captions on, and Instagram is now doing captioning on some videos as well).

 2016 study: 85% of videos on Facebook were watched silently.





## 3 Principles of UDL

Provide multiple means of **Engagement** 

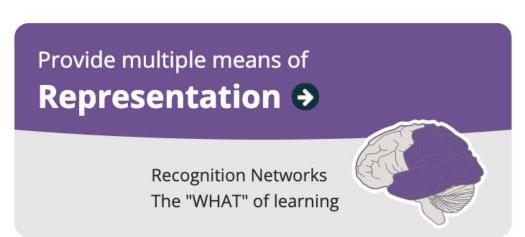
Affective Networks
The "WHY" of learning



Provide multiple means of

**Action & Expression →** 

Strategic Networks
The "HOW" of learning





## **UDL** Guidelines

Provide multiple means of Engagement →

agement 7

Affective Networks The "WHY" of learning



Provide multiple means of

Representation >

Recognition Networks
The "WHAT" of learning



Provide multiple means of

Action & Expression →

Strategic Networks The "HOW" of learning

Provide options for

#### Recruiting Interest (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity
   (7.2) >
- Minimize threats and distractions (7.3)

Provide options for

#### Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information
   (1.2) >
- Offer alternatives for visual information (1.3) >

Provide options for

#### Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2) ➤

Provide options for

### Sustaining Effort & Persistence (8)

O

Heighten salience of goals and objectives (8.1)

- ◆ Vary demands and resources to optimize challenge (8.2) >
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for

#### Language & Symbols (2) (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2) >
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5) >

Provide options for

#### Expression & Communication (5) •

- Use multiple media for communication (5.1) >
- Use multiple tools for construction and composition (5.2) >
- Build fluencies with graduated levels of support for practice and performance (5.3) >

Provide options for

#### Self Regulation (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2) >
- Develop self-assessment and reflection (9.3) >

Provide options for

#### Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4) >

Provide options for

#### Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development
   (6.2) ➤
- Facilitate managing information and resources (6.3) >
- Enhance capacity for monitoring progress
   (6.4) >

Internalize



# Necessary But Not Sufficient





# The Impact of UDL

## The impact experienced by CAST's partners in the field:

- UDL implementation was able to lower special education referrals, discipline referrals, and suspensions.
- Test scores improved both generally and across all subgroups (special ed, English learners, low socioeconomic status, students of color).
- Teachers felt more prepared to support students who have been traditionally marginalized.

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## Captioning as a Feature that Promotes UDL

The connection of UDL & captioning to student success

Captioning is no longer only for the deaf and hard of hearing

## Captioning enables students to:

- Engage with content as they commute or are on a break at work.
- Search easily for specific terms and points in media content.
- Focus with multimodal learning.



## Things to Consider When Creating the Budget

## Managing the obstacles:

- Institution's philosophical approach and culture
  - Are you ready to be inclusive?
- Institution's distance learning program.
- Resource-constrained economy.
- Institution's KPIs for graduation and churn rate.





## Where to Start on Your UDL Journey?

## Center on Inclusive Technology & Education Systems (CITES)

- Co-developing the CITES Framework with up to 10 districts.
- Creating and sustaining balanced and inclusive technology ecosystems.

## **AEM Pilot**

 A web-based self-assessment and progress monitoring tool for districts to improve their accessibility systems through the AEM Quality Indicators.

## **CAST Professional Learning**

Systemically implementing UDL with districts.

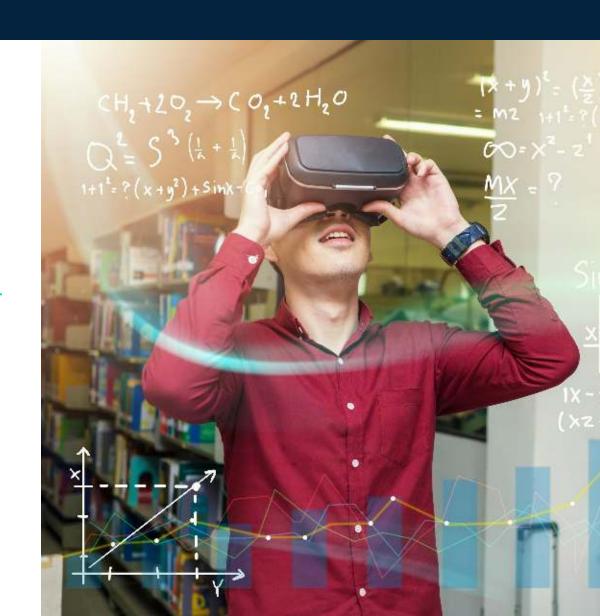


# The +1 Example and Next Step

Examine the UDL guidelines and identify (at least) one checkpoint that you use in your own practice

## Add one more way for learners to:

- Access the content or information.
- Interact with you, their peers, or the learning environment.
- Demonstrate what they know.







# Any Questions?



