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# Accessibility as a Foundation of Universal Design for Learning

Featuring  CAST



# 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?



**Cynthia Curry,**  
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on Accessible Educational  
Materials for Learning (AEM  
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**Scott Ready,**  
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**Michal Roche,**  
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# What Does Accessibility Mean to You?





# 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







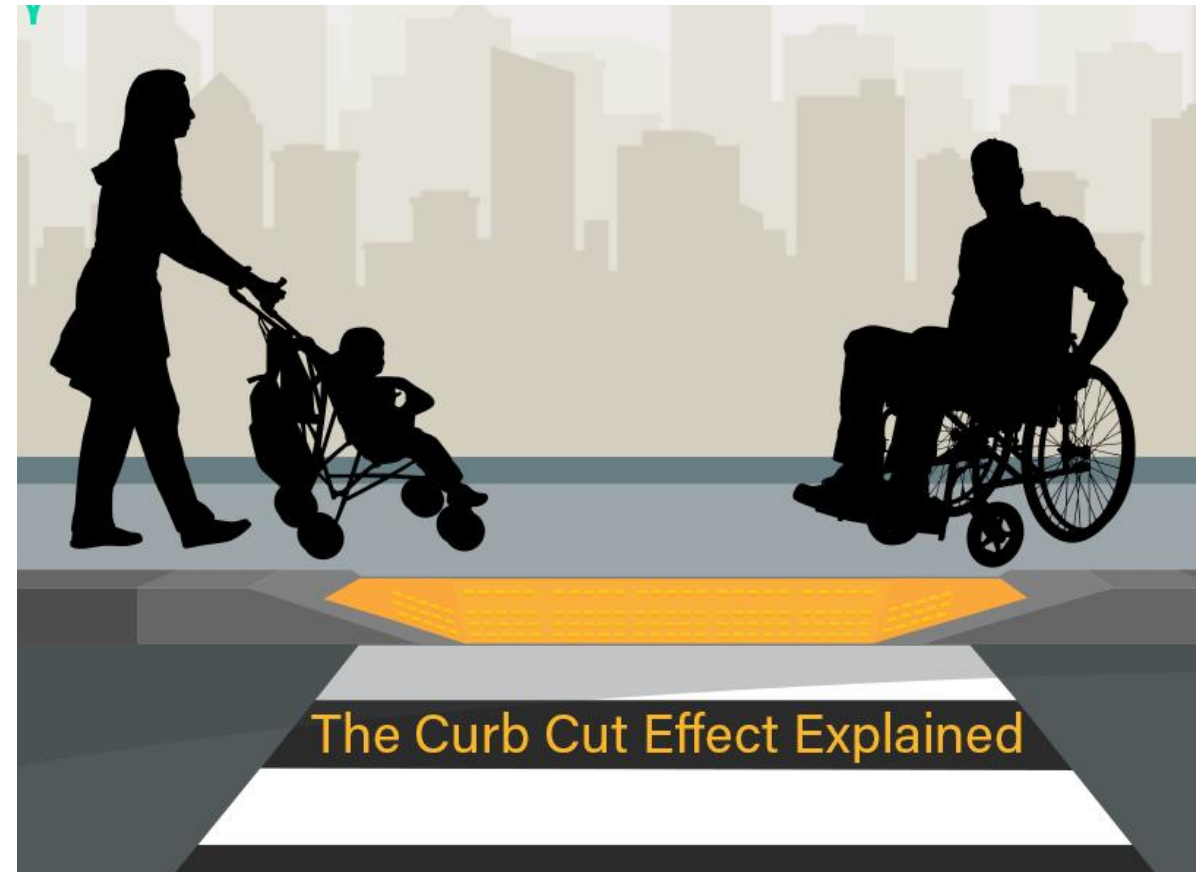
# Bring the **Curb Cut** to Technology

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.

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**Accessibility as a way to prevent barriers to functional access -  
“accessible to whom?”**

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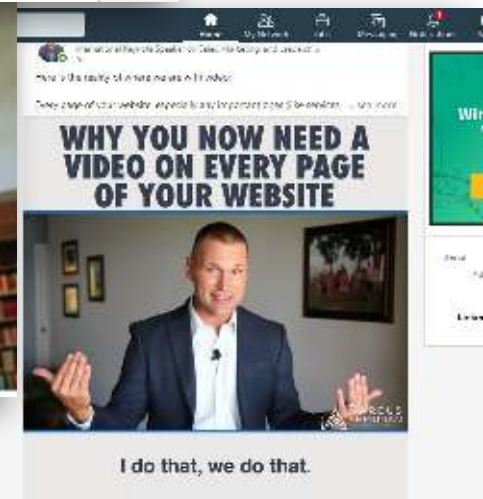
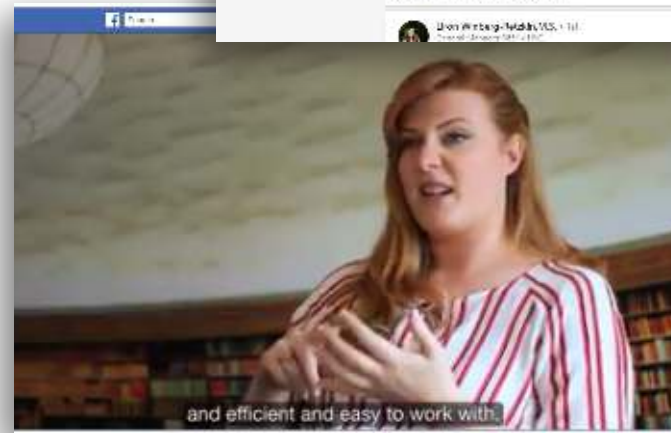
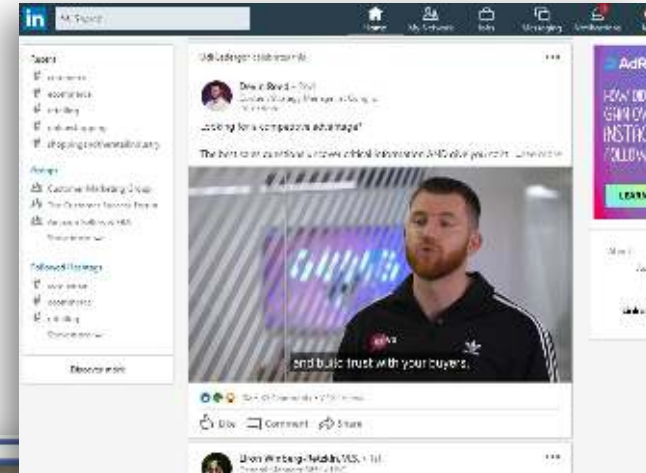






# Captioning is Now Expected

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



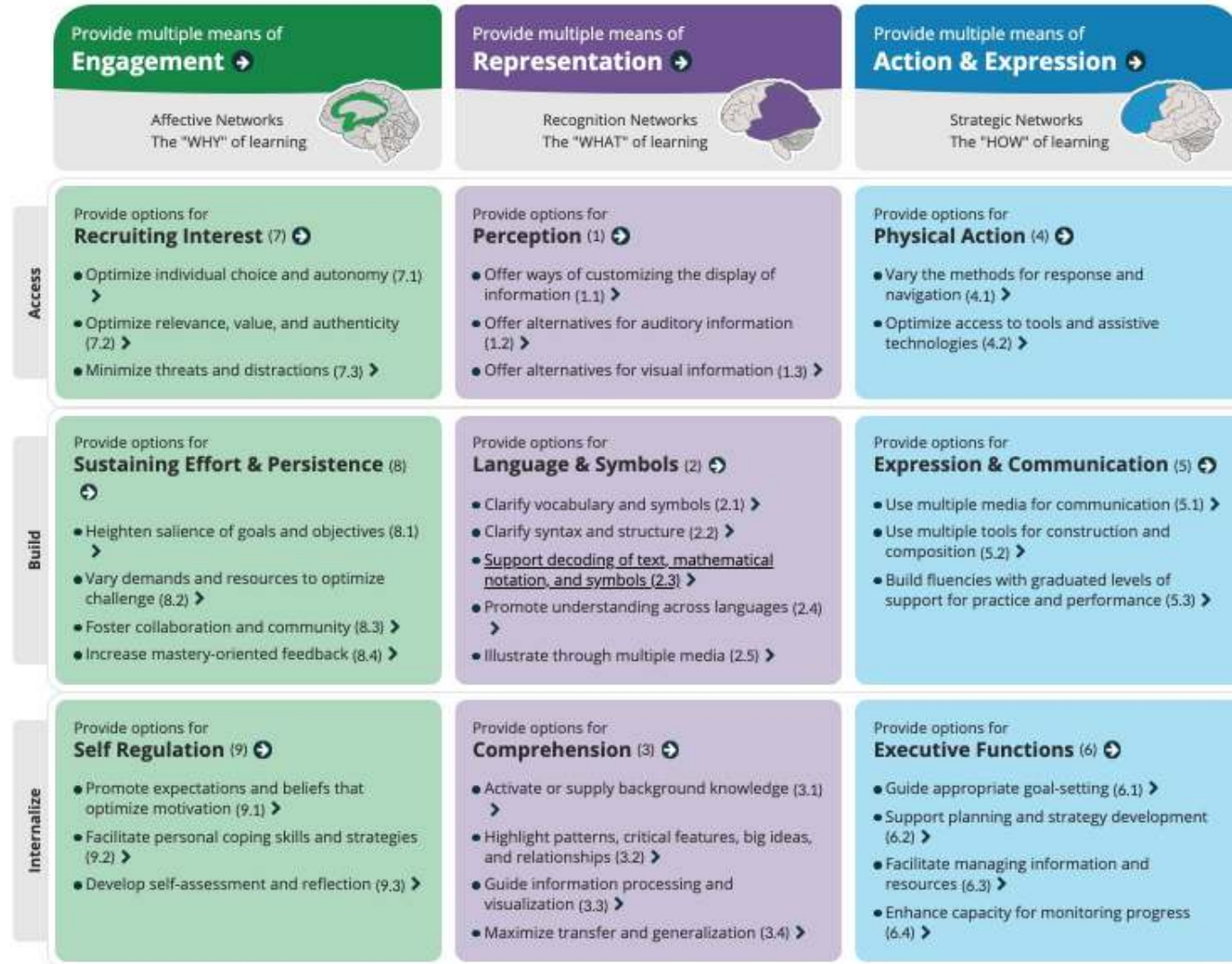
Provide multiple means of  
**Representation** →

Recognition Networks  
The "WHAT" of learning





# UDL Guidelines





Necessary But **Not Sufficient**

**Access** is  
the Foundation of  
Expert Learning





# The Impact of UDL

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

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- 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

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- **The connection of UDL & captioning to student success**
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- **Captioning is no longer only for the deaf and hard of hearing**
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- **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:

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- 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.
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# 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.
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## **AEM Pilot**

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

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**Add one more way for learners to:**

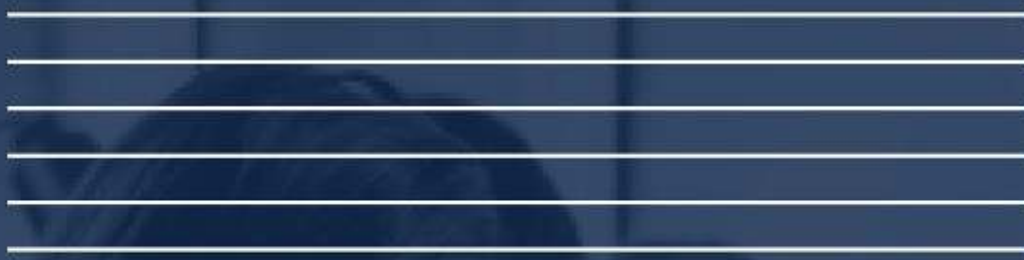
- Access the content or information.
- Interact with you, their peers, or the learning environment.
- Demonstrate what they know.





# Any Questions?





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Thank You

