

Accessing General Education: Together We Can (and **MUST**) Do This!

Presentation to:
Combined Meeting of the Curriculum and Special Education Directors
of NWESD 189 Districts

Presenter:
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Assistant Director of Special Programs and Services

Some Context.....

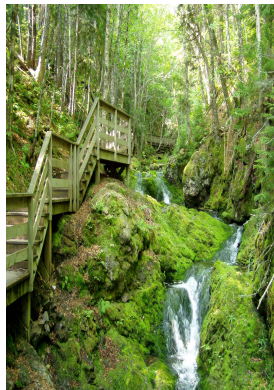
- ▶ **Last 2** years overseeing 7 cooperative programs across NWESD 189 region (Discovery Programs, NRLC, Detentions)
- ▶ **10 years as Special Programs Director** (Sped, Title 1, ELL, etc.) Responsible for removing barriers to learning, expanding learning options, and increasing probability of success.
- ▶ **7 years** as a Special Education Teacher at Ferndale High School - supporting students primarily through a "Study Skills" model providing strategies to access the general education curriculum.

Some More Context

- ▶ **5 years** working with adults with disabilities live independently and integrate into community settings.



Supporting Community Integration....



I saw the impact of barriers and inaccessible settings

Success in the pool.....



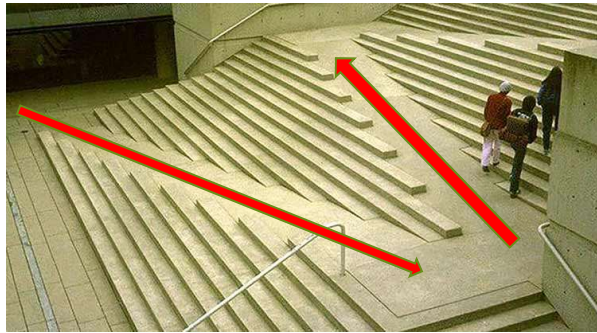
requires access to the pool!
Viola!

Success in the community.....



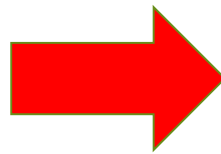
Requires access to the community.....
Like chair lifts on public transportation

I Learned Access to the Activity in the Community

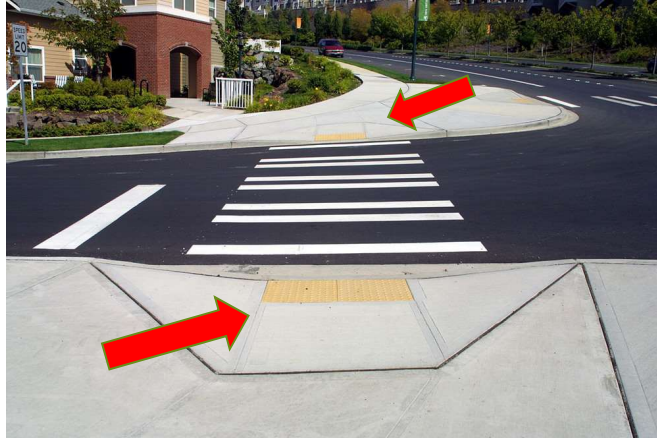


Requires access to where the activity is located

And to appreciate changes in door levers



Examples of universal design in architecture are now commonplace



Zero edge pools make access easy for everyone



We've even made kitchen tools much easier to use and grasp.....

Bigger, rubberized grip!



Slippery metal handle



Which would you prefer?

Major Factors Supporting Changes

- Advocacy
- Civil Rights Movement
- Legislation
- Litigation

Leads to 1 Major Conclusion

Access
precedes
Success



Reflective Question:

What architectural UDL example resonates the most with you? Why? Does everyone benefit from these design features?

- ▶ Shoulder partner
- ▶ Share your pick; personal experience is a plus!
- ▶ 1 minute each

We Know Design for Access Matters. It might take a *little more time* on the front end.....



But, a stitch in time saves nine!

As you know....mere **physical** access is not all that is needed for meaningful engagement

.....



► You've accessed the pool.....now what?

Once barriers to physical access are removed....other barriers can exist....like communication.....



There must be at least 1 way to access information, engage and contribute to the activity

In particular...Accessing Any Community for Individuals with Disabilities.....



Presumes equity of access to support meaningful engagement.

Reflective Question:

If you could pinpoint the most significant non-physical barrier to learning for learners in your district **right now**, what would it be?

- ▶ Shoulder partner
- ▶ Share your pick; personal experience is a plus!
- ▶ 1 minute each

Two Key Acknowledgements

Acknowledgement #1:

Tremendous improvements (!) have been made over the past 30 years to increase access for all learners to the General Education Curriculum and Classroom

Acknowledgement #2:

The work of providing **equitable access** and needed supports **goes on**

Clearly, the Focus of Access has shifted over the past 30 years from physical access

From getting in the room....



To engaging in the learning



....To accessing **learning**.
Learning is the “**IN**” thing to do!

Implications of Legislation

Mutually
Reinforcing
Legislation



This Begg the Question.....

- ▶ What does “Access” look like for a “Community of Learners”?



In 1984, the Center for Applied Special Technology (CAST) was formed

- ▶ Rooted in the concepts of universal design in architecture
- ▶ Founded on a few basic principles (3)
- ▶ Aligned with emerging neuroscience
- ▶ Aimed at educational settings with particular interest in removing barriers for individuals with disabilities
- ▶ Prioritized the role of technology (initially)
- ▶ 30 years later is a leading framework for designing learning conditions that work for all learners

Overview of CAST Principles and Practices



► <https://www.youtube.com/watch?v=pGLTJw0GSxk>

OSPI Resources on Universal Design for Learning

► <http://www.k12.wa.us/EdTech/UDL/default.aspx>

State of Washington
OSPI
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- K-20, E-rate & Technology
- Internet Safety & Digital Citizenship
- Basic Education & Broadband

Contact
 Ed.Tech.at.OSPI

Universal Design for Learning

The [Center for Applied Special Technology \(CAST\)](#) defines UDL as way teachers create flexible learning environments able to accommodate individual learning differences. In this policy brief, experts from CAST and the [Office of Special Education Programs](#) at U.S. Department of Education take a close look at the need for accessible learning materials.

- [National Center on Accessible Educational Materials](#)

Teaching Every Student

Teachers use this [interactive learning environment](#) to learn how to apply Universal Design for Learning in the classroom. Model lessons, interactive activities, tutorials, curricula resource and more are published on the site. Look for a full-text digital edition of the book, [Universal Design for Learning: Theory and Practice](#), by David Gordon, David Rose and Anne Meyer (ASCD, 2014).

Guidelines for UDL

Curricula designed around the principles of UDL deliver multiple means of representation, expression and engagement.

- [Guidelines for UDL Classrooms](#)
- [Create Accessible Web Content](#)

UDL Checklist & Related Resources

[Teacher-friendly resources](#) that connect to each UDL checkpoint. Plenty of content that will help clarify UDL checkpoints coupled with ideas for learning activities.

Updated 1/27/2016

Current Context:
How UDL interact with Technology (in general) and with Standards (in particular)?

The screenshot shows the OSPI website's 'Educational Technology' page. The header includes the OSPI logo and navigation links. The main content area is titled 'Educational Technology' and features a section for 'Standards, Assessments & Tech Literacy'. This section includes a sub-section for 'Standards & Assessments' which states that standards for educational technology work compatibly and practically within Washington's teaching and learning environment. Another sub-section, 'Assesses Tech Proficiency, Integration & Literacy', discusses the need for administrators to know how well their staff and students function with technology. A third sub-section, 'Universal Design for Learning (UDL)', mentions that teachers use UDL principles to create instructional goals, strategies, materials, and... The right sidebar contains links for 'EdTech Standards', 'EdTech Assessments', 'EdTech Crosswalks', and 'Discounts on Educational Technology'.

Reflective Question:

What 1 key **district level** decision has (or soon will) make biggest impact on improving access to learning for all students?

- ▶ Shoulder partner
- ▶ Share your pick; personal experience is a plus!
- ▶ 1 minute each

UDL Principles

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Source: <http://www.cast.org/>

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

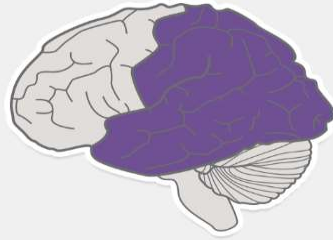


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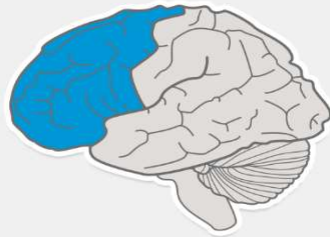


Representation

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STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Action & Expression

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Source: <http://www.cast.org/>

Differentiation is a teacher's response to learners' needs

Guided by a growth mindset and general principles of differentiation	Teachers can differentiate through	According to students'	Using a variety of instructional approaches such as
supportive learning environment	content	readiness	RAFTS
quality curriculum	process	interest	graphic organizers
teaching up	product	learning profile	scaffolded reading
flexible grouping	affect		cubing
respectful tasks	learning environment		think-tac-toe
continual assessment to inform teaching and learning			learning contracts
			tiering
			learning/interest centers
			independent studies
			intelligence preferences
			orbitals
			complex instruction
			technology
			web quests & web inquiry

Examples of **How** to Differentiate


UDLDI? DI-UDL?

DU (Differentiating Universally)

Universal Design for Learning (UDL) is a System's Proactive Design Anticipating ALL Learners' Needs

Differentiation is a Teacher's response to each learner's Needs


AFFECTIVE NETWORKS:
THE WHY OF LEARNING



Engagement

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RECOGNITION NETWORKS:
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Source: <http://www.cast.org/>

Under ESSA, We ALL Live in a “So That” (If->Then) World

2 Approaches to “How”

Differentiated Instruction

- ▶ Content
- ▶ Process
- ▶ Product
- ▶ Learning Environment and Affect
- ▶ (Carol Ann Tomlinson, 2014)

Universal Design for Learning (UDL)

- ▶ The **Why** of Learning - Engagement
- ▶ The **What** of Learning - Representation
- ▶ The **How** of Learning - Action and Expression

ACTIVITY

Using the handout provided, what aspects of both the DI Planning Tool and the UDL Guidelines would you point out to in a conversation with a parent (of your choosing; fictitious is best) that your district is working continuously to ensure equity through access to learning.

Sketch 3-5 talking points you would want to have entering a meeting with that parent.

After 4-5 minutes prep, share with a partner your talking points.

Where does Special Education fit in ?

FAPE, LRE, SDI, ACCOMMODATIONS, Present Levels of Academic and Functional Performance (PLAAFP), etc.

Key Understandings

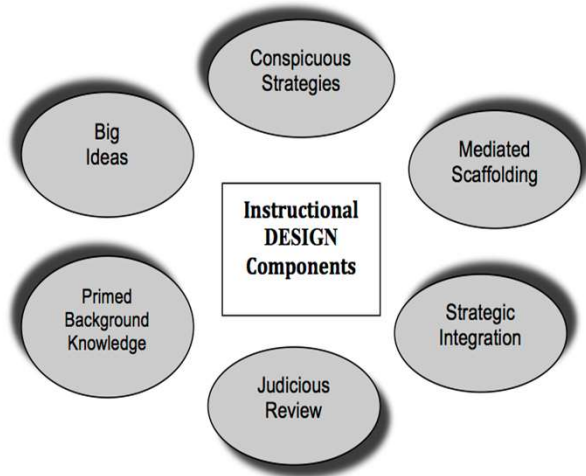
All students are general education students.

Access to the general education curriculum is an entitlement of all students.

Diversity is now the norm; equity of access is not always the norm.

Access precedes success.

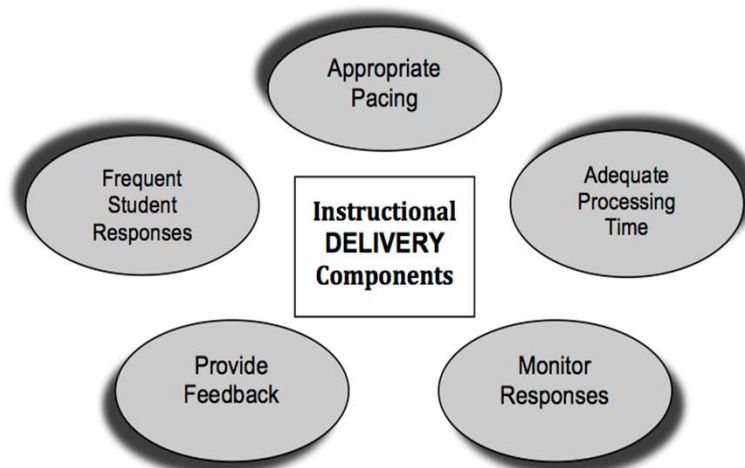
National Center on Accessing the General Education Curriculum (NCAC)



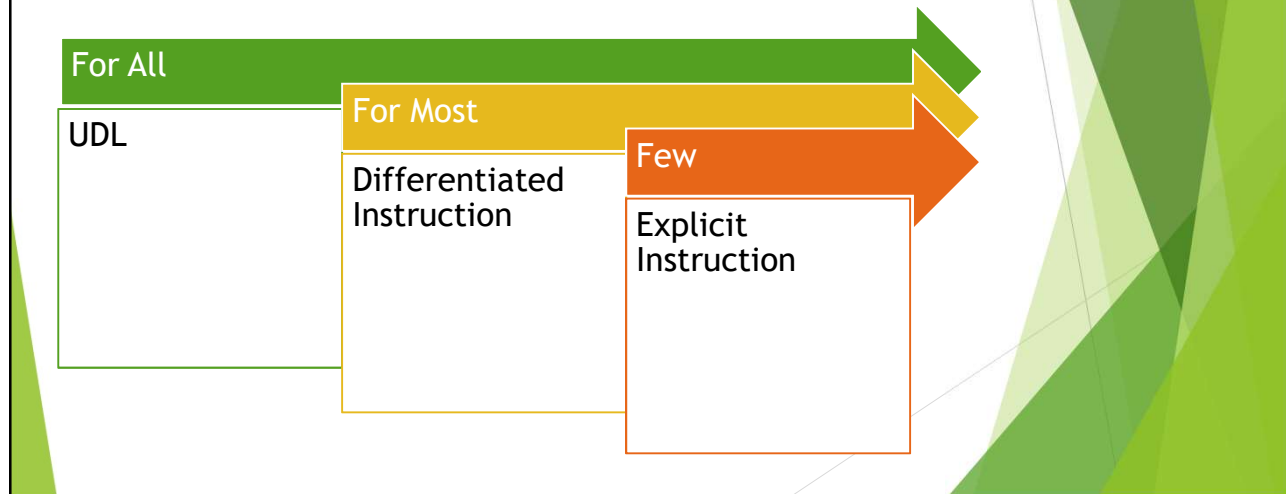
Standard Instructional Design Components Essential to All Explicit Instructional Episodes

http://aem.cast.org/about/publications/2002/ncac-explicit-instruction.html#_W7Tq1oIthg

Explicit Instruction Delivery Components



30,000 Foot View of Designing Learning Conditions



In other words..... You can't have your
 “->Then” without your “IF”

Then !!!!



IF ??????



What does the “access” conversation look like today?

Success presupposes...

ACCESS!



In Education.....

Creating Access



S
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T

Success Results



You are part of a historical shift

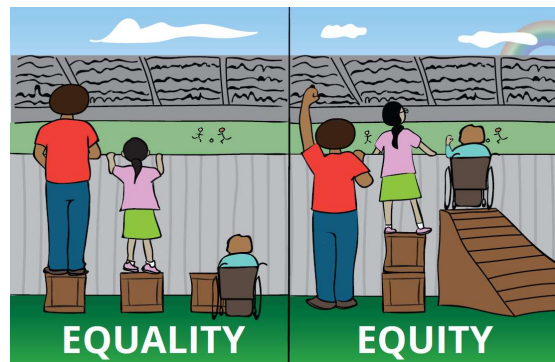
From



To



Thank you for the work you do every day
to **design** equitable learning conditions



We are **ALL** engaged in “equity work”

Addition Resources and Links:

Resources:

National Center on Accessing the General Education Curriculum

Hall, T., & Vue, G. (2002). *Explicit Instruction*. Wakefield, MA: National Center on Accessing the General Curriculum. (Links updated 2014). Retrieved March 23, 2018 from <http://aem.cast.org/about/publications/2002/ncac-explicit-instruction.html>

Hall, T., Vue, G., Strangman, N., & Meyer, A. (2003). *Differentiated instruction and implications for UDL implementation*. Wakefield, MA: National Center on Accessing the General Curriculum. (Links updated 2014). Retrieved March 23 from <http://aem.cast.org/about/publications/2003/ncac-differentiated-instruction-udl.html>

Video Overview on Accessible Educational Materials (AEM):

<http://aem.cast.org/about#.WrqWDFios3E>

Video Overview of Universal Design for Learning (UDL) by CAST:

<https://www.youtube.com/watch?v=pGLTJw0GSxk>

Quality Indicators for Accessible Educational Materials (AEM):

<http://aem.cast.org/policies/quality-indicators-provision-aem.html#.WrqWnlis3E>

END