



SYMPOSIUM BREAKOUT SESSION
MONDAY, OCTOBER 25, 2021 | 3:40-4:00 PM ET

Shovel the Ramp Not the Stairs: Turning Inequality into Inclusive Instruction

PRESENTERS:

- Elizabeth Hartmann, CAST/TIES Center
- Dr. Deborah Taub, OTL Education Solutions
- Treah Hutchings, InnovateEDU



Shovel the Ramp Not the Stairs: Turning Inequality into Inclusive Instruction

Presented with collaboration from EALA,
CAST, & TIES

**EDUCATING ALL
LEARNERS**
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 **TIES**
Center

 **CAST**



Committed to Each and Every Learner

As teachers adjust to teaching and learning this year, barriers to an equitable and inclusive education can feel more daunting than ever.

The Educating All Learner's Alliance (EALA), with the help of the **UDL Framework**, as presented by **CAST** and the **TIES Center**, is here to show a path forward. Together, we are working to provide strategies and a community space for equity and innovation in education.

Treah
Hutchings



Elizabeth
Hartmann



Deborah
Taub



Meet Aurora



All About Me!

My name is Aurora Summers.

I am 13 years old.

I have Down syndrome.

I am in 8th grade.

Things I am good at &
that are important to me:

Singing, dancing, watching
movies, my sister, my friends

I think you should know....

I do not like when people tell me what to do.
I get mad and yell and stomp. Do not tell me
what to do.

I work best when....

I have choices. I am able to work with
my friends and do teenager work. I
am a teenager. I should do teenager
work.

I want to go to school with my sister.

More About Aurora

My family thinks you should know....

Aurora has been doing the same work for years: telling time, counting change, and identifying letters of the alphabet. We want Aurora to be in her neighborhood school, but are worried about how she will fit in and what she will learn. We know she needs to be part of her community now if she is going to be part of her community after graduation.

My teachers think you should know....

Aurora reads on a second grade level. She is able to do basic math with manipulative and understands “more” and “less”.

Sometimes it is difficult to understand what Aurora is saying. She is starting to use a communication system to help her be better understood.

Turning Inequity into Inclusive Instruction

How do we meet the Aurora's unique needs? What can she help us learn about providing equitable access to inclusive learning experiences for all?

- **Universal Design for Learning (UDL)**
- The vision of UDL is that each learner is unique, so **instruction needs to be flexible enough to meet this variability while maintaining high expectations for all students.**



UDL in Practice

So, what is a teacher to do with UDL?

We need to stop seeing Aurora as the problem.

In fact, Aurora's learner variability is a desirable strength, because it helps us to see where we are clinging to old, and inflexible ways of instruction.

She helps us bust curriculum barriers and replace them with **innovative, proactively designed options.**



Let's Start with ENGAGEMENT --

Although Aurora doesn't like being told what she should learn, she is very engaged with her peers.

This **variability in her motivation and persistence** leads us to design flexible pathways to learning that consider how to **recruit her interest, motivate her** to collaborate with peers, even when she's struggling, and **encourage her to believe that she has the ability to cope**, even when learning gets difficult.

Provide multiple means of
Engagement ➔

Affective Networks
The "WHY" 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
Sustaining Effort & Persistence (8) ➔

- 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
Self Regulation (9) ➔

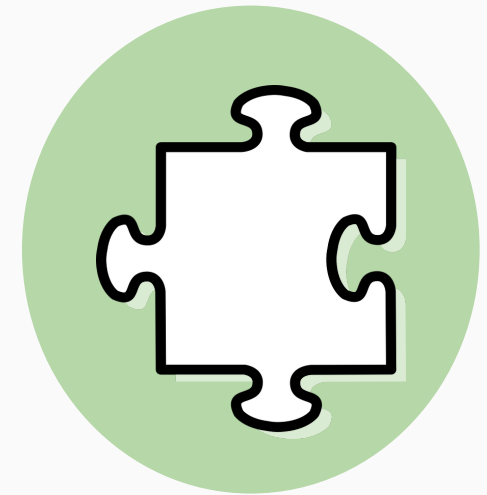
- Promote expectations and beliefs that optimize motivation (9.1) ➔
- Facilitate personal coping skills and strategies (9.2) ➔
- Develop self-assessment and reflection (9.3) ➔

Expert Learners who are...

Purposeful & Motivated

Bust Barriers to ENGAGEMENT

If Our Goal Is...	Ways to <u>Engage</u>
Recruiting Interest →	If adult directions are a barrier, let's have peers provide support.
Sustaining Effort & Persistence →	If long instructions are a barrier, let's chunk directions into a written list
Self Regulation →	If a lack of opportunity to cope is a barrier, let's provide options to take when frustrated, like "cool off" time alone.



Now let's consider REPRESENTATION--

Aurora can easily decode words and symbols that have meaning to her, like the texts she sends her family and friends.

This **variability in how she takes in and comprehends information** leads us to design flexible pathways to learning that **provide alternative to text, clarify vocabulary** with multimedia, and **maximize generalization** through activating background knowledge.

Provide multiple means of Representation →

Recognition Networks
The "WHAT" of learning



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 Language & Symbols (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 Comprehension (3) →

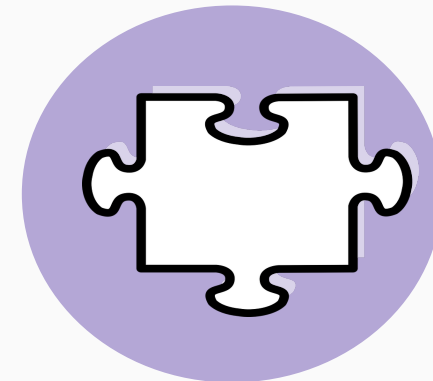
- Activate or supply background knowledge (3.1) >
- Highlight patterns, critical features, big ideas, and relationships (3.2) >
- Guide information processing and visualization (3.3) >
- Maximize transfer and generalization (3.4) >

Expert Learners who are...

Resourceful & Knowledgeable

Bust Barriers to REPRESENTATION

If Our Goal is...	Ways Information is <u>Represented</u>
Perception →	If text is a barrier, let's add visuals and multimedia.
Language & Symbols →	If complicated vocabulary is a barrier, let's provide adapted texts, or pair texts with videos.
Comprehension →	If building connections is a barrier, let's provide students with guided notes to facilitate big ideas.



Finally, let's consider ACTION & EXPRESSION--

Aurora loves presenting and being dramatic, especially when others are able to capture her performances on video.

The **variability in her expression** leads us to **vary the ways she can respond using technology and multimedia for communication**. We also integrate opportunities for her to develop her skills for **monitoring her own progress as she learns**.

Provide multiple means of Action & Expression ➔

Strategic Networks
The "HOW" of learning



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 **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 **Executive Functions** (6) ➔

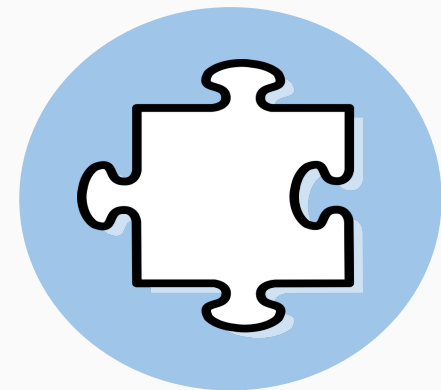
- Guide appropriate goal-setting (6.1) ➔
- Support planning and strategy development (6.2) ➔
- Facilitate managing information and resources (6.3) ➔
- Enhance capacity for monitoring progress (6.4) ➔

Expert Learners who are...

Strategic & Goal-Directed

Bust Barriers to ACTION & EXPRESSION

If Our Goal Is...	Ways to <u>Build Skill</u> in Learning
Physical Action →	If an over-reliance on pen and paper writing is a barrier, let's use laptops for composition.
Expression & Communication →	If expressing understanding is a barrier, let's vary the ways students can respond, such as video, for communication.
Executive Functions →	If a lack of opportunity for self-reflection is a barrier, let's provide a checklist or rubric.



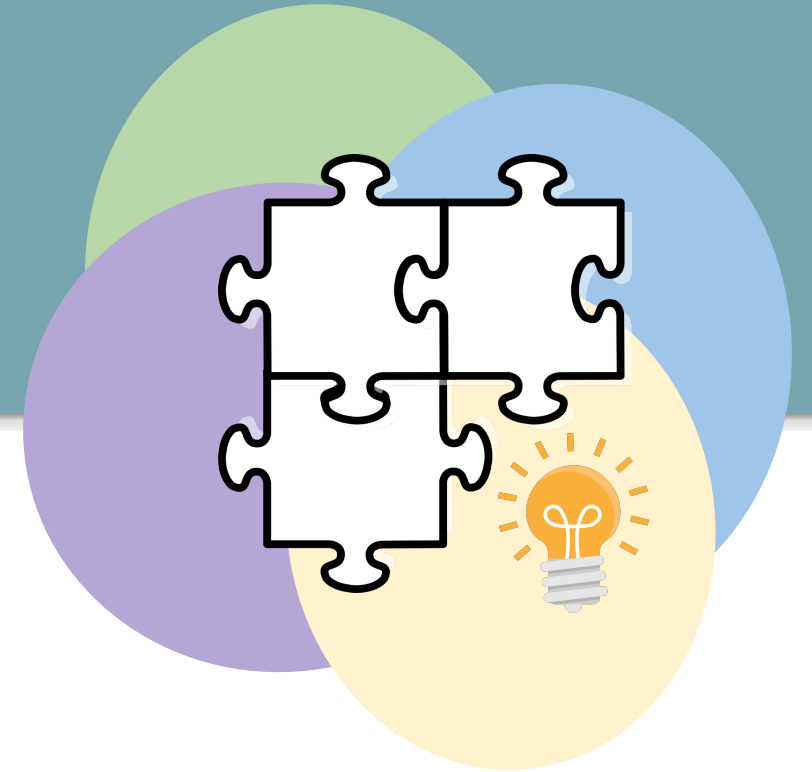
Where is your focus -- the steps or ramp?

- The UDL framework paired with inspiration from Aurora help us bust barriers for all!
- What is necessary for **SOME** is useable for **ALL**



Conclusion

- Each and every student is worthy of an equitable education
- Bust barriers, focusing on exclusionary practices and expanding your view of curriculum and instruction
- Leverage the power of design for innovation



Resources



Designing for Inclusion
Key Takeaways and Resources

This document is a summary of the core content found within the ISTE U professional development online course, *Designing for Inclusion*. It includes key points and relevant resources that guide educators in using the Universal Design for Learning (UDL) framework to proactively plan and design learning experiences that are welcoming, accessible, and engaging for the widest range of learners. This document is intended to be shared with any and all K-12 educators.

[Foundations of Inclusive Learning Design](#)
[Engagement – The Why of Learning](#)
[Representation – The What of Learning](#)
[Action & Expression – The How of Learning](#)
[Reflecting on Your Practice](#)

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UDL Guidelines

Provide multiple means of Engagement 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 • Optimize individual choice and autonomy • Optimize relevance, value, and autonomy • Minimize threats and distractions	Provide options for Perception • Offer ways of customizing the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	Provide options for Physical Action • Vary the methods for response and navigation • Optimize access to tools and assistive technologies
Provide options for Sustaining Effort & Persistence • Register a sense of gain and optimize challenge • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	Provide options for Language & Symbols • Clarify auditory and symbolic content • Clarify syntax and structure • Support decoding of text, mathematical notation, and symbols • Promote understanding across languages • Maximize through multiple media	Provide options for Expression & Communication • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performance
Provide options for Self Regulation • Promote expectations and beliefs that optimize motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	Provide options for Comprehension • Activate or supply background knowledge • Highlight patterns, critical features, big ideas, and relationships • Guide information processing and visualization • Maximize transfer and generalization	Provide options for Executive Functions • Guide appropriate goal setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress

Expert Learners who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal Directed
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Let's get started! How much time do you have?

Select a timeframe to begin working on your lesson:

<p>5 Minutes</p>	<p>15 Minutes</p>	<p>45 Minutes</p>
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TIES Center

Home
 Communicative Supports
 Peer Engagement Resources

About
 Inclusive Leadership and Systems Change
 Inclusive Instruction

The logo for the Aurora Institute Symposium. It features a stylized white graphic of a rising sun or star above the word "AURORA" in a large, white, serif font. Below "AURORA" is the word "INSTITUTE" in a smaller, white, sans-serif font. At the bottom is the word "Symposium" in a white, script font. A thin white horizontal line is positioned below "Symposium".

AURORA INSTITUTE *Symposium*

OCTOBER 25-27, 2021 | VIRTUAL

“Leading Competency-Based Education Redesign”

Thank you for joining us!

Share Your Thoughts.

Participate in our one-minute poll (link in chat box).