Universal Design and Inclusive Instruction: Moving from Theory to Practice

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Our Agenda for Today

• What is Universal Design for Instruction (UDI)?
• Accommodations and Modifications
• Important university stakeholders
• Examples and tips for inclusive instruction
What is This?
Who Does it Benefit?


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Can Anyone Else Benefit?

https://masscommons.files.wordpress.com/2012/08/daycarestrollers.jpg

Lombardi, 2019

Lombardi, 2019
What is Universal Design?

The design of products and environments to be usable by all people, to the greatest extent possible without the need for adaptation or specialized design.

Center for Universal Design, North Carolina State University
Adapted from McGuire, 2008
What Does UD Try to Do?

The intent of universal design is to simplify life for everyone by making products, communications, and the built environment more usable by as many people as possible at little or no extra cost. Universal design benefits people of all ages and abilities.

Center for Universal Design, North Carolina State University

Accessible knobs and levers, from http://www.idsa.org/

Lombardi, 2019
Examples of UD

Angled Measuring Cup from Oxo  [http://www.oxo.com](http://www.oxo.com)
One Handed Salad Spinner from Oxo
What’s wrong with this picture?
What abut this?

https://uk.news.yahoo.com/mum-with-disabled-daughter-campaigns-for-wheelchair-ramp---and-gets-%E2%82%AC40-000--slalom--eyesore--143242677.html#6pi1KdQ
What’s the Difference Here?
What is the Difference?
Can we apply this logic to Instruction?
Universal Design for Instruction

“UDI is the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including student with disabilities.”

Scott, McGuire, & Embry (2002)
The Nine Principles of UDI

Principle 1: Equitable use
Principle 2: Flexibility in use
Principle 3: Simple and intuitive
Principle 4: Perceptible information
Principle 5: Tolerance for error
Principle 6: Low physical effort
Principle 7: Size and space for approach and use
Principle 8: A community of learners
Principle 9: Instructional climate
What is the main idea?

- **Access** to the course - Four Areas
  - Cognitive
  - Content
  - Communication and Networking
  - Physical space

Lombardi, 2019
Four Areas of Access

**Cognitive Access:** Use of a range of instructional techniques, materials and tools that allow students options to demonstrate understanding and mastery of course content.

- Equitable Use
- Flexibility In Use
- Tolerance for Error
Four Areas of Access

**Content Access**: Use of a variety of instructional techniques, materials and tools that allow students to be aware of course content and requirements.

- Perceptible Information
- Simple and Intuitive
Four Areas of Access

Communication and Networking: Use of a range of instructional techniques, materials and tools that promotes interaction between faculty and students, and among students, and creates a welcoming and inclusive learning environment.

• Community of Learners
• Instructional Climate
Four Areas of Access

**Physical Access**: Use of a range of instructional techniques, materials and tools that reduces the physical demands placed on learners and allows maximum attention to learning.

- Low Physical Effort
- Size and Space for Approach and Use

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What is the difference between accommodations and modifications?

Accommodations:
• Do not change the expectations for learning
• Do not reduce the requirements of the task
• Do not change the content standard or rigor
• Changes the access by removing barriers

Modifications:
• Do change the expectations for learning
• Do reduce the requirements of the task
• Examples: reduce number of test items, reading load, reading level, alter assignments

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Measuring Inclusive Teaching

• 2010- 2012: Developed and validated Inclusive Teaching Strategies Inventory as part of larger effort to shift campus culture so that disability awareness was further promoted

• 2014-present: Faculty workshop series on inclusive course planning, delivery, and assessment

• Using student voice to promote faculty awareness

• This work took place at various universities in the USA

• 2013-present: ITSI used by higher ed researchers in USA, Canada, Taiwan, Spain, Germany, Portugal

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University Stakeholder Support

• Material delivered over multiple settings:
  • Small liberal arts colleges, community colleges, large public universities
  • Variable # of workshops (1-4)
• Administrator and Faculty support is critical
• Center on Teaching and Learning and Disability Services partnership
• Full participation committee initiatives
  • Larger institutional value
  • Full inclusion of diverse groups

Lombardi, 2017
University Stakeholder Support – One Example

- Small liberal arts college
- Recruitment of participants
- Representation
  - Combination of faculty (57%), staff (32%), administrators (8%)
  - Faculty represented a variety of disciplines
    - 3 or more representatives from Biology, Botany, Economics, Philosophy
  - Attendance fluctuated across the 4 workshops
    - 63%, 39%, 45%, 33%
    - 16% attended all workshops
    - All workshops were video recorded so those not in attendance could access at later date

Lombardi, 2017
Summary: Why Inclusive Teaching?

• Encourages consideration of a breadth of issues in planning, delivery, and assessment of instruction
• Maximizes accessibility but **does not** compromise rigor
• May benefit a variety of diverse learners:
  • minority students
  • second-language learners
  • returning/non-traditional students
  • students with disabilities