

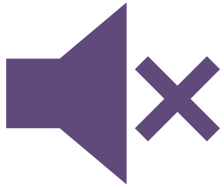
NTDC Presents:
**Developing Inclusive Training
Programs Through Universal Design
for Learning**

June 28, 2023



ASSOCIATION OF UNIVERSITY CENTERS ON DISABILITIES
THE LEADERSHIP, EDUCATION, ADVOCACY & RESEARCH NETWORK

- Ensure your name is displayed correctly in the participant list. You may also include program/org and preferred pronouns.
 - Hover over your name in the “Participants” box and select “More” → “Rename”
- Please remain muted unless speaking and state your name prior to speaking.
- Captioning is available.
- If you need tech or accommodation support, please email itac@aucd.org.
- Today’s session is being recorded and will be archived.
- Use chat box to introduce yourself (Name, Program, Role).



At the end of this discussion, participants will:

- learn core principles of Universal Design for Learning (UDL);
- identify strategies for applying UDL in their individual program; and
- receive feedback from their peers on UDL.

3:00 Housekeeping and Introductions

3:05 Welcome and Updates from NTDC Leadership

3:10 Program Highlight: Georgia State University LEND

3:30 Program Highlight: Arizona LEND

3:50 Breakout Discussions

4:25 Closing

Welcome and Updates from National Training Director's Council (NTDC) Leadership

Jenean Castillo, PhD – Chair of NTDC

Laura Carpenter, PhD – Vice Chair of NTDC

Laura Rodríguez López, Ed.D. – Secretary

Who should join?

- The National Training Director Council works for and with training directors and responds to their and the network's needs.
- Contact: Jackie Czyzia: jczyzia@AUCD.ORG

Why?

- Serve as a focus and forum for the identification and discussion of issues related to preservice and in-service interdisciplinary training
- Function as a representative voice of preservice interdisciplinary training interests and concerns within the AUCD network
- Influence the development and implementation of national training policies and initiatives
- Share best practices and exemplary resources developed and used by UCEDDs and LENDs across the nation.

- Recruitment and role of Self-Advocate faculty in training programs
- Incorporating Universal Design for Learning and Accessibility into training programs
- Mentorship and engagement of emerging leaders
- Mentorship and support of training directors

Introducing..

Georgia LEND



Mark Crenshaw, MTS



Molly Tucker, MSW

How Georgia LEND Uses Universal Design for Learning

Mark Crenshaw and Molly Tucker
Center for Leadership in Disability
Georgia LEND
Georgia State University

Agenda

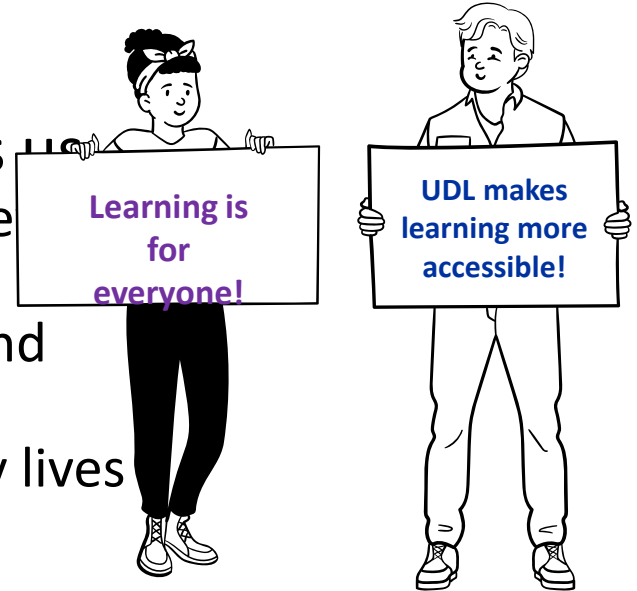
- What is Universal Design for Learning (UDL)?
- Why is Universal Design for Learning (UDL) important?
- How do we include Universal Design for Learning (UDL) in GaLEND?

@CAST_UDL | #UDL (C) CAST
2014

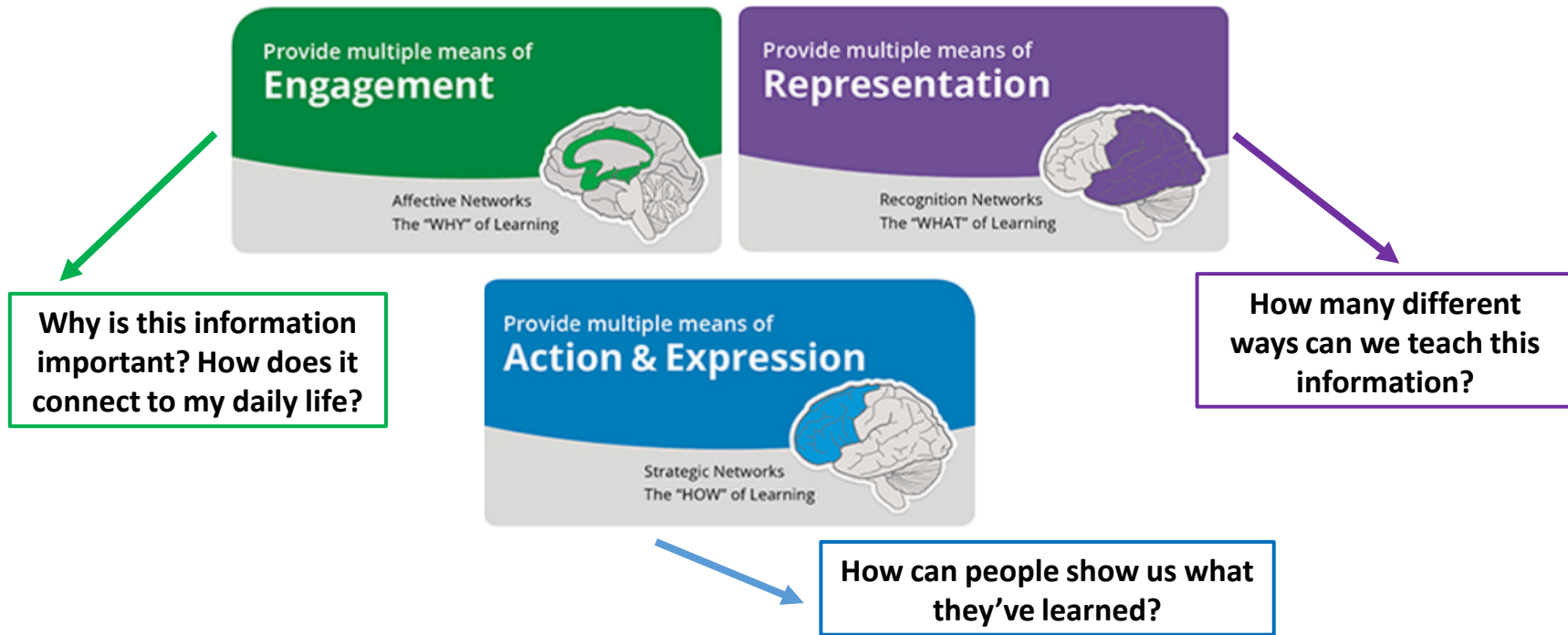
“UDL provides a blueprint for creating instructional goals, methods, materials, and assessments **that work for everyone**--not a single, one-size-fits-all solution but rather **flexible approaches** that **can be customized and adjusted** for individual needs.”

What is Universal Design for Learning?

- Universal Design for Learning is a way to create learning materials
- Universal Design for Learning helps us
 - Teach people new information and new skills
 - Get people excited about learning
 - Make information easier to understand
 - Make learning more interesting
 - Connect information to people's daily lives
 - Showcase what people have learned



Three Parts of Universal Design for Learning



UDL Example

Individual and Family-Centered Care

Engagement:

As clinicians and advocates, why is it important for our work with individuals with disabilities and their families be directed by them, instead of us?



Making Connections
with Individuals and
Families



Interdisciplinary Clinics
that are Individual and
Family Centered



Highlight Real World
Examples

Representation:

How can we teach someone how to practice individual and family-centered care?



Conversations with individuals and families

Presentations and Panels



Clinical Experiences, Case Studies, and Self-Reflection Activities

Family Mentor Experience



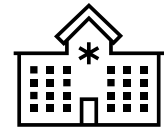
Action and Expression:

How can someone show us what they've learned?



Self-Reflection
and Journals

Clinical
Experiences



Case Studies

Group
Discussion



General Strategies

- Send an email explaining our commitment to UDL to all presenters
- Presenters are asked to include an activity as part of their presentation
- Presenters are asked to outline key takeaways
- Pre-session email explaining what will be covered in class
- Pre-sessions activities to help trainees familiarize themselves with content
- Use of plain language

General Strategies

- Group discussions that are intentionally interdisciplinary and diverse
- Materials created by people with lived experiences are prioritized
- Assignments can be written, audio recorded, video recorded, or completed through live conversation
- All trainees participate in UDL project each year
- LEND Team regularly reflects on content and training experience and makes adjustments as needed

Resources

- UDL Aligned LEND Resources:
https://www.aucd.org/template/news.cfm?news_id=11641&id=17
- UDL Webinar from GSU:
<https://www.mchnavigator.org/academics/atmch/innovative-teaching-awards/aligning-a-mch-disability-leadership-curriculum-with-universal-design-for-learning.php>
- Self-Advocacy Training Series for LEND Programs:
https://www.aucd.org/template/event_itac.cfm?event_id=8921

Wrap Up

- **What is Universal Design for Learning (UDL)?**
 - Universal Design for Learning is a way to create learning materials so that everyone can learn new skills, gain knowledge, and be excited about learning.
- **Why is Universal Design for Learning (UDL) important?**
 - It helps make sure that everyone can learn in the way that works best for them.
- **How do we include Universal Design for Learning (UDL) in GaLEND?**
 - We ask ourselves: Why is this information important? How can we teach this information in different ways? How can people show us what they've learned?

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Any questions?



Introducing..

Arizona LEND



McCafferty Kermon



Jaclyn Larson



COLLEGE OF MEDICINE TUCSON
ArizonaLEND

Implementing Universal Design for Learning at ArizonaLEND

McCafferty S. Kermon & Jaclyn Larson

6/28/23

Introductions



McCafferty S. Kermon
Advocacy Faculty



Jaclyn Larson
Advocacy and Family
Faculty



Overview


- 2020
- Update the curriculum
- 1st year ArizonaLEND included a trainee with IDD




Overview Cont...

- Began to apply UDL, while acknowledging that there are special considerations for trainees with IDD
- Ensure that there are various ways for the information to be accessed and understood
- Locate and create supplemental resources to engage different learning styles that will ultimately make the material more accessible to EVERYONE





Achieving Accessibility through Accommodations

- 
- ArizonaLEND started 2011
 - Difficult to make established program fully accessible right away
 - Accommodations were made as stepping stones to create a more accessible program

Existing Structure

- Natural Supports
 - Peer groups
 - Group projects
- All trainees assigned faculty mentors/coaches
- Monthly Faculty Meetings



Main Components of ArizonaLEND

- Weekly Didactic seminars
- Letter of Intent (LOI)
- Clinical hours
- Books



Weekly Didactic Seminars

- Updated presenter guidelines to include UDL
- Requested information from presenter in advance
- Include an introduction to the topic tailored to the specific style preferences of Self-Advocate trainee



Clinical Hours

- Flexible options
- Tailored support, such as relevant background information (terms, acronyms, what to expect)
- Customized way to record hours
 - Careful consideration on how to improve recording system for Self-Advocate has led to a push to improve recording for everyone



Original LOI Options

- **Priority A** - Investigations, focus on research
- **Priority B** - Special projects, focus on program evaluation



Updated LOI Options

- Priority A - Investigations, focus on research
- Priority B - Special projects, focus on program evaluation
- **Priority C** - Personal presentations or other created materials, focus on lived disability experience



Books

- Recorded version
- Structured in-class book discussion
- Accessible “snapshots” of the main themes



Books' Continued Evolution

Set of curated podcasts that focus on a different skill or idea

- Encourages contributions from all of the faculty (podcast recommendations)
- Easier for trainees to complete
- Able to expose them to more diverse ideas
- Allows flexibility, easy to update and change
- Complies with UDL (offers another way to access information)
- Can extend our range of ideas
- Sets up discussion





COLLEGE OF MEDICINE TUCSON
ArizonaLEND

Questions?

McCafferty S. Kermon: mccafferty@cidd.unc.edu

Jaclyn Larson: jflarson@arizona.edu

Breakout Rooms

For programs to ask questions of the presenters or share their own approach to UDL (or challenges). It is also an opportunity to receive feedback on a document/resource from your peers.

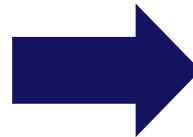
Breakout 1: Georgia LEND

Breakout 2: Arizona LEND

Stay in Main Room if You Need Assistance

- The recording will be archived and available in one week.
- Please take 2 minutes to provide feedback on today's session:
 - <https://www.surveymonkey.com/r/NTDCUDL>

or scan
the
QR Code



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