



Equal Access To Curriculum For Students
With Disabilities Creates Equitable
Outcomes For All

Participants in this session will:

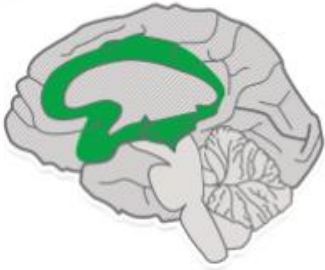
- Discover how Universal Design for Learning (UDL) principles **support all students** including those with significant disabilities
- Recognize the importance of **communication with families** on the principles of UDL which create an **open dialogue to address any inequities**
- Identify practices that can be implemented to **support the families you serve**
- Discuss the importance of **including families of students with disabilities in planning** for the next school year

What does “equal access to the curriculum” mean?

- Curriculum = what children are being taught throughout the school day.
- When students with disabilities have the opportunity to learn the same curriculum as their non-disabled peers, be involved in and make progress in that curriculum, then we can say that they have **equal access to the general curriculum**.

Universal Design for Learning (UDL) Principles

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING



STRATEGIC NETWORKS:
THE **HOW** OF LEARNING



Engagement

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

Representation

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

Action & Expression

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

Inclusion and UDL

“Inclusion is more than just a belief system, it is an active process of planning proactively to support the success of the instructional design to ensure authentic and meaningful learning in a students least restrictive environment”

*Carole Clancy, Director, PA Bureau Of Special Education

Reflections of Implementing UDL Principles



PANELISTS

- Nicole Gilchrist,
parent of Abby, age 8



- Anita Nair,
parent of Ishaan, age 15



- Jill Houseal,
parent of Ana, age 20



- Todd McMillen, Coordinator of Student Services,
Greensburg Salem School District,
PEAL Center Champion of Inclusive Education
Award Recipient, 2017

Poll

- How comfortable are YOU with implementing/encouraging the use of UDL principles in your school and classroom?

1 -Not comfortable at all

5-Actively use/encourage UDL in all classes

- Type your answer 1-5 in the Q&A box

The How



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Examples of UDL in practice

- Having pictures and words on signs around the room
- Students having an option of how they share their book report
 - Writing a paper, building a model, making a video, illustrating a poster, etc.
- Utilizing technology—Siri, Alexa, Google, Voice-to-text
 - Students practice what they learn in speech in a general setting
- Design options to overcome barriers, that can benefit all students
- Offer materials in different formats (videos, virtual teaching, engaging activities, printed handouts, read aloud, etc.)

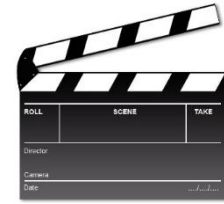
Examples of UDL

- Share an example of how UDL principles are utilized in your classroom, school or district.
- Type in the Q&A box

Lessons Learned from COVID

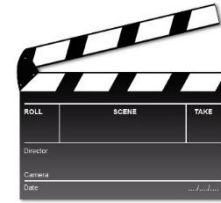
- What schools had to do quickly to ensure equal access
 - Devices, reliable broadband internet, make use of all of the features of platforms that support engagement of learners, etc.
- Capacity-building for teachers, students and families for online instruction – UDL Principles

Recommended Actions



- Engage community resources to support your families in meeting basic needs (housing, food, medical care, emotional health, etc.)
- Apply for available federal and state funds to build capacity of educators and families
- Include families who have students with disabilities in planning groups
- Use approaches that diminish inequities – if you plan for students with the most needs, you will address the needs of everyone

Recommended Actions



- Ensure that families know how to request interpretation and translation
- Provide training and coaching for teachers, students and families following UDL Principles
- Periodically survey families/youth to identify needs
- When students are attending school, plan carefully for health and safety during transportation

Take Aways

- What is one thing you will take from this presentation and implement in your classroom, school building, or district?
- Type into the Q&A box

Equitable Access to Learning

“In the United States, there is a legal mandate to offer a free and appropriate education to all school-aged students.

I would argue that of greater importance is the moral imperative to **provide equitable access to learning for all students**. A well-aligned, written curriculum is the foundational structure to **ensure that every student who walks through our doors has the opportunity to achieve success** within our walls and beyond.”

<https://www.onatlas.com/blog/promote-equitable-access-to-learning>

Presuming Competence



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Resources

- [PaTTAN - Essentialized Content](#)
- [PaTTAN - Planning and Implementing Universally Designed Lessons](#)
- [PaTTAN - Teachers' Desk Reference: Universal Design for Learning](#)
- [PaTTAN - What Universal Design for Learning \(UDL\) Means to You](#)
- [PDE Standards Aligned System \(SAS\) Portal](#)
- [UDL Guidelines](#)
- [Adapted Literature](#)

Thank you!

PARENT EDUCATION & ADVOCACY LEADERSHIP CENTER



Promoting inclusion and access
in education and healthcare

Empowering families and
young adults across PA



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