

Bank Street College

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Welcome

Since 2005, Bank Street College and San Jose State University have been working closely to create a small database of material that will help all undergraduate and graduate students more fully participate and succeed in our

teacher education courses. Using Universal Design for Learning (UDL) as a guide, these monthly newsletters will help us share our work with a broader community of teacher educators around the United States.



Defining Universal Design for Learning

Universal Design for Learning in education refers to meeting the unique educational needs of each student regardless of learning style, or physical, sensory, organizational, and linguistic differences. Rather than taking a "one-size-fits-all" approach, UDL stresses flexible and multiple modes of organizing course content, assignments, and activities.

UDL provides a variety of alternatives for students to access and engage the learning process. Beyond accommodating students with disabilities, the features of UDL benefit all students and may reduce the need for individualized accommodations. (Adapted from Ohio State University, Universal Design Project)

San Jose State University: A Word from our Partners

By Mary Fran Breiling

Mary Fran Breiling is the Interim Associate Director for the Center for Faculty Development at San José State University, the Director of the Wireless Laptop Project, and the Director for iTunesU @ San José State University (SJSU). She is on the Accessible Instructional Materials Committee for SJSU and serves on the CSU ATI Training Task Force.



San Jose State University, a partner in the HEDS UP grant, is one of 23 campuses within the California State University (CSU). On February 9, 2007, the Chancellor's Office at California State University (CSU) issued a coded memorandum, AA-2007-04, that requires all campuses within the CSU system to provide timely provision of accessible materials to students with disabilities in response to the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. These laws require that qualified individuals with disabilities be provided equal access to programs, services, or activities. California Government Code 11135 applies Section 508 as amended in 1998 to state entities and specifically includes the CSU. The coded memorandum, commonly referred among the CSU campuses as the Accessible Technology Initiative (ATI), describes the implementation requirements for the CSU campuses. Chief among the requirements for all faculty is that all instructional materials will be accessible by Fall 2012. The professional development efforts to begin the development of materials and competence among the CFD staff began with the support of two Demonstration Projects to Ensure Students with Disabilities Receive a Quality

Higher Education: HEDS UP and EnACT. Mary Male, the co-campus coordinator for the HEDS UP grant and an emeritus faculty in the College of Education renowned for her expertise in accessible instruction, became the first Faculty-in-Residence for Universal Design for Learning on campus.

HEDS UP and EnACT grants created a core group of faculty who became fully immersed in the implementation of Universal Design for Learning principles into the curriculum. Later, when the campus funded a faculty-in-residence for accessible instructional materials for each college, several of these key HEDSUP and EnACT faculty became the college faculty-in-residence.

The professional development efforts of the CFD have included workshops, one-on-one consultations, EnACT and HEDS UP faculty learning communities, and two campus conferences on Universal Design for Learning with keynotes from Sharron Rush, executive director of Knowbilty and Tracey Hall, Senior Research Scientist and Instructional Designer at the Center for Applied Special Technology (CAST). The San Jose State University CFD has developed a full set of curricular materials for creating accessible instruction into coursework. These materials are posted on the CFD web site at

<http://www.sjsu.edu/cfd/resources/instructional/accessibility.shtml> Resources related to UDL created by HEDS UP and EnACT are included. Each summer and intersession, HEDS UP and EnACT sponsor faculty to attend three-day UDL workshops.

To date CFD has recorded of more than 400 faculty and staff incidences of participation at the ATI sessions and reached more than 200 unique faculty and staff through professional development sessions at the CFD. With the support of the demonstration projects, SJSU is well poised to support faculty to implement the Accessible Technology Initiative (ATI) to ensure that the SJSU campus follows state and federal laws mandating access to technology as well as a culture of inclusive learning.

Instructional Activity Kinesthetically-Infused Discussion Techniques and Activities

Adapted from an activity titled “Yes, No, or Maybe” led by Kevin Pease at Bronx Charter School for the Arts in 2005.



Course Name: Developmental Variations

Instructor: Pamela Jones

Institution: Bank Street College of Education

Purpose/Context

“True, False, or Unsure” was intended to provide students with a low-pressure yet high-interest way of deepening their knowledge of Cerebral Palsy (CP) while providing them with a different instructional and activity-based alternative for engaging in a “discussion.”

Introduction

“True, False, or Unsure” is a variation on an activity that asks its participants to listen to a series of prompts and answer by moving silently to the answer they have selected—answers that are posted about the room in varying locations.

Once the last prompt is read, students are engaged in a two-pronged conversation about:

- The experience answering questions/prompts in this kinesthetic and silent way and
- The topic under “discussion.”

Directions

Prior to engaging in this activity, students had completed readings on the subject of CP. Below is a sample of this activity as it was used in one class session of Developmental Variations:

As you listen to the following prompts, move silently to your answer:

- Cerebral Palsy is defined as “a condition caused by injury to the parts of the brain that control our ability to use our muscles or bodies.”
- Palsy means weakness or problems with using the muscles.
- CP rarely happens before birth, occurring most often during delivery.
- CP can be mild, moderate, or severe.
- CP does not get worse over time.
- There are three types of CP: Spastic, Athetoid (or, Dyskinetic), and Mixed.
- The main sign that your child might have cerebral palsy is a delay in reaching the motor or movement milestones.
- With early and on-going treatment, the effects of CP can be reduced.
- Children with CP benefit from physical therapy, occupational therapy, and speech-language pathology.
- Most children with CP can benefit from assistive technology devices, such as communication boards and/or sophisticated computer programs.
- Practitioners in classrooms, museums, or other settings, can adapt lessons so that they are active and hands-on.
- Independence can help students with CP develop a greater sense of self-sufficiency and independence.

The content of the prompts was obtained from the following source(s): Turnbull, R., Turnbull, A., Shank, M., Smith, S., & Leal, D. (2007). *Exceptional lives:*

Special education in today’s schools (5th ed.). Upper Saddle River: Pearson Education, Inc.

National Dissemination Center for Children with Disabilities Fact Sheet:

<http://www.nichcy.org/pubs/factshe/fs2txt.htm>

Guidelines for Submissions

You may submit instructional activities, excerpts from your syllabus, instructions to assignments, or other relevant course material. The submission should include:

1) Introduction; 2) Purpose/Context; 3) Directions/Instructions (if applicable); 4) Assessment (if applicable); and 5) Connections to UDL

To submit your work, please include a cover sheet with your name and institutional affiliation, course name, and a brief description of the course purpose and goals. Attach your document in word format and label it with your last name and a key word for the lesson (i.e., jones_kinestheticdiscussion.doc). For more information, please contact Karina Otoyaknapp at (212) 875-4482 or E-mail at kotoyaknapp@bankstreet.edu. Your work will be reviewed and may be used in our next newsletter.

Discussion Questions

- What strengths did you see in this student's performance? What did she do well? What aspects of the technique did you observe?
- What did you see her struggling with? What did she do that was not representative of the technique?
- What aspects of the technique might she have added, or done differently to improve her performance?
- What did you notice about the child developmentally? Motor development? Language? Cognitive? Emotional/Social?
- What play themes did you notice?
- Applying the Play Scales, what did you observe about the child's play?

Assessment

As with the other methods of discussion, students are asked about the utility of this approach and to think about ways to implement this activity with their students.

In the debriefs that I have led following this activity, students report the following:

- It was helpful to have the "unsure" option as an answer because they might not know something for sure;
- It was nice to have the kinesthetic component because it provides the opportunity for them to move around and become more alert in a class period that might otherwise require them to sit for an extended period of time.

UDL Connection

- This activity engages students who have a range of learning styles and backgrounds, thus achieving equitable use.
- The activity was presented in sequential steps with articulation of the rationale and desired outcome for student learning. Thus it is clear and intuitive.
- This activity emphasizes inquiry, analysis, and reflection to help deepen understanding demonstrating tolerance for error.
- The classroom size and space was rearranged to allow for a variety of interactions and activities.
- This classroom activity fostered opportunities for interaction between and among the students, thus helping to build a community of learners.
- The discussion questions model strength-based learning, thereby creating a community of respect as both strengths and struggles are given equal time in the discussion.
- Concept, skill, and affective development are supported with both examples and non-examples because the class learns from observing the students' mistakes as well as their modeling of correct technique.