



*The*  
**UNIVERSITY**  
*of* **VERMONT**

ACADEMIC SUPPORT PROGRAMS

## **UDL Practices in Academic Support Programs**

Ellen McShane Ed.D., Director

Sharon Mone MBA, Office Manager

Patience Whitworth, Program Manager



# Concept maps

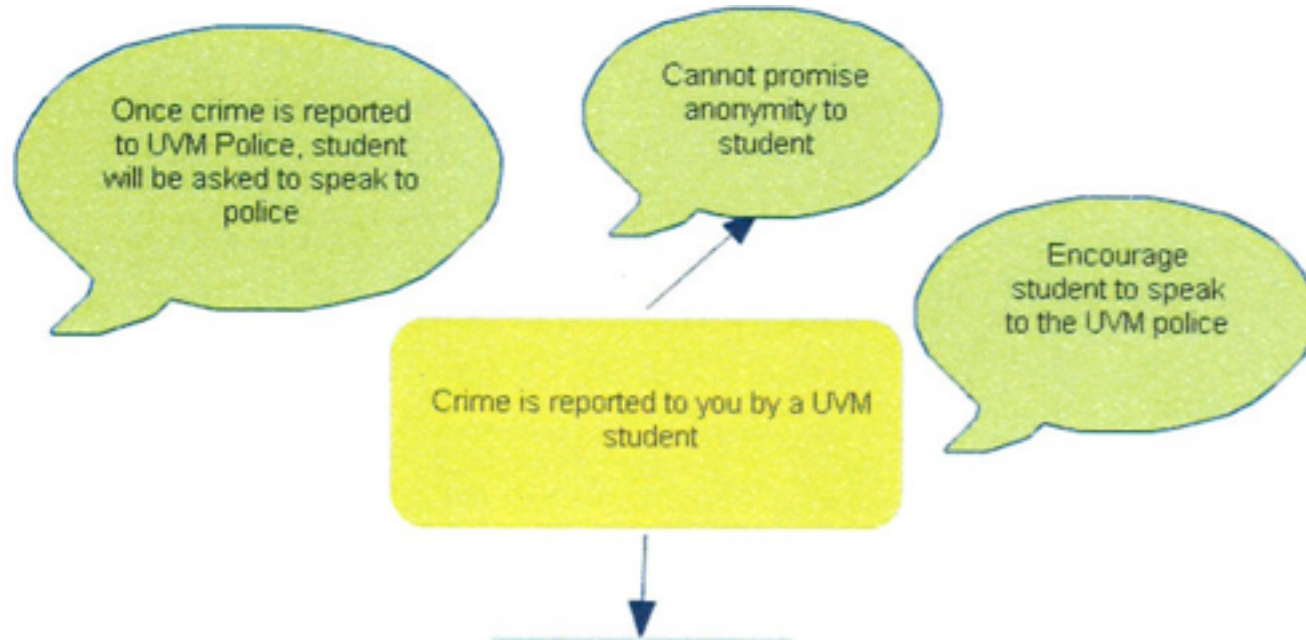


Photos by Josh Lee

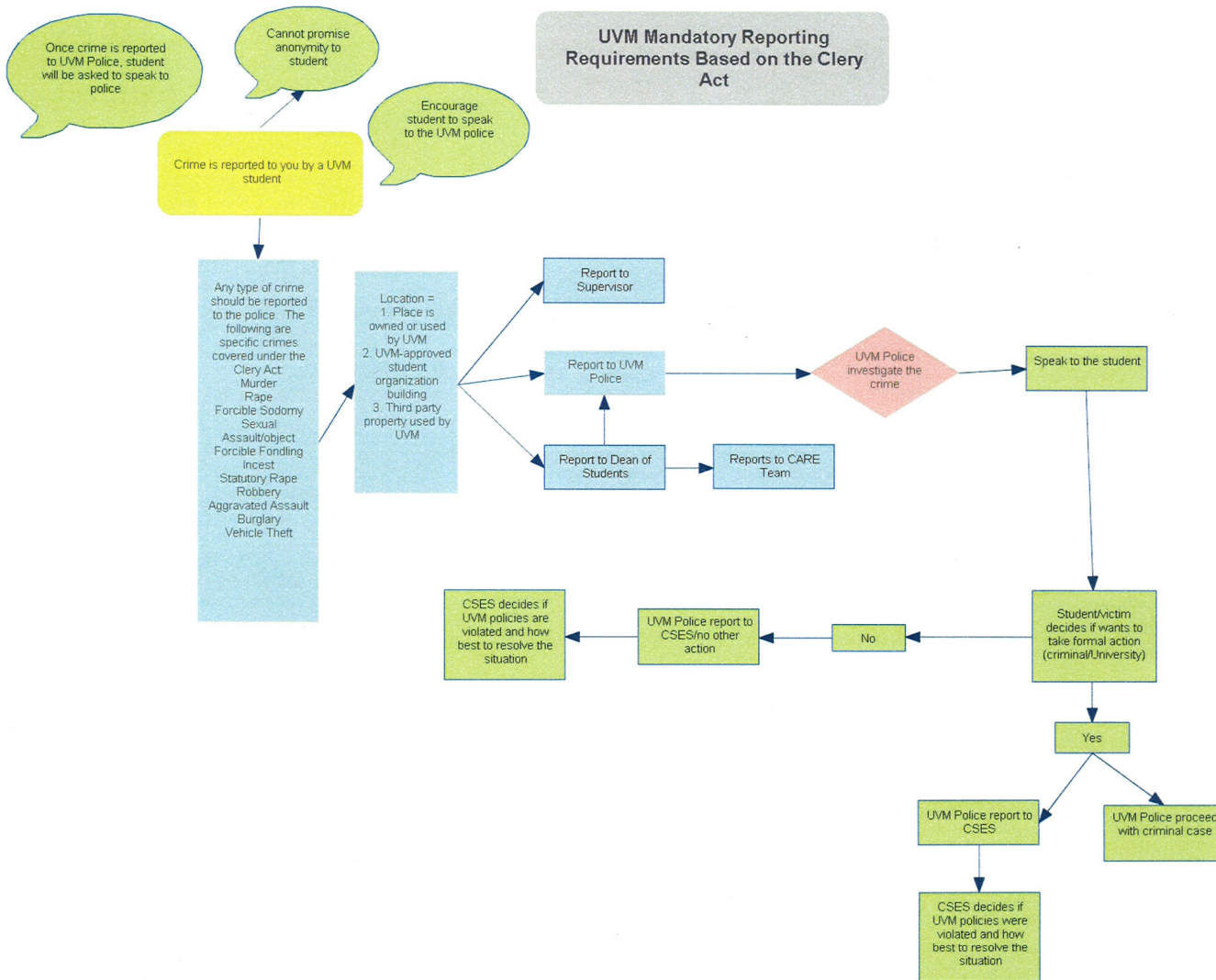
**Mapping ideas, processes,  
and communication**

Ellen McShane, Ed.D.

# + Flow of information

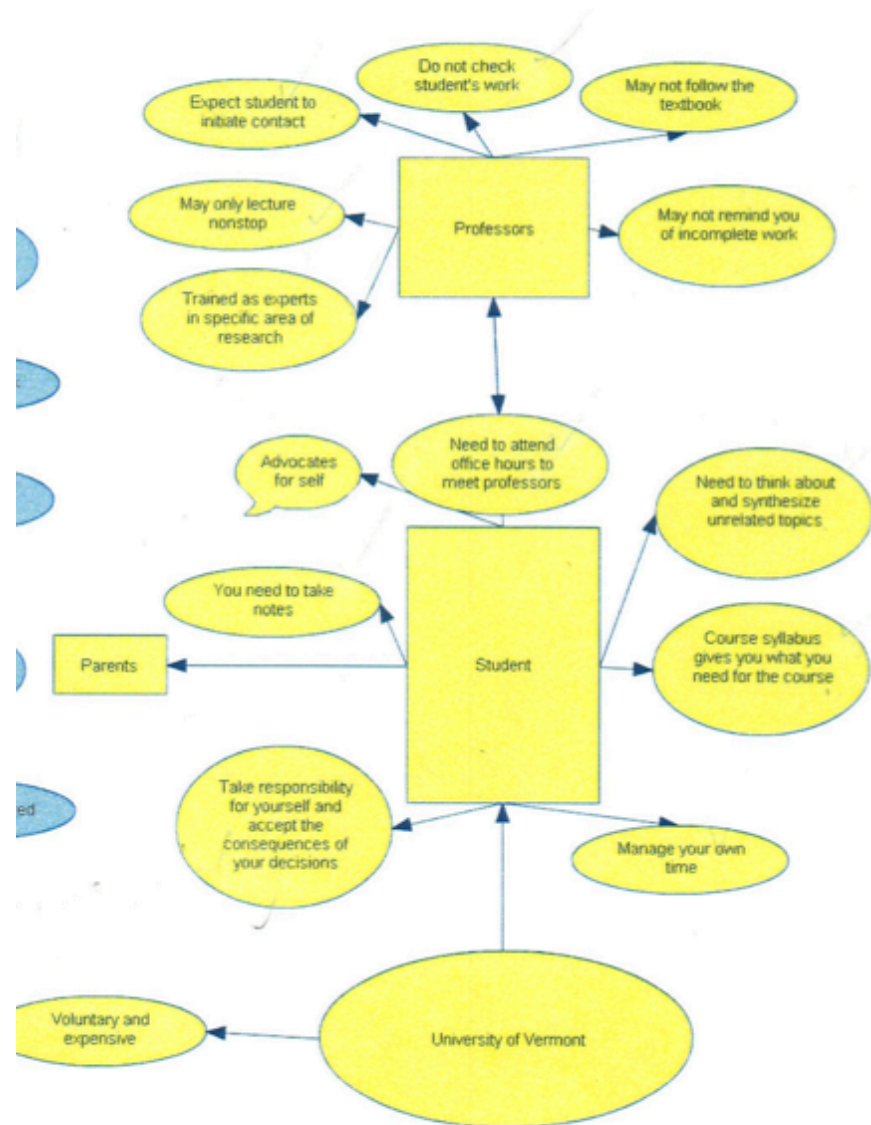


# + New staff policy

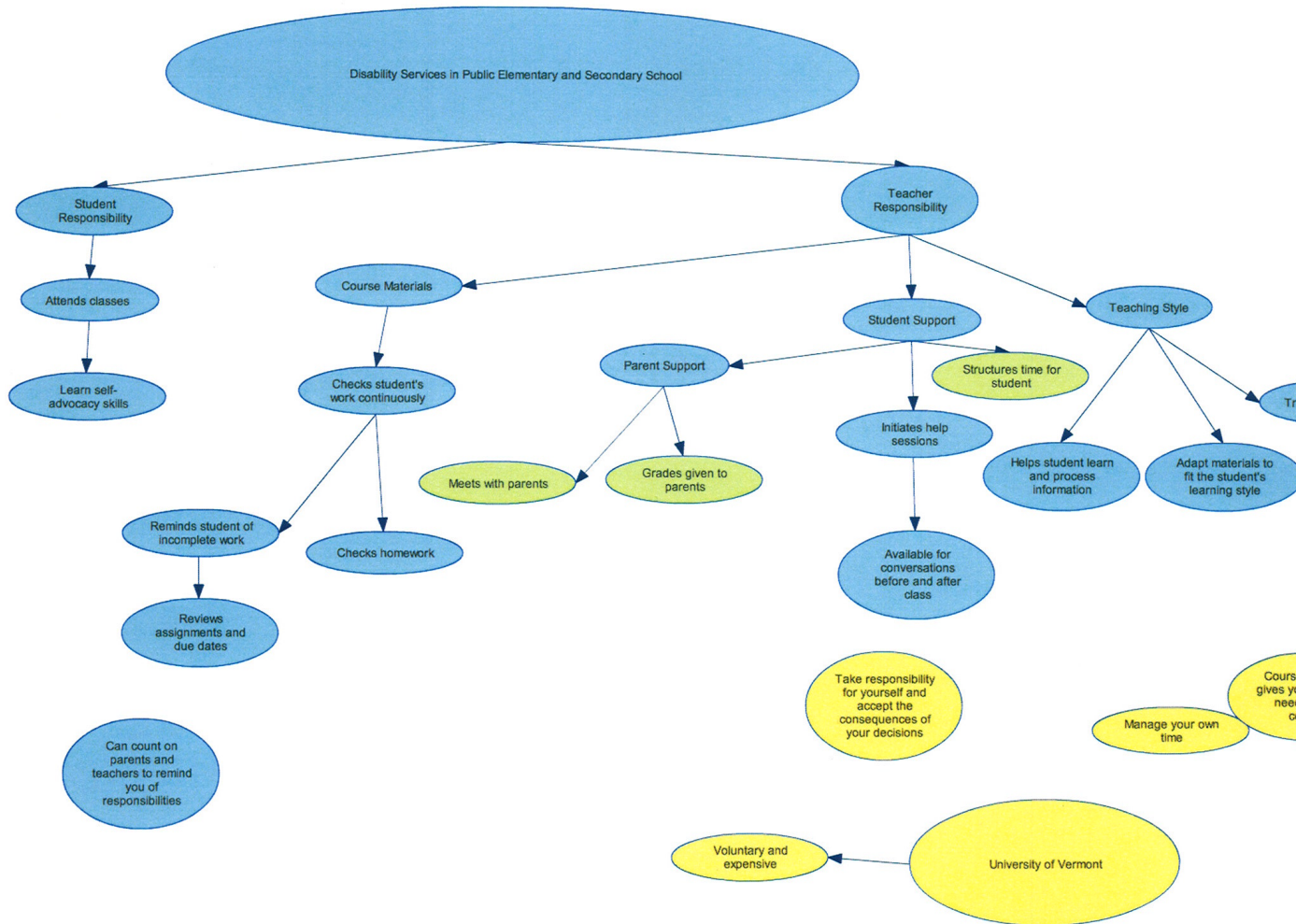




# Working with students



# + Working with students



# + Working with students



K-12 Experience for Students with Disabilities			
Mandatory and Free			
Teacher Responsibilities			Student's Responsibilities
Classroom Experience	Course Materials	Student Support	
<ul style="list-style-type: none"> <li>-Formally trained in teaching</li> <li>-Adapts materials to student's learning style</li> <li>-Helps student learn and process information</li> </ul>	<ul style="list-style-type: none"> <li>-Always checks student's work</li> <li>-Reminds student of incomplete work</li> <li>-Reviews assignments and due dates</li> </ul>	<ul style="list-style-type: none"> <li>-Structures time for students</li> <li>-Initiates help sessions</li> <li>-Available for talks before and after class</li> <li>-Provides support to parents</li> <li>-Teacher advocates for student</li> </ul>	<ul style="list-style-type: none"> <li>-Attend classes</li> <li>-Begin to learn self-advocacy skills</li> </ul>

# + Working with students



University Experience for Students with Disabilities			
Voluntary and Expensive			
Possible Teacher Characteristics and Behaviors	Student's Responsibilities		
	Classroom Experience	Course Materials	Student Support
<ul style="list-style-type: none"> <li>-An expert in her/his subject, but not necessarily a skilled teacher</li> <li>-Accessible for help during her/his office hours</li> <li>-May expect student to ask for help</li> <li>-May not see all assignments if s/he has a TA or grader</li> <li>-May not provide reminders of due dates</li> </ul>	<ul style="list-style-type: none"> <li>-Needs to think about and integrate multiple topics</li> <li>-Takes responsibility for absorbing classroom materials</li> <li>-Student's decisions have consequences</li> </ul>	<ul style="list-style-type: none"> <li>-Gets course material from syllabus</li> <li>-Often gets homework assignments from syllabus</li> <li>-Pays attention to due dates as written in the syllabus</li> <li>-Manages own time</li> <li>-Needs to take notes to be successful</li> </ul>	<ul style="list-style-type: none"> <li>-Student is expected to ask for help sessions</li> <li>-Attends professor's office hours as needed</li> <li>-Should provide parent with any appropriate information</li> <li>-Advocates for self</li> </ul>



# + Concept mapping tools

- Webspiration: Online Visual Thinking Tool [www.mywebspiration.com](http://www.mywebspiration.com)

Webspiration: Online Visual Thinking Tool | mywebspiration.com

http://www.mywebspiration.com/

Popular UVM JSARP Google Blogs Financial News (293) Methodist Shopping Travel Vermont UDL Dog Other

Webspiration<sup>™</sup> BETA

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ABOUT EXAMPLES TIPS & TRICKS VISUAL THINKING HELP CENTER SIGN UP

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**What is a Public Beta?**

[Sign Up Now >>](#)

**Updates Just Launched! See What's New.**  
Collaboration panel, with commenting capabilities, makes managing group projects easy. [Learn more.](#)

**Share your Best Webspiration Projects and Win!**

We would like to see your best examples of using Webspiration. Share your Webspiration document with us between April 16th and June 11th, 2010 and you will be entered into random drawings for:

- A \$30 Amazon electronic gift card (8 chances to win, 1 per week!)
- The grand prize - a Dell Inspiron Mini 10 Laptop computer loaded with

# + Concept mapping tools

- MindMeister: Online Mind Mapping and Brainstorming  
<http://www.mindmeister.com/>





# Blogs, Wiki's, & Podcast



Photos by Josh Lee

**Student training,  
communication, & followup**

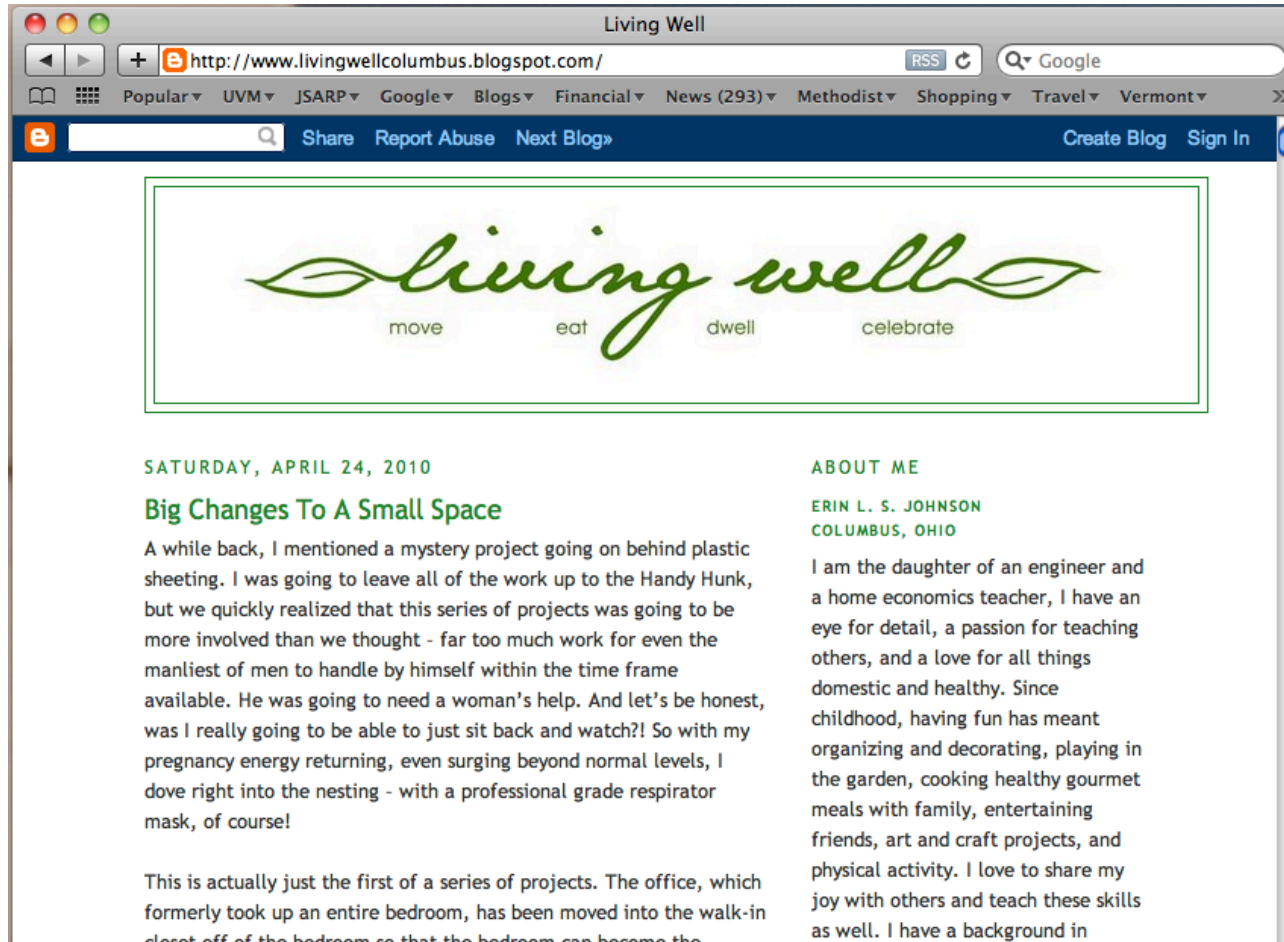
Patience Whitworth

# + What is a blog?

- From wikipedia: A **blog** (a contraction of the term “web log”) is a type of website, usually maintained by an individual with regular entries of commentary, description of events, or other such as graphics or video. Entries are commonly displayed in reverse-chronological order.



# + Topic



The screenshot shows a web browser window displaying a Blogger blog page. The browser's address bar shows the URL <http://www.livingwellcolumbus.blogspot.com/>. The page features a header with the blog's title 'living well' in a green, cursive font, with the words 'move', 'eat', 'dwell', and 'celebrate' written in a smaller font below it. The main content area includes a date 'SATURDAY, APRIL 24, 2010' and a post title 'Big Changes To A Small Space'. The post text describes a home renovation project. To the right, there is an 'ABOUT ME' section for Erin L. S. Johnson, a home economics teacher in Columbus, Ohio, who shares her interests in organizing, gardening, and teaching.

Living Well

<http://www.livingwellcolumbus.blogspot.com/>

living well

move eat dwell celebrate

SATURDAY, APRIL 24, 2010

### Big Changes To A Small Space

A while back, I mentioned a mystery project going on behind plastic sheeting. I was going to leave all of the work up to the Handy Hunk, but we quickly realized that this series of projects was going to be more involved than we thought - far too much work for even the manliest of men to handle by himself within the time frame available. He was going to need a woman's help. And let's be honest, was I really going to be able to just sit back and watch?! So with my pregnancy energy returning, even surging beyond normal levels, I dove right into the nesting - with a professional grade respirator mask, of course!

This is actually just the first of a series of projects. The office, which formerly took up an entire bedroom, has been moved into the walk-in closet off of the bedroom so that the bedroom can become the

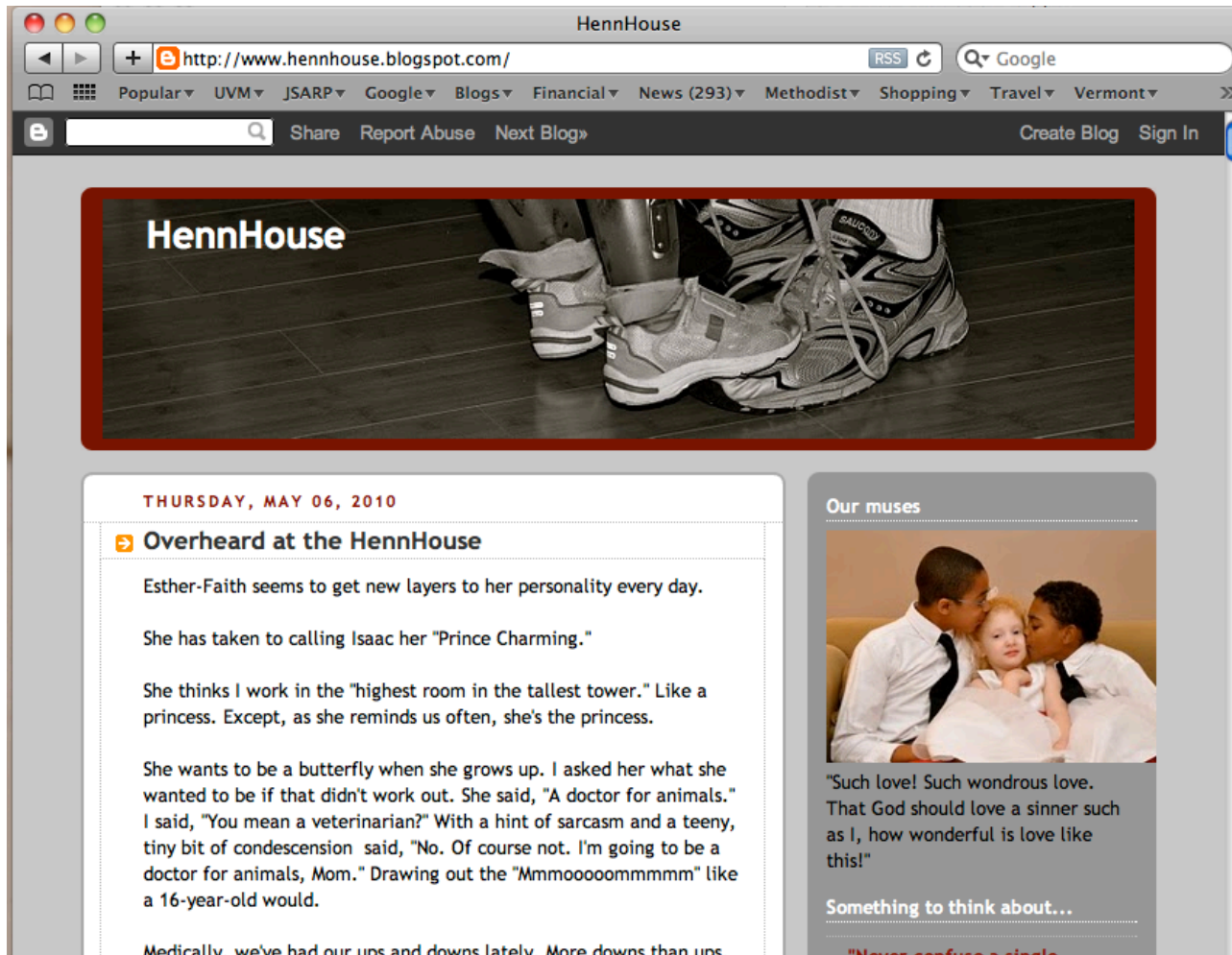
#### ABOUT ME

ERIN L. S. JOHNSON  
COLUMBUS, OHIO

I am the daughter of an engineer and a home economics teacher, I have an eye for detail, a passion for teaching others, and a love for all things domestic and healthy. Since childhood, having fun has meant organizing and decorating, playing in the garden, cooking healthy gourmet meals with family, entertaining friends, art and craft projects, and physical activity. I love to share my joy with others and teach these skills as well. I have a background in

<http://www.livingwellcolumbus.blogspot.com/>

# + Family



HennHouse

THURSDAY, MAY 06, 2010

### Overheard at the HennHouse

Esther-Faith seems to get new layers to her personality every day.


She has taken to calling Isaac her "Prince Charming."

She thinks I work in the "highest room in the tallest tower." Like a princess. Except, as she reminds us often, she's the princess.

She wants to be a butterfly when she grows up. I asked her what she wanted to be if that didn't work out. She said, "A doctor for animals." I said, "You mean a veterinarian?" With a hint of sarcasm and a teeny, tiny bit of condescension said, "No. Of course not. I'm going to be a doctor for animals, Mom." Drawing out the "Mmmooooommmmm" like a 16-year-old would.

Medically we've had our ups and downs lately. More downs than ups

#### Our muses



"Such love! Such wondrous love. That God should love a sinner such as I, how wonderful is love like this!"

#### Something to think about...

"Never confuse a single

<http://www.hennhouse.blogspot.com>

# + News

The screenshot shows a web browser window displaying the 'Idea of the Day' blog on the New York Times website. The browser's address bar shows the URL <http://ideas.blogs.nytimes.com/>. The page header includes the New York Times logo, the date 'Friday, May 7, 2010', and the title 'Week in Review'. A navigation menu lists various sections: WORLD, U.S., N.Y. / REGION, BUSINESS, TECHNOLOGY, SCIENCE, HEALTH, SPORTS, OPINION, ARTS, STYLE, TRAVEL, JOBS, REAL ESTATE, and AUTOS. The main content area features a large illustration of a red cat sitting on a blue teacup, with the text 'Idea of the Day' and 'Must Reads From the Week in Review Staff'. Below this, the date 'May 7, 2010, 6:37 AM' and the title 'Monty Python's Existential Circus' are displayed. A small icon of a shopping bag with 'FRI.' on it is next to the text: 'Today's idea: Is Monty Python's Flying Circus Britain's answer to existentialism? Case in point: the revival this weekend of its philosophers' soccer match, where absurdity and deep thought go together.' A video player below the text shows a scene from 'Monty Python and the Holy Grail' with the caption 'monty python football'. To the right of the main content is a search bar for the blog and a sidebar with a pink advertisement for 'stylelist' with the text 'what are you wearing this spring?' and a button 'Jump into Spring Fashion'. The sidebar also includes a link to 'All NYTimes.com Blogs' and a section titled 'About Idea of the Day'.

New York Times: <http://ideas.blogs.nytimes.com/>



# Microblog @uvmlearningcoop



The screenshot shows a browser window titled "UVM Learning Co-op (UVMLearningCoop) on Twitter". The address bar contains "https://twitter.com/UVMLearningCoop". The browser's menu bar includes "Popular", "UVM", "JSARP", "Google", "Blogs", "Financial", "News (293)", "Methodist", "Shopping", "Travel", "Vermont", "UDL", and "Dog".

The Twitter profile page for "UVM Learning Co-op" is displayed. The profile name is "UVM Learning Co-op", located in Burlington, VT. The bio states: "Academic Support Programs at the University to Vermont". The profile has 10 following, 9 followers, and 0 listed. There are 5 tweets.

The main tweet is: "First day of finals! Good luck from the Learning Co-op. <http://bit.ly/bAwX6t>" posted at 8:44 AM on May 6th via Facebook.

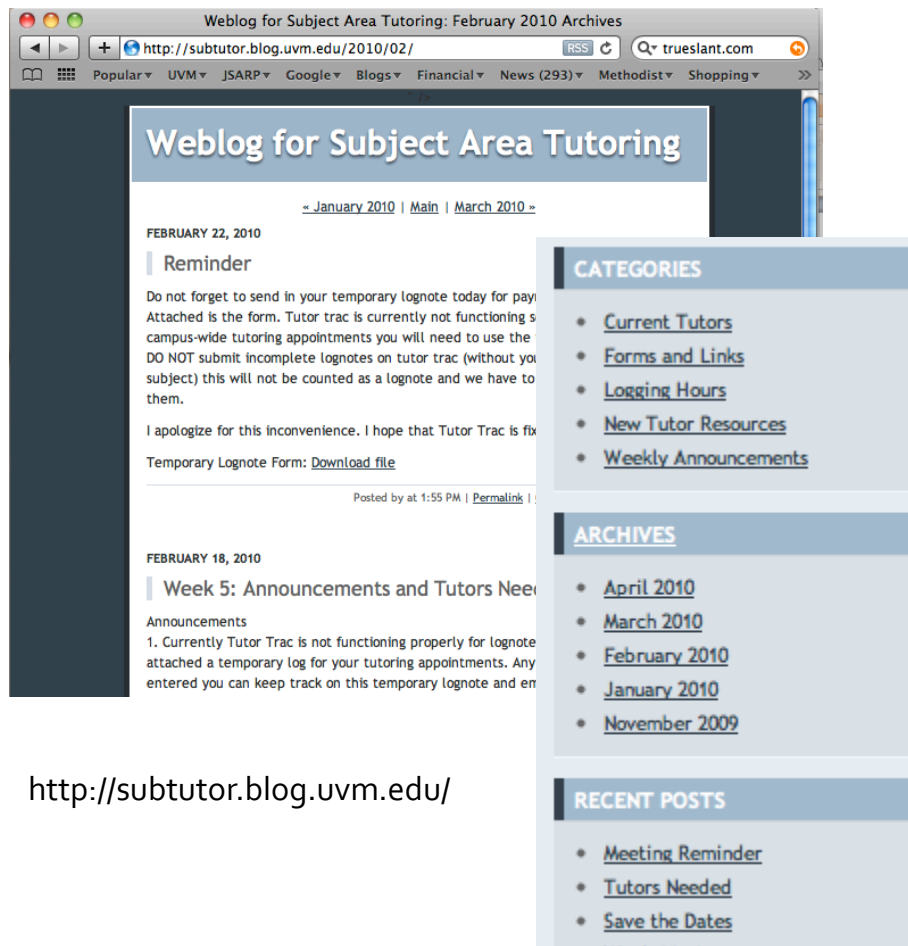
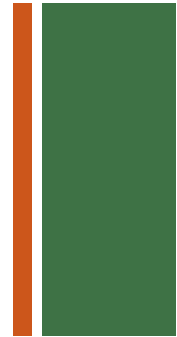
A second tweet is partially visible: "Snow! What a great day to come in and make a plan for studying for finals <http://bit.ly/cRTYIli>".

The right sidebar includes sections for "Tweets" (5), "Favorites", "Actions" (block UVMLearningCoop, report for spam), and "Following" (with several user avatars).





# Communication with student staff



<http://subtutor.blog.uvm.edu/>

- Announcements & Reminders
- Weekly communications
- Directions
- FAQ

# + Training and communication



Editorial Board Blog

http://jsarp.wordpress.com/ RSS trueslant.com

Popular UVM JSARP Google Blogs Financial News (293) Methodist Shopping Travel Vermont UDL

## Editorial Board Blog

[FRONT PAGE](#) EDITORIAL BOARD TRAINING



### Journal of Student Affairs Research and Practice

### What is a complete review

April 11, 2010 · [Leave a Comment](#)

When you are ready to submit your review, log in to the BePress system and click submit review. There are three steps to submitting a review:

- 1. Submit your report as a word or RTF file**

JSARP is committed to providing authors with specific feedback on their manuscript. For this reason we are requesting that you use word track changes on the manuscripts. You can write a summary or narrative of your review at the end or beginning of this word file. *Please do not use the plain text option when submitting your review. Only submit word documents.*

#### SEARCH IT!

To search, type and hit enter

#### RECENT ENTRIES

- What is a complete review 4.11
- Editorial Board Meeting Minutes 3.18
- Welcome New Editorial Board Members 1.14
- Announcement of new editorial board members 1.14
- JSARP Research Project Opportunity 1.10



# Training & Communication

Podcasts

Editorial Board Training « Editorial Board Blog

http://jsarp.wordpress.com/editorial-board-training/

## Editorial Board Blog

FRONT PAGE EDITORIAL BOARD TRAINING

### Journal of Student Affairs Research and Practice

#### Editorial Board Training

#### Training for the Journal of Research and Practice Editorial Board

Below are the three modules of training. Please watch all three modules and review the additional resources prior to attending the Editorial Board meeting at NASPA on March 7. If you have any questions please do not hesitate to email [Patience Whitworth](#).

##### MODULE 1: INTRODUCTION TO JSARP

Kathleen Manning, JSARP Executive Editor

**Module 1 - JSARP Editorial Board Training**  
VISION FOR JSARP

*We want to be innovative and interesting.*

- Publish the most rigorous, relevant, and well-respected research and practice
- Encourage the submission of manuscripts that are unconventional in nature to expand the boundaries of traditional research inquiries

05:54  
Journal of Student Affairs Research and Practice  
vimeo

We recommend that you watch this video in full screen mode.

#### SEARCH IT!

To search, type and hit enter

#### RECENT ENTRIES

- [What is a complete review](#) 4.11
- [Editorial Board Meeting Minutes](#) 3.18
- [Welcome New Editorial Board Members](#) 1.14
- [Announcement of new editorial board members](#) 1.14
- [JSARP Research Project Opportunity](#) 1.10
- [2010 NASPA Conference - Mark your calendars!](#) 1.5
- [What should I include when submitting my reviews of a manuscript?](#) 1.5
- [How do I make my comments anonymous in word using track changes?](#) 12.20
- [What are the technical requirements for JSARP manuscripts?](#) 12.20
- [How do I decide on the appropriate manuscript recommendations](#) 12.20

#### LINKS

- [WordPress.com](#)
- [WordPress.org](#)

# + Podcast of Learning Skills



YouTube - UVM Learning Co-op Test taking strategies

http://www.youtube.com/watch?v=YSbYh8kyLUg

Popular UVM JSARP Google Blogs Financial News (293) Methodist Shopping

**You Tube** Search Browse Upload

**UVM Learning Co-op Test taking strategies**

UVM Learning Coop 3 videos Subscribe

0:08 / 3:46 360p CC

The video player displays three posters on a wall. The first poster shows a stack of books with the text 'UVM' below it. The second poster features a tiger leaping over a large green 'V' with the text 'Cata-mountain' below it. The third poster shows a yellow sunburst pattern with the text 'Study Kit' below it.

# + What is a wiki?

- From wikipedia: A **wiki** is a website that allows the easy creation and editing of any number of interlinked web pages via a web browser using a simplified markup language. Wikis are typically powered by wiki software and are often used to create collaborative websites... personal note taking... and knowledge management systems

- Sites

<http://www.wikispaces.com/>

<http://sites.google.com>

<http://pbworks.com>



# + Wiki templates

Google sites

The screenshot shows a web browser window displaying a Google Sites page titled "Front Desk Home (frontdesk)". The browser's address bar shows "ofrontdesk/" and a search bar with "Google". The page features a navigation menu with items like "Popular", "UVM", "JSARP", "Google", "Blogs", "Financial", "News (374)", "Methodist", "Shopping", "Travel", "Vermont", "UDL", "Dog", and "Other". The main content area includes a "Front Desk Home" header, a sidebar with links to "Training Manual", "Front Desk Staff", "Important Dates", "Announcements", "Important Files", and "Sitemap", and a large yellow banner with the text "Working Together for Better Results" and "Where students help students learn". Below the banner is the logo for "THE LEARNING CO-OP ACADEMIC SUPPORT PROGRAMS". A "Messages" section at the bottom right contains a message titled "Spring 2010 - Week 14 Announcements" with the text "We are in the home stretch of the semester! Here are a few quick reminders for the end of the semester.1. Last day of tutoring: The last day for ...".



### Messages

**[Spring 2010 - Week 14 Announcements](#)** We are in the home stretch of the semester! Here are a few quick reminders for the end of the semester.1. **Last day of tutoring:** The last day for ...

Posted Apr 28, 2010 11:41 AM by UVM Learning Co-op

**[Spring 2010 - Week 9 Announcements](#)** Welcome back from Spring Break - I hope that you had a relaxing and fun spring break that prepared you to come back and finish out spring semester! Each week I ...

Posted Apr 28, 2010 11:32 AM by UVM Learning Co-op

### **[Spring 2010 - Week 8 Announcements](#)**

**Announcements** 1. We hope to start to use social network marketing to increase the awareness of the Learning Co-op around campus. We will use Twitter and facebook to make ...

Posted Apr 28, 2010 11:32 AM by UVM Learning Co-op

**[Spring 2010 - Week 5 Announcements](#)** We are ready to offer tutor trac training. Please plan on attending one of the trainings listed below for a brief overview of tutor trac. Dates (locations will be in ...

Posted Apr 28, 2010 11:31 AM by UVM Learning Co-op

**[Spring 2010 - Week 4 Announcements](#)** Wow we are already starting week 4! Here are a few quick announcements.

### Front Desk Home

- [Training Manual](#)
- [Front Desk Staff](#)
- [Important Dates](#)
- [Announcements](#)
- [Important Files](#)
- [Sitemap](#)



Front Desk Home  
Training Manual  
**Front Desk Staff**  
Important Dates  
Announcements  
Important Files  
Sitemap

**3**  
days since  
Last Day of Tutoring

**My recent activity**

[Front Desk Staff](#)  
edited by UVM Learning Co-op


[Front Desk Home](#)  
edited by UVM Learning Co-op

[Spring 2010 - Week 14 Announcements](#)  
created by UVM Learning Co-op


[Spring 2010 - Week 9 Announcements](#)

**Front Desk Staff**

Abby



Alissa



Staff pictures

## Insert Google Docs

**Customer Services**

**02 Good Customer Service**

Front Desk Student Employee Handbook Fall 2009

**Customer Service Competencies**


1. Communication skills
2. Listening skills
3. Problem solving skills
4. Flexibility
5. Initiative and proactiveness
6. Professionalism
7. Task orientation

Adapted from: Sunder Ramachandran is a Managing Partner at W.C.H (We Create Headstarts) Solutions - <http://www.wchsolutions.com>, a Training solutions organisation. He can be reached at [sunder@wchsolutions.com](mailto:sunder@wchsolutions.com) Source: <http://Top7Business.com?expert=Sunder-Ramachandran>

**Customer Service in the Academic Support Programs Context**

**Communication**

1. Be timely & plan ahead
  - Arrive on-time ready to work
  - Notify supervisor at least one week ahead for a change in schedule
  - When you are running late: call - *we cannot leave the Co-op unstaffed*
2. Don't make stuff up
  - a. "I *think* you can just take that down to the exam proctoring center"
  - b. "You know I haven't run across this before let me call ACCESS' front desk and get an answer for you before I send







# Accommodations to Services



Photos by Josh Lee

**How can accommodations provided to students with disabilities impact other populations, like international students?**

Sharon Mone, MBA



# Accommodations Provided to Students with Disabilities include:

- Extended time on exams
- Notes
- Digital Books (eBooks)
- Captioning



# + Extended time on exams

- Require that testing procedures be adapted to ensure the measurement of the student's academic achievement, *not the functional limitations caused by the student's disability.*
- To create a fair testing situation, students may need some or all of the following accommodations:
  - *extended time on tests*
  - *accessible test site*
  - *special equipment (i.e., word processor)*
  - *readers and/or scribes*
  - *alternative format (i.e., large print)*
  - *or reduced distraction test environment.*



# + Extended Time



- **International Students** eligible for extended time (1.5 times):
  - native language is not English
  
- **TRiO/SSS Students** eligible for extended time (1.5 times):
  - The goal of SSS is to:
    - increase the retention and graduation rates of college students who demonstrate academic need
    - provide services to students who are first generation, and/or low income, and/or have a documented disability.

**TRiO**

---

# + Notetaking

- Having access to quality notes is integral to the learning process
- Students are to be actively engaged with course materials
- Taking handwritten notes in class presents some barriers.
  - When this is the case, other options might be:
    - using a laptop for taking notes
    - using a Braille note-taking device
    - or taping lectures.



# + UDL Approach to notes

- Reduces the need for note-taking as an “accommodation”
- Instructors post notes on an accessible course website (Blackboard) or email list to all students
- Instructors can choose to do one of the following:
  - Post their own complete notes
  - Post the complete notes of a TA
  - Assign students to teams and rotate responsibility for each team to create a complete set of notes for posting each week



# + Notetaking for Students with Disabilities

- Used as an auxiliary aid:
  - for students with hearing, visual, motor limitations
  - for those who have learning/cognitive disabilities that significantly affect the ability to take notes in class.
  - designed to supplement a student's learning process by having the essential points delivered on paper in a lecture environment

# + Accommodations for notes

- If an instructor chooses not to post open notes for all students
  - the accommodation approach to providing notes is for a classmate to volunteer to serve as a note-taker.
  - For some disabilities, a 'paid' note-taker or real-time transcriber is utilized







# Notes: International Students



- Given as a service, NOT an accommodation
- Up to Instructor to allow or not
  - *Notetaking facilitates both recall of factual material and the synthesis and application of new knowledge.*



# + Digital Text as an Accommodation

- May be transformed easily into any format, including:
  - Braille (for Blind students)
  - Large print (for students with low vision )
  - Different colors
  - Audio (Student with an LD may need text that can be read aloud)



Photos by Josh Lee

# + Digital Textbooks and UDL

Digital textbooks allow ALL students to choose how they will access the textbook based on their abilities or learning styles.

Offers another mode in which information is presented



# + Captioning

- Excellent use of UDL principles
  - Beneficial to many types of students – not just students with disabilities
  - Offers another mode in which information is presented



Photos by Josh Lee

# + Captioning for Deaf or Hard of Hearing Students

- Allows the Deaf or hard of hearing student access to the spoken language and the sound effects of a film.
  - Even though student may have an interpreter or transcriber in class - impossible to watch the interpreter/transcriber and the film



# + Captioning for other students

- Captions benefit many other students as well.
  - ELL often understand English better when they can hear and read it
  - For individuals with learning disabilities, being able to both hear and read at the same time can improve comprehension.
  - Beneficial to students who are visual learners.
- Students who do not have a disability also benefit from captions, especially when it comes to learning new and unfamiliar vocabulary or concepts.
- Noisy classrooms or background noise, especially in large classrooms, can interfere with the student's ability to hear the film.





# Discussion

- How can you apply this to your work?



Photos by Josh Lee

# + Questions? Comments?

- Academic Support Programs  
244 L/L Commons  
633 Main Street  
Burlington, VT 05405
- Ellen McShane: [ellen.mcshane@uvm.edu](mailto:ellen.mcshane@uvm.edu)
- Sharon Mone: [sharon.mone@uvm.edu](mailto:sharon.mone@uvm.edu)
- Patience Whitworth: [patience.whitworth@uvm.edu](mailto:patience.whitworth@uvm.edu)

