Live Captioning by AI-Media

JACKIE CZYZIA:
Hello and welcome, everyone. We're just going to take a few minutes to allow people to join. For those just joining, welcome. We are going to start in a few minutes.

Good morning, and afternoon, depending where you are coming from. We have more than 80 people registered for today's training so we will allow people to get login

SPEAKER:
Sometimes zoom just does not know timeframe.

JACKIE CZYZIA:
Yes, exactly Michael.

SPEAKER:
Sorry about that. My volume wasn't working.

JACKIE CZYZIA:
Feel free to introduce yourself in the chat. While we're waiting.

SPEAKER:
I can't see you guys well enough to do that part. We've got some great all over.

JACKIE CZYZIA:
Arkansas, Kentucky, New York. Welcome the new LEND programs. Hawaii, Austin, Tennessee. They are coming in. Great, welcome. We will give it one more minute and then we will get started.

I think we can get started. More and more people will be joining us today. I want to start by thanking you all for being here. You have started the self advocacy training part one: creating inclusive interdisciplinary training programs. My name is Jackie Czyzia and I am the director of the technical assistance team. Part of my role is to manage ITAC which stands for the Interdisciplinary Technical Assistance Center of autism and develop mental disabilities. I'm a white female with short brown hair wearing a blue shirt and I have fair skin and blue eyes.

We are excited to offer this training to all of you. AUCD's ITAC program has partnered with the center for disability, Center for leadership and disability at Georgia State University to host a series of virtual trainings for Linpack programs related to self advocacy. This is part one.

To get started here are a few housekeeping items. Please ensure that your name is displayed correctly in the participants list. You may also include program, organization name as well as preferred pronouns. For example. Jackie Czyzia, AUCD, she/her. To do this you need to hover in the participants box and select More and then Reading.

Please remain muted unless speaking. If you are speaking state your name prior to speaking.

Live captioning and ASL is available. Please use the chat box to introduce yourself, your name, program and your role would be very helpful.

Before we begin I would like to do a quick poll to see who is with us today. If you could take one minute to fill this out. We have been having issues with our polling so let me know if you cannot see it.

I will give it 20 more seconds. You can select more than one option. It is multiple-choice.

Answers have stopped coming in so I will stop the poll. Let me know if you can't see it. We have lent faculty 20%, train directors, LEND directors, self advocates, current trainees as well as former trainees. Not a lot of MCH training programs, that's to be expected as we are LEND focused. If you are able, and especially if you are other please feel free to introduce yourself in the chat.

Great. I now want to introduce our trainers, we are fortunate to have them. We have Molly Tucker. She's the training and advocacy manager for the Georgia State University. I apologize, my screen is frozen. She is responsible for the facilitation and coordination of leadership, development and self advocacy programs for individuals with intellectual development of disabilities. She's also a member of the Georgia LEND implementation team.

Then we have Mark Crenshaw. Rector of interdisciplinary training at Georgia State University. He has been at Georgia University since 2011 and he is responsible for the implementation and coordination of Georgia LEND. I will say that the Georgia LEND program has prioritized the inclusion of Advocate training section and I will let them share a little more about themselves.

I will hand it over to Molly and Mark.

MOLLY TUCKER:
I will go ahead and share my screen and then we will have a chance to tell a little bit more about ourselves as part of our presentation. Thank you for having us to be here today. We look forward to this conversation.

Today's presentation is called Creating inclusive interdisciplinary training programs. These know that

throughout the training you can ask questions in the chat box and if you have questions and want to raise your hand will happy to call you, but there will be opportunities for conversation. We want this to be interactive and we hope you are prepared to have some very thoughtful discussions today.

So, we have four primary questions that we are going to answer over the course of the next two hours. The first is, what is the purpose of universal design for learning? The second is what is plain language and why is it important? Three, what is the difference between accessibility and accommodations? And lastly, what are natural supports and how do we develop them?

Jackie, thank you again for introducing us. As she said I am the training and advocacy manager at Georgia State University. I had the unique opportunity to be a LEND training in 2016/17, so that's how I found myself originally associated with Georgia State University. I was a social work training and doing my internship with Marcus my supervisor. He convinced me to stick around. I have now been on staff since summer 2017.

During those past several years I have been responsible for helping the Georgia LEND program, pacifically with leadership develop programs for individuals with intellectual and developmental disabilities and being able to serve as a resource and universal design for learning and creating safe spaces. I will turn it over to Mark now.

MARK CRENSHAW:
Good afternoon. My name is Mark Crenshaw. I have had the great pleasure of being the training director in the Georgia LEND program since 2011. Here Georgia State University when we were originally funded to provide LEND in Georgia.

The beginning of our journey related to these topics was really 2011 when we determined we wanted to include self advocacy trainees at LEND and had to figure out how to do it.

What I will say is the beginning of that journey was recruiting individual activists into LEND, providing accommodations, really trying to adapt a graduate-level training program so that self advocate trainings could participate fully.2

What I will say, and the reason I am glad we are starting with universal time for learning, as we are trying to ward universal central design for learning in the design of our training program really marks a shift for us as a program, and for me is the training director in terms of my thinking about how both accessibility and accommodation can work to support trainees with disabilities, and all trainees in the training program.

Look forward to talking to you more about that today. As a side note just want to say, as you guys

were coming in I saw lots of colleagues who have been in the network along time, and lots of names of folks I don't know yet. I am just really grateful to be in this space to have this conversation with you all, and to learn with and from you today because I think one of the things I think you will hear is that Molly and I are convinced we're not done making the Georgia LEND program as universally designed, or as accessible as it needs to be.

As a part of the way we do that is in conversation with folks like you think about this as much as we do. I hope this is the beginning of a really, rich conversation about how we can come to learn from each other.

MOLLY TUCKER:
Thanks, Mark. Before we get started with our first section on universal design for learning want to know how much you already know about it. You will say poll pop up in a moment. Tell us what does UDL stand for. I know a little bit about UDL, or ask me anything.

About halfway there.

I'll give you guys a few more seconds to answer. If you want to share the results that would be great. Most of you know a little about UDL. Something that market I think is important is to know that you cannot you learn all of this in two hours. This is something we have been actively working on as a center since 2015, but we are still learning. As Mark said it is a process and something that takes time and reflection, and we are glad for those of you who have had an opportunity to reinforce the topics today.

There's a couple of you who are experts so feel free to jump in in our discussions and spark conversation. We would love to hear your expertise, and be able to share with you as well. Thank you. For those of you just beginning please know that what we have accomplished today is that addition to learning new information is make connections with other people you can call upon for additional support in the future.

There might be other people that can support you or that you can reach out to with questions about this topic. So, thank you guys for answering that.

Let's talk about universal design for learning. I want to read this quote to all of you. It says, "UDL provides… (Reads) My name

There are couple of words we highlighted in blue that we think were important. The first is that work for

everyone. Second flexible approaches, and lastly that these can be customized and adjusted. Those are three things we are going to talk about for the next 20 minutes or so as we discussed universal design for learning.

And then, Mark if you see any questions come in the chat box let me know so we can make sure we are addressing them.

Universal design for learning is first and foremost a mindset. It's not a checklist, not something that you follow day today, but it really is a perspective, and awaking which you are thinking about the development of learning environments. When we talk about a learning environment it's not just a classroom, but a learning environment is any individual coming together to learn new information. And so for us, it is important that we remember that universal design is open to a cop is really three things. All individuals want to gain knowledge, to develop skills, and lastly to have enthusiasm for learning. We want individuals to be motivated to learn new things, excited to get new information.
Second, where maintaining high expectations and accountability for our learners in the room. Just because we are reducing barriers to access, does not mean that we are changing our expectations.

We also want to make sure that we take into consideration variability and context. Both of which we will talk about in a couple of minutes. And lastly, and I know, thankfully, we are talking to people that are like-minded... There are similar values. Remember that we are not here to change the individual we are here to change the curriculum and the way that the information is presented so that the individual is access to information that is most meaningful to them.

We are not here to change the person, but change the curriculum to make it meaningful.

So, there are three core concepts. Goals, variability and context. Often called environment.

So, the first concept is goals. And so, goals is exactly how it sounds. We need to figure out what is the goal of a specific lesson or a specific topic. What are we hoping that the individual will be able to do as a result of learning that new information? So, goals need to be develop in the very beginning of the process.

What are you hoping the individual is able to accomplish? And therefore, when you are planning your lesson or lecture or whatever the process might look like, what is the goal and what are epic if it was that the individual can reach that goal?

And that will need to made available to everybody in the beginning. What are they trying to achieve? By making the goal available in the beginning, individuals have a better idea of what they are working towards, what they are aiming for, what are they going to be hopefully able to do at the end of this?

So chemicals should be made available and understood at the beginning of the process. Because if we are not sure of the goal, we often then end up with something that really only one path could lead to. First, if we know what the goal is at the very beginning, we can create multiple packed the person can take in order to achieve that in a way that is meaningful.

Secondly, the core concept is variability. If you guys take nothing away from the UDL portion of this presentation, I hope this one phrase sticks in your mind. Variability is the rule, not the exception. We need to assume when we walk into a learning environment that everybody is going to take in information differently, and processor differently. Everybody is going to use information differently.

We should never have a one-size-fits-all approach to the way individuals are going to learn.

Again, I know a lot of you already believe this and already speak this in your own programs. But we want to make sure that we dispel this idea that there is the typical learner.

All of us taking information differently, there is no such thing as a typical or average learner. UDL teaches us to recognize that.

On your screen right now, there are three images. These are called fMRI scan, so, there are pictures that were taken by fMRI machine. The picture represent three different unique individuals. Each individuals taking the simple task of taking their finger and tapping it on a table. But you will notice in the three images is that different parts of each brain are lit up.

So, what each person must accomplishing the same task, they all did it in a different way.

While the process was different, they all met the same goal. This is an example of accomplishing the same goal in a way that works best for us.

We want to give people the opportunity and ability to do just that.

We will watch a video. Does one size really fit all?

(Video plays)

SPEAKER:
Hello, welcome to (indiscernable). Do you need a new parish shoes?

SPEAKER:

Sure, I am looking for running shoes.

SPEAKER:

I have what you need, I will be right back. Here you go.

SPEAKER:

Thank you. These will not fit. They are too big.

SPEAKER:

Does no good, let me get another pair. How about these?

SPEAKER:

Oh, these are still too big. I wear a size 10.

SPEAKER:

I am sorry sir, come again?

SPEAKER:

I wear a size 10 shoe.

SPEAKER:

I am afraid I do not folly.

SPEAKER:

My shoe size, it's 10.

SPEAKER:

All of our shoes are the same size. Here, let me get a different shoe.

SPEAKER:

Is it going to be the same size as the first pair?

SPEAKER:

Of course.

SPEAKER:

This is not going to work, I think I will go.

SPEAKER:

Way, we have a new shipment coming in. Oh well.

SPEAKER:
We would not go to a shoe store that only sold one shoe size. So, why do we teach students one way? Universal Design for Learning is about teaching all students. Not just the average students.

To do this, we need to represent information in multiple ways. Give students opportunities to choose how to express themselves. And show us what they have learned. And make the learning engaging, and relevant. For everybody.

We need to listen to our students needs. Cater our teaching styles to their learning styles. And make sure they stay engaged. By doing so, we will create a better learning experience for everybody.

(Video stops)'s

MOLLY TUCKER:
That is the same way that people feel in learning environments and you do not feel like they are seen, heard or represented or the information is given a way that works for them.

We want to make sure that and their learning process.

The next concept is context or environment but we do not just mean a physical space, it is not just the classroom, but the curriculum, the materials, the handouts that you utilize. It is how your teaching. If Mark and I were just talking to guys, no PowerPoint, the visuals, no videos, you would probably be pretty bored. You might not take away much information, you might remember that Mark has a red shirt and I have a blue shirt.

But you might not taking as much information as you would when things are offered with multiple modalities like what we are doing right now.

So, when we talk about context, it is important to remember that accessibility needs to go past physical environment and also the different materials and the ways that you are resenting information.

And so, there is probably some of you that are on this call right now that are familiar with brain science, cognitive science, neuroscience, and that is really where UDL gets it started from.

On your screen, there are three images of brains. The first brain is coloured and where the right-hand side is purple. And this section is called the recognition portion of the brain. It focuses on the "what" of learning. We are talking about how information is represented. We want to make sure that we are

representing contents in different ways.

The second picture is the left-hand side of the brain, it is blue. This is the strategic network or the "how" of learning. It is the action and expression. Action and expression is all about how you are able to express what you know, demonstrate skill mastery and showcase what you learn.

The last brain is green. The middle of the green is outlined. This is the effective network. This is the "why" of learning. This is about multiple means of engagement. How are you motivated to learn? Are you excited to learn? Do you feel that information connects to you, it is relevant to you, it has value to you? Do you feel like you are able to hook your learners into what you are learning about?

So, we will go into detail about each of these three principles and give you guys some examples of barriers if you do not take them into consideration.

As I said, the first section is called representation. Representation is again, the what of learning. So, this is how information is presented to the learners. So, we want to make sure that we are developing knowledgeable learners. When we are giving information in a variety of ways, like videos, images, auditory opportunities where people listen to information, small-group activities, role-playing, being able to listen to podcast.

You want to provide multiple ways that information is represented so that people can process it in a way that makes sense to them.

We do know that each individual must assist information differently. When you are provided with multiple means of representation, you will remember that information and be able to connect it back to your daily life. So, we want to make sure that you take away this idea of what are all the different ways in which I can represent this piece of content so that my knowledgeable and resourceful learners can be developed over the course of the LEND year, or two years if you have a training that stays for a second year.

When you think about a graduate level training course, we tend to have two ideas of what graduate level training looks like. So, a lot of people that go into graduate school have sat in their fair share of lectures and they have read a lot of books.

So, that's fine, but there are a lot of ways that I can be limiting to an individual. So, let's think about a lecture format, for example.

Example that somebody is deaf or hard appearing, they might walk into a lecture and if there is not an ASL interpreter like we do today, or there is not captioning available, they might not be able to access

the information in a way that they need.

Or, imagine somebody walking into a lecture that they are not familiar with the topic, and they are not able to get opportunity to access (indiscernable). They will not be able to follow along because they do not know what the topic is or what the main idea is that they are trying to look for or develop as they are listening.

Also, think about if you are only giving people opportunity to read text. Again, that can be difficult for somebody who might have poor reading copper engine skills, or he might be difficult for somebody who is unfamiliar with the vocabulary, especially with vocabulary that is not defined or outline as their reading along.

Those are two examples of what might happen if you do not provide multiple means of representation. And Mark feel free to jump in at any point.

The next point is action and expression. It is all about how your present everything that you know.

It is really to create goal directed learners will stop they know what they are trying to accomplish, and they're working towards that goal in a way that works best for them. We are not creating different goals or expectations of how the goal is achieved, we are just saying that this is what the goal is and giving options for how that can happen.

So, this is really about the idea of helping people understand the goal from the very beginning. What it is that you want them to be able to learn and do and then giving them the ability to figure that out for themselves in a way that is most meaningful to them.

I really hope you guys take that away, the idea of what is most meaningful to the individual, that is a key phrase utilize throughout the Universal design learning framework. It is most meaningful for that individual.

We will ask you later on today to think about this. If we gave you a topic that is very common within LEND curriculum, what are the different ways your training might show you that information?

Again, often times in graduate-level courses, we have written examples such as an essay, or maybe a written response. Or, we will take an objective test. So, written responses can be difficult if somebody is maybe a non-native English speaker, or maybe they have difficulty putting their thoughts onto paper. And then, objective test can be really difficult for individuals that might have poor recall, or they have test anxiety. You might have people that really can explain the content to you, they might have really great understanding and grasp of what you are wanting them to learn, but then they are presented with

these two options and they might struggle and it does not work for them.

Again, while these are very common strategies for assessment in graduate level courses, that might not work for all of your trainees. So, you want to provide other options for them to demonstrate their knowledge and understanding.

And then, our last one is all about engagement. Engagement is trying to create motivated learners. We want them to feel like there is a purpose in the information that they are learning. We want them to understand how the information will connect to their current or future life. And this is all about hooking them in. Creating that sense of relevance and creating that sense of value.

Just like our other two principles, there are ways that this can have a barrier for individuals. So, imagine that you give an assignment to your trainees that they do not understand the purpose. If they do not understand the purpose, there is a higher likelihood that they will not connect with it. Truthfully, they will not put as much attention because they do not see why it matters.

They might also have a sense of embarrassment. Let's say a trainee shares an experience and shares an answer and they get it wrong. If they feel like there is any level of shame or they were laughed at or if they feel like there was anything embarrassing that came out of the conversation, the likelihood that they will participate again decreases substantially.

We want to make sure that we are creating opportunities for people to share things that are meaningful to them and meaningful to the larger environment for others to learn from as well. It's important when you are planning out your lessons that all of these things are considered at the beginning.

UDL does not work from a retrofit perspective. It's something you need to do from the beginning. Think about this as part of your process. Don't just try to fix it and do it after that.

Mark, I will turn it over to you to talk about the next couple of slides.

MARK CRENSHAW:
One thing I think of in terms of the content that Molly presented about UDL is kind of the MCH leadership competencies and a concept like family centered care. In the context of our LEND program we don't simply present a lecture on family centered care and assume that trainees understand family centered care.

We present about family centered care, we have videos where family members, individuals with disabilities are talking about the difference that individuals in family centered care makes. We offer our family mentoring experience for instance, and how trainees have conversations with actual people who

have and can talk about the professionals in their lives, and in the lives of their families who really sort of put their needs and perspectives front and center in the context of clinical opportunity.

And then we have trainees reflect on that. And when we have them reflect on that we say, "Okay, here is the prompt. You can write a journal entry about it. You can record a video about it. You can record an audio recording about it. We just want to see that you have had this experience, that you have taken in this content and had this experience and that you can reflect on the meaning of it for the families you are interacting with, and for yourself as a future leader."

And so that would be one of the examples I would use about weaving the concept through the curriculum in different ways, and giving trainees multiple opportunities to connect and understand and to understand why it matters for their future as leaders, and as advocates.

In the context of thinking about UDL, first of all I would just say, as Molly said in the beginning, for us it has been a process not a product. It's something we don't think we are ever done with because it changes as the room changes. It changes as the people in the room change.

And so what it requires from our perspective is ongoing reflection, discussion and evaluation. We spend a lot of time in our implementation team meetings thinking about how to give trainees different windows into content, different kinds of opportunities about how to connect their experience to content, and different ways to, obviously, express what they are learning.

And so it requires the team to consistently reflect on, in almost every conversation on sort of how is this going? How are trainees understanding it? It requires multiple perspectives and experiences. It requires a sense that not just one person in the program is responsible for the implementation of UDL, but the evaluation of UDL. It requires us to work together, talk together, reflect on our practice regularly, and it requires us to take the whole cohort every time into consideration as we are planning for the delivery of content in the future.

It obviously takes lots of time. It's not a simple process, but what I'll say is over time it begins to become the way you think about delivering content so that you are thinking about the goal of a particular session, or the goal of a particular activity, and making sure that folks have multiple ways to connect to that from their own experience, and making sure that people have multiple ways to show you what they are learning.

And obviously, because it takes time, because it requires resources, it requires buy-in from leadership to say we are making a commitment to this, and it requires buy-in from the whole team to implement and evaluate.

So, this is already been said several times. From our perspective it's a process and not a product. You don't UDL… From our perspective you are never finished. Part of the reason that is true, from our perspective, is that people are always the content. And so if we were to deliver this presentation tomorrow to a different group of people we would probably need to change it, and the conversation would change based on who was in the virtual room.

Until because that happens we continually have to address the changes, and address how we need to adjust the way we deliver content based on what the needs of individuals in the room are.

Especially when you start, but kind of all through you will fail more than you succeed. I think opening up a feedback loop with trainees about how it is working, what might be done better, modeling the idea that leadership is sometimes the opportunity to make a mistake and do things better I think is great, and really important in the context of the work we do.

Building relationships with learners so they will be open and honest with you about how their processing what you're trying to do. It's really important. From my perspective it is really important not to sort of put myself out as an expert in Universal Design for Learning, I am a learner and I am learning about this process as we implement it and evaluate it. And it takes a feedback loop with all of the trainees, and it takes those relationships so they feel confident and competent coming to you and saying, "Maybe I still don't understand. You've offered me these opportunities and I still don't… I still need additional support."

For folks to feel comfortable coming to you and sharing that feedback gives you an opportunity to continue to improve.

I think in the context of this another important point is for our trainees that these supports are always available, but we don't assume that everyone needs them.

They are going to be a percentage of your learners who have historically done well at school. They know how to be a good learner in a class. The thing we found is that as you offer multiple ways into content, and multiple ways to allow trainees and lend learners-- LEND learners as you do this they will, often and say, "I've never been offered the opportunity to show what I knew in that kind of way. I am really grateful that you have offered that opportunity." It really allows them to be more open to learning, we think, because they have an opportunity that fits them best.

And then I think part of what we've learned is that content is really important in the context of LEND. Not everyone learns about genetics, not everyone learns about the core content related to LEND is really important, but it's also important that we choose presenters that are willing to come to understand Universal Design for Learning, and that are willing to adapt their practice to support the

learning environment we are trying to create.

The conversations I have that are my favorite conversations is when faculty and community members who come to present to our students, to our learners, or the conversations where they are trying to get better at this.

I tried this last year. Can I see the evaluations from how it went so that I can adjust my approach this year? And I have actually had departments within our university were faculty have come to present to LEND say, "Can you come and teach all of the faculty at our department how to do this, because we think all of our students would benefit from it?"

There have been a couple of times when we have been able to offer sort of departments from the beginnings of these conversations.

I think it makes, from my perspective as a training director, the implementation and evaluation of UDL has made me a better training director, and I can tell you that it has made our faculty better at delivering their content.

And made them happier to have trainees more engaged in a conversation with them because they have authored multiple opportunities for trainees to connect about the why, and to connect to how the learning is going to happen.

MOLLY TUCKER:
I want to add to that by having external presenters understand the UEL process-- UDL process that way they are not using the same presentation over and over again, but they are making adjustments and changes based off the information they know. Otherwise you guys might see literally the same presentation. Not that it's still not beneficial and helpful, but it allows it to change and grow over time.

MARK CRENSHAW:
I might have let the cat out of the bag a little bit.

MOLLY TUCKER:
You said family centered care, you're fine.

MARK CRENSHAW:

Related to small group discussion. But since this is going to be our small group discussion I am grateful to introduce this, and then let you have some conversation about it, and you will be put into small groups. I think randomly. That will be interesting to have different perspectives in your rooms, but from what we have talked about Molly and I are wondering, how would you teach trainees about person centered care using the principles of UDL? So, representation, action, and expression and engagement.

What we want you to do in your groups is ask you to provide three examples of how you could represent this information. That's number one. Number two, provide three examples of how you would engage your audience. Number three, provide three ways that you could assess your audience's understanding of the material.

MOLLY TUCKER:
We are going to drop a link to a jam board in the chat box. There is a page for each of these three ideas. One for representation, one for action and expression and one for engagement. Do free to put notes on the jam board and if it's just helpful to remind you of what you need we will also have all of the future questions on their we will talk about as well. Feel free to take notes on their if you would like. You'll be in your groups about seven minutes or so and then we will come back and debrief a little bit and get some ideas that you came up with.

So, if you want to open up the breakout rooms...

SPEAKER:
I work for the state of Alaska doing a lot of disability stuff.

SPEAKER:
Hello, my name is (unknown name). I work at the (indiscernable) for child development. I work for the pipeline leadership program for people with disabilities. I am self advocate. Nice to meet you all.

SPEAKER:
Did you guys open up the Jam Board?

I did.

SPEAKER:
How would you teach trainees about person centred care using the principles of UDL?

Representation.

I'm wondering if maybe... It is such an open-ended question. What if we asked what the preferred method of learning was? If they are visual learners, yet they preferred reading, or plain language, or an easy read? And then go from there?

SPEAKER:
Right. I kinda forgot what they all stood for.

Is not the one that is more about how you would teach it? Like, and different modalities? Like, the "what?" Or the "how" or "why."

SPEAKER:
The "what" is the content. The "how" is the method with which you teach it. Whether it is through PowerPoint or video.

SPEAKER:
Is that the engagement or the action of expression?

SPEAKER:
Engagement?

SPEAKER:
Somebody is adding to that, thank you.

That is what I was thinking as well.

SPEAKER:
Synchronous lectures and quarter presentations.

SPEAKER:
And then you can do some videos, you could do some power points. You could have mixed methodology. How to get the material across.

SPEAKER:
In terms of family centred care, the thing that popped into my head, I am not a trainer, so, there is that... But, the thing that popped into my head is actually knowing the theory... The theories that backed the framework and the history behind it is helpful.

But then, also, actually seeing it in practice.

And so, be that, literally, watching a recorded... A reflection as well from parents is nice. A reflection from families who have been through a system. But actually watching. What does this look like versus a more traditional intervention model? What does it look like and feel like?

That would be helpful for me.

SPEAKER:
That is important, yeah.

SPEAKER:
I was listening and I said, "oh my gosh, yes." Basically, role playing. Playing rules, is that what you meant?

SPEAKER:
Not literally. I met watching an intervention that was done in a way that is family centred. Like, watching it.

And then, may be listening to families who have gone through more family centred care, talk about their experiences as well. Because that was what was being spoken about before we get the breakout. Like, having family speak about the experience but like, that is reflective rather than what does it actually look like while it is happening.

SPEAKER:
That is what our program will do. We will talk about a developmental screening and then we will have a developmental pediatrician talk about it. And then we will go through and show developmental screening and bring a mom and a child and or a dad. After that, having family panel and look at the different methods of learning about it.

SPEAKER:
That's awesome.

SPEAKER:
In the last 40 seconds, our program does well, but we still have many different kinds of learners and I still struggle to really find super accessible material for those learners that are significantly impaired. And for all different types of learners.

I think it is just a process.

SPEAKER:

So, you all use plain language and easy read?

SPEAKER:

Sure, but not enough.

SPEAKER:

Yeah, me too.

SPEAKER:

I feel like seven minutes was not long enough. See you guys over there.

(Main room)

MOLLY TUCKER:

It is very likely that you did not get through all of the questions, that is OK. We just wanted to start to think about the process. Also, we will make a PDF of the Jam Board, so if you put notes on there, I want to make sure that AUCD makes a copy of that and they can share it with anyone that is here today so you can reference that.

Mark, we will turn it back to you.

MARK CRENSHAW:

We want to have the opportunity to have everybody benefit from what you learned in the breakout groups.

So, either in the chat or folks want to raise their hand and stated out loud, does somebody want to give the groups examples about how you would... Are your three examples related to how you would represent person centred care in your LEND Program.

You can put it in the chart, or you can raise your hand and we will call on you.

MOLLY TUCKER:

If you do not have three examples, that is OK. If you just want to share one, we know that did not get through everything.

MARK CRENSHAW:

Gwendolyn said using videos, absolutely. Reflection groups, that's for sure. Absolutely.

We discussed... Caroline from Kentucky says we discussed multiple modalities for class sessions in person and via Zoom. That is awesome.

MOLLY TUCKER:
Michael, I see your hand is raised.

SPEAKER:
Yes, I was going to say, here in Arkansas, we are working hard and including all people.

Especially with this new grant that we have been awarded. It is included in the grand where we are asking all of our (indiscernable) people, the come in from the outside to work on making it more inclusive for all people.

We did a pretty good job over the last few years, including inside, including us. But it is still a job that we have to work on.

Last year, I did (indiscernable) policy, so, trust me, I made that very simple even for me to understand.

MOLLY TUCKER:
Thank you for sharing, Michael.

MARK CRENSHAW:
Christine says "a picture." Katie says "different options for class discussions, written online boards before and after class, verbal interaction, in person and/or on Zoom." For sure.

What about number two? An example of how you would engage the class, your learners related to person centred care? So, engagement has to do with how you make the learning relevant to each learner.

So, how would you make sure that you had... That you were promoting engagement when you were teaching about person centred care?

MOLLY TUCKER:
I see someone's hand raised.

SPEAKER:
One thing that we learned is that whether it is on Zoom sessions or everyone is together, or in asynchronous times, working on different assignments, we have had folks mentioned that they are

introverted and they are not comfortable speaking in groups are speaking out.

So we are really taking care to provide opportunities for folks to engage both privately, I guess you could say, and within small groups. But also, to point that other thing made, using examples that are relevant to the trainees.

So, people that are related to gender, age, whether they live in a small town versus a city. And really trying to get that information worked into the cohort in real-time. Which is been difficult, but has also been really effective.

MARK CRENSHAW:
What about number three? In terms of assessment how would you assess that all of your trainees have an understanding of person centered care? Using different modalities?

Susan Russell from New Hampshire mainland says, New Hampshire the LEND uses team-based learning. Our trainees are on teams and we limit lecture time and do a great deal of case-based application in Teams. For sure.

MOLLY TUCKER:
Giving it real-world application. That's a great example as well.

MARK CRENSHAW:
Thanks again, Michael. Michael says small-group, peer-to-peer. Infographics, problem-based cases and reporting out. Starting to have trainees produce podcasts. Absolutely. Not only do you need to understand the concept, but you need to be able to present it so that an audience on a podcast could understand it, and related to their practice. Absolutely. Polling and surveys to get the trainees perspective. Absolutely. This is great stuff.

The other thing I wanted to say is that one of the things we found in terms of beginning the process with implementation and evaluation of our UDL frameworks in the LEND coursework is was helpful to think about the ways we were already doing it.

This does not mean that the information UDL doesn't necessarily mean that you have to change the way you do things, and means, first of all, sometimes it's helpful to think about the ways you are already incorporating these principles, and then building on what is going well.

And so I think sometimes when we have these conversations the perception can be that sometimes UDL is a really different way to do things that we historically have done them. That's not necessarily the case. And so I would encourage folks to think about the ways that you are already using these

principles, and then to build on them rather than to say, we have to start from scratch.

MOLLY TUCKER:

I love what I'm saying in the chat box. Mary and Michelle you mentioned using informal opportunities for people to reflect on the content. Sort of asking questions. Did we meet our objectives? Did we accomplish what we were setting out to accomplish? Also having that delayed opportunity to talk gives individuals more time to process the information. I don't know about you guys, but sometimes I get a little overwhelmed if I'm supposed to come up with an answer in that exact moment, but giving you more my time to think about it I might be more comfortable sharing after I have had that initial time.

I think that's great you were building in that additional step. Thank you for sharing.

As I have said, this is just an introduction, but we love what you guys are already thinking and talking about and problem solve. We will make sure that the suggestions in the chat box, as well as the suggestions on jam board are made available to you all.

Michael brought up podcasts and how we need to make sure we are presenting information in a way that is understandable, which is a perfect transition into our next topic which is plain language.

I don't know if you guys have ever felt like this, but has anyone ever been like the girl on the left-hand side. It's a woman holding a piece of paper that's covered in lines of text and she has a thought bubble above her head that says, "Uhh..." What am I supposed to do this? This is so much information and overwhelming.

I felt like that before. Sometimes someone give something to the and I have no idea what I'm supposed to take away from this no idea what the purpose of it is.

Then there are times when you're like the woman on the right-hand side. She is holding a piece of paper that has pictures, bullet points, is well laid out and she's like, oh, this is great.

How do we go from, Uh to Ah? And how do we take the information and make it easier for people to understand. Just like we did with UDL you're about to get your understanding about plain language.

Just beginning, what's plain language even mean? I know little bit about plain language. Ask me anything about plain language: I could lead this session! I give you guys a couple more seconds.

Most of you are in the middle category. It's an opportunity to learn a little bit more. So, according to the

plain writing act of 2010 plain language is defined as writing that is clear, concise, well organized and follows other best practices appropriate to the subject or field and intended audience.

The three words I want to highlight there are clear, concise, and well organized. That is sort of what we are going to focus on today, is how we actually make that happen.

Some techniques to be aware of when you are writing something in plain language is first off, this idea of being reader centered. Reader centered means you are writing something with the reader in mind. We want to think about what does the reader really need to know. What are you hoping they will be able to take away from this piece of communication? Is the purpose clear? Are they able to think of questions that the reader might ask, and answer those questions in the text itself. That way they are not having to do additional research and understand what you are communicating.

Make sure that things are logically sequenced and aesthetically or visually appealing, and you want to make sure simple. It doesn't need to be overcomplicated. It needs to be clear and to the point.

Like when we talk about the engagement component of Universal Design for Learning one technique we used when it comes to plain language is using pronouns like, you. That way the reader can look at it and start to put themselves into the text. They get to connect that text back to themselves and how does this relate to their current life, situations they might find themselves in or what they're currently doing.

We want to make sure you are writing in what is called active Voice. Active voice is the idea that the subject acts on the verb. I will give you kind of a silly example. Instead of saying, "The money was counted by the cashier." You're going to say, "The cashier counted the money." The subject should always be doing the verb. That way people have a better idea of what the picture from that sentence.

It's easier to get a mental image of something when the subject is followed by the action they are participating in. Also when we write this way, again, it requires less words and it tends to be more clear.

We also want to make sure we are using short sentences and paragraphs. I know that we work in academia, and we have a tendency to make things sometimes a little more complicated than we need to. Let me talk about short sentences, kind of a good rule of thumb is like 18 words per sentence. If your sentences 30 words or more there's probably a lot of clauses in their that are unnecessary. Not really adding to the content.

Keep the words to what is actually needed to make your point clear.

Kind of along the same lines is used everyday common words. What is the simplest word you can use to convey the message you are talking about? Again, you want to make sure that the documents themselves are laid out in really easy-to-follow ways. So, whether you are using a bulleted list, headers, infographics or images, tables, if you do things like images, tables or infographics make sure that they reinforce the content.

It's hard to determine what the connection is between the picture in the text that surrounds it, it might make the overall message of the Almighty. Make sure that anything you are using reinforces the main idea around the question.

These are sort of the five components of plain language that we recommend thinking about. The first column is red and it says, "Audience and purpose." The second one is green and says, "Structure." The middle says "Design" the middle one is blue and says, "Expression" and the one on the end is orange and says, "Evaluation".

Let's go back to this idea of audience and verbs. The main question you need to ask yourself is what are you hoping to convey? What are you hoping this document, lecture, presentation, what are you hoping to communicate?

Secondly, who is your audience going to be? What are you helping your audience is going to take away from your presentation? What are they going to take away from what they are reading?

Also, you want to think about what is your audience already know and what they need to know? That will determine what lever of background information will be included in the text.

Once you sort of thought about when presenting to and what I am trying to say let's talk a little bit about actual structure of the document. Again, ask yourself the question, "What format would be best with the audience to really follow and understand the text?"

Some things to think about our how can you summarize main ideas? Through bullet points, or highlight key information. You want to make sure that the text is divided into equal chunks. If you have something that is three quarters of the page and then the last part is only two sentences it might be difficult for them to understand is this last part really necessary? Does it connect to the rest of the material? Be intentional about how you use white space on the paper, and think about how you are chunking the information.

And then lastly dissension-- the section should be connected to each other. If I was presenting something in paragraph one was Universal Design for Learning in Paris craft you is person centered care and paragraph three was all about genetics someone's going to read that and be like, I do not see

how this is connected. I don't see what you want me to take away from this. I am not sure while these are all connected or put together in the same document.

Versus if I have a PowerPoint, kind of like what we're doing now, we start with Universal Design for Learning transition into plain language and then transition into accessibility there somewhat more of a logical sequence there. There's a logical connection between those topics. They are all associated with the larger idea of creating access.

The third column, as I said, is called "Design". We often overlook how important the look of something can be. We want to think about the layout, that's called typography. How are we using info graphics? I mention this second ago, but how are we using white space? Is the entire page covered in text? Or is there a strategic opportunity where there is white space left? So there's an ability for your eyes to follow the paper, breaks in the sentences, breaks in the structure so that the reader has an understanding of the logical progression of the document.

We also want to use what are called meaningful headers. This can be something as simple as asking a question. The header is a question, and then the text that follows is obviously the answer to that question.

Or maybe the header is the overall topic that will be covered in the following text. But we need to make sure that the header in the text are connected, because again, if they are not incongruence with each other readers can have a hard time taking away main points. Typically we think of headers as sort of prepping us for what we expect to read. If there's any reason why the header is not matching the text below it is going to be more difficult for your reader to understand what to take away.

You want to use fonts like Arial and Times new Roman that are easy to see and read. If you are doing something in large print and you see 24 point fonts are larger, typically we suggest 18 to trainees because it's easier for everyone to see and access, and then you want to make sure there is high contrasting colors.

I wouldn't put green text on a red background for example. Someone was colorblind but not be able to differentiate that. You want to make sure you are using high contrast colors.

The fourth column which is expression is the tone you are using. We, academia, might be trying to present things in the scientific research oriented way. That does intensity very conversational. When we are talking about plain language it needs to be conversational in tone and that goes back to the idea of, can the readers see themselves in the text? Are they able to connect with the text and see what this means to me.

We want to always choose the simplest words to represent our idea and we want to avoid jargon as much as possible.

We need to remember that our audience might not have the same background knowledge that we do, so just because something is really common for you to use does not mean your reader is going to be familiar with the same terminology. The same applies to acronyms. We are all guilty of this. We use acronyms constantly. Were going to talk about LEND that itself is an acronym. We want to make sure when we use them explain what they mean and we do it the first time we use it so that they understand when it's used throughout the rest of the text. And then use active voice like we talked about, and then lastly this idea of evaluating your kind of communications before sharing.

With your checking readability and accessibility through PowerPoint or Word document those are options you can turn on on Microsoft suite. Or maybe it's something. Mark and I are working on a project that will be shared with a larger audience, so before we stare with others want to get feedback from key individuals. People that are going to benefit and people that are going to access it to ensure it's understandable to a wider audience. Those are five things that you can think about. You begin with the structure, the design, expression, and evaluate before you sent.

Just like we check for spelling, we need to check if it is in plain language as well.

So, we have what is going to seem like an impossible task. But we will put you back in the same breakout rooms. Again, give you like, six minutes or so. So, one of our colleagues allowed us to use this.

Doctor Brian Barker, he is our Director of research evaluation, he is an expert in disparities and autism screening and monitoring. He allowed us to use this paragraph from a research assignment.

We will read this to you all and in your breakout rooms, translated into plain language. Think about what words need to be changed, what acronyms need to be described. What is present in this paragraph that a reader might not understand.

It says, "the majority of research on the early identification of ASD... (Reads)."

This is completely appropriate for a journal article. This is not going to be appropriate for you to give to trainees before a lecture. So, you be put back in the breakout rooms. You will have six minutes. If you go to the page 4 of Jam Board, it will contain the text of it.

We want you to think about how you would write this in plain language. How would you make sure that all of your trainees could understand what this is trying to say?

So, we will open back up the breakout rooms for about six minutes.

(Breakout rooms)

SPEAKER:

Hello, Shelly.

SPEAKER:

I do not have the Jam Board anymore.

SPEAKER:

Me as well. I was about halfway through and then I do not have the words in front of me.

They put the slides in the chat, but for some reason I cannot click on the links. Technology will not let me do it.

SPEAKER:

In the Jam Board, is the sentence there?

SPEAKER:

Someone just asked to resend the link, so they should be resending it.

SPEAKER:

I see it.

So, it's there.

Do you guys see it?

SPEAKER:

What is Jam Board?

SPEAKER:

It is an interactive, online Blackboard.

It is so much fun (Laughs).

SPEAKER:

I see it, but I do not see the long sentence.

SPEAKER:
Just keep scrolling down and go to slide 8. No, it is slide 4. Do you see it?

SPEAKER:
Yes, thank you.

SPEAKER:
I had to do some plain language this past several weeks. And it is so hard. It is so difficult.

SPEAKER:
Would you mind reading the sentence? I need magnification software readings. And it will not... I had to close it because the audio... Basically, I cannot hear the zoom audio properly with the zoom text on for stops, I had to close the zoom text up.

SPEAKER:
Do you want me to read it?

SPEAKER:
Yes, please.

SPEAKER:
"The majority of research on the early identification of ASD and related developmental disabilities parentheses ASD/DD, his clinical focus with substantial bodies of work related to the investigation and development of screening tools, clinical assessments and diagnostic frameworks, clinical biases and comorbidities. Furthermore, early identification work from public health has historically focused on epidemiological analysis of ASD cases and age of identification."

That is what we are charged with in making into plain language.

Maggie, you've started?

SPEAKER:
Yeah, and the first sentence in my head is something like, "recognizing autism early has not been great in the past." Or, something like that.

SPEAKER:
Yeah. That makes sense.

SPEAKER:

If we are using the principles in the previous slides, what the sentence is trying to tell us is that in the past, autism diagnosis has been deficit space, it has been focusing on early intervention and basically, what is wrong with people.

So, if we are translating that into plain language, then it is something along those lines.

SPEAKER:

What you are saying makes a lot of sense.

SPEAKER:

I just recently discovered this awesome tool. It is called Fleish Cancade Calculator (?). You can put sentences into it and it can tell you what reading level it is at. For our department, we try to make it for sixth or seventh grade level, because that is typical for media going out to the public.

Sometimes, I put something in the calculator and it tells me it is postdoctoral level. It has been a difficult journey, but that too is really helpful.

SPEAKER:

Thank you for sharing that. That is a good strategy.

SPEAKER:

That there is an app called Hemingway and I will use that.

SPEAKER:

And it is the same thing?

SPEAKER:

Yeah.

SPEAKER:

But will it actually rewrite your sentence or will it tell you what reading level it is at?

SPEAKER:

I think it rewrites it. I'm not sure.

SPEAKER:

That's what I want! I want them to rewrite the sentence.

SPEAKER:

I have to check. I was looking at it... Breakout rooms will close and eight seconds.

SPEAKER:

I think there is a program to rewrite sentences into plain language.

(Main room)

MOLLY TUCKER:

I know that that was not a lot of time, and you might not have finished your tasks. But we have a couple of questions. Did you find that to be simple or difficult? Was that easy or hard?

"Difficult," thank you Michael. "Semi-difficult." I am seeing a lot of "challenging."

Obviously, Doctor Barker was going to pretend that in a group, he would not presented on that slide. The reason why it is so difficult is because it is sometimes hard to translate what somebody else has written because you are not fully interesting what their purpose was.

Were trying to come up with the same message without taking away by changing the words or changing the vocabulary, how do you make sure you do that without defeating the purpose of the document?

One thing that I recommend is that you do not do this (Laughs). You do not translated, but you write it in plain language from the beginning.

Because, then, you would know what the message is intended to be. Trying to take something and putting it into plain language after-the-fact is really difficult.

Just like when we talk about universal design of learning, it is not about retrofitting it it is about doing it from the beginning.

Having said that, we are interested to hear what are some of the words that you thought you would need to remove or define?

"Comorbidities."

What are some other words that you guys thought about?

"Epidemiological, clinical practice." "Substantial diagnostic."

So, think about this. If you are having a lecture on (indiscernable) and monitoring, which we know a lot of games do, and you want to do a pre-assignment or pre-work, this would not be an example of that. You might provide this to your trainees as an optional tool, if this is an area of expertise for them. But he would not offer this to all of your trainees.

He would have to find other documents that would convey the same message, talking about racial disparities when it talks about screening and monitoring with autism, or if you want to try to figure out other ways that you can explain this by showing things like videos, providing bullet point lists. But different ways in which people can learn that information.

So, if I ask you, what you think the main passages idea was, what do you think it was?

We know that it was a random paragraph, but what do you think the main idea was?

It is completely OK if your answer is that you do not know. Without any background information or the rest of the text, you might think that you do not know where this is going.

Again, when we are providing documentation for people to read, whether it is before class or after class, we want to make sure that we understand what... We want to make sure that we clearly explain what the intended purpose is of reading it.

So, that paragraph is an introduction to a paper about recognizing racial disparities between screening and monitoring data. So, the rest of the document can explain that. But without it, you have a really hard time understanding that.

That is part of it, Jeanette. You are beginning to think about it. What is the main take away? What is you as the presenter want your audience to understand from your document? Again, instead of trying to retrofit things, we recommend writing it into plain language from the beginning.

MARK CRENSHAW:
My favorite response in the chat was to give me a headache.

MOLLY TUCKER:
That's how some people feel. They could have people come to us with different expertise. They might not have any understanding in the topics we are teaching. Providing them stuff in plain language is creating access, and allowing them to be able to ask questions, or say, "Hey I need more information

to understand this." But if we assume every single person can read a research journal or manuscript written by PhD's who do research regarding statistical analysis that's going to be difficult and really kind of overwhelming for them.

We want to figure out, how can we make sure that the main take away is always overly evident to our trainees? I'm going to turn it over to Mark to start our next conversation.

MARK CRENSHAW:
Terrific. This is kind of the third movement in our presentation today. We're going to talk about accessibility. And defined accessibility, and talk about the difference between accessibility and accommodation.

And so, first of all, I would love to ask you either to put in the chat or to come off mute and answer this. What does accessibility mean to you?

SPEAKER:
Mark, this is Mike. Accessibility is a two-edged sword where it says what's accessible for one person might not be accessible for everybody. We need to think about inclusion except accessibility. Including everyone. That's what I was thinking when you said, what is accessibility mean to you.

MARK CRENSHAW:
Thank you, Michael. That's helpful. Caroline from Kentucky says, "All persons can understand all materials." That's great.

SPEAKER:
Cannot just jump in and say I think it is also equal access, accessibility. Especially when it comes to assistive technology and those kind of concepts. I cannot move my arms or legs so accessibility means equal access to the keyboard by using my voice and dictation. That's what it means to me.

MARK CRENSHAW:
That's super helpful. Can you tell us your name so we know we are speaking to?

SPEAKER:
This is Maggie from Alaska.

MARK CRENSHAW:
Thanks, Maggie.

MOLLY TUCKER:

Anyone else want to share their definition? You guys touched on a lot of things we were going to talk about. Thank you for sharing your mindset surrounding accessibility. We've got this quote that was from a blog for lack of a better word. Disability Thinking. It says, "Accessibility is what… (Reads)

Accessibility is sort of what you expect and accommodations are additional adaptations that might need to be added afterwards.

As Mark said, we're going to talk about both of those words. Before we do that we want to show you an image. I'm going to describe all three of these pictures. The first picture is of three individuals standing behind a wooden fence watching a soccer game. The first guy is a tall man his chest and above is above the fence. He can easily see the game and is standing on a wooden crate.

The girl in the middle, her neck is above the fence and she is able to see the soccer game and she is also standing on a wooden crate.

The last picture is what appears to be a young child. They are not able to see over the fence and they are standing on a wooden crate. It says, inaccessible design includes people -- excludes people.

The second picture the man is not standing on a crate and still able to see. Made in the middle is getting on a crate and able to see the kid is onto greats and able to see. And it says, "Accommodations give access to whoever is there in the moment. They often require extra work."

It talks about rearranging the materials everyone can access the soccer game. The last picture shows three individuals standing behind a chain-link fence that they are able to see through. It says, "Accessible design means that current and future viewers will have access without extra work." Even a more step towards access would beno fence at all. This idea of how we can make adjustments so everyone is able to access information, activity or events, whatever it might be where they want to.

Michael, you talked about what I said. The best would be that there's not offense at all. That would be something in the future, hopefully we wouldn't even need a fence.

Let's talk about the differences between accessibility and accommodations. Accessibility is sort of proactive solution. These are decisions made during the development or creation process of activity, event, experience or general lesson. When you're talking about accessibility you are thinking about what all the possible accommodations might mean based on the individuals that are going to access that activity and incorporating them so that they are not needing to be requested. Present upon arrival. Individuals don't need to request them, they are built into the experience already.

Accessibility allows everyone to benefit. As Mark said earlier, by creating more accessible

opportunities trainees that we didn't even know that were going to benefit from those experiences have reported, that was really helpful to me.

While accessibility is not required in the same way that an accommodation might be, we really would hope gaining momentum as the thought process we are using as we are developing new experiences, and accessibility really aligns with the values of what we are trying to college within our LEND programs, and I will let Mark talk about that.

If accessibility is also being proactive accommodations are more of a reactive approach. There are adjustments made after the fact. Unfortunately, they often require individuals to disclose their disabilities in order to receive these supports or these resources.

Typically accommodations are addressing specific need and then according to the ADA we can provide reasonable accommodations.

So, marked you want to talk about how we think about accessibility and accommodations, and how your mindset has shifted over your time as our training director?

MARK CRENSHAW:
When we first started including self advocate trainings in Maryland 10 years ago our approach to it really was about providing individual accommodations for trainees.

So, about trying to distill the most important content from lectures and present that in a very specific way sort of with one-on-one support, and really looking at sort of accommodations that trainees had received in the past while they were in school maybe, and trying to sort of fix the lens curriculum and process to those requested accommodations.

That was okay, that worked fine. But the other thing we began to think about, because we had trainings with disability in LEND, is this notion of accessibility. And sort of our information of EDL in the last several years is also about moving towards greater accessibility.

Two things to say about sort of our evolution as a program over time. A few of the first years we had LEND here at Georgia State University we were put in classrooms that were technically people with disabilities were technically able to get into, and use.

We often were putting these tiered classrooms that were really bad for collabroation, really bad for accessibility, and they really limited the options that trainees with certain disabilities had for navigating the space, and for collaborating with their colleagues.

And so over time we sort of found a space in one of our classroom buildings and began to say, this is the space we need. We don't care how many students the system says the class has in it, this is the space we need because it is the most flexible, it's the most accessible, it creates the most opportunities for collaboration between all of our trainees, and it makes trainees with disabilities feel like they have an equal opportunity to participate in what is going on in this space.

So, that is really about accessibility. The other thing I will reflect on in the context of this is that when we began to use Universal Design for Learning, and when we began to include trainees who had disability labels in sort of the creation of our initial strategy around the implementation of Universal Design for Learning what we began to hear from trainings with disabilities is this is great because I don't feel singled out for specific attention.

This makes me feel like I am a part of the cohort. In a different way that it would if I were singled out for specific attention and support.

And so we sort of took that to heart and really begin to test that. And sort of in the history of our sort of commitment to this. We actually talked about this commitment to accessibility and providing accessibility in the planning, and sort of our implementation of EDL, we talked about that as a way to address able-ism in our program.

Sometimes Pacific Pacific accommodations-- sometimes specific accommodations are needed before training to perform at optimum level, but we find that specific accommodations are a lot less requested less, and if we sort of use these proactive solutions and make sure that space is accessible, learning is accessible and that kind of thing, and we think, obviously, Molly said this, but we think it aligns with the values of LEND we think you can import learners -- put learners with disabilities in the center of learning environment if you cannot provide accessibility.

These are approaches that are both incredibly necessary in the context, but it has been our experience that this move to universal accessibility has saved time and resources in our program over time, and so we just want to sort of command-- command these comments to you as you think how these might fit for you in your program.

MOLLY TUCKER:
So, small group discussion. For the purpose of time we will talk about this as a large group. Mark, I will let you leave the discussion, but we will just stay together for the remainder of the session.

MARK CRENSHAW:

The discussion that we want to have with you guys now is about how your program promotes accessibility based on the definition we just shared with you. And how accessibility is built into your program structure.

Once again, because of the nature of the work you do we think that accessibility is present in all of your programs in different ways. And so we just want to invite you to share some of those ideas about how that is working for you now. And working for you as you plan for the future.

MOLLY TUCKER:
Caroline, you said "we encourage trainees to incomplete assignment in any number of formats, written, video, spoken or other." Thank you.

MARK CRENSHAW:
Thank you for being the first.

MOLLY TUCKER:
Thank you for being here. Kate, you said "classes are presented hybrid format, with the screen also in the classroom with captions." Gwendolyn said, "professors are asked to send presentations to everybody before the actual date of the presentation." That is always very helpful (Laughs)

MARK CRENSHAW:
And sometimes, that can be a challenge. That is great that you get your presenters to be trained like that.

MOLLY TUCKER:
Does anybody else have examples they want to share?

"They ask but it is being worked on." That is something we relate on.

MARK CRENSHAW:
We like (indiscernable) opportunities and challenges are shared equally. So, thank you for that.

MOLLY TUCKER:
Having a wide hallway and having to go access to the space.

MARK CRENSHAW:
For sure.

MOLLY TUCKER:

Anybody else have any examples?

There are also questions about this on the Jam Board, seeking but that there. Maja, you said "when I was in Pittsburgh, we asked presenters to give major take away points." What were they trying to talk about?

MARK CRENSHAW:
Are you going to talk about? Remind me what you were talking about.

MOLLY TUCKER:
"Videos of lectures that can be watered various bees." And then, "online transcription joins in." You can make it available for people to read back later if they want.

Thank you guys for sharing all of those ideas.

We know you guys all do this in different ways. So, if you do not get the chance to share today, we know that this is a priority to do this. So, thank you for sharing this.

Mark mentioned the word "support" and his comments and that is what we will transition to talk about for our last 12 minutes.

There are two different types of supports, there are natural supports or paid/formal supports. Natural ones are the ones that happen organically in a person's life, the relationships, the connections they build in the communities that enhance their quality of life a stop back and be with family members, friends, colleagues, classmates, coworkers, people they meet in activities organizations they are part of.

Bear naturally occurring relationships.

Versus paid/formal support is a service that somebody receives resource that they received from agency. Or something from the state if your state offers that. I can be caregivers, medical and beaver health professionals, care coordinators, and social service providers.

We want to talk about supports to figure out what natural support you have built into your program.

So, one thing that is coupled to think about for natural supports is like what Mark said, the more natural it is, the more cost-effective it will be from a budgetary perspective. Not having to constantly get as a people to get outside resources. Utilize people that exist in your programs.

We have a question for you guys. What natural supports are built into your LEND Program?

If you need examples, we can maybe give you them.

Mark, do you want to give examples of supports that we have in our program?

MARK CRENSHAW:
Having folks work in small groups can be a natural support, so that people are learning together. So that learning is not individualized all of the time.

I think just thinking about how you create the opportunity for folks to build relationships, opportunities to connect around shared interests, not just shared discipline but like, folks who have the same kinds of questions, folks who are pondering the same sort of things. They can really help them be together.

MOLLY TUCKER:
The chat has a lot of good things.

So, similar to what you were saying, Nina said, "team-based assignments." Kimberly said encouraging people to find out what other team members need and figuring out how the group members can support each other. That is amazing. I love that!

Via said having more than one training really helps. Having previous advocates can train current one can really help. That's right. How can you use additional support as well?

Maggie, you said "mentorship." You said hearing that allow for (Reads.", you are so thoughtful.

Having identity allies. That is a great idea. There are weekly dropping informal lunges dooms from Katie.

Yes, you are thinking about it. How can you use people in the program to help support others.

MARK CRENSHAW:
Molly, for a couple of years, we still offer the option for trainees to come together for a brownbag lunch prior to the Friday lunch session to review what had come before Ed to preview what was coming ahead.

Sometimes, it would turn into 15 minutes of a conversation about the content and then 45 minutes of a conversation about building relationships with trainees. And that was great.

Those folks were in conversation and were willing and able to support each other through much of the rest of the process because they had connected over lunch.

MOLLY TUCKER:
When I was a trainee... I told you guys I was a social work training, but I was actually not going to school, I was going to school in you GA, I was considered a community-based training. We had something every month, everybody that was from nontraditional discipline and we talked about our experiences. It was a chance to get to know each other and build lasting relationships. Those are people I still talk to regularly almost every week.

But was awesome, having people long after my LEND experience.

This is the last thing that we will talk about. But this is all about building community. So, Mark can you talk about what community means for us and how we build it?

MARK CRENSHAW:
I think the goal here is to obviously, creating a workforce that is going to be the next generation of leaders in this disability movement in our state and in the country. So, as much as you can help folks find shared identities, shared interests, shared perspectives, I think that matters.

So, creating opportunities for them to tell their individual stories, we do an activity during our orientation that is like, five moments in your life that led you to LEND. It is called the Life Map activity.

It bonds the trainees because they begin to know each other beyond the fact that they are a social work training and they are in occupational therapy training in LEND, and they have a shared experience.

But there is a real experience that folks have a shared vision and a shared purpose around why they are there. They really do want to support kids and adults with disabilities and their families from the different disciplinary perspectives.

But they might share lots of... As they tell their stories, they might find out that they share a home state or... As they did their Life Maps, we find out if there were people living in Georgia, living in Louisiana, and all of the year, they bonded over the back of a shared identity that they would not have known about if they had not been able to share their stories about where they were born and where they grew up.

So, I think the point for us really is how do you create a community of learners that support each other, that care for each other, that route for each other, that are interested in each other's success and that

share a perspective about making... About contributing to many different ways of improving the lives of individuals with disabilities and their families? Kids and adults with disabilities and their families and... We found that I really trying to create a community of learners across 11 years of our LEND, that really does...

The first network that our trainees build is in the room. So, as Molly talked about, she still has connections from her LEND cohort from 2016 and 2017 that she calls on, professionally.

So, really building this idea that you are not just here to learn and then go out and be alone Ranger, because leadership is a community activity. Leadership is a relay race. So, you need people who are invested and interested in each other's success, interested in celebrating together, interested in doing the work over the long haul.

So, to have a community of folks in Georgia or in your state, or throughout the LEND network, nationally, or committed to this experience, it provides a really great opportunity to build a community of learners.

The other thing that we have done in terms of building the community is we use LEND alumni a lot to help teach in our program. We have panels where we invite people back. Folks are very loyal to their LEND cohort, to our LEND Program, and very willing, generally, to come back and share their experience as somebody who has been through LEND and is now out advocating, researching, teaching, working in clinical services.

We try to provide a diverse set of trainees to say that this is the way that LEND has contributed to my perspective. And to what I have been able to do since I was in LEND.

So, I provides a really good example of different paths to leadership in the various ways that people contribute past LEND. So, we feel like that is a really important way, the community extends not only are we building community in the room, but the community automatically extends back to 10 years.

Folks in the room in 2011 and 2012, and now they are leaders in state agency so, our current trainees see that LEND has value.

Having this LEND expand is another way to extend community. Automatically, somebody understands that you have an experience and can make sense of what you share in common in terms of your values and experiences.

MOLLY TUCKER:
I see we are at 5 o'clock. Were not going to ask this next question because we want to be mindful of

people's time but we want you to think about this as you move forward with your LEND program. Marking tons of examples of how you can build community, but also by community matters, both currently and in the future.

Think about these questions as you are working with your teams. How do you create a sense of community in your program and how do you help trainees? You're already thinking about these things. As Mark said how do we make sure that we have a sense of community? Maggie, that's a great example. The happy hour.

We've got to put the social and social justice and we have to make sure we are remembering to be responsive to ourselves. That's one way to do that. We are just going to end by sort of going over some main takeaways, that was one of the things that was written on the previous kind of comments.

UST is a framework used to create learning environments that work for all learners. The three principles of UDL are representation, action and expression and engagement. Plainly which helps us communicate information in clear and concise ways. Accessibility is a proactive approach while accommodations are reactive approach. Natural supports enhance an individual's quality of life and ability to participate in their communities.

We are all finished. We will both put our email in the chat box if you guys have any questions we would be happy to answer them. This is the first of three sessions so we will see you hopefully next Thursday, and the Thursday after that.

We will go ahead and do that and then, Jackie. Sharing my screen.

JACKIE CZYZIA:
Thank you Molly and Mark for a terrific training. Received lots of personal DM's that are expressing their gratitude, so thank you so much.

I wanted to let you know I will not… I have a couple of slides but because we are at time I will not share those. We do have some upcoming trainings. October 14 and 21st. I put the link in the chat and we hope that you will join us for those. And then we also have an evaluation survey we hope you will complete, and that link is also in the chat.

The recording will be available within one week of today's training and I will make sure we send an email as well as put it up on the ITAC website and the event page. I'm happy to stay on for a few minutes if you have questions for our two trainers, otherwise thank you for joining us today.

MOLLY TUCKER:

Thank you everyone. We appreciate your engagement. We look forward to continuing to talk over the next couple of weeks.

MARK CRENSHAW:
Thank you all so much.

JACKIE CZYZIA:
Thank you, all.

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