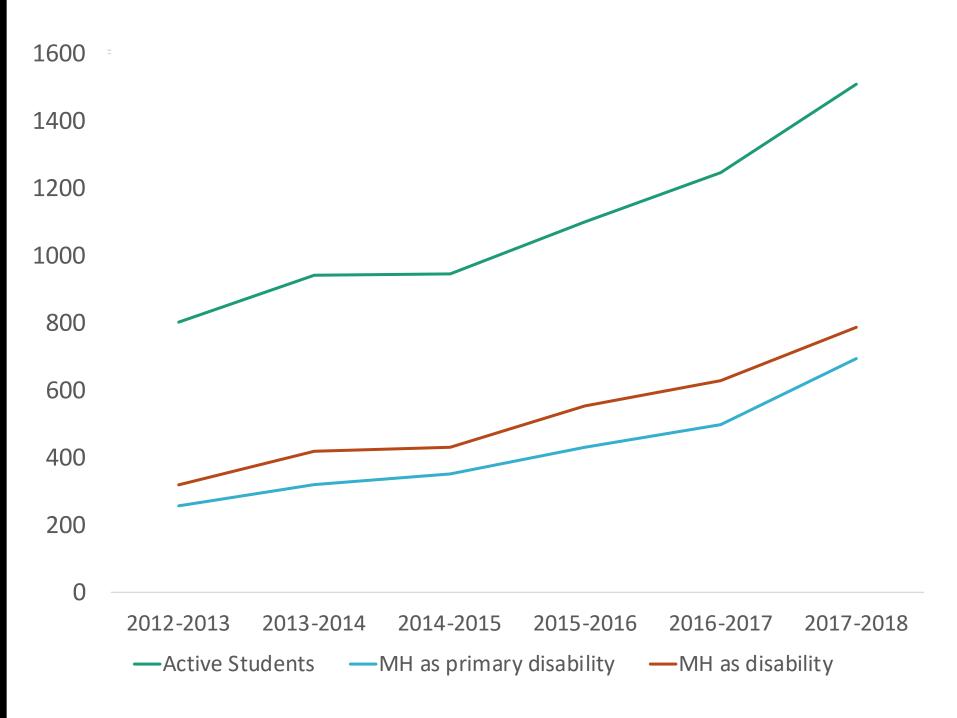
## Innovation in Education

Toward Universal Instructional Design

## Mental Health Strategy



## Student Accessibility Services



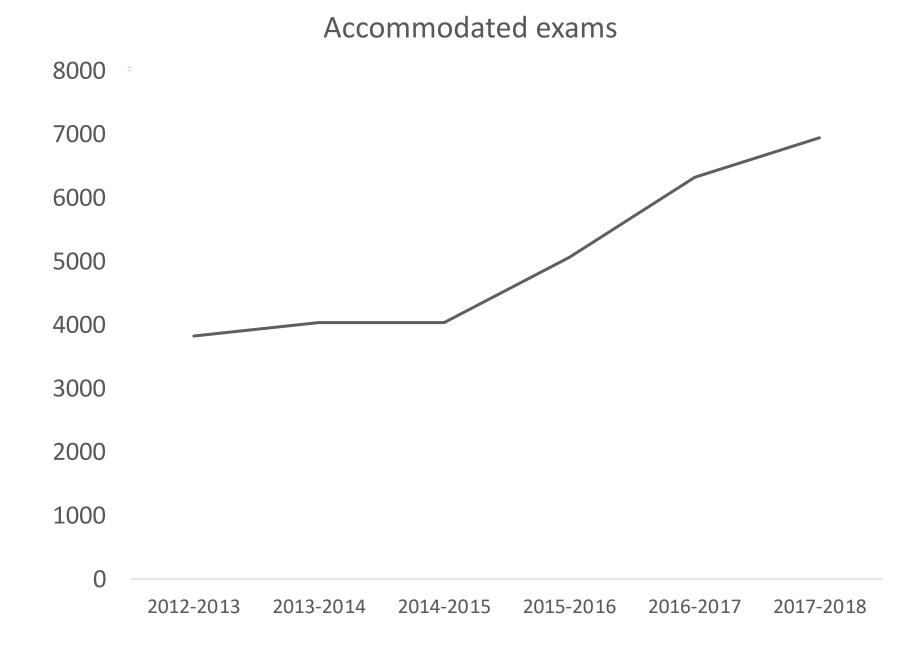
## Student Accessibility Services

The number of students registered with SAS has increased 88% since 2012-2013.

15.7% of students at Trent were registered with SAS in 2017-2018.

The number of students with mental health disabilities has increased 170% since 2012-2013.

# Centre for Academic Testing



## Centre for Academic Testing

The number of accommodated exams written at the CAT has increased 82% since 2012-2013.

### National College Health Assessment II (NCHA)

In February and March of 2016 the ACHA-NCHA II
 (NCHA) survey was emailed to 4000 Trent students.
 The survey was advertised through posters, on social media and in college newsletters to encourage students to complete the survey.

• 1156 students completed the survey. The overall response proportion was 29.0%.

### NCHA II: Students reporting disabilities

Condition	% Students Ontario	% Students Trent	Trent students in 2016
ADHD	5.6	6.9	616.9
Chronic Illness	4.9	5.1	456
Deafness/Hearing loss	1.9	2.3	205
Learning Disability	5.6	7.2	643
Mobility/Dexterity disability	1.1	1.4	125
Partial sightedness/Blindness	2.2	2.9	259
Psychiatric condition	7.6	10.1	903
Speech or language disorder	1.1	1.0	89
Other disability	3.1	3.7	331

## Many students reported academics and finances had been traumatic or very difficult to handle in the last 12 months

68.0% of Trent students



59.3% of Ontario students

NCHA II

48.0% of Trent students



40.1% of Ontario students

## Mental health strategies

#### University of Windsor (2018):

- Balance academic fairness and compassion
- Include mental health information on syllabi
- Elective-based resilience course

#### University of Calgary (2017):

- Promote inclusive curriculum and pedagogy
- Develop for-credit resilience course

#### University of Waterloo (2017)

- Develop working group recommending best practices re: exams and assessment
- Review unnecessary stress sequences
- Universal Instructional Design in courses
- Online resource for integrating Universal Instructional Design and wellness into teaching

## Other mental health strategies

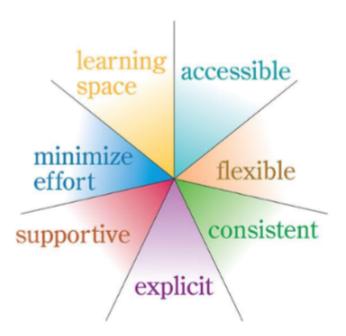
#### University of Toronto (2015):

- Include clear goals and expectations for courses;
- Offer various formats of course material;
- Develop recommended syllabus template to include accommodation template
- Support instructors to create environments that encourages help-seeking

#### University of Manitoba (2014)

- Identify opportunities to address MH in academics to increase student success
- Identify unnecessary stress in academic calendar & course, exam scheduling

Being proactive involves
Universal
Design in course development and delivery.



At the core of UID is the concept of inclusiveness and equity. Instructional matters and activities should:

- 1. Be accessible and fair
- 2. Be straightforward and consistent
- Provide flexibility in use, participation and presentation
- 4. Be explicitly presented and readily perceived
- 5. Provide a supportive learning environment
- 6. Minimize unnecessary physical effort of requirements
- Ensure a learning space the accommodates both students and instructional methods

# A few examples underway at Trent

- Flexibility in due dates
- Three-hour exam windows for two-hour exams to accommodate additional time (anyone can stay)
- Choice in the nature of the assignments
- Choice of topics, content and outputs
- Incorporation of adaptive software (e.g., Kahoots for immediate feedback and collaboration) and technology (e.g., Smartpens for independent notetaking)

Goal of gradual release over education experience to reduce reliance on services

Good teaching can help remove systemic and physical barriers.

Where we are headed....

The Universal Design for Learning Guidelines

Provide multiple means of **Engagement** 

> Affective Networks The "WHY" of Learning

Provide multiple means of Representation

> Recognition Networks The "WHAT" of Learning

CAST Until learning has no limits

Provide multiple means of **Action & Expression** 

> Strategic Networks The "HOW" of Learning

#### Provide options for

#### **Recruiting Interest**

- · Optimize individual choice and autonomy
- · Optimize relevance, value, and authenticity
- · Minimize threats and distractions

#### Provide options for

#### Perception

- · Offer ways of customizing the display of information
- · Offer alternatives for auditory information
- · Offer alternatives for visual information

#### Provide options for Physical Action

#### · Vary the methods for response and navigation

Optimize access to tools and assistive technologies

#### Provide options for

#### **Sustaining Effort & Persistence**

- Heighten salience of goals and objectives
- · Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

#### Provide options for

#### Language & Symbols

- · Clarify vocabulary and symbols
- · Clarify syntax and structure
- · Support decoding of text, mathematical notation, and symbols
- · Promote understanding across languages
- · Illustrate through multiple media

#### Provide options for

#### **Expression & Communication**

- . Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

#### Provide options for

#### **Self Regulation**

- · Promote expectations and beliefs that optimize motivation
- · Facilitate personal coping skills and strategies
- · Develop self-assessment and reflection

#### Provide options for

#### Comprehension

- · Activate or supply background knowledge
- · Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- · Maximize transfer and generalization

#### Provide options for

#### **Executive Functions**

- · Guide appropriate goal-setting
- · Support planning and strategy development
- Facilitate managing information and resources
- · Enhance capacity for monitoring progress

Expert learners who are...

**Purposeful & Motivated** 

Resourceful & Knowledgeable

**Strategic & Goal-Directed** 

Goal

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