

Innovation in Education

Toward Universal Instructional Design

Mental Health Strategy

Planning of the plan

Development of mission, vision and values of strategy

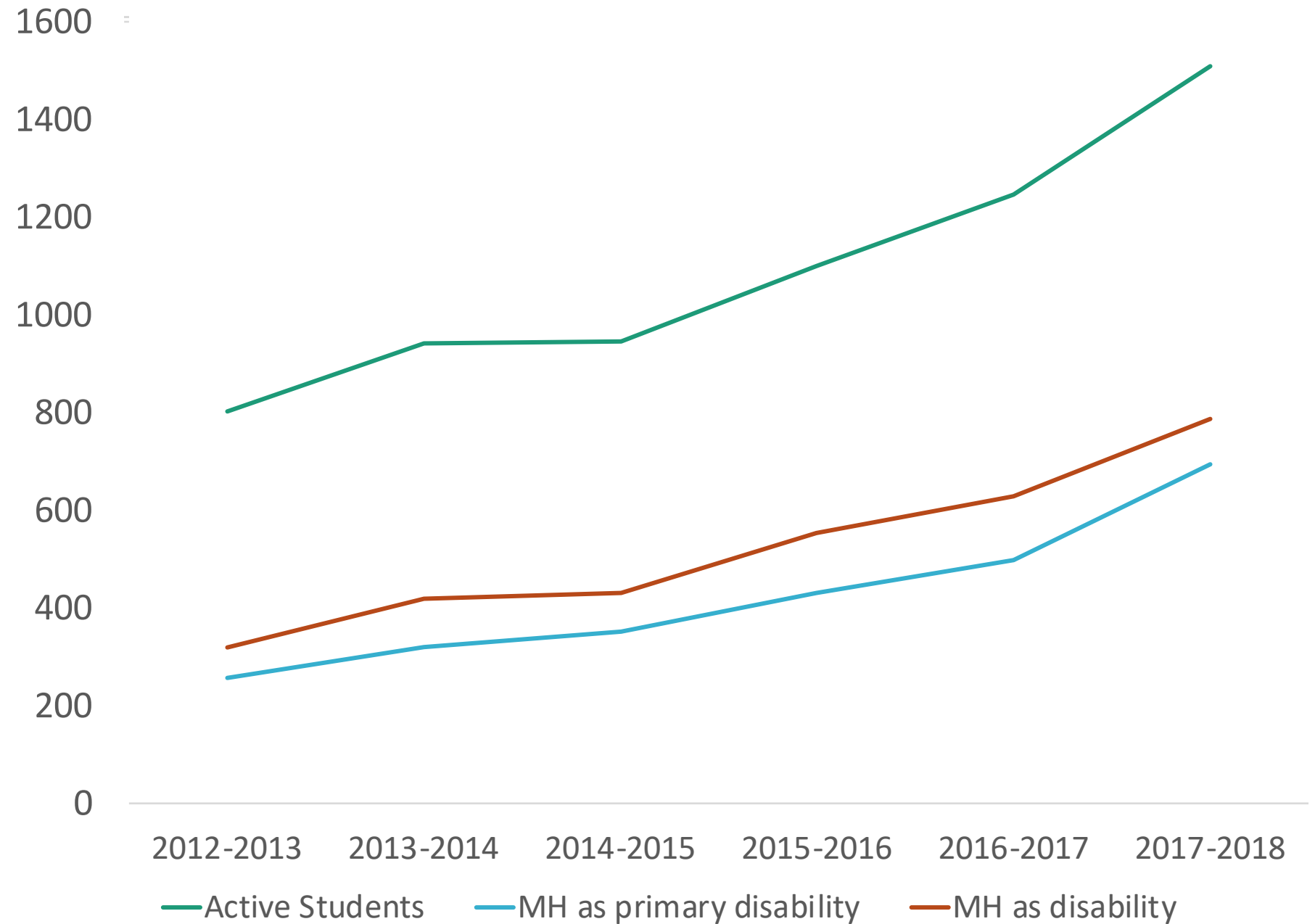
Identification of Strategic Issues & Performance indicators

Strategy Development

Strategy Implementation

Bryson, 2004

Student Accessibility Services



Student Accessibility Services

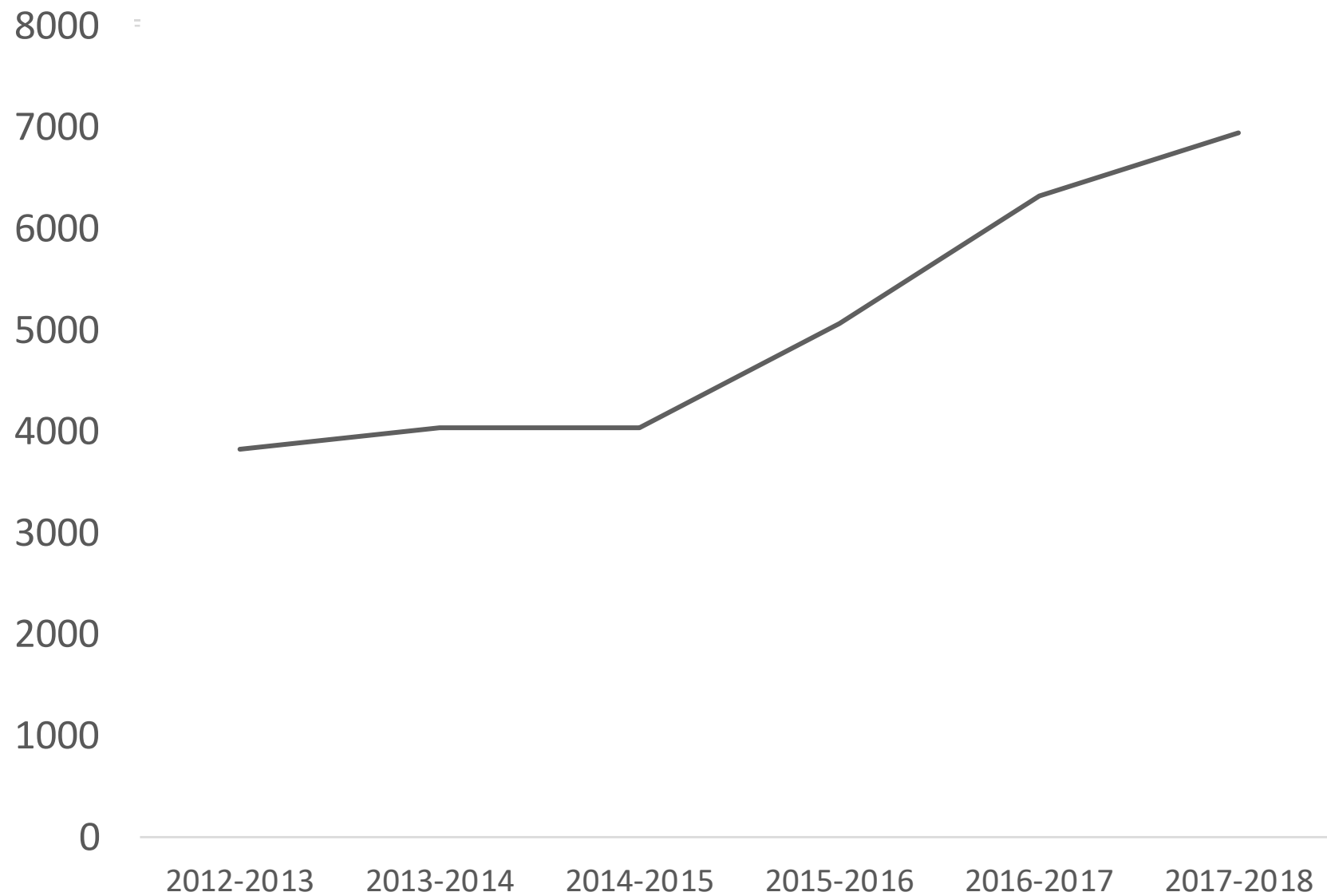
The number of students registered with SAS has increased 88% since 2012-2013.

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

Accommodated exams



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

NCHA II

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

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

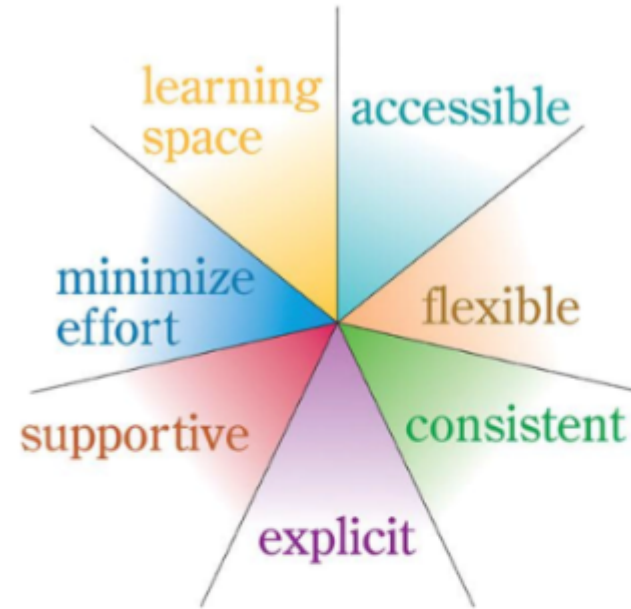
University of Toronto (2015):

- 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
3. 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
7. Ensure a learning space the accommodates both students and instructional methods

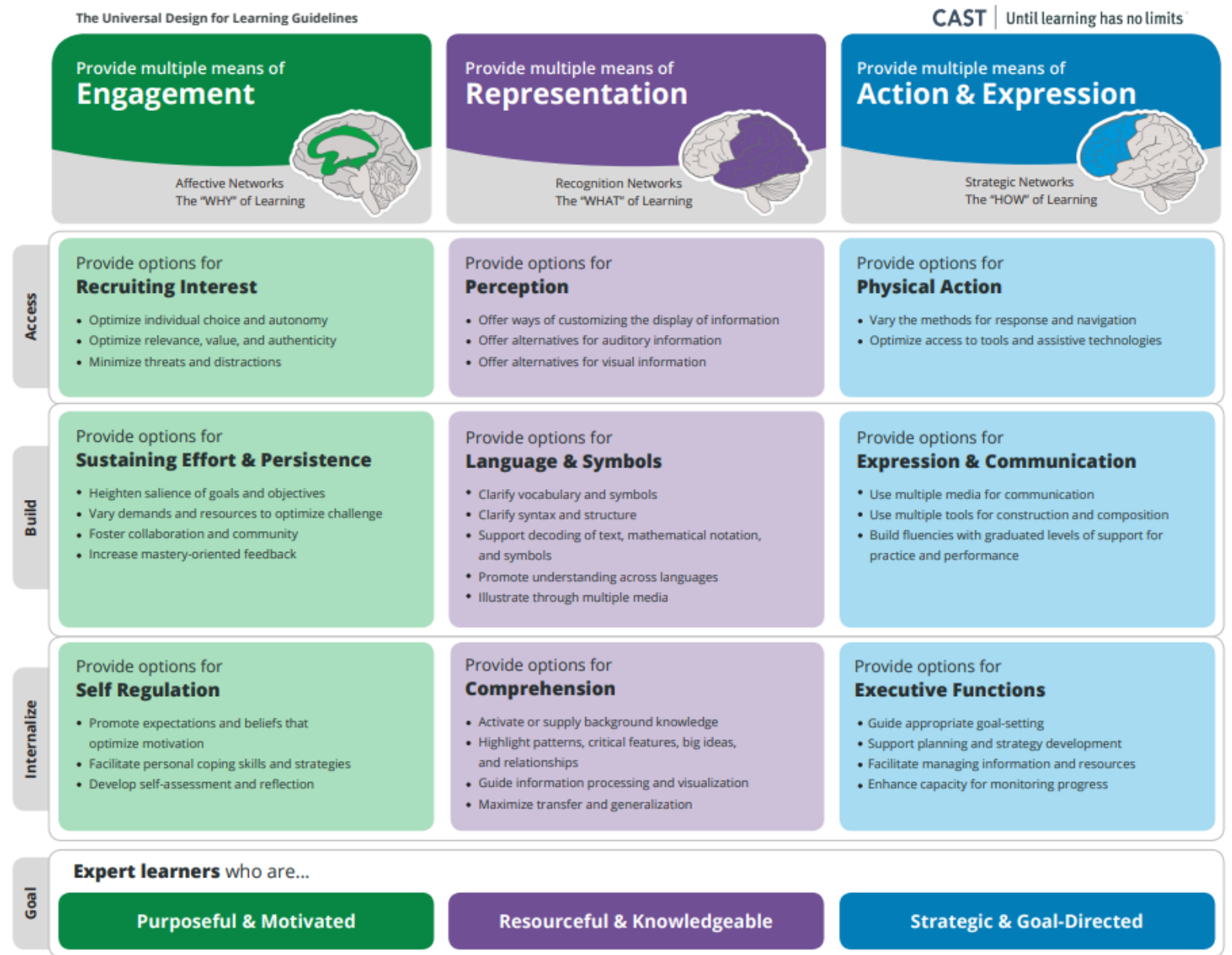
A few examples underway at Trent

- 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 note-taking)

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....



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