UNIVERSAL DESIGN FOR LEARNING IN BC

Legacy of the BCUDL project

Universal Design for Learning in BC

© 2010

Contributors to this guide:

» Mallory Burton, Project Leader, Prince Rupert

» Julie Krall, Team Leader, Smithers

» Colleen Devlin, Team Member, Courtenay

» Megan Hannon, Team Leader, Nanaimo

» Karen James, Team Member, Nanaimo

» Kathy Rice, Team Leader, Prince George

» Tania Blak, Team Leader, Quesnel

» Anita Strang, Team Leader, Coquitlam

Purpose of this Guide

The British Columbia Universal Design for Learning Project (BC UDL) was a three-year Ministry-funded project which operated from September 2007 to June 2010. The purpose of this guide is to provide an overview of Universal Design for Learning (UDL), information about the BC UDL Project and other BC initiatives, and resources for learning more about UDL.

Table of Contents

An Introduction to Universal Design for Learning (UDL)

What's Universal about Universal Design for Learning?

A UDL curriculum is designed from the outset to be accessible to the widest possible range of students. Teachers who have adopted a UDL mindset expect that students will vary widely in learning styles, abilities, and interests. They accept responsibility for teaching all of their students, and they build alternatives and scaffolds into curriculum to address different learning needs. UDL is not a one-size-fits-all approach; neither does it promote a classroom environment in which each student has an individual educational plan. The ultimate goal is to create a flexible instructional environment that works for all students.

"Fair doesn't mean giving every child the same thing. Fair means giving every child what they need." Rick Lavoie

Implementing universal design typically occurs in 3 developmental stages: advocacy, accommodation, and accessibility (Schwanke, Smith & Edyburn, 2001). Advocacy raises awareness of diverse needs and motivates us to make changes. At the accommodation stage, support is provided for individuals by request. However, there is sometimes a lag in providing accommodations or individuals must make a special effort or go to a different place to use the accommodation. True accessibility is achieved when environments are engineered to ensure that supports are available to everyone at the time they are needed.

What Can Educators Learn from Architects?

The concept of universal design is borrowed from architecture. Architects design modern buildings with consideration for the needs of all potential users, planning accommodations such as ramps and elevators from the start. These accommodations, originally created for individuals with mobility challenges, often turn out to benefit many other users.

Educators at Harvard's Center for Applied Special Technology (CAST) applied the concept of universal design to learning. The UDL guidelines developed at CAST assist teachers in examining their curricula for potential barriers and putting supports in place for all learners. As in architecture, educational supports developed for those "in the margins" are often beneficial for many students.
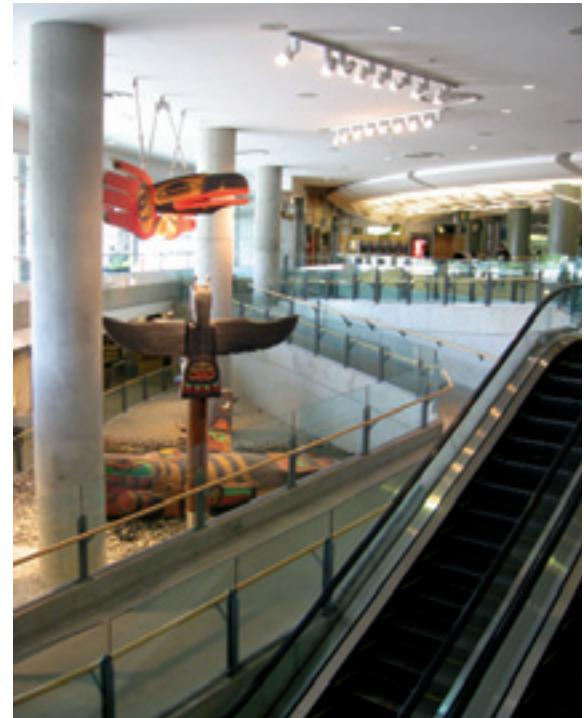
What are the Cornerstone Beliefs of UDL?

Research has confirmed the existence of three brain networks involved in learning (Rose & Meyer, 2002). Recognition networks help us acquire the "what" of learning, strategic networks process the "how" of learning and affective networks are responsible for the "why" of learning. The team at CAST suggested that educators use multiple means of representation, expression, and engagement to provide support for these networks.

» The UDL approach uses multiple means of representation to support students' recognition networks, addressing varying abilities and learning styles. Teachers present multiple examples to illustrate concepts, use a variety of media, highlight critical features, and support background knowledge. Teachers may also provide materials such as printed text in several formats and levels.

» Multiple means of expression support students' strategic networks. Although students in a UDL classroom are expected to work toward the same learning intentions, they may use a variety of ways to practice and demonstrate their knowledge. Teachers provide expert models and ongoing, relevant feedback. Students practice what they are learning in a supported environment, using scaffolds the teacher has put in place to ensure their success.

» Multiple means of engagement support students' affective networks, accommodating different interests and motivating learners. Students are given a choice of content, tools, and learning context. Teachers use flexible grouping and provide levels of challenge that are suited to students' abilities and interests.

Many teachers involved in the BC UDL Project reported that using technology greatly increased their ability to engage students, provide flexible and up-to-date materials, and support diverse learning needs. However, a teacher can certainly differentiate many aspects of the curriculum without technology, and real experience is often preferable to the virtual.   Valuable non-technological strategies such as project-based learning and cooperative learning fit within the framework of UDL.

Multiple Means of Engagement

Multiple Means of Expression

Multiple Means of Representation
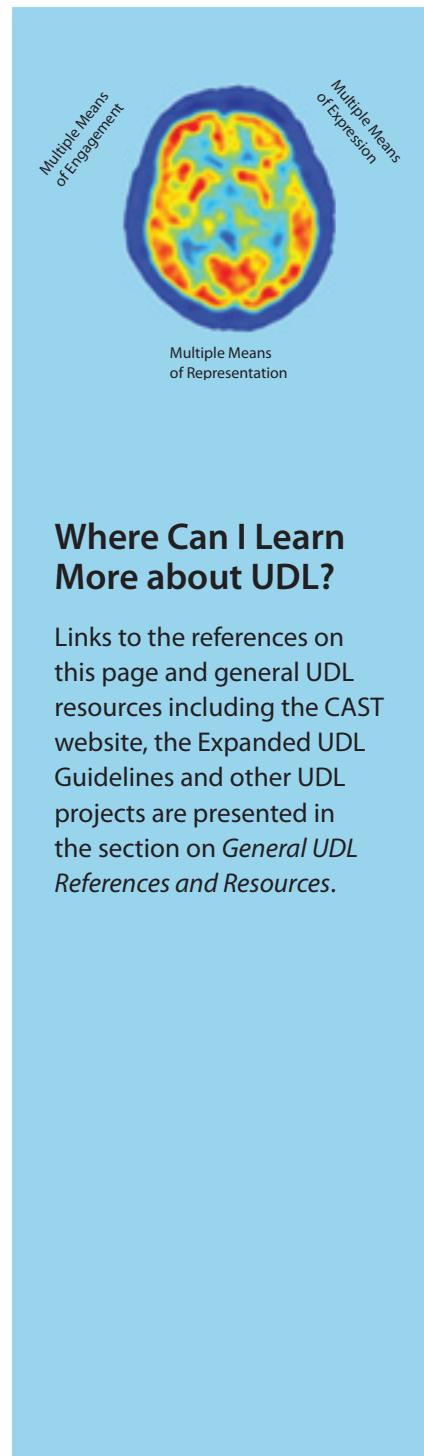
Where Can I Learn More about UDL?

Links to the references on this page and general UDL resources including the CAST website, the Expanded UDL Guidelines and other UDL projects are presented in the section on *General UDL References and Resources*.

The BC UDL Project

Funding and Participants

The BC UDL Project was a 3 year Ministry of Education funded initiative to assist pilot school districts in implementing UDL. In each year of the project, 7 school-based teams representing different geographical areas of the province were selected to participate. A full listing of the original schools and a list of individuals willing to provide more information about UDL are included in the sections *BC UDL Project Schools and Contacts by Geographical Region* and *BC Contacts for UDL.*

Year	School Districts Participating
07/08	Burnaby, Coquitlam, Prince Rupert, Quesnel, Surrey, Vernon, Victoria
08/09	Revelstoke, Kelowna, Abbotsford, Vancouver, Prince George, Nanaimo-Ladysmith, Countenay-Comox
09/10	Maple Ridge, Sunshine Coast, Bulkley Valley, Saanich, Cowichan Valley, North Okanagan-Shuswap, Vancouver Island West

Teams, Training and Technology

During the project, 21 teams of 4 or more teachers at each site were trained in universal design. At almost every site, the teams grew much larger as more teachers in the school and in the district became interested in UDL. In Surrey, UDL has become a cornerstone of a district-wide initiative to address diverse learning needs.

The teams received both onsite and online training in UDL principles. After completion of the onsite training in the fall, the team leaders met online weekly for the entire year. Many school districts provided funding for additional team members to attend the onsite and selected online trainings.

Teams also received grants to purchase a variety of hardware and software, developing a technology infrastructure to help implement UDL. Most districts also supplied computers for student use and purchased software and hardware for additional team members.

"One of my teachers told me that his involvement in the UDL project was the most significant ProD he has experienced as a teacher…As the principal I can see the difference in his students; they are more engaged as learners and demonstrate a higher degree of motivation. His class has more than twice the number of Honour Role students as any other class."

Brian Chappell, Principal of Harwin Elementary, Prince George

The BC UDL Project and other BC Initiatives

The original goal of the project, to seed interest in UDL around the province, was certainly achieved. UDL team members continue to spread the word about UDL, hosting UDL and SMARTBoard cafes, contributing articles to professional journals, providing interviews for local media, and presenting at provincial conferences and non-instructional days.

» The BC UDL Learning Object Repository now contains over 75 downloadable lessons in Language Arts, Social Studies, Science, and Math developed by the teams.

» The BC UDL Wiki houses notes and resources from the team training sessions and links to social bookmarking lists, blogs, and wikis created by individuals and teams.

» The Learning Assistance Teacher's Association (LATA), Special Education Association (SEA), and Cowichan School District's Touch 'n Go conferences have all sponsored UDL strands. Project members have presented at each of these conferences.

» The LATA Journal regularly publishes articles with a UDL focus contributed by project participants.

» BC CASE has created an online UDL learning module with the assistance of the original BC UDL Project leader.

» UDL is mentioned in two Ministry of Education documents, the new IEP for Students with Special Needs and the Guide to Adaptations and Modifications.

Links to the above-mentioned resources are presented in the section *UDL Resources and Initiatives in BC*.

Does UDL Make a Difference?

The Expanded UDL Guidelines are supported by an extensive review of the literature on effective teaching practices. In some respects, UDL can be seen as a long-overdue attempt to implement this research. Since UDL is in the beginning stages of implementation in BC, a large scale evaluation of student outcomes would be premature. However, teams were encouraged to conduct informal action research studies to determine whether UDL was making a difference at their school. For example, teams have compared student engagement before and after SMARTBoards, tracked Foundation Skills Assessment results, or looked at referrals to behaviour programs to see whether UDL is making it possible for more students to remain in their classrooms. On the following pages, former team members describe 6 "big ideas" of UDL and the impact of the BC UDL Project at their schools.

UDL is a Framework

UDL provides a framework for addressing the diversity of learners in our classrooms. Rather than individually adapting for each student's needs, teachers create student-focused environments by designing curriculum that is accessible to a wide range of learners. This systematic approach removes learning barriers by clarifying learning intentions and providing flexible instructional environments.

UDL Intersects with Other Initiatives

The UDL team at Smithers Secondary utilized their previous experience with differentiating instruction and formative assessment as a starting point for their work with UDL. Team members had already adopted the mindset of differentiating, and UDL was viewed as a good fit with existing instructional techniques rather than a completely new initiative. UDL combined with ongoing assessment has resulted in students understanding and taking ownership of their learning.

In keeping with a district technology initiative, the UDL team was intrigued with the possibilities of engaging and supporting more students through the use of technology. Since the start of the project, many information barriers have been removed with classroom-based technology. Previously Kurzweil 3000 scan/read/write software had been used only for students with special needs. However, Kurzweil's text-to-speech has become so popular for editing writing that sign-up sheets are now required.

You can highlight words and then you can make your own sentences and it is not like copying and pasting.

Smithers Secondary Student

Implementation is a Journey

Like other UDL teams, the Smithers team has discovered that finding time to modify instructional practice, collaborate, and implement technology is challenging but worthwhile. All students became more engaged in their learning, staff improved their relationships with students, and many students who were not previously fully involved in regular class activities began participating with more confidence. Flip video cameras, SMARTBoards and Kurzweil 3000 were used as alternate ways of meeting learning objectives in the regular classroom.

When using the cameras, the students are processing information in a new way and must understand the concept in order to create a video about it. Students whose speaking voices were rarely heard in classroom discussions are willing to speak for the cameras.

Julie Krall, team leader

UDL Addresses Diversity

Diversity is the new normal in many BC classrooms. Consequently, classroom teachers need to plan for a range of learners and learning styles. Once we consider the challenges, successes and unique characteristics of our students, we can begin to meet the needs of all learners. We can help foster both success and independence when we help children learn how they learn and what they need to help them learn better.

"The reality is that all students can benefit from having a range of options in accessing the curriculum." Kevin Reimer, Principal of Arden Elementary, Courtenay

Planning for All Students

The fundamental shift that has occurred at Arden Elementary is that our teachers plan from the start with diversity in mind instead of leaving it to specialists to address diversity after problems have occurred. Our UDL team now views diversity not just as a challenge but an opportunity. When developing a learning community, teachers can build relationships which give students a sense of belonging and personal connection.

Planning integrated theme units helps all students make deeper connections, access prior knowledge and enjoy a wider variety of learning experiences. Intermediate students created claymation figures and videos for a unit on Hybrid Creatures[1] which generated great enthusiasm throughout the entire school. Primary students explored disability awareness with the help of visiting SET-BC mascot Timmy Technology[2].

1   www.setbc.org/bcudl/lessondetail.aspx?lessonid=211
2   www.vvvillage.org/timmy.shtml

Culture and Inclusion

In a unit called Secret of the Dance[3], which explored how potlatching traditions were kept alive during a time when they were banned, grade 1 and 2 students tackled the difficult question "Is it ever right to do something wrong?" The children enjoyed a number of classroom visits by community elders, visited a local big house, made drums, and built a replica long house in the classroom. Students were actively engaged in a choice of projects to demonstrate their knowledge. These included 3-D dioramas, interviews with elders, Kidspiration webs, and Photostory presentations.

Gordon Reid, an elder from Qualicum Bay, starts his learning exchange by telling the students he knows "listening from his heart" is the basis of his learning. He then asks each student to think about how s/he learns best.

3   www.setbc.org/bcudl/lessondetail.aspx?lessonid=216

7

UDL Engages Students (Actually UDL Engages Everyone!)

The ways in which students are engaged or motivated to learn are strikingly different. There is no single representation or activity that will be optimal for all students. Therefore, providing multiple options for engagement is essential. When students are engaged their interests are tapped and their motivation to learn is increased.

We have noticed that when students and teachers are engaged in their learning, they take ownership over their work, and self-esteem and confidence increase. Our UDL teachers notice that engaged students have fewer off-task behaviours, feel more connected to the classroom and are proud of their work. Moreover, when teachers are engaged with their own learning, they model their enthusiasm for learning.

Authentic and Relevant Learning

At Harwin Elementary in Prince George, we have discovered that student motivation increases when students participate in authentic learning experiences. Field trips, guest speakers, hands-on learning, and digital projects help engage our students. No longer are students only creating work for an audience of one, their teacher. Students are contributing to a larger network of peers, classrooms, communities, and experts that help to captivate and motivate them.

Students are also motivated by topics which have currency and personal relevance. At Harwin, a team of students cooperated with other North American teams to learn about and track the progress of the Iditarod Race[1]. Other students worked in groups to create videos that demonstrated different types of bullying. After the videos were posted to a class blog, students used a free tool called VoiceThread to identify the type of bullying and how to deal with it.

---

1   http://iditarod-collaborative-project.wikispaces.com/

Connecting with Classrooms around the World

Skype has been used at Harwin Elementary to reach beyond the walls of our classrooms and connect to other people, cultures, and countries. Giving students an opportunity to speak with other students across the globe brings an authenticity to education that adds immeasurably to textbooks and Web references. Students and teachers use Skype to buddy read on an international scale, share student work with other classrooms, survey and collect information to analyze, and bring experts into the classroom. When students are given the opportunity to connect with other classrooms around the world their engagement and enthusiasm skyrockets!

It looks like Christmas! Both students and teachers in these photos are ENGAGED in Skype chats.
The students on the screen at the left are from another classroom across the world.

UDL Offers Student Choice

When students have a choice of how to learn or represent learning, they are in the driver's seat. Students are more actively engaged when they pursue their own interests and work in a medium that matches their learning style. Offering students a choice fosters ownership, independence, and creativity. When students present a variety of finished products, their peers are able to make more connections because one topic is presented in many different ways.

Working Toward the Same Learning Intentions

Teachers at Fairview Community School in Nanaimo have come to understand that assessment should not be the roadblock to offering students a choice. Once the learning intention is clear, students work with the teacher to develop criteria or rubrics, assess their projects and reflect on their learning. Meaningful and authentic assessment happens naturally because peer and self reflection are embedded in the process.

Having a plethora of different projects to grade may seem like a daunting task for a teacher. However, when the learning intention is made clear, projects are assessed with the main goal in the forefront. When given choices, our students have demonstrated a remarkable shift towards being more confident and self-directed, valuable attributes for life-long learning.

Providing Student Choices

Prior to involvement in the BC UDL Project, Fairview students had limited choice. Using UDL principles supported by technology offered a wealth of alternatives. Students and staff at Fairview became enthusiastically involved in all aspects of their learning. No longer was learning represented in a traditional format. Now, students are provided with a broad menu of choices.

At Fairview Community School, the staff has developed a website that includes several wikis and student web links to help differentiate activities. The choices for a school-wide poetry unit are presented in a table organized according to Gardner's intelligences and four levels of challenge. The wiki can be found at http://fairviewcommunityschooludl.pbworks.com/Poetry-Introduction.

The SMARTBoard is a popular choice for students. Many students who experience frustration with pencil and paper activities such as drawing and labeling maps can access information or complete activities more easily using this hands-on interactive medium.

UDL Scaffolds Learning

Scaffolds put in place to maximize student learning are a critical component of universally designed classrooms. Scaffolding, introduced to the educational field in the 1950s by Jerome Bruner, is usually a temporary measure teachers use to help student meet educational goals that are beyond the student's current independent level. Teachers slowly remove the scaffolds as students become more independent in completing classroom tasks.

Providing Supports at the Secondary Level

Prior to the UDL Project, Quesnel Secondary teachers were already skilled in providing students with scaffolds such as graphic organizers, chapter previews, mind mapping, and webbing. During the project, the team explored a number of ways to scaffold student learning through the use of technology. SMARTBoard's Notebook software provided teachers with built in supports to help students meet their learning goals. Students were excited and interested to use both the SMARTBoards and the software.

Kurzweil 3000 software is often used by students needing adaptations in provincial exams. Student Support Services ensured that students who qualified for text to speech software in provincial exams were well trained and competent in using Kurzweil. Quesnel had approximately 65 individual licenses with various versions of Kurzweil located in different schools.

Moving Toward Greater Accessibility
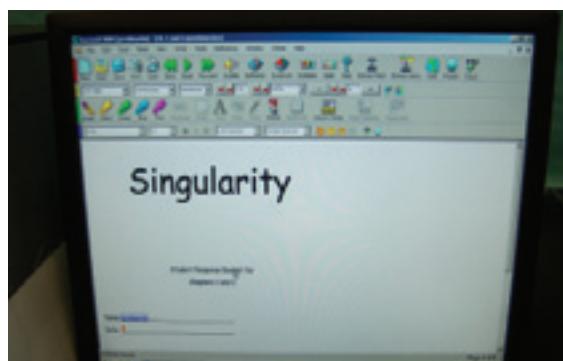
When our District decided to ensure Kurzweil was available for all students, all versions were upgraded to version 11 and moved to a network license. These changes meant that all students across our district could access the new version and there could be 65 students using Kurzweil at any given time at any location. The greatest advantage for students was instant access to Kurzweil to plan their written responses using the built in scaffolding present in Kurzweil.

School District #28 teachers have been scanning and preparing documents and novels for student use for years. Many teachers knew it was a replication of services as teachers across BC were all scanning books. When the Accessible Resource Centre-BC (ARC-BC) project was initiated, SD #28 became involved. ARC-BC provided access to a wide range of novels and textbooks in Word, Kurzweil, and MP3 format. In addition to downloading materials, SD#28 staff involved in the ARC project also worked on provincially approved textbooks and novels ensuring they were ready for student use. Once a book was ready, it was uploaded to the ARC website and any district in the province could access the improved texts.

UDL Fosters Collaboration

Traditionally, teachers have done most of their planning in isolation. However, developing a strong collaborative culture within a school community is critical to a successful UDL implementation. Since using technology to differentiate instruction is a basic tenet of UDL, a collaborative planning approach that combines the expertise of classroom teachers, special education teachers, technology support and administration is essential. Educational communities planning to utilize the UDL framework must ensure that they facilitate this type of collaboration.

Collaborative Shift

As members of Coquitlam's district Learning Teams, the Birchland Elementary UDL team had often participated in reflection and discussion of their learning and teaching practices. Involvement in the BC UDL project guided Birchland teachers into making a few subtle changes to the nature of their collaboration that had a profound impact on how they supported their diverse learners.

For many years, the teachers at Birchland Elementary struggled to develop an effective structure for delivering special education support within the classroom setting. In the past, most support for our students with special learning needs was conducted through traditional 'pull-out' groupings in a separate setting. Our new UDL approach to collaborative planning between teachers and learning assistance teachers created the conditions within which true inclusion and co-teaching become possible.

Team leader Anita Strang describes the impact of UDL at Birchland Elementary in an interview with the BC UDL Project Leader at www.setbc.org/ setbc/access/udl_interview.html.

Collaboration and Curriculum

Collaborative planning at Birchland had traditionally begun with considering the 'what' of teaching – the curriculum and teaching strategies. Lessons and learning materials were created based on the needs of an 'average' student and then we added special activities to meet the needs of students who varied from the average. As we implemented the UDL framework our planning focus shifted to considering the 'who' of teaching first – the needs of students who varied from the average. This shift in focus made collaboration between classroom and special education support teachers critical to effective planning. Once we shifted to considering the needs of our student first, we quickly found that not only did our lessons and learning materials work better for our students with special learning needs; they also became more accessible to all of our students.

Getting Started with UDL

The prospect of differentiating instruction for an entire class can be daunting. However, UDL is not just for students; it's for teachers, too. If you are planning to implement UDL, start where you are and proceed at a pace that works for you. Administrators can help by ensuring that teachers feel safe and supported in taking on new challenges.

Many team members reported that their classrooms became true learning communities when they modeled their own excitement about learning new techniques and technologies during the project. Inform your students and their parents that you will be learning about new teaching strategies and tools. Administrators can help by making information about UDL available in newsletters, on the school website, or at parent-teacher nights.

Establish a Team

Ideally, a small group of like-minded colleagues would explore UDL together. The BC UDL Project used a three-pronged approach: a small committed school-based team of teachers strongly supported by administration and technology. While a one-time school or district-wide Pro-D event can certainly create awareness and interest in UDL, learning and implementing UDL strategies requires ongoing commitment and collaboration. Administrators can assist by providing time and opportunity for setting professional development goals, learning new strategies and technologies, and team collaboration.

"At our school, the most senior teachers may have been the ones trembling at the thought of embarking on the UDL project, but with their experience and deep knowledge of the curriculum and student learning needs, they were also the teachers most able to use the technology to support student learning needs."

Karina Younk, Principal of Fairview Community School, Nanaimo

Get to Know Your Students

In order to differentiate for your students, you need to know them well. CAST's Class Profiler Tool helps you understand your students' strengths and weaknesses in terms of their brain networks. Interviews, surveys, or inventories can help determine your students' learning styles, abilities, and interests. Teachers can also determine their learning styles and consider the way that their own learning preferences may influence the way they teach. Administrators can assist by supporting parent-teacher conferencing and examining the ways in which student information can be communicated between teachers and schools.

Clarify Your Goals

In traditional curricula, goals are often confounded with a single method used to achieve the goal. Students often work toward the same goal using the same resources and supports to produce the same product. This automatically sets the bar too high for some students and too low for others. In a UDL classroom, students work toward the same goal, but they may use different methods and varied amounts of support to demonstrate their learning. CAST's Goal Setter walks you through the process of separating goals from methods. Administrators can assist by ensuring the team receives inservice on using the BC Integrated Resource Packages (IRPs) and rubrics.

Examine Your Curriculum for Potential Barriers

The UDL approach examines curricula proactively to address potential problems and missed opportunities before they occur. You can evaluate your current curriculum and instruction using the Curriculum Self-Check on the CAST website. CAST's Curriculum Barriers Finder and UDL Solutions Finder help identify potential problems and build in supports at the planning stage. Supports put in place for one student often benefit many, and providing these accommodations is an important entry point for many teachers. However, building flexible materials and supports into the curriculum to ensure equitable access for the whole class is the ultimate goal.

Grow Your Repertoire

UDL does not require that you make any sudden changes. Start small, adding a variety of flexible materials and supports to a single lesson or unit. Publishers and software developers are beginning to create universally designed educational materials. Administrators can support the purchase of flexible instructional materials such as multi-level reading materials, e-text, or online subscriptions.

Enlist the help of colleagues to address learning needs that are beyond your experience. Introduce technology where it naturally enhances your ability to engage and support students with varying learning styles and abilities. Administrators play a key role in establishing and ensuring support for technology infrastructure.

While the main principles of UDL are relatively easy to understand, it takes time to become proficient at implementing UDL strategies. All of the teams expressed surprise at how long it took merely to order and install the technology infrastructure. Although team members tried several UDL strategies and supports during the year they were involved in the project, many felt that they would not really be ready to make significant changes until their second year.

General UDL References and Resources

For a brief video introduction to UDL, see UDL at a Glance, produced by the staff at Harvard's Center for Applied Special Technology (CAST). 5 minutes
www.youtube.com/watch?v=bDvKnY0g6e4

For a longer video introduction to the origins and main principles of UDL, see Reaching Every Student in the Digital Age. This presentation by Dr. David Rose was co-sponsored by SET-BC and LATA in October, 2008. 2-3 hours
www.setbc.org/setinfo/bcudl/updates_oct24_08.html

For an in-depth explanation of UDL and its practical applications in education, see *Teaching Every Student in the Digital Age*, by David Rose and Anne Meyer (2002). This book is available in print or in digital form with links to supporting documents and videos on the CAST website.
www.cast.org/teachingeverystudent/

The CAST website is the best place to pursue your initial study of UDL. Use the Curriculum Self-Check to evaluate your own teaching and curriculum. Learn more about the Expanded UDL Guidelines and their research base. View model UDL lessons or create your own with the UDL Lesson Builder.
www.cast.org/

Concord New Hampshire began its successful team-based implementation of UDL in 1995. Chapter 8 of *Teaching Every Student in the Digital Age* describes Concord's school and district-wide implementation of UDL.
www.cast.org/teachingeverystudent/ideas/tes/chapter8.cfm

The PATINS project in Indiana has conducted a team-based UDL project for the past several years. At the PATINS site you can read about their project, view UDL units created by project participants.
www.patinsproject.com/universal_design_for_learning_project.htm

Edyburn, D.L. (2010). Would You Recognize Universal Design for Learning if You Saw It? Ten Propositions for New Directions for the Second Decade of UDL. *Learning Disability Quarterly*, 33(1), 33-41.
www.people.uwm.edu/edyburn/UDL2ndDecade.pdf

Schwanke, T.D., Smith, R.O., & Edyburn, D.L. (2001). A3 model diagram developed as accessibility and universal design instructional tool. RESNA 2001 Annual Conference Proceedings, 21, RESNA Press

UDL Resources and Initiatives in BC

The BC Ministry of Education has released two documents which endorse UDL.
Individual Education Planning for Students with Special Needs at
http://bcudl.pbworks.com/f/New+Provincial+IEP+Guide.pdf
Guide to Adaptations and Modifications at
www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf

The main BC UDL webpage provided information about the project including the application process, project updates, and links to presentations and resources.
www.setbc.org/setinfo/BCUDL/

The BC UDL Learning Object Repository houses a downloadable lesson template and a collection of downloadable universally designed lessons contributed by the project participants.
www.setbc.org/bcudl/

The BC UDL wiki houses notes and resources from the training offered during the project, links to social bookmarking lists, blogs and wikis created by the teams, and a suggested timeline for a year-long study of UDL.
http://bcudl.pbworks.com/

Anita Strang speaks about the impact of universal design at Birchland Elementary in Coquitlam during an interview with BC UDL project leader Mallory Burton.
www.setbc.org/setbc/access/udl_interview.html

The BC Council of Administrators of Special Education (BC CASE) has developed a facilitated online learning module for Differentiating Instruction and Universal Design for Learning. (approximately 3 weeks to complete)
www.bc-case.org/learning.shtml

UDL and Differentiated Instruction strands have been offered at the following BC conferences in recent years:
Learning Assistance Teachers Association (LATA) at http://bctf.ca/lata/lata/intro/lata_intro.htm
        Also see the LATA website archived journal issues with a UDL focus.
Special Education Association Crosscurrents (SEA) at http://bctf.ca/SEA/
Cowichan Valley's summer Touch 'n Go at www.sd79.bc.ca/

BC UDL Project Schools and Contacts by Geographical Region

Vancouver Island

School District	School	Original Principal and Team Leader
61 Victoria	Spectrum CommunitySchool (250) 479-8271 http://spectrum.sd61.bc.ca/	Judy Harrison Devon Grewal
61 Victoria	Colquitz Middle School (250) 479-1678 www.colquitz.sd61.bc.ca/	B. Johnson Sandra Jost
63 Saanich	North Saanich Middle School (250) 656-1129 www.nsms.sd63.bc.ca/	Keray Wing Rae Thomson
68 Nanaimo-Ladysmith	Fairview Community School (250) 753-3418 http://schools.sd68.bc.ca/fair/	Karina Younk Megan Hannon
71 Courtenay-Comox	Arden Elementary (250) 334-3191 http://web.sd71.bc.ca/arden/	Kevin Reimer Jody Quiring
79 Cowichan Valley	Knowhemun Elementary (250) 746-7845 www.sd79.bc.ca/groups/khowhemun/	Rhonda MacDowell John Dryden
84 Vancouver Island West	Gold River Secondary (250) 283-2538 www.grss.sd84.bc.ca/	Arlene Fehr Wayne Keil

North and Cariboo/Chilcotin

School District	School	Original Principal and Team leader
SD 28 Quesnel	Quesnel Secondary (250) 992-2131 www.qss.sd28.bc.ca/	Cyril Tobin Tania Blak
SD 52 Prince Rupert	Pineridge Westview http://sd52.bc.ca/westview/ Lax Kxeen http://sd52.bc.ca/laxkxeen/ (250) 624-0929	Linda Hikida Rod Hikida
SD 54 Bulkley Valley	Smithers Secondary (250) 847-2231 http://sssweb.sd54.bc.ca/	Jim Cameron Julie Krall
SD 57 Prince George	Harwin Elementary (250) 562-1773 www.harw.sd57.bc.ca/	Brian Chappell Kathy Rice

Okanagan and Kootenays

School District	School	Original Principal and Team Leader
SD 19 Revelstoke	Revelstoke Secondary (250) 837-2173 www.sd19.bc.ca/	Mike Hooker Jason Stevens
SD 22 Vernon	Coldstream Elementary (250) 545-0597 http://coldstream.sd22.bc.ca/	Judi Haines Colleen Edgar
SD 23 Kelowna	Bankhead Elementary (250) 763-2603 www.bhe.sd23.bc.ca/	Janet Williams Jim Batchelor
83 North Okanagan Shuswap	Len Wood Middle School (250) 546-3476 www.lwm.sd83.bc.ca/	Reid Findlay Cora-Lee Baker

Lower Mainland/Sunshine Coast

School District	School	Original Principal and Team Leader
34 Abbotsford	William A. Fraser Middle School (604) 859-6794 www.sd34.bc.ca/sidebar/schools_list/middle_schools/william_a_fraser_middle/	John E. Roberts Jan Fraser
36 Surrey	Tamanawis Senior Secondary (604) 597-5234 www.tamanawis.com/	Margaux Molson Ross Powell
39 Vancouver	David Livingstone Elementary (604) 713-4985 http://livingstone.vsb.bc.ca/	David Brook Sharon Leung
41 Burnaby	Morely Elementary (604) 664-8774 http://morley.sd41.bc.ca/	Shelley Parks Gloria Chu
42 Maple Ridge	Mount Crescent Elementary (604) 463-9257 http://schools.sd42.ca/mc/	Lisa Lawrance Carmen Bergen
43 Coquitlam	Birchland Elementary (604) 941-3428 www.sd43.bc.ca/elementary/birchland/Pages/default.aspx	Lisa Salloum Anita Strang
46 Sunshine Coast	Halfmoon Bay Elementary ((604) 885-2318 www.sd46.bc.ca/hmbweb/	Gregory Walters Sandra Magnussen

BC Contacts for UDL

Vancouver Island

School District	School	Contact email	Position
SD 61 Victoria	SET-BC	Constance McAvoy c.mcavoy@hotmail.com	BC UDL Project Leader 07-08 Retired, Consultant
SD 61 Greater Victoria	Colquitz Middle School	Sandra Jost sjost@sd61.bc.ca	Learning Support Teacher
SD 61 Victoria	Spectrum Community School	Devon Grewal dgrewal@sd61.bc.ca	Learning Support Teacher Assessments/ Adjudication Coordinator
SD 63 Saanich	North Saanich Middle School	Rae Thomson rthomson@sd63.bc.ca	Grade 7 CORE/ Integration Support Teacher
SD 68 Nanaimo-Ladysmith	Fairview Community School	Karina Younk kyounk@sd68.bc.ca	Principal Former team leader
SD 68 Nanaimo-Ladysmith	Fairview Community School	Megan Hannon MHannon@sd68.bc.ca	Behaviour Support/ Learning Assistance Teacher
SD 68 Nanaimo-Ladysmith	TBA	Greg Halfyard GHalfyard@sd68.bc.ca	Principal
SD 71 Courtenay-Comox	Arden Elementary	Jody Quiring Jody.Quiring@sd71.bc.ca	Teacher
SD 71 Courtenay-Comox	École Puntledge Elementary	Kevin Reimer kreimer@sd71.bc.ca	Principal
SD 79 Cowichan Valley	Khowhemun Elementary	Rhonda MacDowell rmacdowe@sd79.bc.ca	Principal
SD 84 Vancouver Island West	Gold River Secondary	Wayne Keil wkeil@viw.sd84.bc.ca	Teacher/Librarian

North and Caribou/Chilcotin

School District	School	Contact email	Position
SD 28 Quesnel	Quesnel Junior Secondary	Tania Blak taniablak@sd28.bc.ca	Resource Teacher
SD 52 Prince Rupert	Conrad Elementary	Rod Hikida rhikida@sd52.bc.ca	Teacher
SD 52 Prince Rupert	SET-BC	Mallory Burton mburton@setbc.org	SET-BC Consultant BC UDL Project Leader 08-09, 09-10
SD 54 Bulkley Valley	Smithers Secondary	Jim Cameron jcameron@sd54.bc.ca	Principal
SD 54 Bulkley Valley	Smithers Secondary	Julie Krall jkrall@sd54.bc.ca	Teacher
SD 57 Prince George	Harwin Elementary	Kathy Rice krice@sd57.bc.ca	Teacher Librarian and Media Specialist

Okanagan and Kootenays

School District	School	Contact email	Position
SD 23 Kelowna	Bankhead Elementary	Jim Batchelor jbatchel@sd23.bc.ca	Teacher
SD 83 North Okanagan-Shuswap	Len Wood Middle School	Reid Findlay rfindlay@sd83.bc.ca	Principal
SD 83 North Okanagan-Shuswap	Len Wood Middle School	Cora-Lee Baker cbaker@sd83.bc.ca	Learning Resource Teacher

Lower Mainland/Sunshine Coast

School District	School	Contact email	Position
SD 34 Abbotsford	W.A. Fraser Middle School	Jan Fraser Jan_Fraser@sd34.bc.ca	Teacher, Social Development Program
SD 36 Surrey	District Staff	Ross Powell powell_r@sd36.bc.ca	LST Helping Teacher
SD 40 New Westminster	District Staff	Janet Grant jgrant@sd40.bc.ca	Director of Instruction, Student Services
SD 43 Coquitlam	Panorama Heights Elementary	Anita Strang astrang@sd43.bc.ca	Vice Principal
SD 43 Coquitlam	Birchland Elementary	Nancy Snowden nsnowden@sd43.bc.ca	Resource Teacher
SD 43 Coquitlam	Birchland Elementary	Darryl Cummings dcummings@sd43.bc.ca	Teacher
SD 46 Sunshine Coast	Halfmoon Bay Community School	Sandy Magnussen sanmagnussen@sd46.bc.ca	SET-BC DP/ARC-BC Contact SD 46 UDL Teacher Support Services Halfmoon-Bay

SET Special Education Technology British Columbia

About SET-BC

Special Education Technology - British Columbia (SET-BC) is a provincial government initiative established to assist school districts and group 1 and 2 independent schools in educating students with physical disabilities, visual impairments, intellectual disabilities or autism through the use of technology.

SET-BC's mandate is:

» to lend assistive technologies to facilitate students' access to educational programs, and
» to assist school districts in providing the necessary consultation and training for students and educators in the use of these technologies.

SET-BC services to school districts include:

» consultation, planning and follow-up for school based teams
» loan and maintenance of assistive technology
» training
» provision of resources and information

SET-BC consultants are based in seven Regional Centres around the province, providing community based services to all BC school districts. Each district has a SET-BC District Partner who can provide information on how services are provided for eligible students. For more information and resources on assistive technology, visit our website at www.setbc.org.

BRITISH COLUMBIA

SET-BC is a British Columbia Ministry of Education provincial resource program.