Inclusion vs Isolation:
Applying the UDL Framework to Academic Advising

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Agenda

• Defining UD & UDL
• Accommodations vs UDL
• Identify resources
• Identify strategies
• Collaboration
Text LIZSMITH513 TO 22333 to join the conversation

Response instruction will be given later in the session
NACADA Core Values of Academic Advising
What do you know/have you heard about Universal Design or Universal Design for Learning?
Student Population Numbers

NPSAS:96

UNDERGRADUATE STUDENTS

- Reported any Disability: 6%
- Did not report any disability: 94%

OF THOSE REPORTING A DISABILITY...

- Learning: 27%
- Physical: 21%
- Visual: 15%
- Other Health-related: 19%
- Hearing: 15%
- Speech: 3%
Student Population Numbers
NCES 2015-2016

Fall 2021
Auburn Numbers
Office of Accessibility – Fall 2021

Registered – 2117 – almost 7%

Classification Breakdown

ADHD – 825 – 39%
Mental Health – 415 – 20%
Learning Disability – 349 – 17%
Health Condition – 337 – 16%
Physical Disability – 86 – 4%
Hearing Impairment – 38 – 2%
TBI – 25 – 1%
Visual Impairment – 22 – 1%
Universal Design (UD)

Examples
- Curb cuts and power doors
- Video captions
- ADA Compliant website

Principles
- Equitable use
- Flexibility in use
- Simple and intuitive use
- Perceptible information
- Tolerance for error
- Low physical effort
- Appropriate size & space for approach and use

Universal design is a process of creating products, environments and systems which are (1) ___ by people with the widest possible range of (2) ___.

(1) A. usable    B. used
(2) A. possibilities    B. abilities

Reference: http://trace.wisc.edu/docs/whats_ud/whats_ud.htm
No. 042-1 (version 1.0 3/6/2013) Class758.wordpress.com
"Our challenge is not to educate the children we used to have or want to have, but to educate the children who come to the schoolhouse door."

H. G. Wells
How do accommodations differ from UDL?

Accommodations assume:
• Changes are necessary for this one individual
• The student has provided documentation of a disability to the proper campus authorities
• Is a reactive, medical model approach that indicates there is something “wrong” with the student, rather than a change is necessary in the environment

UDL assumes:
• All learners are different
• Learners learn better when they are engaged with the material
• Design can be used to reduce the number of learning barriers for the widest number of students
• An instructor’s (and advisor’s) job is to help students learn how to learn
But what keeps qualified students from using accommodations?

Researchers found 4 barriers to students utilizing accommodations:

• A desire for self-sufficiency
• A desire to avoid negative social reactions
• Insufficient knowledge
• The quality and usefulness of disability student services and accommodations
Are there any helpful resources for Academic Advisors?

- *From High School To College: Steps to Success for Students with Disabilities* by Elizabeth C. Hamblet
- *From Disability to Diversity: College Success for Students with Learning Disabilities, ADHD, and Autism Spectrum Disorder* by Lynea C. Shari, Linda Waller, and Adam H. Lehrer
F. Fovet (2021) Developing an Ecological Approach to the Strategic Implementation of UDL in Higher Education

• Published in May 2021 in the Journal of Education and Learning
• Overreliance on disability service providers to promote UDL and concepts of UDL are broken down into silos across campus
• Explores the organizational hurdles that restrict campus-wide implementation of UDL practices
• Defines UDL as an innovative framework that shifts us away from the medical model practices and towards a social model approach.
How does all of this connect to Academic Advising?
# UDL in Academic Advising

## Advisor Created UDL Strategies

*Directions for using this chart*: Choose the question you’d like to find a UDL strategy for. Follow the path downward for a list of UDL strategies.

<table>
<thead>
<tr>
<th>How do I provide multiple means of engagement? (recruit interest, build persistence, teach self-regulation)</th>
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<tbody>
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<td>How do I provide multiple means of representation? (increase awareness, build skills, increase comprehension)</td>
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<td></td>
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<tr>
<td>How do I provide multiple means of action and expression? (increase access, teach communication, improve executive functioning skill)</td>
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| Provide Advising syllabus to explain your expectations of students, provide office hours & contact info | ✓ | ✓ | ✓ |
| Use student scenarios to provide models of handling experiences | ✓ | ✓ | ✓ |
| Send reminders of important events through email or social media apps | ✓ | ✓ | ✓ |
| Have students reach out to me through email, text messaging or social media app | ✓ | ✓ | ✓ |
| Involve students in setting academic goals and drafting plans of study | ✓ | ✓ | ✓ |
| Demonstrate technology including scheduling tools and time management systems. | ✓ | ✓ | ✓ |
| Use GroupMe app to connect undergraduate students | ✓ | ✓ | ✓ |
| Use the LMS to design an advising course for students to hold advising content | ✓ | ✓ | ✓ |
| Provide feedback that is frequent, timely, and specific | ✓ | ✓ | ✓ |
| Frame each advising session with essential questions or an outline of what is to be covered | ✓ | ✓ | ✓ |
| Provide students with copies of long-range plans of study | ✓ | ✓ | ✓ |
| Provide students with notes from advising sessions | ✓ | ✓ | ✓ |
| Have students complete semester plan prior to advising appointment | ✓ | ✓ | ✓ |
| Send out reminders for registration appointment regularly | ✓ | ✓ | ✓ |
| Allow students multiple appointments per semester | ✓ | ✓ | ✓ |
| Provide examples for managing frustration | ✓ | ✓ | ✓ |
| Scaffold action plan assignments and schedule follow up sessions | ✓ | ✓ | ✓ |
| Require students to breakdown major decisions | ✓ | ✓ | ✓ |
Given what you have learned today about the principles of Universal design, what are your best tips for increasing engagement, representation, and action& expression amongst your students? Feel free to use the PP Slide to guide some of your responses.
### UDL in Academic Advising

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<td>Encourage students to seek external support</td>
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<tr>
<td>Have students identify strengths and weaknesses</td>
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<tr>
<td>Prioritize communication with students</td>
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<td>Prioritize rapport</td>
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<tr>
<td>Provide multiple communication formats</td>
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<td>Foster cooperative learning situations amongst your students</td>
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<tr>
<td>Provide content through multiple modalities</td>
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<tr>
<td>Use technology to increase student interaction</td>
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<tr>
<td>Encourage students to lead advising sessions</td>
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<tr>
<td>Help reduce frustration</td>
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<td>Help reduce fatigue</td>
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**Fall 2021**
https://www.polleverywhere.com/