

## Creating an Embodiment of Equity & Inclusion in School Design:

Universal Design for Learning as a Foundational Space Design Strategy



1

---

---

---

---

---

---

---

---

### INTRODUCTIONS



**Michael Ralph,**  
Lead Researcher & Master Teacher,  
Gould Evans  
[David.Reid@GouldEvans.com](mailto:David.Reid@GouldEvans.com)



**Susan Hardin,**  
Assistive Technology Consultant,  
Matcomb Intermediate School District  
UDL Coach, UDL-IRN  
[Sue.Hardin@UDL-IRN.org](mailto:Sue.Hardin@UDL-IRN.org)



**David Reid,**  
AIA, ALEP, UDL Assoc., Principal  
and National Education Practice  
Leader, Gould Evans  
[David.Reid@GouldEvans.com](mailto:David.Reid@GouldEvans.com)

2

---

---

---

---

---

---

---

---

## Land Acknowledgement

I work and live on the ancestral lands of the Kansa, Kickapoo, and Osage. These peoples continue to work and live here in the Midwest. Our conversations today and my (M. Ralph) work with UDL includes connecting the framework to instructional shifts that make space for Indigenous ways of knowing and being in the classroom. This work is and has been on-going, with examples like [this Think UDL conversation](#) from 2020. We continue to listen and learn from other professionals in this space while also making substantive contributions to the work.

3

---

---

---

---

---

---

---

---

**OVERARCHING GOALS AND LEARNING OUTCOMES**

GOAL: Help everyone better understand how space design can be a strong influencer for supporting diversity, equity, inclusion, and belonging in schools.

4

---

---

---

---

---

---

---

---

**POSITIONALITIES AND FRAMES ACTIVITY**

Think about our own positionality.

5

---

---

---

---

---

---

---

---

**FRAMES Activity**

- F** Figure out the facts
- R** Reflect on reality
- A** Acknowledge and challenge assumptions
- M** Maintain an open mind
- E** Expand your experiences



Created by Smalllike

6

---

---

---

---

---

---

---

---

**DEIB: WHY IS IT SO CRITICAL?**

What can we understand from research?

7

---

---

---

---

---

---

---

---

**Urgency of Equity & Accessibility**

Districts with large achievement gaps reported higher risk ratios, which was true for both Black-White and Hispanic-White comparisons.

**“[R]acial disproportionality in special education was strongly related to a district's achievement gaps”**

Farkas, G., Morgan, P. L., Hillemeier, M. M., Mitchell, C., & Woods, A. D. (2020). District-level achievement gaps explain Black and Hispanic overrepresentation in special education. *Exceptional Children*, 86(4), 374-392. <https://doi.org/10.1177/0014402919893695>

8

---

---

---

---

---

---

---

---

**Urgency of Equity & Accessibility**

Estimates suggest schools with a greater percentage of students from “minority race and ethnic group backgrounds” in the US are **significantly less likely to offer a full complement of physical and mental wellness services.**

Slade, E. (2003). The relationship between school characteristics and the availability of mental health and related health services in middle and high schools in the United States. *The journal of behavioral health services & research*, 30(4), 382-392. <https://doi.org/10.1007/BF02287426>

9

---

---

---

---

---

---

---

---

## THE UDL FRAMEWORK MEETS SPACE DESIGN APPLICATIONS

## A Quick Primer on UDL

10

---

---

---

---

---

---

---

**Universal Design for Learning (UDL)**  
is a design framework used to improve  
teaching and learning for *all*.



Created by Phonaphet Thongpraditong

11

---

---

---

---

---

---

---



UDL Core Concepts  
**Neuroscience**

**Variability is the norm.**  
Human variability exists both  
among individuals and within  
them.



12

---

---

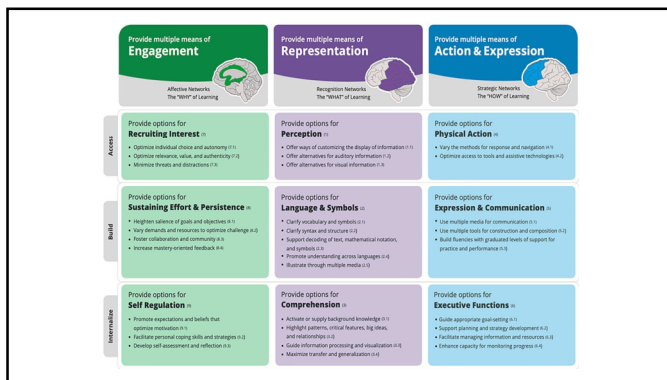
---

---

---

---

---

[illegible][illegible]

---

---

---

---

---

---

### 8 Challenge Cards, or Identify Your Own School Challenges



16

---

---

---

---

---

---

---

---

LET'S PLAY! U DO UDL

Organize into groups of 4-6 players.

17

---

---

---

---

---

---

---

---

#### Play the Game: "Schools Against Inhumanity"

1. Deal each player 6 idea cards with the text face down. The player can look at their hand but should keep the text on their cards secret.
2. Choose 1 player to start as the Challenger. They set their hand aside and do not play idea cards this round.
3. The Challenger looks through the Challenge cards and chooses one to read to the group, then sets it in the middle of the table.
4. Each player chooses one of their idea cards that best responds to the Challenge and plays it in secret.
5. The Challenger collects, mixes up, and reads the played cards out loud, eliminating cards (with discussion) until one card remains.
6. The player whose card remains wins the Challenge card.
7. The role of Challenger rotates, and a new round restarts.

18

---

---

---

---

---

---

---

---



19

---

---

---

---

---

---

---



20

---

---

---

---

---

---

---