

Module 4
Raising Awareness and Promoting Advocacy

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Objectives

- A. Participants will complete a social climate survey on attitudes toward people with disabilities and discuss the importance of raising awareness
 - B. Participants will explore advocacy organizations websites and online resources for raising awareness
 - C. Participants will develop an advocacy and awareness strategy for their own school and/or district
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Activities

- A. Participants will complete the social climate survey on attitudes toward people with disabilities and UDL.
- B. Participants will choose at least three advocacy organization websites to explore and find at least two online sources of information that could be used to raise awareness; they will complete the Advocacy and Awareness Chart (Handout 1) while exploring the websites.
 - 1. Advocacy and Awareness Sites:
 - a. AIR—Accessibility Internet Rally—started by Mobility in Training in Austin; targets web developers—designing websites for nonprofit organizations—a competition—discuss how they judges have looked at the features of accessibility:
<http://cookiecrook.com/AIR/2003/train/>
 - b. Council for Exceptional Children:
<http://www.cec.sped.org>
 - c. NEC Foundation of America:
<http://www.necfoundation.org>
 - d. Disability World—online Web-zine:
<http://www.disabilityworld.org>

- e. UK Advocacy Group:
<http://www.disability.gov.uk>
 - f. AHEAD (higher education):
<http://www.aheadweb.org/home/pages>
 - g. University of Connecticut's Center on Postsecondary Education and Disability:
<http://www.cped.uconn.edu>
 - h. WebAIM—Web Accessibility in Mind
<http://www.webaim.org/>
 - i. CAST <http://www.cast.org>
 - j. DO-IT <http://www.washington.edu/doi/>
 - k. Knowbility <http://www.knowbility.org/main/>
 - l. Accessible Textbooks Clearinghouse:
<http://www.tsbvi.edu/textbooks/>
 - m. Adaptive Environments:
<http://www.adaptenv.org>
- C. In small groups, participants will outline a strategy for raising awareness of accessibility issues and advocating for UDL in their own schools/districts
 - D. Participants will create an advocacy poster, brochure, or flyer that will serve to raise awareness that includes information about helpful resources that can be found locally or online
 - E. Participants will share their strategy and poster/brochure/flyer with the entire group

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Advocacy and Awareness Chart

(Module 4, Handout 1)

Organization and website URL	What is the intended purpose of the organization?	What is the organization doing to accomplish its purpose?	How might the organization be of use to you and your school/district?
1.			
2.			
3.			
Online Resources for Raising Awareness with URL	Why did you choose this online source of information?	Is this resource only online or is there also a local component?	What resources will you use to raise awareness in your school or district?
1.			
2.			
3.			

Action Item Planning

Develop an Action Item and that addresses the essential question: *How can we incorporate UDL into classroom practices in a way that supports persistence in all learners?*

<i>Goals</i>	<i>Methods</i>	<i>Materials</i>	<i>Assessment</i>
Idea to implement:			
Benefits of Implementation:			
What does success look like?			
Barriers To Success:		Possible Solutions	
Needed Resources			
Timeline			

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For Facilitators

(Module 4)

Estimated Time to Complete: 1-3 hours depending on participant interest

Guidelines and Tips:

- Facilitators should encourage participants to think about their schools in particular:
 - What is the social climate at their school?
 - What is the attitude toward students with disability at their school?
 - What method for raising awareness and advocating for greater accessibility would work best? Do people at their school read posters? Would they prefer more detailed information such as what might be included in a brochure?
 - What is the current level of awareness concerning UDL?
 - What type of information would best suit teachers and administrators at their school? Online resources? Local organizations? Videos?
- Facilitators should remind participants that this activity is intended as a starting point. Additional resources will be provided for those individuals interested in further pursuing these initiatives.