



Equipment Used in This Video and Its Purpose:

- Artist's Figurine
 - Used to tactile model any skill or body movement
 - Movements can mimic human body movements
- Tactile Diagram
 - High contrast diagram of body movements of a skill made tactile with puffy paint

Video Script and Commentary:

- Slide of NWABA logo.
- Slide introducing video reads 'Universal Design for Learning' while voiceover reads the slide.
- Video opens with Kirsten (teacher) standing in a gymnasium
 - "This video talks about the teaching method of Universal Design for Learning."
- Transition to a Slide that reads 'Universal Design for Learning' while Kirsten describes the acronym and then back to the video of Kirsten in the Gymnasium.
 - "The Universal Design for Learning, otherwise known as UDLs, are a framework for increasing the accessibility for all learners and providing different adaptations, modifications, and accommodations for all learners. We are going to be focusing on the UDLs for individuals who are blind or visually impaired."
- Slides appear that read: 'representation', 'action and expression', and 'engagement' as Kirsten states the three main parts of UDLs.



- Transition back to video of Kirsten in a gymnasium.
 - “There are three main parts of the UDLs, including representation, action and expression, and engagement. We are going to be spending some time focusing on each of these three main areas. We are going to first talk about representation. For athletes with visual impairments, there are many different way to provide for representation that will engage your learners with a visual impairment”.
- Slide reads ‘Create a Tactile Diagram of a Specific Body Movement’ while Kirsten names this method.
 - “One of these ways is creating a tactile diagram of a body movement”.
- Video transitions to Kirsten holding a tactile diagram of Downward Dog. As she explains, she is feeling along the outline of the tactile diagram showing a body in a Downward Dog position.
 - “So when working with a learner, they have the opportunity to feel along the body outline as someone describes what the outline is and what different parts of the body are being represented and learn more about what that body movement looks like so that they are able to mimic it”.
- Slide reads ‘Using an Artist’s Figurine’ while voiceover reads the slide.
- Video transitions to Kirsten holding an artist’s figurine. As she speaks, she is manipulating the figurine’s joints into various anatomical positions.



- “Another way is using an artist’s figurine. It has different joints along all the human joints. Then you can have the athlete feel along the different parts of the artist’s figurine. Other options for representation include using equipment that is audible, also using displays that are in large print or in braille, and working with an athlete to talk about what is a color that they see best. You could also make equipment larger or slower moving to give the athlete more reaction time as they are learning. Another way for providing for different methods of representation for a student who is learning is commentating on game play. They could have a peer who is also sitting out with them describing what is going on with the game. You could also have the instructor or the person who is demonstrating put high-contrast tape along their body parts that are being highlighted in the skill so that when it is their turn to mimic those movements, they have a better background knowledge of what an overhand throw would look like. As you saw in our other videos, pre-teaching and teaching progressions are two other ways of implementing teaching methods that will provide for different options for representation”.
- Slide reads ‘Action and Expression’ while voiceover reads the slide.
- Video transitions to Kirsten, standing in a gymnasium.
 - “The second element of the Universal Design for Learning is action and expression and working with the athlete on



what’s the best way for them to express the skill so they are doing it at a level that is the same or similar to their peers. Also, working with the athlete on what is a good goal for them so that they are staying in that learning zone, that they can work hard to achieve that goal, but they are still going to be experiencing success on their way towards that goal. That goal may not look the exact same as every other peer in the class, but each peer in the class may have a different goal that is going to keep them challenged, but also experiencing success”.

- Slide reads ‘Video Replay’ while voiceover reads the slide.
- Video transitions to Kirsten, standing in a gymnasium.
 - “Taking a video of the athlete doing the skill, and then they’re able to look at themselves implementing that skill and see what they are doing correctly and what they need to work on. Small-sided games are fantastic because they increase the time on task for all learners in the classroom whether they have a visual impairment or not. For athlete with visual impairments, small-sided games have less visual distraction that the athlete needs to focus on. Also, working with athletes on what are specific skills and rules that they need to focus on in an activity. You could also modify the rules for an athlete who needs to focus on some more specific rules and not worry about every single rule in a skill so that they’re able to really learn a couple of the rules, the central rules of a sport well, and then as they master those



rules, add in additional rules as appropriate. Finally, having the athlete do fewer reps at a higher quality so that the athlete can focus on executing the skill really well and do the reps that they are currently able to, and then working up to the level of their peers. Once they have executed the skill well, and as they increase in proficiency in that skill, they can be working to the same level as their peers or a general expectation. These are all different ways for adapting, modifying, and accommodating different action and expression for different skills.”

- Kirsten introduces the engagement piece of the UDL.
 - “You can also adapt and modify the different ways that the athlete is engaging in the skill, such as minimizing the distractions that they might have in the environment. In all things, we want to assume the capability of our athletes. Each of our athletes has the same right as their peers to try. They also have the same right as their peers to take risks. A lot of times, we hear athletes are not able to participate in PE because someone does not want them to get hurt. In assuming capability, we want to work with athletes to be working on appropriate goal setting and making sure that those goals are challenging, but still attainable, and giving the athlete the opportunity to measure their goals in a way that is accessible”.
- Slide reads ‘Appropriate Adaptive Equipment’ while voiceover reads the slide.



- Video transitions to Kirsten standing in gymnasium
 - “When working with the athlete with a visual impairment in determining what is the appropriate adaptive equipment for them, make sure that the athlete has a say in what they’re using. Working with them on what is the specific color that works best for them, would they prefer a bell ball or a beeping ball. Those choices can be structured as appropriate for the athlete, whether it is they have a choice of two pieces of equipment or they have a choice of any piece of equipment”.
- Slide reads ‘Peer Teaching’.
- Video transitions to Kirsten standing in gymnasium
 - “Peer teaching is a great tool for engagement and extending your abilities as an instructor in the classroom. For peer mentoring, it is best if the student who is the mentor is a student who has recently mastered the skill and they are teaching it to the athlete who is a learner of that skill. A lot of times, even if you have a student who maybe struggles focusing in the classroom and now they’re a peer mentor, they’re now responsible for teaching the learner how to do the skill and so now they feel a sense of responsibility and that really helps them to increase their focus in the classroom. You as the instructor have huge power in assimilating the use of the adaptive equipment in your classroom. Having a positive attitude will assimilate the use of the adaptive equipment into your classroom. Finally,



making sure that the feedback that you are giving the athlete is replicable will allow that student to grow most in doing a skill because they know what they have done right and they will know what they are expected to do next time. These are all different options for students with visual impairments in your classroom and using the Universal Design for Learning as a framework to make your teaching as accessible as possible for each of your athletes with visual impairments in your classroom”.

- Slide reads ‘For more, visit the Sports Adaptations page at www.nwaba.org. Thank you for watching!’ while voiceover reads the slide.
- Slide of NWABA logo.