LISA THOMAS: On behalf of the American Federation of Teachers, I am Lisa Thomas from the American Federation of Teachers, and I serve as the Special Education Policy Analyst for the other teacher's union. We are excited to be cosponsors with the NEA including Samuel's Projects. I bring you greetings from Randi Weingarten, our president of AFT.

I have the privilege of introducing our panel today. I have to my right Dr. James Basham who is an assistant professor at the University of Cincinnati in the School of Education. Among many of the tasks and hats that he wears, he is also the universities principle investigator on the Universal Design for Learning. UDL base STEM pre-K through 8 school project for which he will provide additional information during his presentation.

We are joined also today by Mary Jamison, who is also an NEA/IDEA cadre member. There is more information about her in her bio, but Mary Jamison has taught students with special needs for 28 years in the state of Virginia. Welcome.

And finally, but certainly not least, we have Ricki Sabia. I have seen Ricki so much in the last couple of weeks I feel like we have been working together almost daily. But, Ricki Sabia resides in the state of Maryland and she is also the mother of David. She will give us lots of information about David. Ricki is also a very active and influential lobbyist on behalf of the National Down Syndrome Society.

We welcome them all. Thank you.

Dr. JAMES BASHAM: Thank you Lisa. First of all, you can call me Jamie. We are not in a formal setting, so Jamie is fine. We have a lot of James' in my family. My dad is called Jim, they call me Jamie, and it just goes from there.

I am going to tell you a little bit today, within about a 10 minute time period here, some emerging practices related to UDL and Inclusion that are taking place in Cincinnati that we are also scaling out beyond our region, but specifically within Cincinnati. To start, I am just going to give you an overall nutshell what the district looks like.

I work for the University of Cincinnati. I belong to our STEM, what we call our Fusion Center, which is the lead partner on Cincinnati Schools Partnership to change the way kids are educated in the system. I am going to tell you about our two largest projects and how the partnership has come together to make changes within these schools.

I want to first share with you that we are a normal school. So after that snapshot and everything like that, we are going to go into some specific practices and how we have actually implemented UDL within the school. I will talk about some quick lessons learned after one year of implementation, and then talk to you about our future.

So, like any large urban district, and there are some numbers for you, I am not going to through them all, but I think one of the questions earlier was okay, we are able to do something like including Samuel in a great state that has all these resources. What happens in an urban district without any resources? That is what we are looking at. You are looking at Cincinnati as a city, as a great city, but like any other urban city we have our issues. There are the numbers to show.

We have about 58 schools. There are about 34,000 kids in daily attendance. We have an extremely diverse population. Specifically, and these numbers do not even show the school that we are looking at, has a 98% students of diversity in the schools that we are directly working with. That kind of gives indicators in how we are doing. So that's there. So we are a regular school.

Where this has all come about, is I joined the University of Cincinnati about 3 years ago. Coming to the University I was speaking highly of UDL. I said that we need to move forward on UDL, and actually what happened was the STEM initiatives took hold throughout the State of Ohio, and someone said, "okay Jamie, you've been talking about this for a couple of years now. Now show us what it really means." I was essentially handed a project through the partnership.

We have two short-term goals. The two short-term goals are to redesign two schools: One PK8 school, so it is pre-kindergarten through eighth grade, and one high school to have an innovative STEM focus. Both schools are open to the public and all students. This is different from other STEM schools throughout our state. Throughout the state we have numerous STEM schools that have opened up. We

are the only STEM school that we know of at the high school level that accepts all students. There is no application process. It is like a normal public school.

But the STEM elementary school was the first school to come online. I was just telling people at my table, and like I said I only have ten minutes today so I can't go into a lot of detail, but we knew we wanted it to be a UDL based school.

A little bit about the school: When we entered the school it was the lowest performing school in the state. It was an NCLB School of Redesign, so that kind of tells you where we started. That was in the spring of 2008 when we received money to redesign the school. We went through the redesign procedures as specificied by NCLB and provided a STEM focus. But it was not only STEM focus, it had the UDL foundation. We used the framework of UDL to provide for all students, and provide access to learning for all students.

So that was the basis of the school we opened in August 2008. We have now since opened the high school most recently; in fact just about a month ago now. UDL is at practice within the high school but it is not the foundation of the high school. It is slowly taking over, but the models of design were different and we don't have a lot of time to talk about that today, but mainly because I was tied up with the other school.

The idea of these schools was that if we had these schools that were innovative environments that could provide for all kids we could identify what works and what's not working. With that we can expand, and we have already started to see some of that throughout the city of Cincinnati. I could tell you, when we get to lessons learned, what that is.

So we wanted, actually long-term goals, to grow beyond our schools. So in the Cincinnati School District, Cincinnati Public Schools, we have another large advocate who is unable to be here today for UDL. Dr. Markay Winston is the director of student services for Cincinnati Public Schools, and so together we came up with the vision of how we could make this work. We have been trying different initiatives, but this was the largest initiative we have taken hold of so far.

So what does UDL look like in practice? When I give these talks that is one of the things I always get asked. "Okay, great. I understand the three principles, but now what's it look like?" I think the guidelines have started to provide for that, which we were very pleased to get those. So what does it look like? Well first of all we start with the guidelines. If I had more time I would kind of have this multimedia extravaganza as these things fly in, but we don't have that much time.

So we start with the three principles as the framework, as the foundation. But then, we also have to think about kids. We have to think about the diverse learning needs of kids. By thinking about those diverse learning needs we can then say, okay, we have all these kids with all these diverse learning needs. We know we have this framework and these guidelines. Then we also have to talk about our teachers. What resources do our teachers need? Yes, they need professional development. They need education. But they also need resources. When they have a solution they want to use in their room, they have to have access to that solution.

So we also have to get other people talking to one another. We have to get the curriculum people talking to the technology people, which we think that's a pretty easy thing to do, but IT and curriculum are at opposite ends of the building. They may know each other, but they don't know each other, alright? Then we also have to think about the infrastructure of our buildings, and what our buildings are actually supposed to look like to be a modern learning environment. And so this is a small little rendition of the complexity of what we are dealing with in our schools to make UDL actually work, but it can be done, and I can tell you it can be done very quickly. I am not advocating that you go out and change a school in two and a half or three months. I can tell you that we did it, but I am going to not advocate for it because all throughout last year were we rebuilding the boat as we were still floating in the water and patching holes? Yes we were. But it can be done.

So, very quickly, and I don't know where I am at in my time because I can't see the clock, but let me tell you kind of what took place. We did professional development. We had a foundational multi-week, two summers now. The first summer was 19—2008, 19--wow that is really us back. We then also moved into this summer. In 2008 we provided more of a foundations overview, what UDL is, but remember it was also a STEM school so we had to go beyond UDL. We had to talk about STEM. I could tell you a lot about STEM and a lot about UDL, but I can tell you that they belong together. So as you start hearing about

STEM taking hold, because we do need kids with twenty-first century skills and everything, it can't exist without UDL. STEM cannot exist without UDL and I tell people that all the time.

So we did multi-week intensive foundational professional developments. We did continuous professional development, so every few weeks we would have some sort of continuous formalized professional development. And then, we had a just-in-time professional development, or an embedded PD where we had people on site nearly daily. It's amazing walking into that school, because what you would have, is I'd walk in on a Tuesday there to support whatever I needed to support, and a teacher would say, "hey, I need a solution for this group of kids. I am teaching map skills, or I am teaching algebra" or whatever they are going to be teaching. We just brainstormed. We came up with solutions. And since this was at the foundation we always started with the framework, so we had the resources and the teachers were thinking in that way. So oftentimes what would happen is like, "okay, I know I want to do multiple means of Representation Expression Engagement." So they would come with some ideas, and what we would do was hone in on those.

So we did the embedded and just-in-time professional development. Yes, we had technology resources. We broke it up into two different types. We had foundational technology resources, which were the main structure for us to build upon. Then we hit the modular technology resources that came into place at any given time. So some of the foundational technology resources we had interactive white boards. Yes, we had laptops, we had desktops, etc. We had Wi-Fi from an infrastructure stance. But then we had modular technology. Any number of pieces of software. We had I-pod Touches. I-tunes was freely available in the school. Digital probes. We could go on and on and on and on, and I would be willing to talk to anyone about those different things.

But it really gages, it really stems from that pedagogical understanding. So it goes beyond the technology. We are no longer talking to the IT people about the number of boxes, and number of wires in the school. We are talking to them about the instruction that needs to take place in school, and how instruction needs to take place. We are talking about engaging all kids, and it changes things, because the IT Director and the CIO of the school was only concerned a few months earlier about, "well, that school is wired and that school has five machines, (this is what I heard), they have five machines in each room, and a majority of the time three of them are working," alright? We engaged with them, we talked to them, "well how are they using the machines?" "Well, that's not our problem."

Alright, so instructional practice: UDL is at the foundation. It is where we start. "Let's think through the three principles" is how we started many conversations, and we start many conversations today. We did a lot of project and problem-based learning. People say, "Uh, done that, doesn't work." Well you have to do it in such a way where it does work. You have to have some foundational understanding. The kids need to go out and seek things. They need to be engaged differently. They need to be—knowledge and information needs to be represented in the way that they can understand it and they can have access to it, and they can learn to express themselves.

We did various evidence-based practices and strategies, and then we had a number of things that just emerged. Co-teaching was something we talked about but emerged very quickly in the school. We had a lot of small group, differential instruction, flexible service delivery. Teams, teachers, roles changed. No longer did we have a Special Education teacher who was a Special Education teacher. They were a colleague, and they worked with the other teachers in the building. No longer did we have a technology teacher who waited for people to come to them because it was their special time to come to the tech lab. They were engaged with all the kids at any given time.

All right, a snapshot of lessons learned. Again, I think I am probably over my time. A snapshot of lessons learned after year one. For two and a half, well after about three days we sat down with the teachers at the end of year one and we said, "okay, what have we learned over the last year," and just by talking to them it gave us kind of marching orders to move forward, because we knew where we had to go.

Here are some lessons learned. UDL works well as a foundational framework. There was no question about that. They showed not only that UDL worked, but they showed continuous growth and understanding in UDL, and continuous growth and understanding in the content areas that they are working in. That it integrates well with STEM, and I suspected that when we started, otherwise I wouldn't have started, but it integrates well with STEM and problem project-based learning. There are large debates with my science colleagues as to what comes first, the chicken or the egg. I tend to think UDL

comes first. They tend to think project and problem-based learning comes first, but I guess you can make your own conclusion on that.

Just in time—they felt that the PD was needed. It was successful, but the teachers really like the just-in-time the best. They needed some foundational understanding, but when they could come to us and say, “okay, I am running up against these barriers. What are some solutions you have for me?” that is what they liked best. That was stuff that I didn’t know what I was walking into, my graduate assistant didn’t know what she was walking into. My colleagues didn’t know what they were walking into on any given day, but oftentimes you would have 3 or 4 people sitting around and coming up with solutions to overcome barriers.

The teachers felt, from a resource perspective, that mobile and flexible technology were the core components that they used the most. In fact the I-pod touches was one of the last things as we were building the ship, it was one of the last things that we integrated as we were building the ship. But at the end of the year they thought those were the most useful, and I don’t want to advertise for Apple, but they found they were the most useful because they were the most flexible. They were the most flexible. They had all these apps they could access very readily and very quickly for 99 cents, and so on.

And then they need access. This is something that, when we said this to the Superintendent’s Office they were like, “uh, duh!” They needed access to research databases. They needed access to our databases at the University, because they don’t have access to that sort of thing. So when they have a kid that’s having difficulty reading, they want to go out and find solutions and strategies that work. They need access.

Okay, future plans. Where are we heading? We are continuing with the STEM school focus, but we also have a larger initiative taking place. We have an elementary initiative, which Markay and I have identified the 16, or the districts has identified the 16 lowest performing schools. We are moving forward with a—they have already started moving forward with like a targeted turnaround of those schools. What we have started talking to the district about, and they are kind of biting on it after this first year of the STEM school, is that these targeted reforms don’t need to just be targeted, but they need to be UDL based. We need to look at a UDL framework for the foundation of these schools. We need to look at what resources are being provided to these schools from a UDL perspective.

In order to be successful for all kids. In order to be successful for all kids, we need to have the professional development, the resources and the ongoing facilitation and support. So one of the biggest questions I get is, “what’s it actually look?” I could show you movies and pictures, and all this kind of stuff of what kids actually do in the school all day long. We could even connect to the school if we wanted to, but what is important when talking to a crowd like this is that it works, and that we have proof that it works in a real school, in a public school that has various, various needs.

Here is my contact information. I am sitting up here at table two. I would be glad to talk to anyone throughout the day. Thanks.

MARY JAMISON: In an effort for us to go green, and for the sake of time management, I am going to ask that you look at the typo that is on there. The end is NBCT, not NCBT, although I have been called a lot worse.

The UDL principles are not just for students with disabilities; they are for all students. And when we talk about UDL principles and practices, we are talking about a framework and principles for making learning accessible and engaging for all students, and the strategies and the technologies that bridge the achievement gap in learners, skills, interests and needs. We are talking about ways and things that we can do to accommodate students’ different learning styles, so that instruction can be more engaging and more challenging for all students.

Classrooms across the country are at different stages of implementation for both the UDL and for Inclusive practices. For instance, in my district, I am front Chesterfield County, Virginia, we have a large suburban district. We have 62 schools and still counting. And the school where I presently teach, the population is from 500 to 600 students. We are a Title I school, and we have a large percentage of students on free lunch. We made AYP in reading last year, but we did not make AYP in math. So my current position as a teacher of students who are diagnosed as having cognitive intellectual disabilities, it makes me a strong proponent of the UDL principles and practices. Because, in the past, the students that I currently serve, they were served in a pull-out model, in self-contained classrooms, but this year is the

first year that I have been able, because also in the past I had a multitiered program. I would do from K through 5, and any of you who have ever taught that many levels know the difficulty in trying to get everybody on the right schedules, and the resource schedules and everything, and we never had the opportunity to go into the classroom. But this year, because of me being an advocate for my students, I am able to go more into the classroom because I only have the fourth and the fifth graders, so I can go into the classroom to assist the teachers.

So because my students in the past had been served under the pullout model, they had missed a lot of the information that was taught in the general ed population, and that is one of the big drawbacks in having that particular model.

Now to implement the UDL effectively, and to support inclusive practices, there are things that we need to do as classroom teachers. We need to review our goals, allowing multiple outcomes. Using materials designed to address the multiple ways in which students learn. We have to use assessments that are designed to tap the multiple ways that students are able to show what they have learned, and the assessment has to be imbedded into what we do every day so that we are not just relying on the traditional standardized tests, because that is the problem with it.

But, as classroom teachers, there are ways that we use the UDL principles and practices, that we can use them. We can take advantage of the resources that are available to us. We are not just talking about the technology, because in our district, although we do have it assigned to the different regions in our district, we have math and language arts integrators. It is their total job to come into the different schools and to help the teachers plan lessons, so that works perfectly because they are able to show the UDL practices in what they do. But also to take advantage of resources that you may have like the CAST that we heard about today. Also to take advantage of the NEA/IDEA resource cadre who are available to help you with your training.

But also, something that classroom teachers are to do, is we can create and implement lessons with flexible goals, methods, materials and assessments that support learning for all students. We have to avoid limiting our presentation styles to just lecture, because lectures do not work for everybody. We need to learn to use media, to learn to use concept maps and graphics, and to provide multiple means to access the materials. Using cooperative work groups and alternate means for note taking. To use the interactive note taking so that if a student is having difficulty with a vocabulary word that word will pop up, or you can just take the word and draw pictures in order to illustrate that word, to make it more workable for the student. To provide students with options for presenting their info, whether it is written, or oral, or video, or visual, and to be sure to use the UDL principles and practices and the assessment practices. A lot of times we use the UDL principles and practices in our instruction, but we fail to include it in the assessment. In that way the assessment is not matching what we are teaching.

One of the barriers is time. Time is a barrier, because with everything that teachers have on their plates it is difficult to have time to create and to implement effective UDL lessons, but it can be done and it is worth the time because it is all about students. There are things that we can do. As a learner, my task is to learn all that I can do about the resources, using the resources. I can collaborate with other teachers, but also with parents. A lot of time we overlook the parents, but the parents have a great impact on what the students do.

But I can also serve as a teacher-leader, because in our school we have professional learning communities, and we meet every Thursday. During that time I have the opportunity to share with other teachers, who may not have access to a lot of the resources that I have access to, so to be able to share with them things that have proven research base that work in the classroom. Also, most of the UDL practices in our district start at the top. The superintendents and the administrators. But how many of you know that most of the things that start at the top do not always filter down to those of us who are working in the trenches? We do have some things that have been implemented district wide, because even last year we instituted a new language arts curriculum that had the UDL practices imbedded in there. Along with the lesson plans and all of the things that they have in your teachers guide there is also a section to the side that would tell you how to implement it using UDL practices for ELL learners, and how to differentiate, so it is embedded in there. That is something that we are doing district wide.

As an NBCT, and a member of the NEA/IDEA Cadre, as I said, I have a lot more of the resources, so I can share. But the UDL principles and the practices, they truly level the playing field for all of our students. And it closes that achievement gap and helps those who have previously failed to experience success, which is the goal of what teaching is about. That is what we are in teaching for.

That is what we need. We need to have a vision. We need to have that administrative support. The administrative support comes in the form of just providing the opportunities for you to come together. This is really a glorious thing today because we have all of these people in this room. We have people from all backgrounds, but we need to have ongoing professional development, not just this one time where we come together, but to have it ongoing in your school from teacher to teacher, and to be able to share all that you have.

There are things that we can do right now. What we need to do is just to implement the most suitable UDL products and inclusive practices for our classrooms. We have to be a catalyst, because we are the ones that are in the classroom. We see what is happening. We get to talk not only with our students, but we talk with the other teachers, we talk with parents, and we talk with all of the staff in our buildings. So we have to be a catalyst. We have to be the ones who are pushing the UDL, letting them know that it works. It works. When you put in what needs to be done, it works for all students, and it definitely works.

Thank you very much.

RICKI SABIA: Thank you. I think we need a universally designed stage that lifts up vertically challenged people here. It customizes, you know, for the height. I hope you can sort of see me.

As you can see here, I am the Associate Director of the National Down Syndrome Society Policy Center, and the chair of the National UDL Task Force. More importantly, for today's presentation, I am wearing my hat as parents of both David, who is actually a college student, he is a college senior at Boston University, and Steve who is the young man I will be talking about tonight. He is a 17-year-old. He is a high school junior at Paint Branch High School, Montgomery County, Maryland, and he has Down Syndrome.

What I will be talking about today is the journey that I took with Steven through the years, for Inclusion and then ultimately Universal Design for Learning, and then putting them together in a way that made him successful, and it also taught me that this was something that was important for all students, and that we needed to advocate for that.

Now, some people may laugh about this slide. The relatively simple inclusion here is it is never simple, but compared to his later grades as he got into middle school and high school, looking back on it, it at least seemed simple. Once we got over the initial hurdle of getting him included, thanks to the Maryland Coalition for an Inclusive Education, we had a fairly easy time. The teachers were pretty receptive. I knew a fair amount about modifying and adapting materials. I also worked for Maryland Coalition for Inclusive Education at the time. They were very receptive to what I brought to the table, and we were able to work out a lot of good things for him over the years. In fact, this gentleman, who was his fourth grade teacher, decided that he wanted to move with him to fifth grade as well, so that is why we have them there together, and that is obviously Steve.

Middle and High School not as simple, but Steven definitely wanted to be included, and he advocated for that as you can see, with all of his little lady friends. He said—I hope this going to work. Okay, maybe not. How sad. See, now I was trying to be so UDL. I was so proud of myself. I had the audio in there, but anyway. What he said was, "I want to be in class with Rachel and Bridget and Katie and everyone." So that meant for him that was inclusion. He wanted to be with the kids he had always grown up with. He wanted to be in the regular class, and so that therefore was my continued mission.

But how do I make that inclusion work now that we are in middle school and the academics are getting decidedly harder. He is in a school that had never included students, even students with learning disabilities, so how was I going to help them know how to make the curriculum meaningful for him. I was really at a loss when he first started in school. I was using what I knew about modification and all the rest, but along the way I was very fortunate.

I worked with Madeline Will and Stephanie Smith-Lee who are both here today and in their capacities of Assistant Secretary of Education and OSEP Director they had worked with CAST and they knew about UDL. I actually knew nothing about UDL at the time. They brought me up, and I went up to CAST. We had a meeting and David Rose gave a presentation. It was literally as if the skies parted and the angels sang, and you know, this was what I wanted to have for my child. This is what I had been trying to do, but it had a name and it had a framework, and it guidelines, and it had checkpoints, and it

was amazing. It was wonderful. And so I knew that that was going to be the way I was going to make this work for my son, and hopefully in my job, at this point I was working for NDSS, would make it work for all kids.

So, going through the principles in a pictorial sort of way, this is multiple means of engagement. I put this first because I have heard David Rose say that he thinks maybe engagement should go first because if the student is not engaged then the rest of it sometimes does not ever come. So, as you know, from hearing his advocacy for Inclusion, engaging Steven has a lot do with being around the ladies.

So having him—having the cooperative learning groups is engaging for a lot of students. It was definitely for him, especially if he had some of his pretty lady friends by his side. As you can see they are using glue, they are doing some very hands-on kinds of activities in the classroom, and that for him was some of the ways of engaging him, but also engaging all the students in the classroom.

Multiple means of representation. Now, I wish we had a school like you have that has all that technology, but really we didn't have a whole ton of technology; you know, just your basic computer lab and no I-pod Touches or any of the rest of that. We had overheads. We didn't even have smart boards or anything like that. So multiple means of representation would have to be done in a much lower tech way, but I think it can be as effective. There is a lot of fun to do an engagement with the technology, and if you have that that's great and I think you can customize even more, but for places that may not have the budget, may not have that technology, don't think that you can't do UDL. So what that meant was, we actually put him in honors History and English classes because his communication skills were an issue and there was a lot more discussion in those classes, and the teacher could give him more support while the other students were a little more working on their own. So he was doing text like Odyssey and Lord of the Flies, and difficult text, but we were able to bring multiple means of representation by having him watch the movie, by having lower lexile versions of the materials, and I have just a couple of examples using the Odyssey here.

I don't think it's quite in order, but one of the places. The teachers already used many UDL strategies, so you know we were very lucky to have a couple of teachers that really actually knew about UDL. We had other teachers that didn't, that some of their strategies they worked with UDL, but they didn't really understand how to put it all together. I think a lot of teachers have a bunch of the different strategies that fit under the guidelines and the principles, but are not put together in that framework that really give it the optimal learning that you need and the three principles put together really get at.

So, this is another Odyssey example. This is just using Power Points, Inspiration, and also, like I said, just low-tech things like books, videos. Videos for him are very important. If he can watch a movie of it, and then we read the text, it really makes a huge difference for him.

Multiple means of expression. For him we found a very good way was a lot matching of concepts: Words with the concepts and using these index cards. At the beginning of middle school that was the way he took his tests. He really could only match anything, and you know now that we are in high school he is much more advanced, able to take much more similar to the other kids. Maybe not all the questions, but in a much more similar format. But he worked his way through the different means of expressions. As he grew we were able to enlarge the ways that were acceptable for him to be able to express himself.

Now, I think it is important to say that what I did with him was not really UDL. I took the UDL principles that I had learned, and I applied them to this one student, and if things worked well in the class, hopefully to everybody in the class. But it was me as a parent doing a lot of the work. The teachers do not have enough time to be finding all these resources, bringing them to bear. That's why I think it is very important to make the point that really UDL is about the curriculum, and David talked about that earlier. Fixing the curriculum, so that when the teachers get the curriculum it's already designed for all students, so that instead of having to figure out "well where do I get some of these other resources for the Odyssey," that the curriculum would say, here are the different resources. Here are some different forms of capture sheets. Here are some of the different things and then provide professional development to teachers on how to take that further in their classroom, but not just put it all on the shoulders of teachers, and certainly not on the shoulders of the parent.

Through my working with the UDL and Inclusion for Steve, I really learned that this was important for all kids and really was compelled to advocate for that. I started off advocating for it at my county level. This is him, and if I could make this work you would hear his little testimony, but what he essentially said

was that, “I don’t want my mother to be my teacher. I want you to listen to what she says about UDL so she can just be my mom.” That was because every night when we did work, and I would do so much work to bring these UDL principles to bear with him, he would say, “you’re not my teacher.” And I told him to tell somebody who could make a difference. So he went before the Board of Ed and he testified, and then I gave my testimony. And from that, Montgomery County is moving towards UDL. They are working on it. They are starting some initiatives around that. Also, NDSS and its policy agenda decided that UDL was going to be one of its policy agenda items, and I decided to bring together, as part of my work with NDSS, some other key education groups that I thought might support UDL as part of the ESEA reauthorization, and NEA was one of the those groups, obviously AFT and a whole bunch of other people. Raise your hand if you are on the UDL task force, because there are a lot of you here in the room.

So a lot of organizations that are here in the room became part of this National UDL Task Force to get UDL implemented through Federal Policy and Legislation, and there are now 40 national groups that are a part of that effort.

And then, the most recent thing we’ve done at NDSS, we go around to states and we create governmental affairs committees across the state of Down Syndrome advocates, and we brought together a Maryland group. One of the objectives they selected was UDL to get that implemented in the state. So we were in the process of forming kind of a UDL task force for the state, bringing together stakeholders from Regular Ed, Special Ed, all across every kind of educator, and we actually have a delegate who is planning to introduce a bill on UDL in January. So on the different levels we are working to advocate to make this a reality, so thank you.