Universal Design for Learning: Canadian Perspectives
Sowing the Seeds, Facilitating the Change, Nurturing the Growth

Conception Universelle de l’Apprentissage: Perspectives Canadiennes
Semer les Idées, Cultiver le Changement, Soutenir la Croissance

The conference will be held on May 20–22, 2015 on the McGill downtown campus.
La conférence se tiendra les 20–22 mai 2015 sur le campus du centre-ville de l’Université McGill.
OVERALL SCHEDULE

Wednesday, May 20
10:00 am – 6:00 pm
5:30 pm – 6:00 pm
6:00 pm – 7:00 pm
7:00 pm – 8:30 pm

Registration
Introduction
Keynote Address: David Rose (CAST)
Reception

Thursday, May 21
8:00 am – 5:00 pm
9:00 am – 10:00 am
10:00 am – 10:30 am
10:30 am – 11:15 am
11:30 am – 12:15 pm
12:15 pm – 1:30 pm
1:45 pm – 2:30 pm
2:45 pm – 3:30 pm
3:30 pm – 4:00 pm
4:00 pm – 5:00 pm

Registration
BLOCK 1
Coffee break – provided
BLOCK 2
BLOCK 3
Lunch - provided
BLOCK 4
BLOCK 5
Coffee break – provided
BLOCK 6

Friday, May 22
10:00 am – 11:00 am
11:30 am – 12:45 am

BLOCK 7
Opening Address: McGill Principal and Vice-Chancellor, Suzanne Fortier
Plenary Panel: Sam Johnston and Christina Bosch (CAST)

12:45 pm – 2:00 pm
2:00 pm – 3:00 pm
3:15 pm – 4:15 pm
Lunch - provided
BLOCK 8
Panel Discussion

WHERE IS REGISTRATION?
Office for Students with Disabilities
Redpath Library Building, Suite RS56
3459 McTavish Street
Montreal, Quebec
H3A 0C9
(514) 398-6009
TABLE OF CONTENTS

OVERALL SCHEDULE ............................................. 2
WHERE IS REGISTRATION?
MEDIA ...................................................................... 4
ONLINE ACCESS TO CONFERENCE MATERIALS, Wi-Fi, SOCIAL MEDIA
HOW TO GET AROUND CAMPUS ..................................... 5
EVENTS & LOCATIONS, MAPS ...................................... 6
WEDNESDAY MAY 20 .............................................. 6
REGISTRATION, KEYNOTE, RECEPTION
THURSDAY MAY 21 .............................................. 7
BREAKOUT SESSIONS (BLOCK 1-6) ................................ 7
FRIDAY MAY 22 .................................................. 17
BREAKOUT SESSIONS (BLOCK 7-8), PRINCIPAL’S ADDRESS
PLENARY SESSION, PANEL DISCUSSION
VISITOR’S GUIDE .................................................. 23
TRANSPORTATION, TOURIST ATTRACTIONS
LOCAL INFORMATION ............................................. 29
HOSPITALS, WALK-IN CLINICS, PHARMACIES, SHOPPING CENTRES, FOOD

In our efforts to be sustainable, we encourage you to reuse the water bottle that will be distributed during the conference. You’re also welcome to bring your own water bottle and mug.
Electronic versions of this document, along with all other conference materials are available online in the conference Google Drive folder “#UDLMcGill”

Access the folder here: http://bit.ly/1IjKSnO

Take a look at our conference video on YouTube

McGill OSD’s Facebook page: http://on.fb.me/1Ewfi6H

Twitter: @McGillOSD
YouTube Channel: McGillOSD

Spread the word!
Use the conference hash tag #UDLMcGill
on social media to share what you’re learning!

For Wi-Fi access, if your home university is registered with eduroam, then you can login using your university’s email and password under “eduroam”. Otherwise, please see the registration desk for a Wi-Fi password that will give you access through “wpa.mcgill”
HOW TO GET AROUND CAMPUS

Keynote presentation
SSMU Ballroom (C)

Lunch
Thursday: Madelaine Parent Room (C)
Friday: SSMU 108 (C)

Coffee Breaks
Thursday: OSD (A) and the 2nd floor of the Brown building (D)
Friday: SSMU Ballroom (C)

Registration
Office for Students with Disabilities (A)

Breakout sessions
Brown 3001 (D)
Brown 5001 (D)
MS 55A (B – Service Point)
MS 74 (B – Service Point)
Madelaine Parent (C – SSMU building)
108 (C – SSMU building)
Lev Bukhman (C – SSMU building)

Plenary Session
SSMU Ballroom (C)

Panel Discussion
SSMU Ballroom (C)

Looking for the OSD?
3459 McTavish Street
Montreal, Quebec
H3A 0C9
(514) 398-6009

An interactive version of the map is available online here:
http://bit.ly/1FuK1A3
**WEDNESDAY MAY 20**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 AM</td>
<td>REGISTRATION</td>
<td>Office for Students with Disabilities</td>
</tr>
<tr>
<td>5:30 PM – 8:30 PM</td>
<td>INTRODUCTION</td>
<td>SSMU Ballroom</td>
</tr>
</tbody>
</table>

**KEYNOTE ADDRESS BY DAVID ROSE (CAST)**

*Overcoming barriers and borders: The foundation and future of Universal Design for Learning*

**EVENING RECEPTION**

Location: SSMU Ballroom

**LOCATION:** Student’s Society of McGill University (SSMU) Ballroom, at 3480 rue McTavish, Montreal, QC H3A 0E7. Consult the map section on page 5 for more info.

**KEYNOTE ADDRESS: David Rose**

David Rose is a developmental neuropsychologist and educator whose primary focus is on the development of new technologies for learning, especially for the most vulnerable of learners. In 1984, Dr. Rose co-founded CAST, a not-for-profit research and development organization whose mission is to improve education, for all learners, through innovative uses of modern multimedia technology and contemporary research in the cognitive neurosciences. That work has grown into a new field called Universal Design for Learning which now influences educational policy and practice throughout the United States and beyond. In addition to his work at CAST, Dr. Rose has taught at the Harvard Graduate School of Education for over three decades. Dr. Rose is the co-author of several scholarly books, numerous award-winning educational technologies, and dozens of chapters and research journal articles. Dr. Rose has won many awards, including recently being honoured at the White House as a “Champion of Change.” Dr. Rose holds a B.A. in psychology from Harvard College, a master’s in teaching from Reed College, and a doctorate from the Harvard Graduate School of Education.
## THURSDAY MAY 21

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>REGISTRATION</td>
<td>Office for Students with Disabilities (OSD)</td>
</tr>
<tr>
<td>9:00 AM – 10:00 AM</td>
<td>BLOCK 1</td>
<td></td>
</tr>
<tr>
<td>10:00 AM – 10:30 AM</td>
<td>COFFEE BREAK</td>
<td>Brown 2nd floor lobby and OSD</td>
</tr>
<tr>
<td>10:30 AM – 11:15 AM</td>
<td>BLOCK 2</td>
<td></td>
</tr>
<tr>
<td>11:15 AM – 11:30 AM</td>
<td>MINI BREAK</td>
<td></td>
</tr>
<tr>
<td>11:30 AM – 12:15 PM</td>
<td>BLOCK 3</td>
<td></td>
</tr>
<tr>
<td>12:15 PM – 1:30 PM</td>
<td>LUNCH</td>
<td>Madelaine Parent Room (SSMU building)</td>
</tr>
<tr>
<td>1:45 PM – 2:30 PM</td>
<td>BLOCK 4</td>
<td></td>
</tr>
<tr>
<td>2:30 PM – 2:45 PM</td>
<td>MINI BREAK</td>
<td></td>
</tr>
<tr>
<td>2:45 PM – 3:30 PM</td>
<td>BLOCK 5</td>
<td></td>
</tr>
<tr>
<td>3:30 PM – 4:00 PM</td>
<td>COFFEE BREAK</td>
<td>Brown 2nd floor lobby and OSD</td>
</tr>
<tr>
<td>4:00 PM – 5:00 PM</td>
<td>BLOCK 6</td>
<td></td>
</tr>
</tbody>
</table>

**TO CHOOSE YOUR SESSIONS**: Each block of presentations has 5 concurrent sessions. Please see the following pages for details regarding the sessions and locations. Please be aware that some rooms have limited seating, and so will be on a first-come, first-serve basis.

**LUNCH**: A brown bag lunch will be served in the Madelaine Parent room. Feel free to pick up your lunch and eat it in the SSMU cafeteria, or go outdoors and enjoy your meal at one of our many outdoor benches around campus.
**1.1 Nurturing UD Implementation: the Case of Student Affairs**

*Frederic Fovet*
*Tanja Beck*
*Lina di Genova*
*Cedric Yarish*

**Room: Brown 3001**

If we want to create post-secondary student services which value access, inclusion and social justice, it is time to look at Universal Design implementation in a more systemic way. But how can we drive UDL implementation on a wider scale? How can we support other units in applying UD principles within their specific contexts? The presentation will showcase a video that was created for Student Affairs staff to guide and drive UD implementation in various contexts. It will also share some feedback from units who used the video whether it was considered a useful tool for professional development and what aspects facilitated or hindered UD implementation in their specific units.

**Sector: Post-Secondary Stream: Facilitating the Change, Nurturing the Growth**

**1.2 Sharing the UDL Implementation Journey**

*Ruth Fraser*

**Room: MS 55-A**

From somewhere in-between the explore, prepare and integrate stages of UDL Implementation, NSCC shares its UDL journey - how we got started, pit stops and scenic routes, who we’ve met, what we’ve learned along the way, and where we are setting our sights. Participants will be invited to share their journeys too.

**Sector: Post-Secondary Stream: Facilitating the Change**

**1.3 Universal Design Plus E-Learning in Higher Education**

*Roberta Thomson*
*Catherine Fichten*
*Jillian Budd*

**Room: SSMU 108**

Using the principles of Universal Design (UD) when selecting and using e-learning materials can ensure an accessible learning experience for the diversity of students in today’s colleges and universities. It is important to consider five key stakeholders when designing and promoting UD and accessibility. In doing so, seven key questions can be evoked that could ensure the potential of creating not only accessible but usable learning environments.

**Sector: Post-Secondary Stream: Facilitating the Change**
1.4 The UDL Assistive/Educational Technology Toolkit
Andrea Prupas
Room: MS 74
This presentation will focus on the concept of accessible educational materials as defined by the National Centre of Accessible Educational Materials (http://aem.cast.org). The discussion will focus on the creation and implementation of accessible educational materials within the Quebec English school boards with the support of inclusive technologies.
Sector: K-12
Stream: UDL 101, Sowing the Seeds, Facilitating the Change

1.5 Technologie de soutien à l'écriture: l'apport de la conception universelle de l'apprentissage (CUA)
Alexandre Enkerli
Room: Brown 5001
Sector: K-12, Post-Secondary
Stream: Sowing the Seeds

BLOCK 2
10:30 am – 11:15 am

2.1 Making Electronic Documents Accessible From Inception: Tips, Tricks, and Strategies for Streamlining Your Workflow
Anthony Tibbs
Room: Brown 3001
Learn how to use the powerful (but often misunderstood or overlooked) document formatting and preparation features of Microsoft Word to produce elegant, convenient and easy-to-use print and electronic documents that, as an added bonus, are conveniently accessible and easily navigable by students with print disabilities.
Sector: K-12, Post-Secondary
Stream: Sowing the Seeds

2.2 A Paradigm Shift - Centennial College's Journey with UDL
Angela Burgos
Anika Maloni
Room: MS 55-A
Implementation of Universal Design for Learning within post-secondary institutions can be a challenging yet enriching experience for administrators, teachers and students. Centennial college has taken on the journey with Universal design for Learning and this presentation examines the rationale for the framework, concrete implementation of UDL principles as well as a discussion of issues and challenges.
Sector: Post-Secondary
Stream: Facilitating the Change
2.3 Turning a Program Into a Community of Practice - How to Get Buy-In to Implementing Alternative Pedagogies
Sean Hughes
Room: SSMU 108
This presentation will focus on how the Pathways program at John Abbott College formed a vibrant community of practice out of the need to create a more equitable experience for its students. Could such an approach be the means to promote buy-in for UDL approaches?
Sector: Post-Secondary
Stream: Sowing the Seeds

2.4 Applying UDL to Second Language Teaching in K-12: a Hands-On Workshop
Frederic Fovet
Room: MS 74
The teaching of languages is an area that is particularly ripe for the introduction and implementation of the UDL principles. Indeed, development in language instruction in the private industry sector has had momentous impact on the field globally: experiential learning has become central to the pedagogy of language acquisition and communicative methods have taken central place. This session examines the links between contemporary communicative methods in language acquisition and the UDL principles from the perspective of the secondary setting in Quebec.
Sector: K-12
Stream: Facilitating the Change

2.5 CUA 101: découvrir la conception universelle de l'apprentissage
Jacques Belleau
Room: Brown 5001
Cet atelier permettra aux participants de se familiariser avec les bases de la CUA à partir d'un document d'information produit par le CAPRES. L'atelier s'attardera à présenter les principes et les lignes directrices dans une perspective de mise en oeuvre.
Sector: Post-Secondary
Stream: UDL 101, Sowing the Seeds

BLOCK 3
11:30 am – 12:15 pm

3.1 We're Not All Disabled, But Soon Could Be: Redefining the Concept of Inclusive User Experience on the Web
Denis Boudreau
Room: Brown 3001
About 20% of students have disabilities, yet little is done to ensure they can access content made available in courses on the Web. As usage and technologies evolve and as platforms multiply, an increasing number of people are being left behind. What can we do to prevent that from happening?
Sector: Post-Secondary
Stream: Sowing the Seeds, UDL & Diversity
3.2 Increasing Accessibility and Supporting Diverse Student Needs at the Office of the Dean of Students
Margaret Colton
Rosalia Felice
Penny Kaill-Vinish
Room: MS 55-A
McGill’s Office of the Dean of Students reimagines access and promotes the advancement of student rights through advising and early intervention, community building, and initiatives that facilitate inclusivity. This session will highlight the efforts of the Office of the Dean of Students in collaboration with internal and external partners to promote traditional and progressive forms of diversity at an institution of higher learning. Elements of the three principles of UDL are inherent in the majority of programs based in the Office of the Dean of Students, and in this presentation we will highlight and deconstruct some of the most applicable examples for greater understanding and further discussion.
Sector: Post-Secondary
Stream: UDL & Diversity

3.3 Applying the Concept of "Universal" to the Autism Spectrum
Tara Flanagan
Room: SSMU 108
People on the autism spectrum are often stigmatized, pigeonholed and/or underestimated due to a narrow definition of the term “universal” that centers on disability. This presentation will focus on applying the broader notion of “universal” to the Autism Spectrum and will explore the ways in which Universal Design for Learning may be used to promote inclusion and opportunity.
Sector: K-12, Post-Secondary
Stream: Facilitating the Change

3.4 UDL: Creating and Sustaining Cultural Mind shift
Barbara Welsford
Mary-Jane Harkins
Zhanna Barchuk
Room: MS 74
Universal Design for Learning embraces bold goals, has far reaching impact and exciting results. Universal Design just makes sense. This presentation will review the UDL journey of the South Shore Regional School Board, Nova Scotia, where we began, where we are now and our UDL vision for the future.
Sector: K-12
Stream: Facilitating the Change
3.5 Conception universelle de l'apprentissage en salle de classe au collégial: une réalité en français langue seconde!
Laure Gallipeau
Catherine Soleil
Effie Konstantinopoulos
Room: Brown 5001
Deux enseignantes et une conseillère pédagogique témoigneront de leur expérience de l'implantation de la CUA dans leur cours de français langue seconde, au collégial. Cette initiative singulière a été dictée par la nécessité de répondre adéquatement aux besoins de tous dans un contexte pédagogique d'inclusion. Les lignes directrices de la CUA ont guidé cette implantation.
Sector: Post-Secondary
Stream: Nurturing the Growth

4.2 Science Education in Universities: UDL in Undergraduate and Graduate Classes
Edith Zorychta
Room: MS 55-A
Students are frequently apprehensive about studying science at the college and university level, and classmates differ academically, culturally, linguistically, and in personal learning styles. Teachers are challenged to dispel anxiety and remove barriers, and this talk will focus on five successful strategies to facilitate learning in a diverse student population.
Sector: Post-Secondary
Stream: UDL & Diversity

4.3 Multiple Means of Action and Expression: Rethinking Evaluation Methods at College Level
Anika Maloni
Roberta Thomson
Frederic Fovet
Room: SSMU 108
A central piece in the implementation of the ‘multiple means of action and expression’ principle in UDL is the issue of diversified evaluation. While initiatives in this direction are more common in K-12, the post-secondary sector generally remains reticent to radically alter its traditions of evaluative methods. Three college/university instructors, from widely different departments, share their reflection on creative and diversified evaluations and showcase their experimentation with this UDL principle.
Sector: Post-Secondary
Stream: Nurturing the Growth

BLOCK 4
1:45 pm – 2:30 pm
4.1 Implementing a Faculty Development Program on Universal Design for Learning
Michelle Allen
Tara Lew
Denise Gardner
Room: Brown 3001
Join Humber College for this interesting talk on how their Centre for Teaching and Learning introduced a new certificate program designed to support faculty development and implementation of UDL.
Sector: Post-Secondary
Stream: Sowing the Seeds
Universal Design for Learning: Beyond the Secular Classroom
Rachel Desjourdy
Room: MS 74

This presentation aims to illustrate the relevance of UDL in the context of complementary religious instruction. Using observations drawn from my experience at a Reform Jewish synagogue, I will link UDL to current efforts being made by the Union for Reform Judaism (URJ), and suggest applications to other religious settings.

Sector: K-12, Post-Secondary
Stream: UDL & Diversity

5.1 Applying UDL Principles to the Inclusion of Blind and Low Vision Students in Mainstream Classroom: Tools and Strategies
Natalie Martiniello
Room: Brown 3001

Through the first-hand account of a blind professional teaching in the areas of Braille and assistive technology, participants will learn transferable, practical strategies on how to incorporate the iPad and other teaching methodologies to reinforce UDL principles in mainstream classrooms that include students with different visual abilities.

Sector: K-12, Post-Secondary
Stream: Sowing the Seeds
5.2 Advocating for Inclusion - Talking with Instructors and Inclusive Learning Environments
Jess Giles
Rachel Desjourdy
Room: MS 55-A
Disability Service provision is rapidly changing and traditional approaches to education at the post-secondary level are being revised to meet demands. The Social Model and Universal Design for Learning as theoretical frameworks are empowering all of us as students, faculty, and administrators to create accessible and inclusive learning environments. Self-advocacy is a part of this empowerment where strengths, barriers and fit into the higher education environment are reflected upon. This presentation examines the facilitators and stressors that students experience in this educational setting and their empowerment through UDL inspired strategies in self-advocacy.
Sector: Post-Secondary
Stream: Facilitating the Change

5.3 The Benefits of UDL for Students and Course Instructors: Applying UDL Principles to a Large Mid-Level History Class
Tanja Beck
Alexander McAuley
Room: SSMU 108
Our mandate as Disability Service Providers is to foster the creation of learning environments that are governed by the principles of accessibility, inclusiveness and social justice. The primary key stakeholders in this process are Faculty members. The presentation will share the journey of a course instructor and UDL Faculty Liaison who collaborated in summer 2014 to apply the principles of UDL to a mid-level history course with 80 students, at a large post-secondary institution.
Sector: Post-Secondary
Stream: Facilitating the Change, Nurturing the Growth

5.4 UDL Implementation: Lessons Learned from the BC UDL Project
Mallory Burton
Room: MS 74
The BC UDL project was a 3 year Ministry of Education funded initiative which assisted 21 school-based teams in implementing UDL. Join this session to learn more about the implementation model, outcomes, and new directions in UDL in the province of BC.
Sector: K-12
Stream: Facilitating the Change
5.5 UDL@Dawson: une nouvelle communauté de pratique est née au collégial
Laure Gallipeau
Catherine Soleil
Effie Konstantinopoulos
Room: Brown 5001
Deux enseignantes et une conseillère pédagogique, en collaboration avec le CRISPESH, témoigneront de leur expérience de l'implantation UDL@Dawson, une communauté de pratique CUA au collège Dawson. Elles témoigneront du recrutement et de la mise en place de la communauté et livreront des témoignages des participants.
Sector: Post-Secondary
Stream: Sowing the Seeds

6.2 Students with Episodic Disabilities: Becoming Visible on Campus
Wendy Porch
Room: MS 55-A
Students living with episodic disabilities have, to date, been largely invisible in broader discussions on the needs of students with disabilities in higher education. This session will explore preliminary work undertaken by the Canadian Working Group on HIV and Rehabilitation to address the needs of students with episodic disabilities in higher education.
Sector: Post-Secondary
Stream: UDL & Diversity

BLOCK 6
4:00 pm – 5:00 pm

6.1 Nurturing a Universally Designed Campus: Universal Design in Residences
Tanja Beck
Emily Yee Clare
Cameron Butler
Xindi Li
Room: Brown 3001
Student Housing is an integral part of student life and learning. It provides a space where students live, eat, sleep, study and engage and interact in multiple ways. Ideally, all students should have equal access to on Campus Housing and feel included in activities and events. The presentation will share the development, conduction and outcomes of a UD audit of Student Housing and Hospitality Services.
Sector: Post-Secondary
Stream: Nurturing the Growth

6.3 Universal Design for Learning in Post-Secondary Education - from Framework to Practices
Valérie Van Hees
Room: SSMU 108
In this session we demonstrate the major value of UDL in the context of postsecondary institutional policy and practices. We will focus on how UDL can be implemented in education and student services in a sustainable way. Good practices on UDL (teaching and assessment) will be demonstrated. Further, we discuss experiences of institutional staff of faculties towards UDL, demonstrate how testimonials of students with disabilities can nurture institutional UDL-interest, and tailor the development of good UDL-practices.
Sector: Post-Secondary
Stream: Nurturing the Growth
6.4 Facilitating Change through Digital Technology in the Classroom
Irene Woods
Raffat Ghanem
Cassandra Fischer
Room: MS 74
The purpose of this presentation is to share the Kells classroom experience in the use of digital technology in supporting effective teaching in diverse classrooms. The focus will be on how to make digital technology user friendly for the teacher and the student. Attendees will have the opportunity to use their own digital devices as part of the presentation.
Sector: K-12
Stream: Facilitating the Change

6.5 Quelle place pour les badges numériques dans le milieu de l'éducation dans un contexte de conception universelle de l'apprentissage
Christophe Reverd
Alexandre Enkerli
Room: Brown 5001
Qu'est-ce qu'un badge numérique? Découvrez dans quels contextes utiliser un badge numérique ouvert et son lien avec la CUA. Quelles sont les meilleures pratiques pour y associer des compétences? Quels sont les guides disponibles pour aider à son élaboration et quelles sont les mesures nécessaires pour une implantation efficace?
Sector: K-12, Post-Secondary
Stream: Sowing the Seeds
# FRIDAY MAY 22

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10:00 AM – 11:00 AM</td>
<td>BLOCK 7</td>
<td></td>
</tr>
<tr>
<td>11:00 AM – 11:30 AM</td>
<td>COFFEE BREAK</td>
<td>SSMU Ballroom</td>
</tr>
<tr>
<td>11:30 AM – 12:45 AM</td>
<td>OPENING ADDRESS</td>
<td>Suzanne Fortier, McGill Principal and Vice-Chancellor</td>
</tr>
<tr>
<td>12:45 PM – 2:00 PM</td>
<td>LUNCH</td>
<td>SSMU 108</td>
</tr>
<tr>
<td>2:00 PM – 3:00 PM</td>
<td>BLOCK 8</td>
<td></td>
</tr>
<tr>
<td>3:00 PM – 3:15 PM</td>
<td>MINI BREAK</td>
<td></td>
</tr>
<tr>
<td>3:15 PM – 4:15 PM</td>
<td>PANEL DISCUSSION</td>
<td>Creating a Pan-Canadian and International Network for UDL Implementation</td>
</tr>
</tbody>
</table>
PLENARY SESSION

OPENING ADDRESS: Suzanne Fortier, McGill University – Principal and Vice-Chancellor

Dr. Suzanne Fortier assumed the post of Principal and Vice-Chancellor of McGill in September 2013. An alumna of McGill University, where she obtained a Bachelor of Science and a Ph.D., Dr. Fortier has authored or co-authored over 80 scientific publications. A crystallographer by training, she worked as a professor at Queen’s University in Kingston, Ontario, where she also served as Associate Dean of Graduate Studies and Research, Vice-Principal (Research) and Vice-Principal (Academic). During her tenure at Queen’s, she also sat on the Board of Governors of the Royal Military College of Canada and the Board of Directors of the Ontario Centres of Excellence, Inc. Dr. Fortier holds two honorary doctorates and is both a fellow of the American Association for the Advancement of Science and an officer of France’s National Order of Merit. Prior to her appointment as Principal, Professor Fortier ran the Natural Sciences and Engineering Research Council of Canada (NSERC). Dr. Fortier is the second woman to hold the office of Principal in the history of the University.

PLENARY PANELIST: Christina Bosch, CAST

Christina Bosch is an Instructional Designer/Research Associate at CAST (Center for Applied Special Technology). She obtained a M. Ed. in Mind, Brain and Education from the Harvard Graduate School of Education to more deeply understand the neuroscience of teaching and learning. Her background includes teaching English to speakers of other languages in Vietnam, an M.A. in Special Education: Learning Disabilities from American University (AU), action research in UDL and arts integration, and user experience design as applied to learning environments and research projects. Bosch’s interests include bridging research and practice in education; the effects of reflection and internal focus on creative thinking; fostering creativity through interdisciplinary curriculum design; and supporting teacher quality and training.

PLENARY PANELIST: Sam Johnston, CAST

Sam Johnston is a research scientist for the Center for Applied Special Technology (CAST). With funding from the Gates foundation, she is providing capacity building support to community colleges that are developing training programs in high wage, high skill industries. The goal of this project is to help community colleges integrate best practices including Universal Design for Learning into college courses. She is also a researcher for a National Center examining the experiences of students with disabilities in K-12 online learning. She is also a co-principal investigator for a National Science Foundation project examining the impact of stereotype threat in middle-school science classrooms and helping teachers understand stereotype threat and reduce its effects in everyday instruction. Johnston has an Ed.D. in cognition and instruction, learning and teaching from Harvard Graduate School of Education.
7.1 Health Promotion for Aboriginal Students: Do we Need a Different Approach?  
Pierre-Paul Tellier  
Lina di Genova  
Paige Isaac  
Room: Brown 3001

Indigenous populations suffer from multiple health issues related to a variety of life experiences including historical trauma. A variety of buffers are theorized to reduce the impact of these negative factors. We will discuss the pertinent issues to address in developing a culturally appropriate health promotion program for university students.  
Sector: Post-Secondary  
Stream: UDL & Diversity

7.2 Let's Stop Talking and Start Doing: Implementing UDL in the AccessAbility Centre  
Alice Havel  
Susie Wileman  
Courtney MacDonald  
Agnes Zagury  
Room: MS 55-A

This round table workshop will describe the beginning of our journey from a traditional disability centre to one that is committed to the implementation of the social model and UDL. We will present the strategies that we found effective, as well as some of the barriers we encountered.  
Sector: Post-Secondary  
Stream: Facilitating the Change

7.3 Evaluations via UDL in K-12: From Concept to Practice  
Roberta Thomson  
Room: Madelaine Parent (SSMU)

With a growing diversity of students in our elementary and high schools, teachers are searching for ways to respond to their needs. Evaluating these learners in a fair and equitable way requires flexibility. Building from the Universal Design for Learning (UDL) conceptual framework, practical assessment tools will be explored.  
Sector: K-12  
Stream: Facilitating the Change

7.4 See Your True Colours: UDL in the Math Classroom  
Lori Kiteala  
Room: MS 74

Using examples learned first-hand from students with dyslexia, dyscalculia and other learning disabilities, the aim of this presentation is to share best practices in the three principles of UDL as they relate specifically to the secondary Math classroom. These diverse approaches have proven successful and effective for ALL students regardless of learning profile.  
Sector: K-12  
Stream: UDL 101
### 7.5 Planifier une implantation systémique du modèle CUA à l'échelle d'un campus

Frédéric Fovet  
**Room: Brown 5001**

Cette table ronde interactive examinera comment planifier une implantation systémique du modèle à l'échelle d'un campus. Utilisant un cadre théorique écologique, le facilitateur tentera de mettre en évidence défis et opportunités présents à l'échelle d'un campus, auprès de ses divers acteurs, dans le développement d'une politique durable de mise en pratique systémique.

**Sector:** Post-Secondary  
**Stream:** Nurturing the Growth

### 7.6 Facilitating Multiple Means of Action and Expression - Read and Write for Google Supports for Struggling Learners

Douglas Rosette  
**Room: Lev Bukhman (SSMU)**

As many as two-thirds of students in classrooms today score below proficiency in reading. This includes students who speak English as a second language, students with disabilities, and others who do not yet possess the skills needed to meet today’s rigorous standards. While the Google Apps for Education environment provides great tools for productivity and collaboration, many supports needed to provide multiple means of action and expression to these struggling students are still lacking in our schools and post-secondary institutions. This session explores how Read and Write for Google blends the principles of UDL into hands-on pedagogical tools for students in their diversity.

**Sector:** K-12, Post-Secondary  
**Stream:** UDL & Diversity

### BLOCK 8  
**2:00 pm – 3:00 pm**

#### 8.1 Implementing Universal Design for Learning (UDL) in Active Learning Classrooms

Adam Finkelstein  
Andrea Prupas  
**Room: Brown 3001**

Active Learning Classrooms are unique spaces designed to provide opportunities for deep learning and collaborative interaction. This session will explore how these spaces are ideal environments to support a UDL framework, including multiple means of representation, action, expression and engagement.

**Sector:** Post-Secondary  
**Stream:** Facilitating the Change

#### 8.2 Accessible Writing: How to Make it Easier for Your Readers to Understand You

Hilda Smith  
**Room: MS 55-A**

How do we make sure that others understand the documents we write? An introduction to alternate ways to create documents, presentations, and other ways of sharing information will build confidence in using clear language writing and guidelines for accessible documents. Scenarios will help people grasp when and where to use these tools.

**Sector:** Post-Secondary  
**Stream:** UDL 101
8.3 FORGING A NEW PATH: 
Emerging Faculty Perspectives on Universal Design for Learning

Roberta Thomson  
Susie Wileman  
Brenda Rowe  
Anika Maloni  
Ioana Constantinescu  
Tanja Beck  
Room: Madelaine Parent (SSMU)

In 2013, 5 post-secondary campuses in Montreal received a research grant which spans over 3 years, to identify stressors (barriers) and facilitators (supports) experienced by course instructors and faculty in their implementation of UDL. The presentation will highlight some of the key findings of the project. Participants will gain valuable insights of the facilitators and stressors and emerging themes from interviewed instructors and faculty, related to the use of UDL in their pedagogical practice. Key participants from all partner institutions will share their perspectives and respective stages of UDL transformation within their contexts and participants are encouraged to share their own individual perspectives and contexts.

Sector: Post-Secondary  
Stream: Facilitating the Change

8.4 What about kids with behavioural issues?

Frederic Fovet  
Room: MS 74  

UDL is promoted enthusiastically by disability service providers and advocates of students with impairments. It is however equally useful as a tool of re-engagement for students with social, emotional and behavioural difficulties (SEBD). This presentation will examine, through the interactive examination of research data in a round table discussion, the intersectionality between UDL and the inclusion of exceptional children in K-12.

Sector: K-12  
Stream: Facilitating the Change

8.5 L’approche non catégorielle ou l’art de débusquer le réel besoin de l’élève et d’y répondre en évitant les présupposés

Odette Raymond  
Room : Brown 5001  

Pour répondre aux besoins des étudiants que l’on peut inclure dans une définition large de la « neurodiversité », la CUA est une avenue intéressante. Elle a le bénéfice de répondre aux besoins de ces étudiants ainsi que de ceux qui ont les mêmes besoins sans être identifiés par les services de soutien. Elle offre aussi une possibilité de contrer la stigmatisation.

Sector: K-12, Post-Secondary  
Stream: UDL 101
8.6 Sowing the Seeds of UDL in Academic Libraries: a Round Table Exploration.
Terri Milton
Room: Lev Bukhman (SSMU)
Academic libraries are evolving into vibrant, dynamic learning commons. Accessible design elements are apparent in these spaces, but as UDL is increasingly implemented, how do we ensure libraries keep pace as instructional partners? In this discussion, we’ll examine how libraries can begin employing UDL principles to better serve all learners.
Sector: Post-Secondary
Stream: Sowing the Seeds

Thank you for participating in our conference!
Your feedback and comments are valuable to us for planning future conferences. Please take a moment to complete the Conference Evaluation Form included in your welcome packet.
An online version of the evaluation can be found here in the Google Drive folder, or here: http://bit.ly/1cQugIM
## TRANSPORTATION

### Looking for information on how to get around the city?

1) **Public Transit** You can easily get from one location to another using Montreal’s transit system: STM ([http://www.stm.info/en](http://www.stm.info/en)). You can purchase a 3-day fare pass for 18$ which gives you unlimited access to the STM bus and metro system. Individual tickets can also be purchased with coins directly on the bus.

2) **Taxi.** If the public transit routes or schedules don’t suit your needs, you can always hail a taxi on most major streets. Alternatively, give them a call and they’ll pick you up. Major taxi services in Montreal include:

- **Atlas Taxi:** 514-485-8585
- **Diamond Taxi:** 514-273-6331 (adapted vehicles available)
- **Royal Taxi:** 514-274-3333
- **Taxi Co-Op:** 514-725-9885 (adapted vehicles available)

### Looking for parking at McGill?

**Visitor/public parking at the McGill University downtown campus**

The visitor / public parking map ([http://bit.ly/1bfjN83](http://bit.ly/1bfjN83)) indicates all the areas where there is visitor/public parking at the McGill University downtown campus. It also contains information about hours of operation, methods of payment and rates. Those who have provincial or state parking permits for accessible parking can access the accessible parking map ([http://bit.ly/1ERXLG9](http://bit.ly/1ERXLG9)) of the areas at McGill University which have accessible parking spaces designated.

**Parking located near McGill University's downtown campus**

The Montreal Parkopedia website ([http://en.parkopedia.ca/parking/mcgill_university/](http://en.parkopedia.ca/parking/mcgill_university/)) provides information on parking lots and garages on the island of Montreal, including those near McGill University. Please note that this site is not maintained by McGill University and is provided for informational purposes only.
There are exciting things to do in Montreal all the time. Here are a few noteworthy attractions. For a full list of things to do in the city, see the [Tourisme Montréal](https://www.tourisme-montreal.org) website!

### Museums & Exhibits

#### Biodôme and Olympic Stadium
Part of Montréal’s iconic architecture, and home to the 1976 Olympic games – the Olympic stadium now hosts a variety of sports events, concerts, exhibitions and more. The Biodôme is nestled next to the stadium, and houses recreations of America’s most splendid ecosystems.

4777, avenue Pierre-De Coubertin  
Montréal Québec H1V 1B3  
(514) 868-3000

#### Insectarium & Jardin Botanique
Located next to one another, the Insectarium and Botanical Gardens are definitely worth a visit. Spend some time visiting one of the world’s largest botanical gardens, and North America’s leading insect museum!

4581 (Insectarium), 4101 (Botanical Gardens) rue Sherbrooke Est  
Montréal Quebec H1X 2B2  
514 872-1400
**Montreal Science Center - IMAX Theater**

The Montreal Science Center is located in the Old Port of Montreal. Starting April 16 their “Game On” exhibit will highlight the history of video games from their beginnings. Be sure to grab a Beaver Tail treat while you’re there!

2 rue de la Commune Ouest
Montréal Québec H2Y 4B2
(514) 496-4724

**McCord Museum**

Located just a stone’s throw away from campus, the McCord Museum is dedicated to showcasing Montreal, Quebec and Canada’s social history and material culture. As of April 10th they will have a new exhibit, “Camp Fires: the queer Baroque of Léopold L. Foulem, Paul Mathieu and Richard Milette”.

690 Sherbrooke Street West
Montreal, Quebec H3A 1E9
(514) 398-7100

**Montreal’s Museum of Fine Arts**

Montreal’s Museum of Fine Arts is the city’s largest museum, and until May 31, 2015 will be displaying its “must-see” collection, “MARVELS AND MIRAGES OF ORIENTALISM: From Spain to Morocco, Benjamin-Constant in His Time”.

1380 Rue Sherbrooke Ouest
Montréal, QC H3G 1J5
(514) 285-2000
## Iconic Montreal

### Montreal Casino

Montreal’s Casino is located on the site of Expo ‘67’s French Pavilion. Having expanded over the years, it is home to some exciting entertainment.

1 avenue du Casino,  
Montréal, QC H3C 4W7  
(514) 392-2746

### Saint-Joseph's Oratory

Perched on top of Mount Royal, Saint-Joseph’s Oratory offers a breathtaking view of the city, in addition to guided tours of the basilica, a museum and gift shop! One of their popular permanent displays highlights 200 nativities from more than 100 countries.

3800 Chemin Queen Mary  
Montréal, QC H3V 1H6  
(514) 733-8211

### Old Montreal & Notre Dame Basilica

Are you a Celine Dion fan? The Notre Dame Basilica is where Celine Dion got married!

110 Notre-Dame Street West  
Montréal (Québec) H2Y 1T2  
(514) 842-2925
## Festivals & Shows

### Seeing Voices Montreal presents: The Little Mermaid

Happening May 21st, 22nd & 23rd, D/deaf and hearing actors join together on stage for an adaptation of the story, *The Little Mermaid*. Adapted and directed by Jack Volpe, this presentation is in American Sign Language and spoken English.

Concordia University Loyola Campus  
F.C. Smith Auditorium  
7141 Sherbrooke Street W.  
Show starts at 8:00 pm  
http://www.seeingvoicesmontreal.com/

### Festival Accès Asie

This festival is happening during Asian Heritage Month and promotes Asian arts, culture and histories throughout the city from May 1-24, 2015. For the full program and event locations, please see the festival’s website.

### Festival Transamériques Danse & Théâtre

Happening May 21st to June 4th 2015 at Place des Arts, this multilingual festival celebrates new works in contemporary dance and theatre.

460 Rue Ste-Catherine O #810  
Montréal, QC H3B 1A7  
(514) 842-0704

### The Montréal International Interior Design Show (SIDIM)

A showcase of the latest ideas and innovations in design and architecture, the Montreal International Interior Design Show will be at Place Bonaventure from 21 – 23 May 2015.

800, De La Gauchetière Street West  
Montréal (Québec) H5A 1K6
<table>
<thead>
<tr>
<th><strong>Discover Montreal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hop On, Hop Off Bus</strong></td>
</tr>
<tr>
<td>Take a tour of Montreal’s neighbourhoods and tourist attractions at your leisure with a London-style double decker bus.</td>
</tr>
<tr>
<td>Departures from:</td>
</tr>
<tr>
<td>1001 Dorchester Square</td>
</tr>
<tr>
<td>Montreal, QC H3B 1N1</td>
</tr>
<tr>
<td>(514) 398-9769</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lachine Rapids Jet Boat Tours</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>For the more daring adventurer—what better way to immerse yourself in Montreal culture than jet-boating on the St. Lawrence river!</td>
</tr>
<tr>
<td>Boarding at:</td>
</tr>
<tr>
<td>Quai de l'horloge</td>
</tr>
<tr>
<td>Vieux-Port de Montréal</td>
</tr>
<tr>
<td>H2L 5C1</td>
</tr>
</tbody>
</table>

For more information on accessible activities and accommodations in the city, please visit [Kéroul](#) or [The Accessible Road](#) website.
LOCAL INFORMATION

Hospitals

Montreal General Hospital
1650 Cedar Avenue
Montreal, Quebec
H3G 1A4

The Glen
1001 Decarie Boulevard
Montreal, Quebec H4A 3J1
Canada

Walk-In Clinics

Promed
1250 rue Mansfield, 3rd floor, corner
of St-Catherine
(514) 845-1800

Centre Médicale Metro-Medic
1538 rue Sherbrooke West
Suite 100
(514) 932-2122

Pharmacies

Jean Coutu
677 Sainte-Catherine Street West,
Suite M-19A
Montréal (QC) H3B 5K4
514 289-0800

Pharmaprix
1 Place Ville Marie
Suite 11230
Montréal, QC H3B 3Y1
514 866-9881

Shopping Centres

Centre Eaton
705 Rue Ste-Catherine O, Montréal, QC
H3B 4G5
(514) 288-3710

Place Montreal Trust
1500 Avenue McGill College
Montréal, QC H3A 3J5
(514) 843-8000

Famous Montreal Eats

Fairmount Bagel
74 Avenue Fairmount Ouest
Montréal, QC H2T 2M1
(514) 272-0667

Schwartz’s (Montreal smoked meat)
3895 Saint-Laurent Boulevard
Montreal, QC H2W 1X9
(514) 842-4813

La Banquise (poutine)
994 Rue Rachel E
Montréal, QC H2J 2J3
(514) 525-2415

Rockaberry (pies and desserts)
1500 Atwater Avenue
Montreal
(514) 938-9090