

# Universal Design for Learning

Meeting Everyone's Needs From the Start May 5, 2016

### **Locate our Tools**



### http://tinyurl.com/EACXUDL



### **Objectives**

- What is Universal Design for Learning (UDL)
- Why to consider UDL
- How to get started with UDL







### Universal Design is EVERYWHERE









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### What UDL Is Not



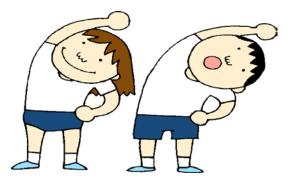


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### UDL

# A *framework* for understanding how to create curricula that meets the needs of all learners from the start that

Is flexible



### **Reduces barriers**





### **Overall Goal: UDL in Education**

### Not to simply master content, **but to master the learning process**





Novice Learners



### Who:

- Want to learn
- Know how to learn
- Prepared for a lifetime of learning



### **Expert Learner**

- Resourceful, knowledgeable
- Strategic, goal-directed learners
- Purposeful, motivated learners



### Example of UDL in Federal Law: ESSA

Title I, Part A, Sec. 1111(b)(2)(D)(i)(IV) - Alternate assessment aligned with alternate academic achievement standards (p. 62):

"describes in the State plan the steps the State has taken to incorporate universal design for learning, to the extent feasible, in alternate assessments"

Title II, Sec. 2221(b)(1)(J) – Literacy Education for All, Results for the Nation – Definition of Comprehensive Literacy Instruction (p. 363):

"The term 'comprehensive literacy instruction' means instruction that – (J) incorporates the principles of universal design for learning"

Title IV, Sec. 4104(b)(3)(C)(i)(II) – **Student Support and Academic Enrichment Grants** – State Activities (State Use of Funds) (p. 463):

"(II) use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners"



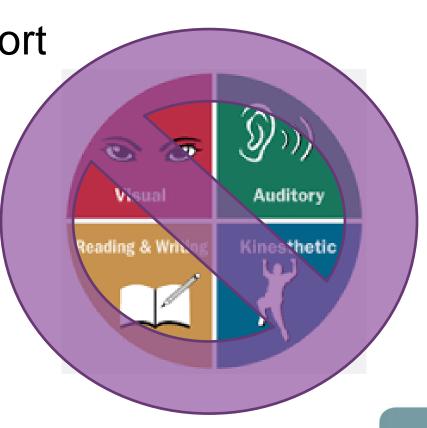
### **Three Principles of UDL**

- Principle I: Provide Multiple Means of Representation (the "what")
- Principle II: Provide Multiple Means of Action and Expression (the "how")
- Principle III: Provide Multiple Means of Engagement (the "why")



### **IMPORTANT**

- Good instruction is effective
- No evidence to support learning styles





### **UDL Guidelines**

### Provide multiple means of:

	I. Representation	II. Action & Expression	III. Engagement
tiple c	1. Perception	4. Physical Action	7. Recruiting Interest
	2. Language & Symbols	5. Expressive Skills & Fluency	8. Sustaining Effort & Persistence
	3. Comprehension	6. Executive Functions	9. Self-regulation

See full version at http://www.udlcenter.org/sites/udlcenter.org/files/guidelines.pdf



## **Principle I: Provide Multiple Means of Representation**

- Provide options for perception
- Provide options for language and symbols
- Provide options for comprehension



# Principle II: Provide Multiple Means of Action and Expression

- Provide options for physical action
- Provide options for expressive skills and fluency
- Provide options for executive functions



# Principle III: Provide Multiple Means of Engagement

- Provide options for recruiting interest
- Provide options for sustaining effort and persistence
- Provide options for self-regulations



### **UDL Principles: Handout 1**

### **Universal Design for Learning Guidelines**

### I. Provide Multiple Means of Representation

### 1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

### 2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

### 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

### Resourceful, knowledgeable learners

### II. Provide Multiple Means of Action and Expression

### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

### Strategic, goal-directed learners

### Purposeful, motivated learners



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9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

III. Provide Multiple Means of Engagement

### 7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

### 8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback



# The *means and materials* related in aiding students achieve educational outcomes







### **Curriculum Limitations**

- Limited in WHO they can teach (shoot for the middle)
  - Gifted
  - Special education
  - Language learners



- Limited in WHAT they teach
  - Teach content NOT
  - Skills necessary for learning



### **Curriculum Limitations**

- Limited in HOW they teach
  - Do not differentiate or include critical feature of pedagogy:
    - Provide relevant background knowledge
    - Relate to previous skills
    - Actively model successful skills/strategies
    - Scaffolds

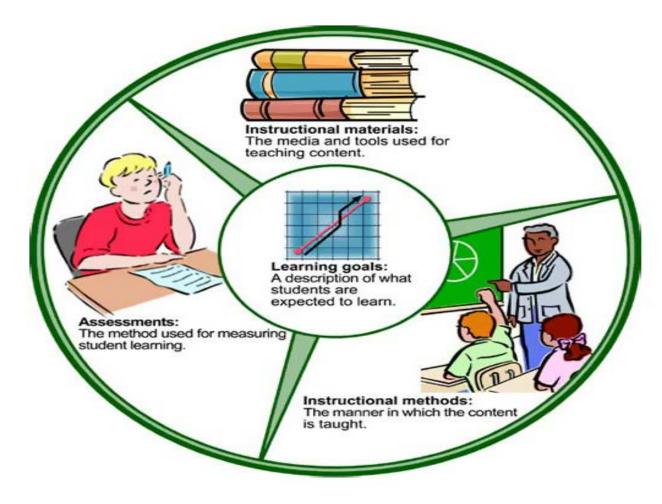


### **Steps To Get Started**

- Have a clear goal
- Design using the principle of representation
- Design using the principle of action and expression
- Design using the principle of engagement



### **Getting Started With UDL**





### Write a Clear Goal

The students will read the textbook chapter about ancient Egypt and write in cursive a 500-word report about the effectiveness of the Egyptian government.

- 1. Do representation barriers exist?
- 2. Are there barriers to action and expression?
- 3. How could you revise the goal?



### **Open Response Sheet**

- H2\_Universal Design for Learning EAC Region X
- Located in Google Drive Folder <u>http://tinyurl.com/EACXUDL</u>



### **How Would You Revise?**

The students will learn about and present information about the effectiveness of the Egyptian government

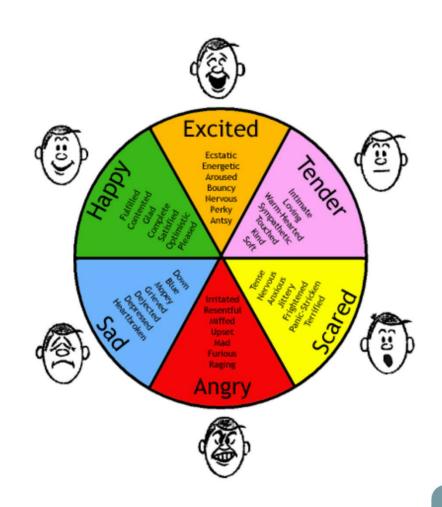




# **Principle of Engagement**

We are emotional beings. Emotion drives everything!

- How will you hook students?
- How will you ensure students are aware of their expectations?
- How will you monitor and provide feedback?





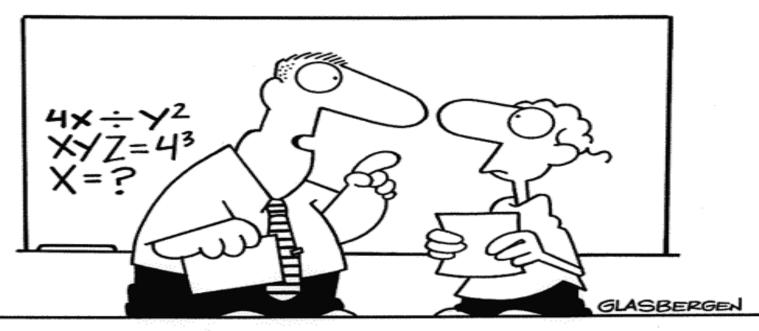
### **Principle of Engagement**





### Engagement

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"Algebra class will be important to you later in life because there's going to be a test six weeks from now."



### **Principle of Representation**

Traditional Materials	Potential Barriers	UDL Solutions
Textbook chapter	<ul> <li>See</li> <li>Decode and comprehend written text</li> <li>Process visual information</li> </ul>	<ul> <li>Digital text</li> <li>Can manipulate</li> <li>Text-to-speech</li> </ul>
Lectures	<ul> <li>Hear</li> <li>Identify key points</li> <li>Process aural information</li> <li>Be physically or cognitively able to take notes</li> </ul>	<ul> <li>Slides</li> <li>Organized outlines</li> </ul>



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# Principle of Action and Expression

- Executive functions
- Ensure all students have an equal opportunity to demonstrate their learning
- Rubrics clearly define expectations





### **Reflection Questions**

- Does the lesson goal identify what skill or concept students will learn but leaves out how they will learn it?
- 2. How do I ensure I reference or have my students reference the goal at the beginning, during, and end of the lesson?

- 3. How will I differentially represent the topic or concept to my students?
- 4. How will students demonstrate their knowledge of the concept or skill?



### **UDL in Sum**

- Reach and engage a maximum number of learners
- Recognize students are different
- Be flexible and customizable
- Use multiple modes of presenting content, engaging students, and assessing comprehension



# Feedback

### HTTP://GOO.GL/FORMS/4380FUQMNK





### Thank You

**Further Assistance** 

http://educationnorthwest.org/equityassistance-center/request-assistance



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### Resources

- CAST: <u>http://cast.org</u>
- National Center on Universal Design for Learning: <u>http://udlcenter.org</u>
- The IRIS Center. (2009). Universal design for learning: Creating a learning environment that challenges and engages all students. Retrieved from <u>http://iris.peabody.vanderbilt.edu/udl/</u>

