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
What UDL Is Not
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
Learners

Novice Learners → Expert 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:

<table>
<thead>
<tr>
<th>I. Representation</th>
<th>II. Action &amp; Expression</th>
<th>III. Engagement</th>
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</table>

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
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

II. Provide Multiple Means of Action and Expression
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
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

III. Provide Multiple Means of Engagement
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
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
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

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

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Region X Equity Assistance Center at Education Northwest
Curriculum

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

- **Instructional materials:** The media and tools used for teaching content.
- **Learning goals:** A description of what students are expected to learn.
- **Assessments:** The method used for measuring student learning.
- **Instructional methods:** The manner in which the content is taught.
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 [http://tinyurl.com/EACXUDL](http://tinyurl.com/EACXUDL)
How Would You Revise?

The students will learn about and present information about the effectiveness of the Egyptian government.
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**
Principle of Engagement

I operate in it.
Engagement

“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

<table>
<thead>
<tr>
<th>Traditional Materials</th>
<th>Potential Barriers</th>
<th>UDL Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook chapter</td>
<td>• See&lt;br&gt;• Decode and comprehend written text&lt;br&gt;• Process visual information</td>
<td>• Digital text&lt;br&gt;• Can manipulate&lt;br&gt;• Text-to-speech</td>
</tr>
<tr>
<td>Lectures</td>
<td>• Hear&lt;br&gt;• Identify key points&lt;br&gt;• Process aural information&lt;br&gt;• Be physically or cognitively able to take notes</td>
<td>• Slides&lt;br&gt;• Organized outlines</td>
</tr>
</tbody>
</table>
Principle of Action and Expression

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

1. 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/438OFUQMNK
Thank You

Further Assistance

http://educationnorthwest.org/equity-assistance-center/request-assistance
Jacob Williams, Ph.D.

Jacob.williams@educationnorthwest.org

educationnorthwest.org
Resources

- CAST: http://cast.org
- National Center on Universal Design for Learning: http://udlcenter.org