Understanding the UDL Guidelines: A Primer

Georgia Department of Education
Cynde Snider Consulting

September 7, 2016
3:30 to 4:30 EST

Where learning is the target.
Learning Targets

1. I can describe the evolution of Universal Design for Learning (UDL) from assistive technology to an overall learning framework.

2. I can use the UDL principles, guidelines, and checkpoints to plan instruction and assessment.

Where learning is the target.
Learning Targets

1. I can describe the evolution of Universal Design for Learning (UDL) from assistive technology to an overall learning framework.
Creating an Environment to Address Human Variability

Where learning is the target.
# Universal Design for Learning

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<tr>
<th>Traditional Approach</th>
<th>UDL Approach</th>
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<tr>
<td>Assumes that the curriculum is fixed: differentiation, specialized instruction, accommodations, and modifications are retrofitted on a case-by-case basis</td>
<td>Asserts that the local curriculum needs to be designed from the start to meet the diverse needs of a wide variety of students.</td>
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Retrofit . . .
From the experts . . .

UDL is about pedagogy (35).

Where learning is the target.
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“Each learner is unique; but learners share common, predictable patterns of variability that are very useful to consider when designing learning environments” (51).
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UDL is about pedagogy (35).

“Each learner is unique; but learners share common, predictable patterns of variability that are very useful to consider when designing learning environments” (51).

“Through universal design for learning, we provide a structured framework to account for much of the variability of all the individuals in a given learning environment to design that environment to be flexible” (56, emphasis added).


Where learning is the target.
Beware of Moose

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Tenga Cuidado Con Los Alces

Where learning is the target.
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ムースに注意

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ムースに注意

ذار من موسح

Where learning is the target.
Differentiation, Accommodations, etc.

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Where learning is the target.

UDL
“Being able to largely predict specific types and ranges of variability in learners enables us to build corresponding kinds of flexibility into learning tools and experiences, thus making customization at the point of instruction feasible” (87).

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2. I can use the UDL principles, guidelines, and checkpoints to plan instruction and assessment.
Part One Learning Targets

1. I can explain how Universal Design for Learning (UDL) provides greater access to learning.
2. I can compare and contrast UDL and differentiation.
3. I can list and use examples to illustrate the three principles of UDL.
Universal Design for Learning Guidelines

**Provide Multiple Means of Engagement**
*Purposeful, motivated learners*

- Provide options for self-regulation
  - Promote expectations and beliefs that optimize motivation
  - Facilitate personal coping skills and strategies
  - Develop self-assessment and reflection

- Provide options for sustaining effort and persistence
  - Heighten salience of goals and objectives
  - Vary demands and resources to optimize challenge
  - Foster collaboration and community
  - Increase mastery-oriented feedback

- Provide options for recruiting interest
  - Optimize individual choice and autonomy
  - Optimize relevance, value, and authenticity
  - Minimize threats and distractions

**Provide Multiple Means of Representation**
*Resourceful, knowledgeable learners*

- Provide options for comprehension
  - Activate or supply background knowledge
  - Highlight patterns, critical features, big ideas, and relationships
  - Guide information processing, visualization, and manipulation
  - Maximize transfer and generalization

- Provide options for language, mathematical expressions, and symbols
  - Clarify vocabulary and symbols
  - Clarify syntax and structure
  - Support decoding of text, mathematical notation, and symbols
  - Promote understanding across languages
  - Illustrate through multiple media

**Provide Multiple Means of Action & Expression**
*Strategic, goal-directed learners*

- Provide options for executive functions
  - Guide appropriate goal-setting
  - Support planning and strategy development
  - Enhance capacity for monitoring progress

- Provide options for expression and communication
  - Use multiple media for communication
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Universal Design for Learning Principles

- Provide Multiple Means of Engagement
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- Provide Multiple Means of Representation
  Resourceful, knowledgeable learners

- Provide Multiple Means of Action & Expression
  Strategic, goal-directed learners

Multiple Means of Engagement

Multiple Means of Representation

Multiple Means of Action and Expression
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Diagram: Optimizing Expert Learning

- Access
- Interpret & Process with Scaffolds/Guided Practice
- Internalize with Independent Practice
- Expert Learners

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Universal Design for Learning Guidelines

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ACCESS
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INTERNALIZE & BECOME INDEPENDENT
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## Key UDL Questions

### How will learners engage with the lesson/learning task?
- Does the lesson/learning task include options that can help all learners regulate their own learning [make choices, set goals, etc.]?  
- Does the lesson/learning task include options that help all learners sustain effort and motivation [monitoring progress, varying levels of challenge, etc.]?  
- Does the lesson/learning task include options that engage and interest all learners?

### How will the information/content be presented to learners?
- Does the lesson/learning task include options that help all learners reach higher levels of comprehension and understanding?  
- Does the lesson/learning task include options that help all learners understand the symbols and expressions used?  
- Does the lesson/learning task include options that help all learners perceive what needs to be learned [multiple modalities]?  

### How will learners act strategically and express themselves?
- Does the lesson/learning task include options that help all students act strategically?  
- Does the lesson/learning task include options that help all learners express themselves fluently?  
- Does the lesson/learning task include options that help all learners physically respond [multiple modalities]?

Adapted from *Universal Design for Learning: Theory and Practice* (CAST 2014), page 112, figure 5.2.
Universal Design for Learning is a framework for designing instructional environments to meet the needs of ALL learners.

Where learning is the target.
Universal Design for Learning is a framework for designing instructional environments to meet the needs of ALL learners.

Universal Design for Learning is not about what works for your kids or my kids. It’s about making learning accessible for ALL kids so that they can all become expert learners.

See “About UDL” for additional information.
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