

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.

Where learning is the target.

Creating an Environment to Address Human Variability



Where learning is the target.

Universal Design for Learning

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

Where learning is the target.

Retrofit . . .



... vs. Design Framework



From the experts . . .

UDL is about pedagogy (35).

Where learning is the target.

From the experts . . .

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).

Where learning is the target.

From the experts . . .

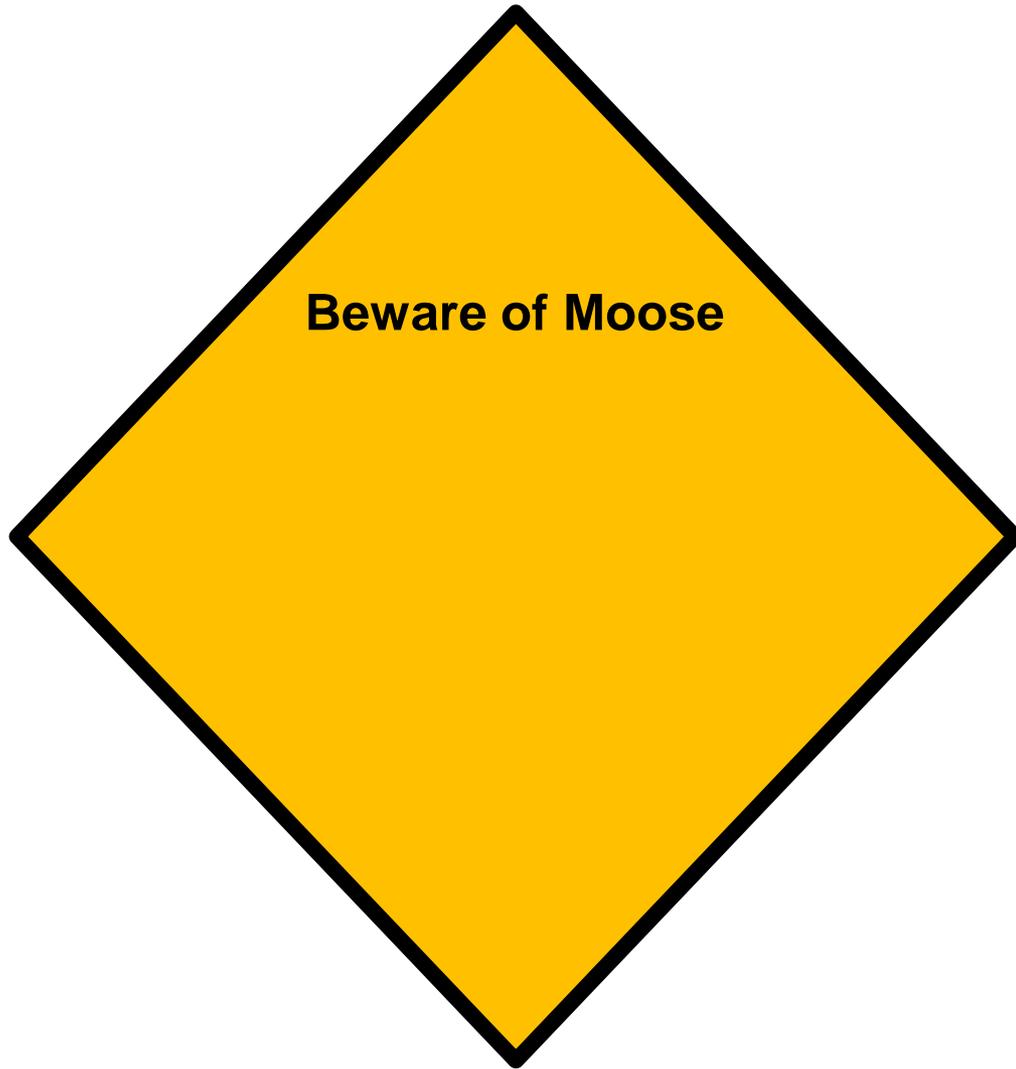
UDL is about pedagogy (35).

“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*).

Meyer, A., Rose D. H., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST.

Where learning is the target.



Where learning is the target.



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Where learning is the target.

**Differentiation,
Accommodations,
etc.**



Where learning is the target.

Differentiation, Accommodations, etc.



UDL

Where learning is the target.

From the experts . . .

“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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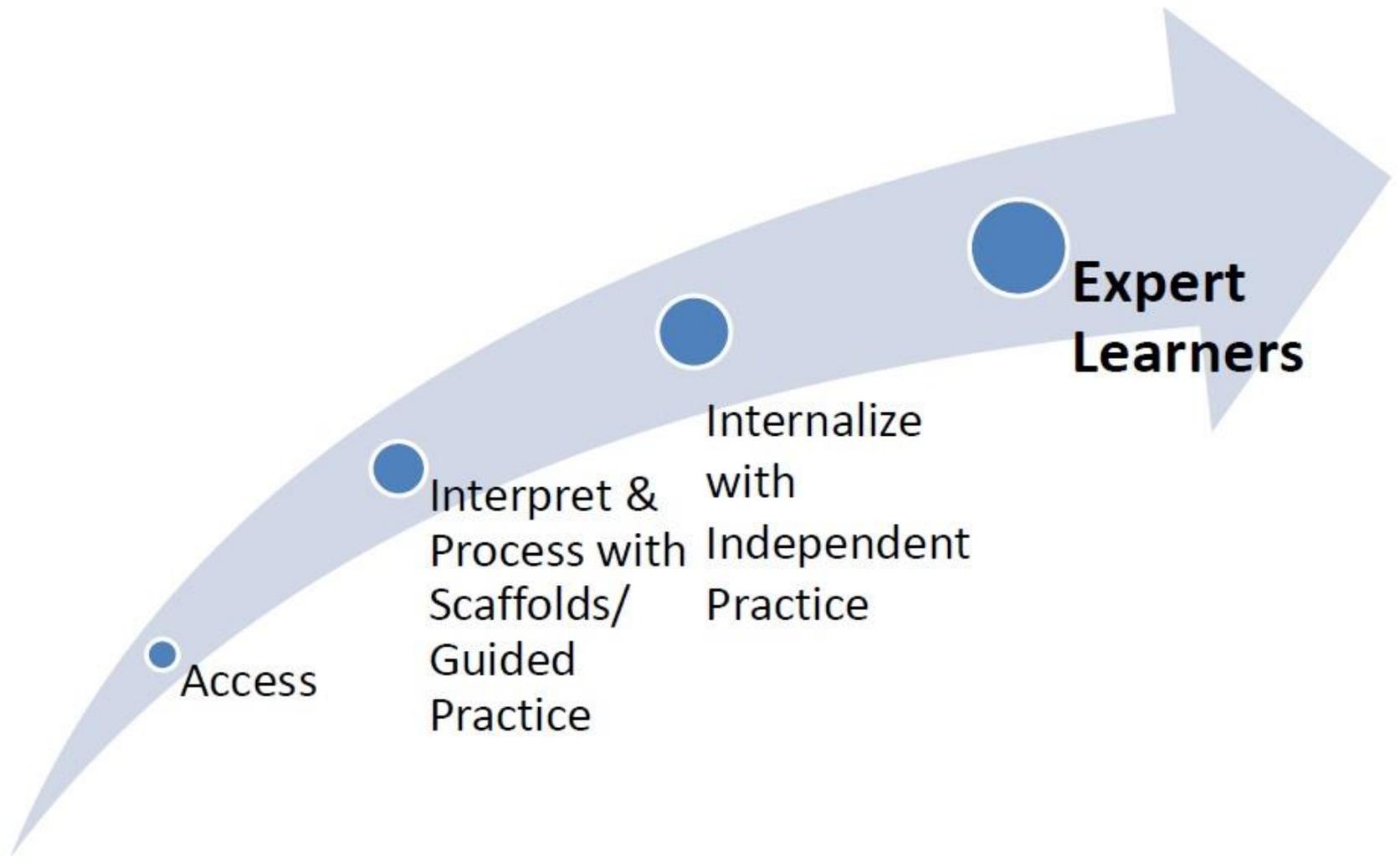
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Learning Targets

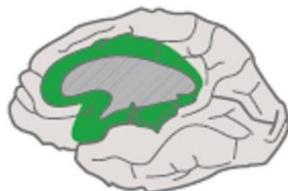
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2. I can use the UDL principles, guidelines, and checkpoints to plan instruction and assessment.

Where learning is the target.

Optimizing Expert Learning



Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

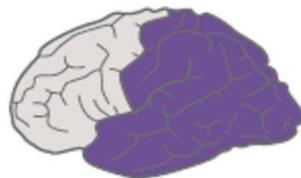
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

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

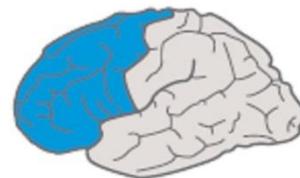
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- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

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 options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



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

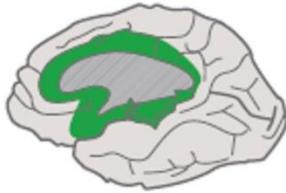
Provide options for expression and communication

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

Provide options for physical action

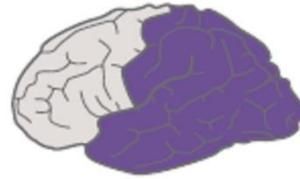
- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Universal Design for Learning Principles



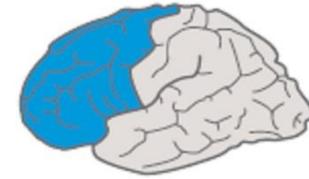
Provide Multiple Means of
Engagement

Purposeful, motivated learners



Provide Multiple Means of
Representation

Resourceful, knowledgeable learners



Provide Multiple Means of
Action & Expression

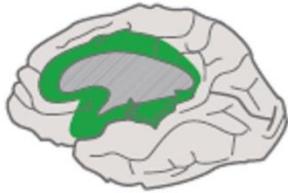
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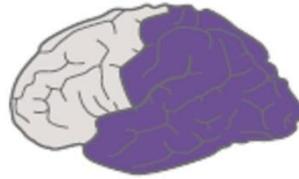
Multiple Means of Action and Expression

Universal Design for Learning Guidelines



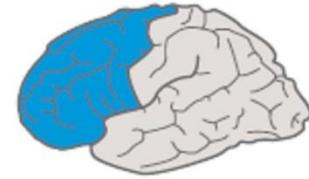
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Provide Multiple Means of
Action & Expression

Strategic, goal-directed learners

**Provide options for
self-regulation**

**Provide options for
comprehension**

**Provide options for
executive functions**

**Provide options for
sustaining effort and
persistence**

**Provide options for
language,
mathematical
expressions, & symbols**

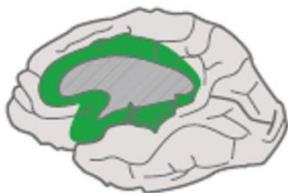
**Provide options for
expression and
communication**

**Provide options for
recruiting interest**

**Provide options for
perception**

**Provide options for
physical action**

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

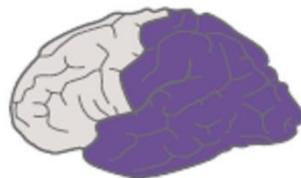
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- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
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Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

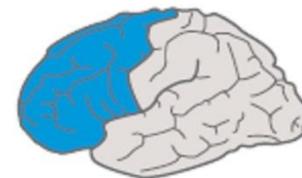
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Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
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- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
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- + Enhance capacity for monitoring progress

Provide options for expression and communication

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

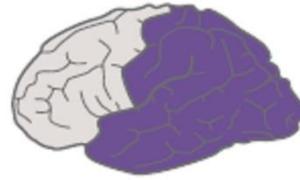
Provide options for physical action

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

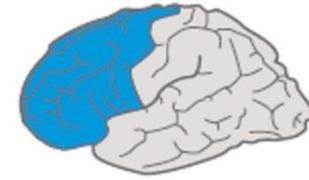
Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement



Provide Multiple Means of
Representation



Provide Multiple Means of
Action & Expression

Provide options for recruiting interest

- + **Optimize individual choice and autonomy**
- + **Optimize relevance, value, and authenticity**
- + **Minimize threats and distractions**

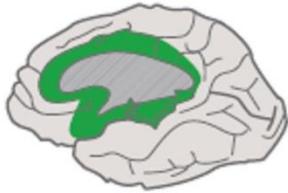
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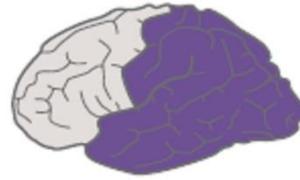
Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

Provide options for sustaining effort and persistence

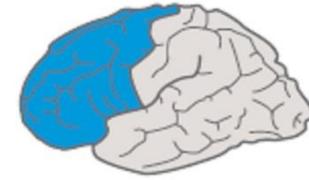
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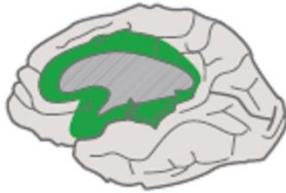


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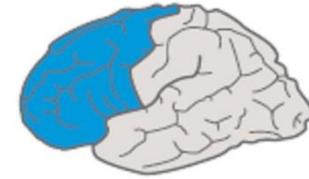
Universal Design for Learning Guidelines



Provide Multiple Means of
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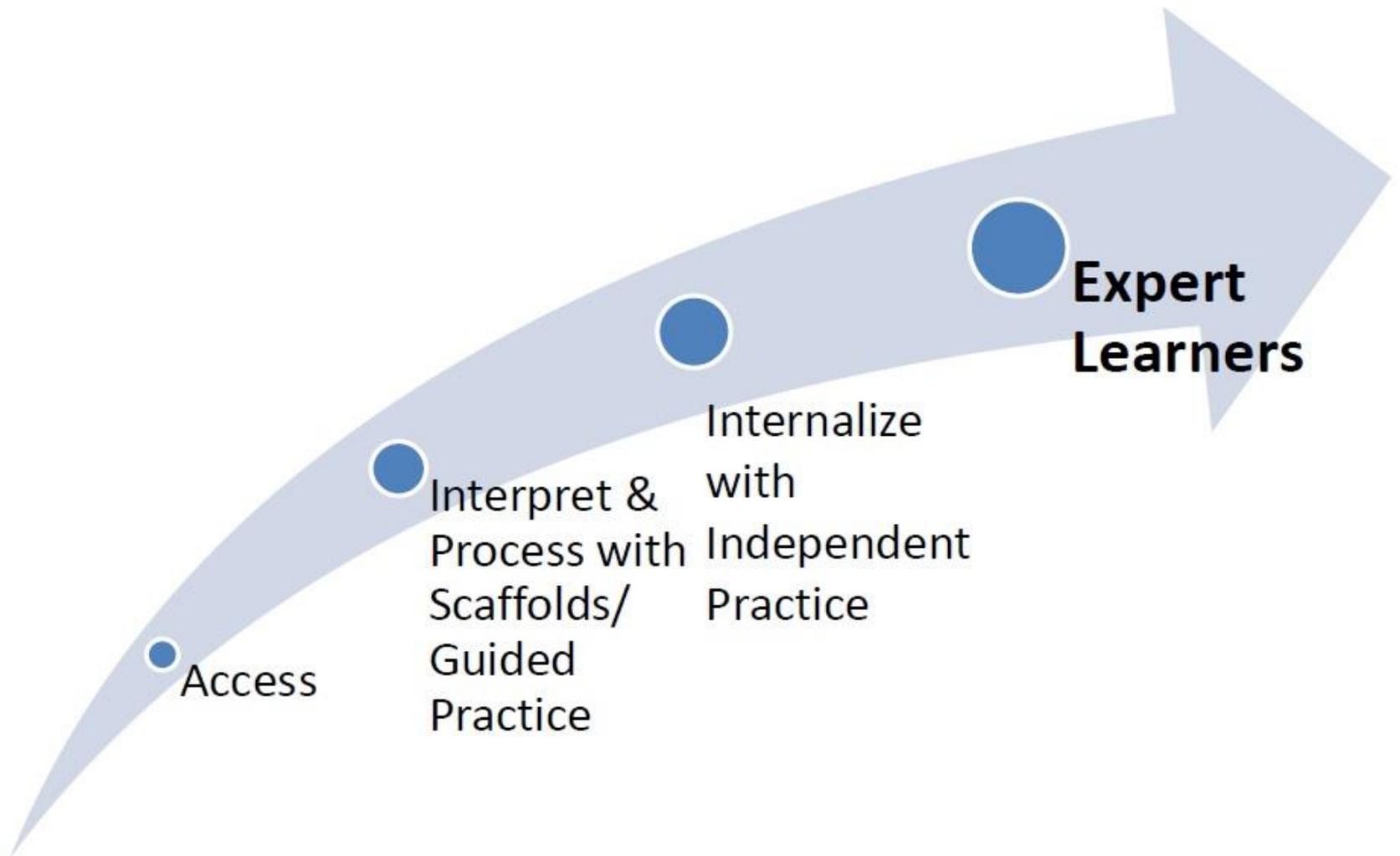
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Provide options for executive functions

- + Guide appropriate goal-setting
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Optimizing Expert Learning



Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

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Provide Multiple Means of Representation

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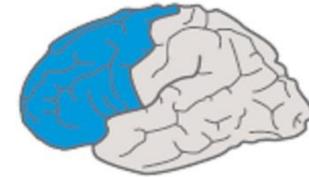
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Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

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Provide options for expression and communication

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ACCESS

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

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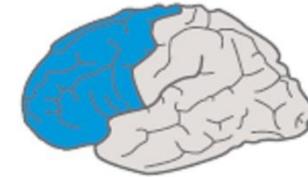
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INTERPRET & PROCESS

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

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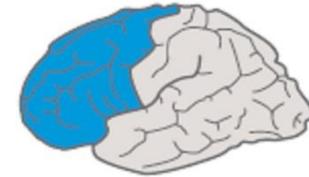
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Provide Multiple Means of Representation

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Provide Multiple Means of Action & Expression

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INTERNALIZE & BECOME INDEPENDENT

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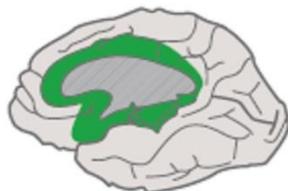
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Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

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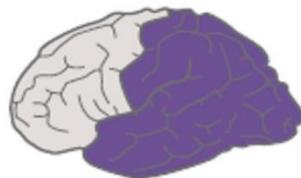
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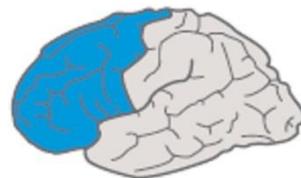
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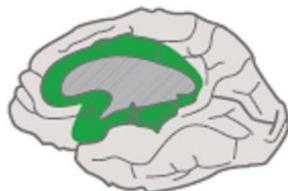
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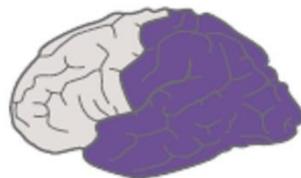
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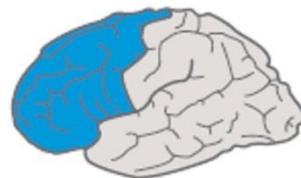
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Key UDL Questions

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.

Where learning is the target.

Learning Targets

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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.
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Cynde Snider

CONSULTING, LLC

Where learning is the target.

cyndesniderconsulting@gmail.com

678.438.1338

@AtlantaCynde

DeeDee Bunn, MMSc. CCC-Sp

Program Specialist, Georgia Project for Assistive Technology

Special Education Services and Supports

Georgia Department of Education

dbunn@doe.k12.ga.us

404.693.3344