

# UDL

# Universal Design for Learning

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# Division of School Improvement

# UDL

## Universal Design for Learning

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# UDL

## Universal Design For Learning



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)  
[gaedoe.org](http://gaedoe.org)

## Learning Targets

1. I can summarize the three principles of UDL.
2. I can use examples to illustrate how UDL principles can be implemented.
3. I can compare and contrast UDL and differentiation.

## The Challenge

Access, participation, and progress in the general education curriculum for all learners

# What is Universal Design for Learning?



# UDL Origin and Definitions

**Access ramp added.**



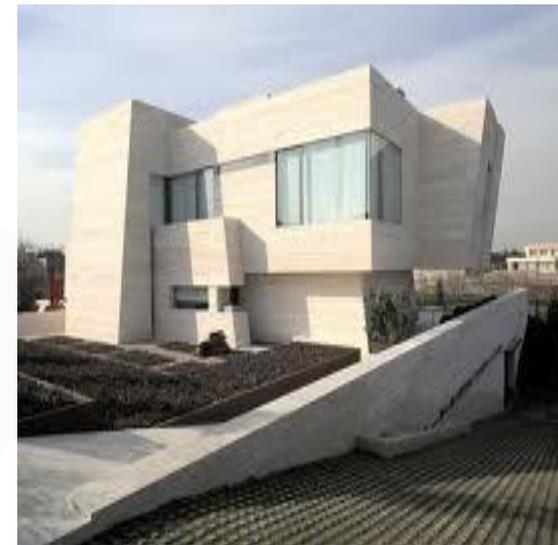
## Drawbacks of Retrofitting

**Each retrofit solves only one local problem**

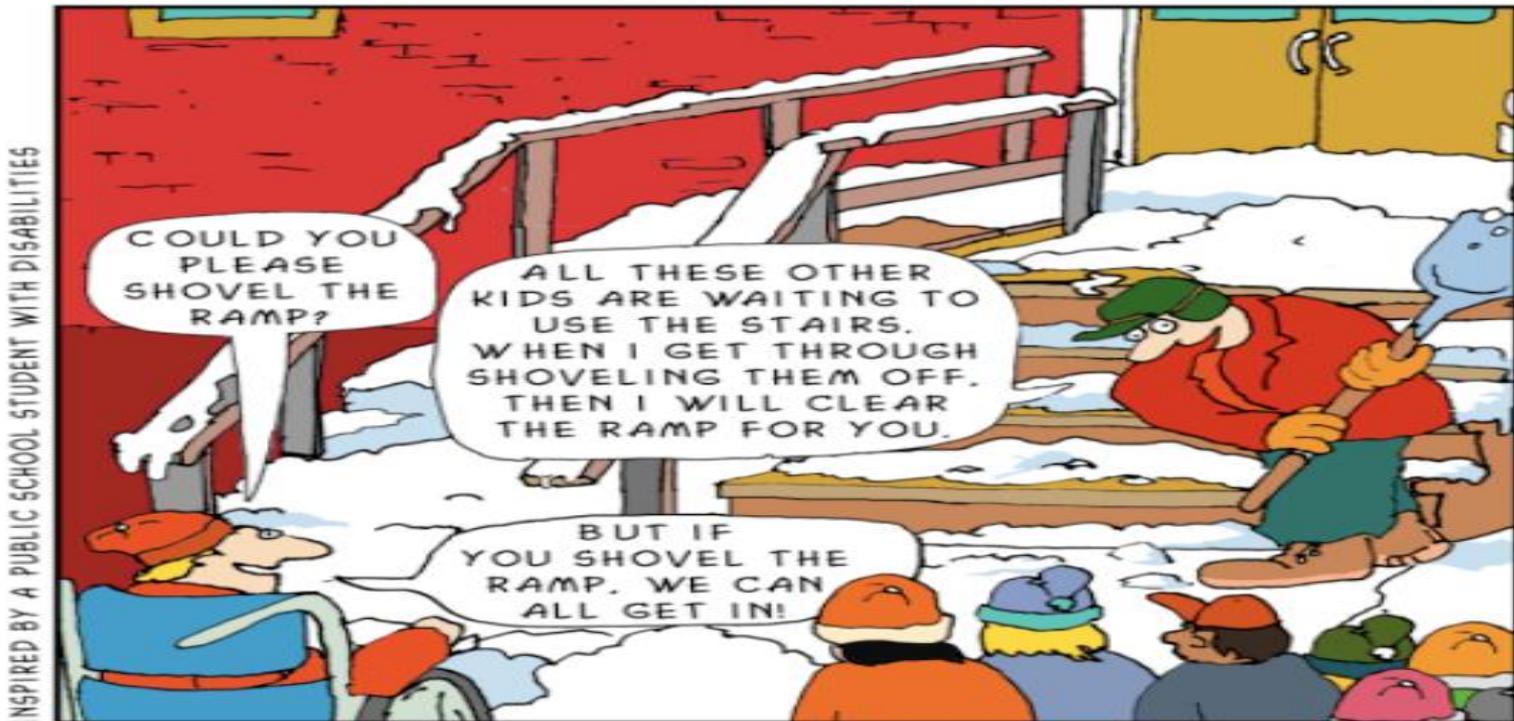
**Retrofitting can be costly**

**Many retrofits are UGLY!**

**Access ramp in original design.**



# Universal Design for Learning



CLEARING A PATH  
FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!



**How does each item address a specific need?**

**How can designing for specific individuals benefit others?**



# Origins of Universal Design for Learning (UDL)



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga DOE.org](http://ga DOE.org)



kids

Georgia Department of Education

# EQUITY AND ACCESSIBILITY

## UDL



**Not one size fits all – but alternatives for everyone.**



**Not added on later – but designed from the beginning.**

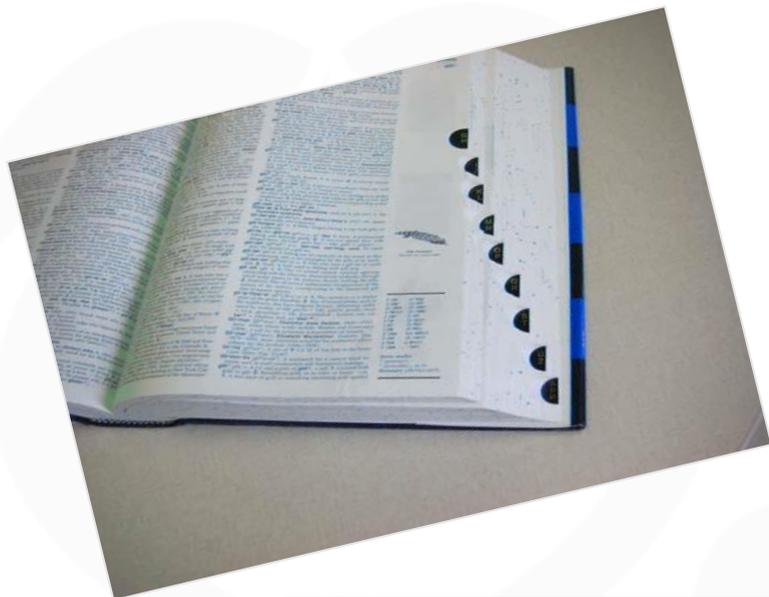


**Not access for some – but access for everyone.**

# Universal Design for Learning (UDL)



Richard Woods,  
Georgia's School Superintendent  
"Educating Georgia's Future"  
[gadoe.org](http://gadoe.org)



or shell.  
u·ni·ver·sal (yōō'nə-vūr'səl) *adj.* 1. Of, relating to, extending to, or affecting the entire world or all within the world; worldwide. 2. Including, relating to, or affecting all members of the class or group under consideration: *the universal skepticism of philosophers*. See Syns at general. 3. Applicable or common to all purposes, conditions, or situations: *a universal remedy*. 4. Of or relating to the universe or cosmos; cosmic. 5. Knowledgeable about or constituting all or many subjects; comprehensively broad. 6. Adapted or adjustable to many sizes or mechanical uses. 7. *Logic*. Encompassing all of the members of a class or group. Used of a proposition. — *n.* 1. *Logic*. a. A universal proposition. b. A general or abstract concept or term considered absolute or axiomatic. 2. A general or widely held principle, concept, or notion. 3. A trait or pattern of behavior characteristic of all the members of a particular culture or of all human beings. — u'ni·ver'sal·ly *adv.* — u'ni·ver'sal·ness *n.*  
— u'ni·ver'sal·ness *n.*  
— u'ni·ver'sal·ness *n.* See universal joint

## • Definition:

- UDL is an educational approach to teaching, learning, and assessment, drawing on new brain research and new media technologies to respond to individual learner differences.
- It is a proactive design of curricula (educational goals, methods, materials, and assessments) that enable **all** individuals to gain knowledge, skills, and enthusiasm for learning.

# Universal Design for Learning

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Georgia's School Superintendent  
"Leading the Charge into the Future"  
[ga.doe.org](http://ga.doe.org)

Traditional Approach	UDL Approach
<p>Assumes that student diversity is a <u>problem</u> and that barriers to learning are inherent in the <u>capacities of learners</u>.</p>	<p>Assumes that student diversity is the <u>norm</u> and that barriers to learning arise in learners' interactions with <u>inflexible "one-size-fits-all" curricula</u>.</p>

# Differentiation and UDL



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[gadoe.org](http://gadoe.org)

**Discuss in small groups**

- 1. Which sign is differentiated?**
- 2. Which is UDL?**
- 3. Which would you put on a public road?**

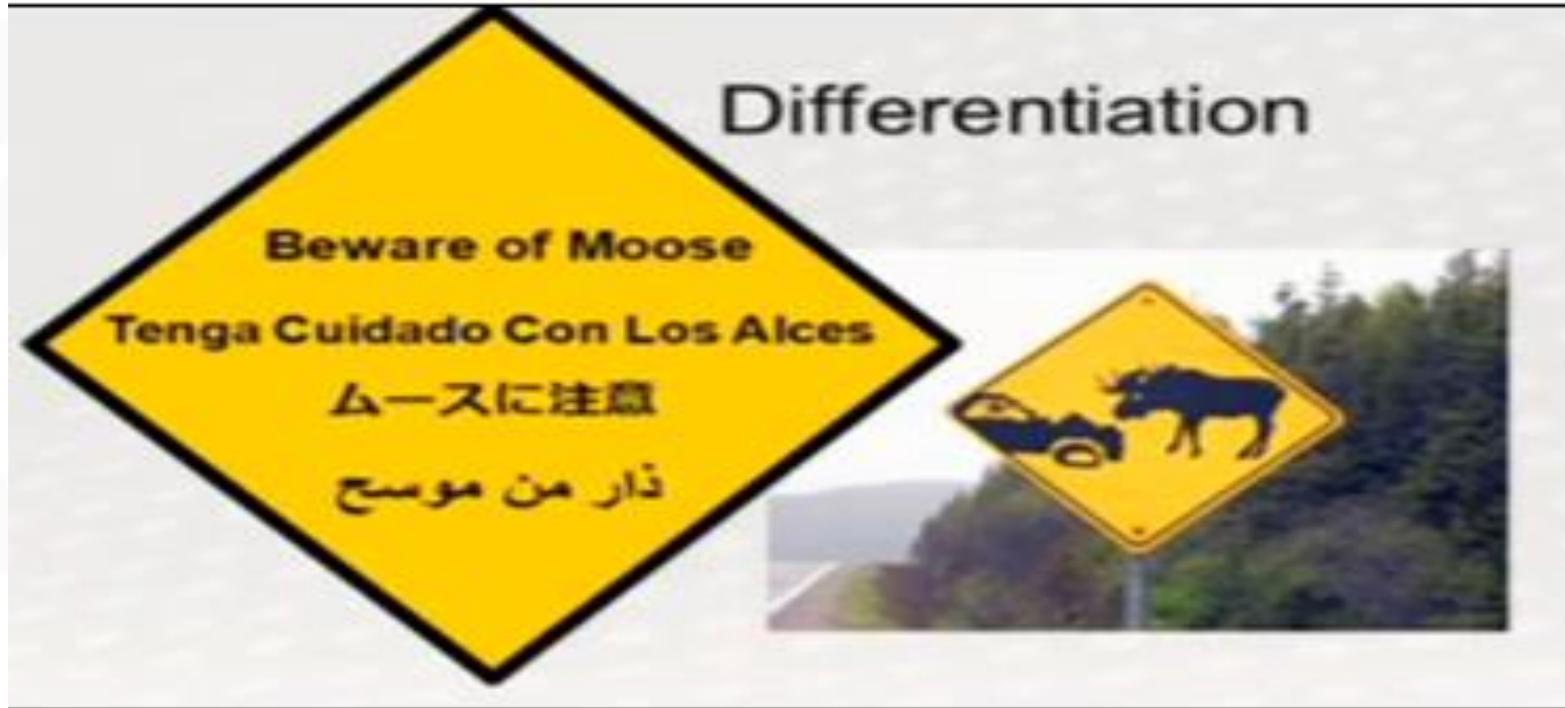


Georgia Department of Education

# Differentiation and UDL



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Georgia's School Superintendent  
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[gadoe.org](http://gadoe.org)



**Differentiation:** For specific learners in the classroom based on knowledge of who those learners are.

**UDL:** Planning for all students at the beginning, even though future students are unknown.

# Brain Research



**Understanding the Principles of UDL and how the brain works when learning occurs.**

# UDL Principles



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## Provide Multiple Means of Representation

- Options for Perception
- Options for Language/Symbols
- Options for Comprehension

## Provide Multiple Means of Action and Expression

- Options for Physical Action
- Options for Expressive Skills/Fluency
- Options for Executive Functions

## Provide Multiple Means of Engagement

- Options for Recruiting Interest
- Options for Sustaining Effort/Persistence
- Options for Self-Regulation

# The Facts

1

Is not just another program.

2

Is focused on multiple strategies that align with how we learn.

3

Can be synonymous with differentiation.

4

Confirms that all students can learn.

5

Fits easily into the Instructional Framework.



# UDL and the Learning Brain



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Georgia's School Superintendent  
"Educating Georgia's Future"  
[ga.gov](http://ga.gov)



**Task is too difficult for learner**



**ZONE OF  
PROXIMAL DEVELOPMENT**



**Task is too easy for learner**

# Differentiation and UDL Connections

## **Differentiation**

- > **Readiness**
- > **Interest**
- > **Learning Style**

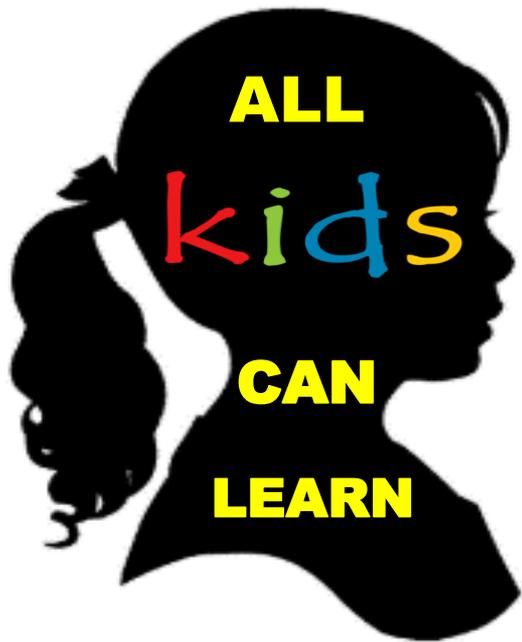


## **UDL**

### **Multiple means of:**

- > **Representation**
- > **Action & expression**
- > **Engagement**

# Differentiated and UDL Connections



Differentiation	UDL
<b>Content</b>	<b>Multiple Means of Representation</b>
<b>Process</b>	<b>Multiple Means of Action And Expression</b> <b>Multiple Means of Engagement</b>
<b>Product</b>	<b>Multiple Means of Action And Expression</b> <b>Multiple Means of Engagement</b>

# Planning using UDL.....

# Instructional Framework

## Planning with focus on the 3 Networks of the Brain

### UDL and the Learning Brain

- One must recognize information, ideas, and concepts
- One must be able to apply strategies to process the information
- One must be engaged

### WHAT

#### *Recognition Network of the Brain* Multiple Means of Representation

#### Opening

- Show a picture or visual image
- Use with a graphic organizer
- Provide sound, video, power point or physical examples
- Highlight **vocabulary** or **terms**
- Use interactive vocabulary strategies
- Alternative texts on varying reading levels
- Explore assistive technology

### HOW

#### *Strategic Network of the Brain* Multiple Means of Action or Expression

#### Work Session

- Students are:
- Planning
  - Performing
  - Organizing
  - Expressing Ideas
  - Writing
  - Solving Problems

### WHY

#### *Affective Network of the Brain* Multiple Means of Engagement

#### Engagement

- Choice, relevance,
- Collaboration/communication
- Varying levels of challenge/support
- Personal goal setting/expectations

# Planning and UDL

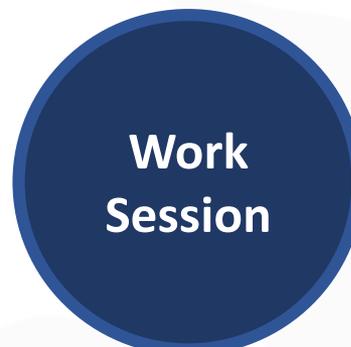


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[ga.gov](http://ga.gov)

## Instructional Framework



Opening



Work  
Session



Closing



Universal Design for Learning

**Multiple  
Means of  
Representation**

**Multiple Means  
of Action and  
Expression**

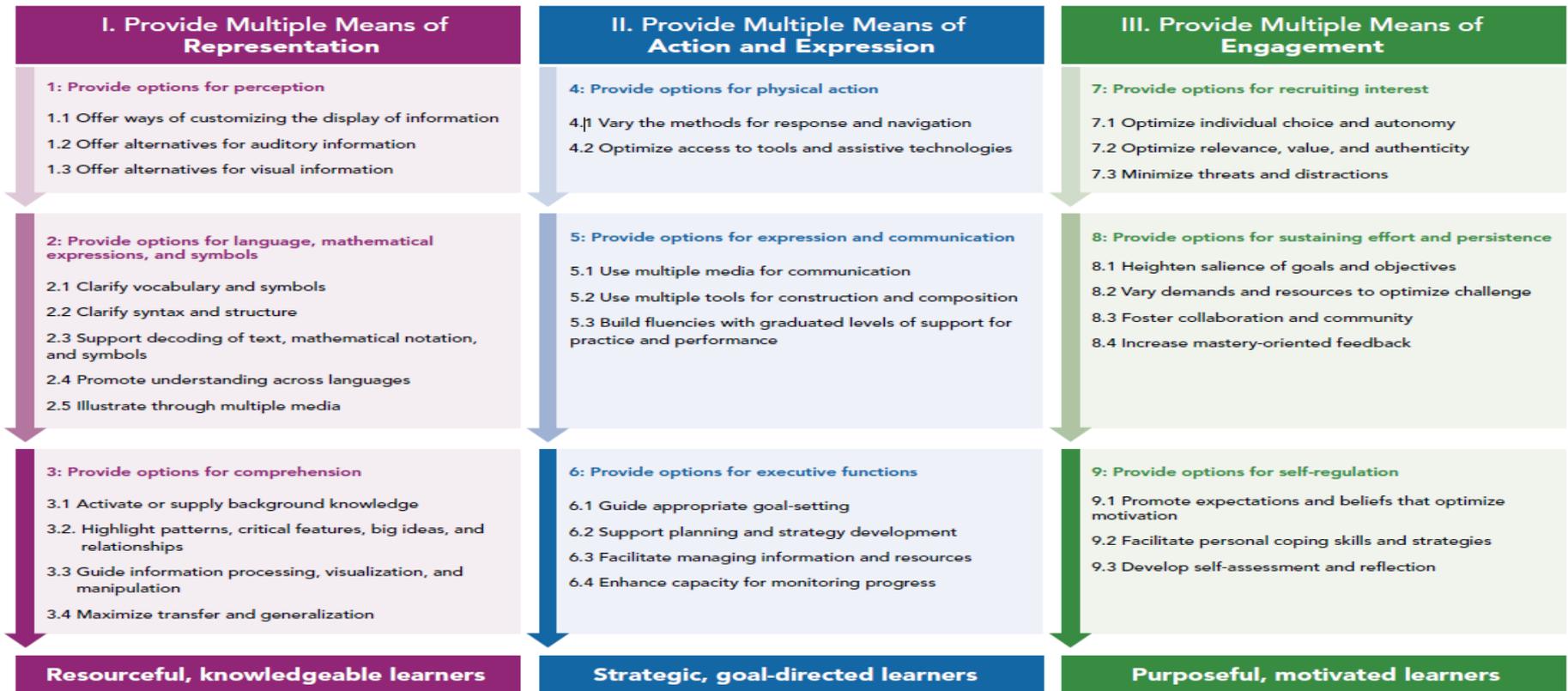
**Multiple Means  
of Engagement**

- Multiple means of**
- **Representation**
  - **Action and Expression**
  - **Engagement**

# Planning Tool



## Universal Design for Learning Guidelines



© 2011 by CAST. All rights reserved. [www.cast.org](http://www.cast.org), [www.udlcenter.org](http://www.udlcenter.org)  
APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.

[http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2\\_0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf)

# Planning Tool



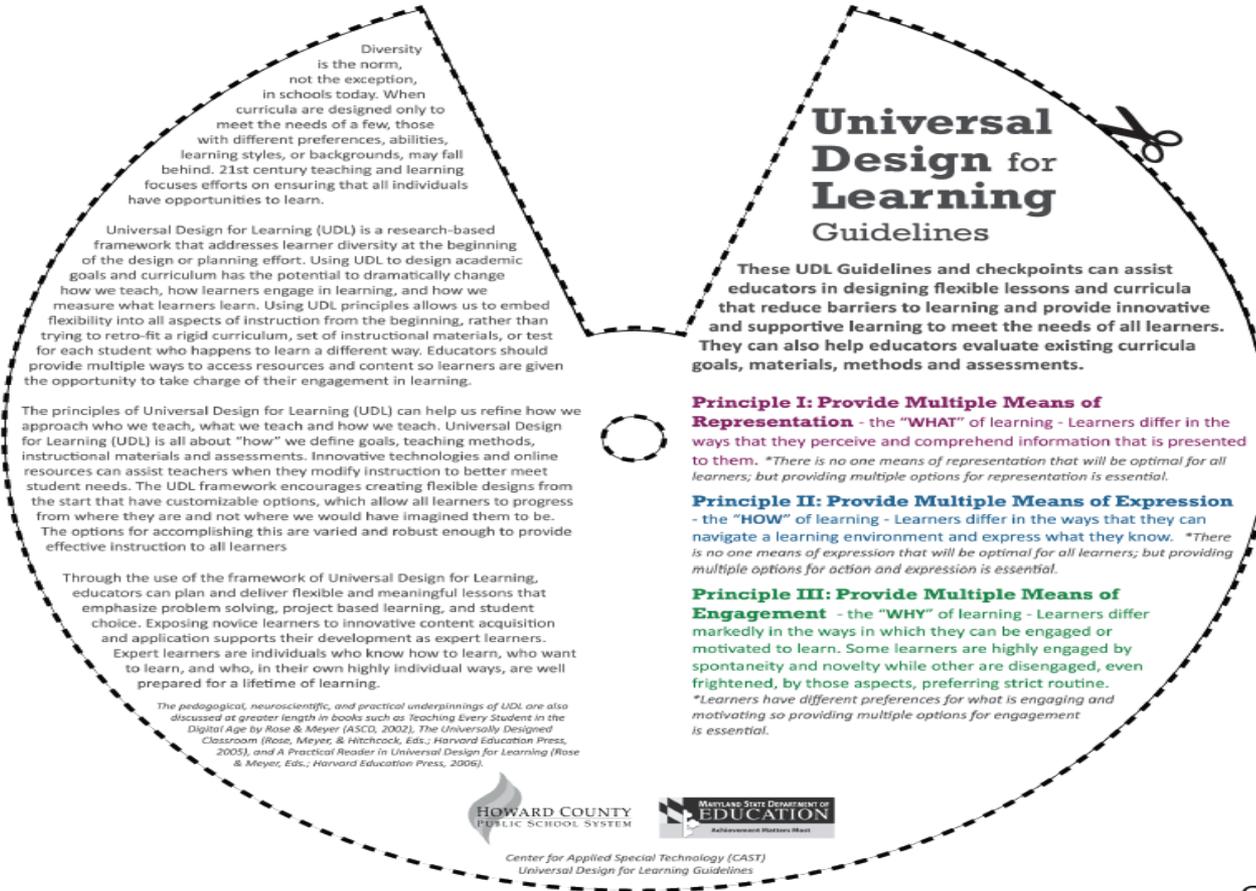
## UDL Guidelines – Educator Worksheet - v. 2

I. <u>Provide Multiple Means of Representation:</u>	Your notes
1. <u>Provide options for perception</u>	
1.1 <u>Offer ways of customizing the display of information</u>	
1.2 <u>Offer alternatives for auditory information</u>	
1.3 <u>Offer alternatives for visual information</u>	
2. <u>Provide options for language, mathematical expressions, and symbols</u>	
2.1 <u>Clarify vocabulary and symbols</u>	
2.2 <u>Clarify syntax and structure</u>	
2.3 <u>Support decoding of text, mathematical notation, and symbols</u>	
2.4 <u>Promote understanding across language</u>	
2.5 <u>Illustrate through multiple media</u>	
3. <u>Provide options for comprehension</u>	
3.1 <u>Activate or supply background knowledge</u>	
3.2 <u>Highlight patterns, critical features, big ideas, and relationships</u>	
3.3 <u>Guide information processing, visualization, and manipulation</u>	
3.4 <u>Maximize transfer and generalization</u>	
II. <u>Provide Multiple Means for Action and Expression:</u>	Your notes

# Planning Tool

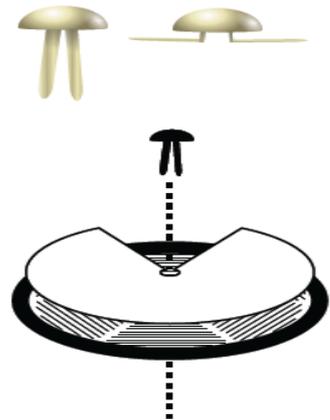


Figure A



## Universal Design for Learning DIY Template

1. Cut out figure A
2. Cut out figure B
3. Fasten figure A on top of figure B with a mini round safety pin



Center for Applied Special Technology (CAST).  
Universal Design for Learning Guidelines

<http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Wheel.pdf>

1

**Review/Discuss UDL  
PPT and Resources  
Webinars and other  
resources are on the  
GaDOE Website**

2

**Develop a Lesson Plan  
with UDL strategies  
(Identified all necessary  
resources and who would  
secure them)**

3

**Organize Learning  
Environment**

4

**Implement Lesson  
Plan.**



**STEPS**



