Universal Design for Learning

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Leigh Ann Putman
Metro RESA
Executive Director
Leighann.putman@mresa.org
Division of School Improvement

UDL

Universal Design for Learning

Metropolitan Regional Educational Service Agency
1870 Teasley Drive, SE
Smyrna, Georgia 30080
770.432.2404 FAX: 770.432.6105
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?
Access ramp added.

Access ramp in original design.

Drawbacks of Retrofitting

- Each retrofit solves only one local problem
- Retrofitting can be costly
- Many retrofits are UGLY!
Universal Design for Learning

Clearing a path
For people with special needs
clears the path for everyone!
How can designing for specific individuals benefit others?

How does each item address a specific need?
Origins of Universal Design for Learning (UDL)
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)

- **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

<table>
<thead>
<tr>
<th>Traditional Approach</th>
<th>UDL Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assumes that student diversity is a <strong>problem</strong> and that barriers to learning are inherent in the capacities of learners.</td>
<td>Assumes that student diversity is the <strong>norm</strong> and that barriers to learning arise in learners' interactions with <strong>inflexible</strong> &quot;one-size-fits-all&quot; curricula.</td>
</tr>
</tbody>
</table>
Differentiation and UDL

Discuss in small groups

1. Which sign is differentiated?

2. Which is UDL?

3. Which would you put on a public road?
Differentiation and UDL

**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.

http://www.gpb.org/education/common-core/udl-part-1
Brain Research

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

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

http://www.cast.org
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

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

<table>
<thead>
<tr>
<th>Differentiation</th>
<th>UDL</th>
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<tbody>
<tr>
<td>Content</td>
<td>Multiple Means of Representation</td>
</tr>
<tr>
<td>Process</td>
<td>Multiple Means of Action And Expression</td>
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<tr>
<td>Product</td>
<td>Multiple Means of Action And Expression</td>
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ALL kids CAN LEARN
Planning using UDL.....

Instructional Framework
Planning with focus on the 3 Networks of the Brain

WHAT

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

Recognition Network of the Brain
- Multiple Means of Representation

HOW

Strategic Network of the Brain
- Multiple Means of Action or Expression

WHY

Affective Network of the Brain
- Multiple Means of Engagement

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

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

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

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

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

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

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 Very 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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http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf
## Planning Tool

**UDL Guidelines – Educator Worksheet - v. 2**

### I. Provide Multiple Means of Representation:

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### II. Provide Multiple Means for Action and Expression:

| Your notes |
Planning Tool

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


Resources
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.
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Diigo Library of Online Resources

Examples of Three Principles

“The Future is in the Margins”

“Reading As Thinking” [Digital Literacy]

UDL and Differentiation

UDLGuidelines

http://www.youtube.com/watch?v=8WCInVjCEVM 1:04-7:56