CREATING INCLUSIVE LEARNING EXPERIENCES THROUGH UDL

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THIS SESSION’S AGENDA:

1) Define engagement
2) Discuss possible barriers to student engagement
3) Examine UDL principles, guidelines, and checkpoints
4) Discuss strategies for planning engaging instruction
HOW DO YOU DEFINE ENGAGEMENT?
HOW DO I KNOW THAT MY STUDENT IS ENGAGED?

A student is:

- **Physically** oriented towards the task

- **Cognitively** involved by responding to directions, providing answers to questions, and completing academic tasks

- **Emotionally** invested shown by motivation, happiness, or otherwise expressed pleasure in task
DESIGNING ENGAGING INSTRUCTION

When planning, consider the following:

✓ How can I make the idea more concrete?
✓ How can I arrange for participatory learning?
✓ How can I make the lesson more visual?
✓ How can I offer an auditory learning experience?
✓ How can I use community-based learning opportunities? (Mastropieri & Scruggs, 2007)
WHAT ARE SOME POSSIBLE BARRIERS TO STUDENT ENGAGEMENT?
WHY IS ENGAGEMENT SO HARD TO ACHIEVE?

- The myth of average (https://99percentinvisible.org/episode/on-average/)

- Student diversity

- Disabled curriculum and practices
UDL FRAMEWORK

“The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that:

(A) provides **flexibility** in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) **reduces barriers** in instruction, provides appropriate accommodations, supports, and challenges, and maintains **high achievement expectations** for all students, including students with disabilities and students who are limited English proficient.” (U.S.C. § 1001)
1 out of every 7 people need: better access.
increased usability.
more opportunity.

yet everyone will benefit from:
EQUALITY, EQUITY AND UDL
BENEFITS OF UDL: HTTP://UDLONCAMPUS.CAST.ORG/HOME#.WNLE2_YTAR
FOUR CORNERSTONES OF UDL PLANNING

UDL Curriculum
- Clear Goals
- Multiple Methods
- Flexible Materials
- Multiple Assessments with Feedback
<table>
<thead>
<tr>
<th></th>
<th>UDL</th>
<th>differentiation</th>
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</thead>
<tbody>
<tr>
<td>who</td>
<td>instruction for all students</td>
<td>individual students, usually with disability</td>
</tr>
<tr>
<td>when</td>
<td>proactively, while planning instruction and after identifying potential barriers</td>
<td>proactively, while planning instruction and during instruction tailored to an individual student’s struggles</td>
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<tr>
<td>how</td>
<td>intentional, flexible, proactive</td>
<td>proactive and intentional but usually based on accommodations and modifications from an IEP</td>
</tr>
<tr>
<td>why</td>
<td>to ensure learning of all students</td>
<td>to ensure access to instruction for an individual student</td>
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Examples:

1) Multiple means of engagement: a variety of group arrangements and group membership; submitting reading notes prior to class

2) Multiple means of expression: a choice in exam format, varied modality of reading notes

3) Multiple means of representation: slides, videos, hands-on activities, readings, research articles
UDL ON CAMPUS

http://udloncampus.cast.org
IMPORTANT RESOURCES

1) UDL and Charlotte Danielson framework crosswalk:  

2) Implementation examples:  http://www.udlcenter.org/implementation/examples

3) FREE UDL book:  http://udltheorypractice.cast.org/login
RESOURCES:

CAST  http://www.cast.org/udl/index.html

CAST online modules:  http://www.udlcenter.org/implementation/modules


National Center on Accessible Instructional Materials-  
http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

UDL-IRN:  http://udl-irn.org/--  check out UDL IRN Summit 2018
SUMMARY OF IDEAS:

- Access to learning and not just to information
- UDL is NOT the same as differentiation
- Intentional, proactive, and flexible teaching
- Identify potential barriers and plan for overcoming them for ALL students
- Provide multiple means to engage in learning
THANK YOU!