

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?

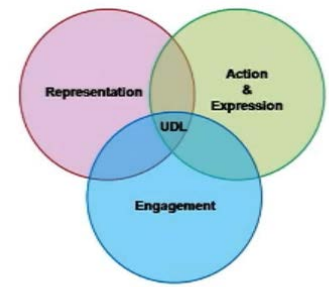
- The myth of average (<https://99percentinvisible.org/episode/on-average/>)
- Student diversity
- Disabled curriculum and practices



UDL FRAMEWORK

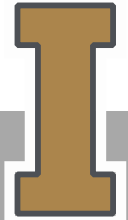

“The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that:

- (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)



UDL Principles

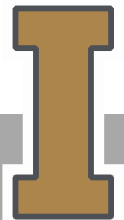






FOR LEARNING

1 OUT OF EVERY 7 PEOPLE HAVE A DISABILITY
1 out of every 7 people need: better access.
yet everyone will benefit from: increased usability.
more opportunity.



EQUALITY, EQUITY AND UDL

EQUALITY VERSUS EQUITY



BENEFITS OF UDL: [HTTP://UDLONCAMPUS.CAST.ORG/HOME#.WNLSE2_YTAR](http://udlencampus.cast.org/home#.WNLSE2_YTAR)



The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for
Recruiting Interest (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for
Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for
Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for
Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for
Language & Symbols (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for
Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for
Self Regulation (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for
Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for
Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

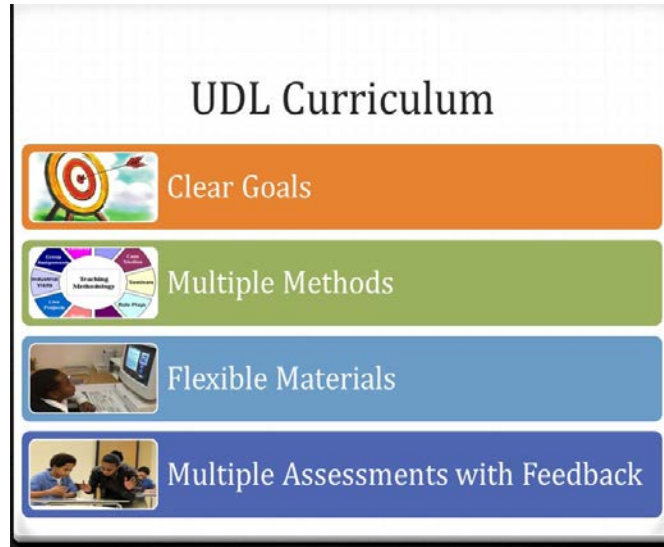
Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed



FOUR CORNERSTONES OF UDL PLANNING



UDL VERSUS DIFFERENTIATION:

	UDL	DIFFERENTIATION
WHO	Instruction for ALL students	Individual students, usually with disability
WHEN	Proactively, while planning instruction and after identifying potential barriers	Proactively, while planning instruction and during instruction tailored to an individual student's struggles
HOW	Intentional, flexible, proactive	Proactive and intentional but usually based on accommodations and modifications from an IEP
WHY	To ensure learning of ALL students	To ensure access to instruction for an individual student

STUDENT ENGAGEMENT IN COLLEGE

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:
http://www.udlcenter.org/sites/udlcenter.org/files/FFT_UDL_Crosswalk_20141115.pdf
- 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>

IRIS Peabody Module on UDL: <http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm>

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



3 **POUR MERCI**