



# Universal Design for Learning

Meeting Everyone's Needs

From the Start

May 5, 2016

# Locate our Tools

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**<http://tinyurl.com/EACXUDL>**



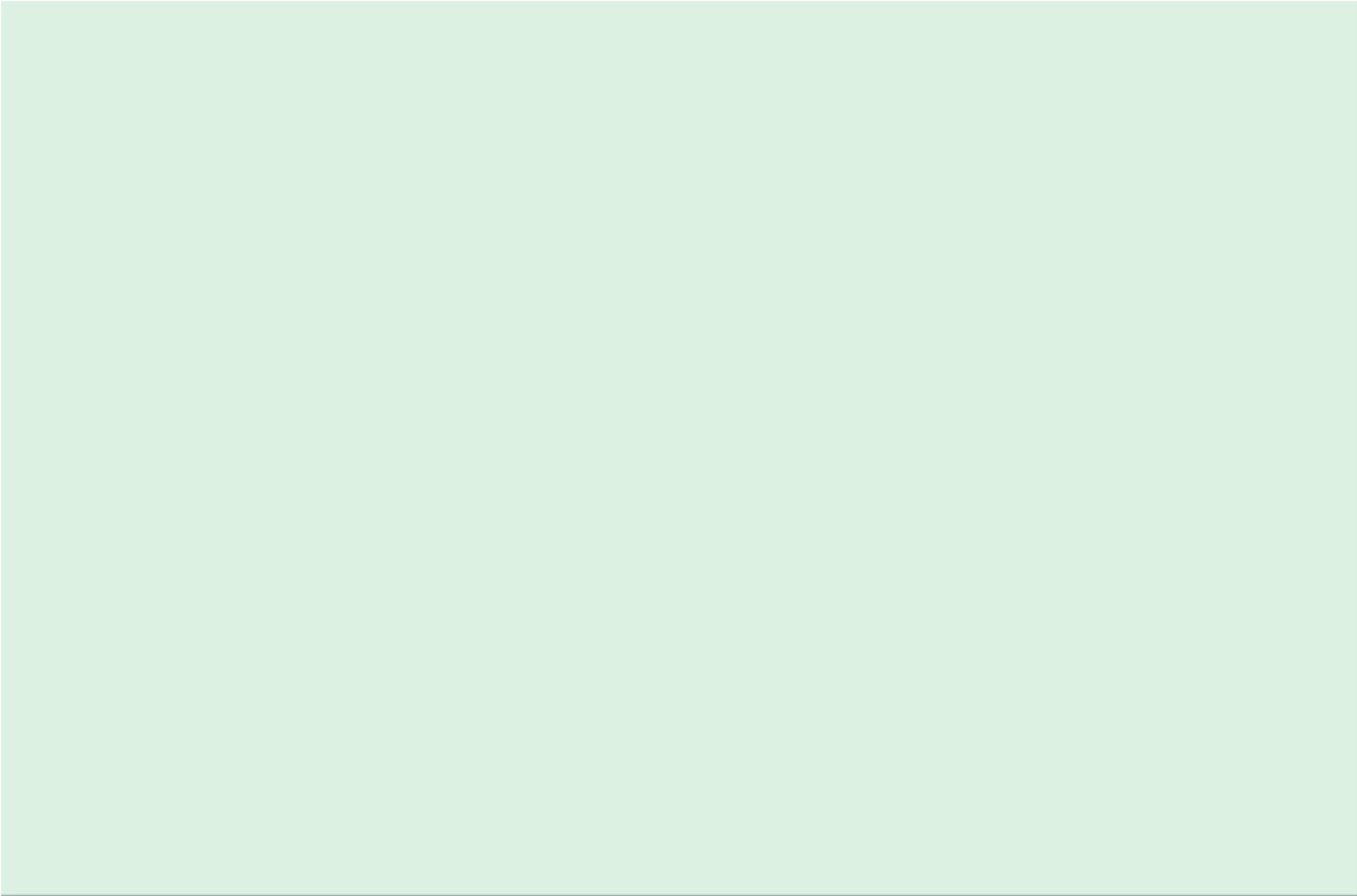
# Objectives

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- What is Universal Design for Learning (UDL)
- Why to consider UDL
- How to get started with UDL



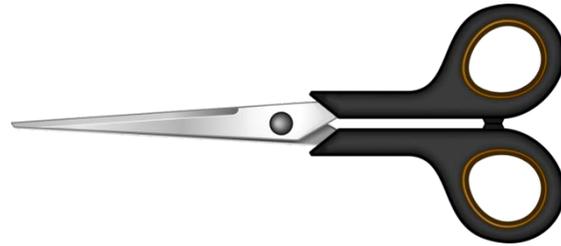
@Jwill\_EdNW





# Universal Design is EVERYWHERE

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# What UDL Is Not

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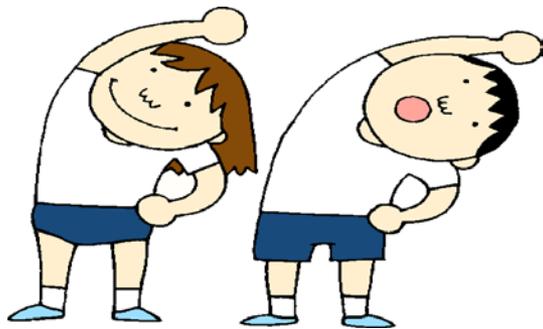


# UDL

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*A framework* for understanding how to create curricula that meets the needs of all learners from the start that

**Is flexible**



**Reduces barriers**



# Overall Goal: UDL in Education

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Not to simply master content, **but**  
**to master the learning process**



# Learners

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Novice Learners  Expert Learners

Who:

- Want to learn
- Know how to learn
- Prepared for a lifetime of learning



# Expert Learner

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- Resourceful, knowledgeable
- Strategic, goal-directed learners
- Purposeful, motivated learners

# Example of UDL in Federal Law: ESSA

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Title I, Part A, Sec. 1111(b)(2)(D)(i)(IV) – **Alternate assessment aligned with alternate academic achievement standards** (p. 62):

*"describes in the State plan the steps the State has taken to incorporate universal design for learning, to the extent feasible, in alternate assessments"*

Title II, Sec. 2221(b)(1)(J) – **Literacy Education for All, Results for the Nation** – Definition of Comprehensive Literacy Instruction (p. 363):

*"The term 'comprehensive literacy instruction' means instruction that – (J) incorporates the principles of universal design for learning"*

Title IV, Sec. 4104(b)(3)(C)(i)(II) – **Student Support and Academic Enrichment Grants** – State Activities (State Use of Funds) (p. 463):

*"(II) use technology, consistent with the principles of universal design for learning, to support the learning needs of all students, including children with disabilities and English learners"*

# Three Principles of UDL

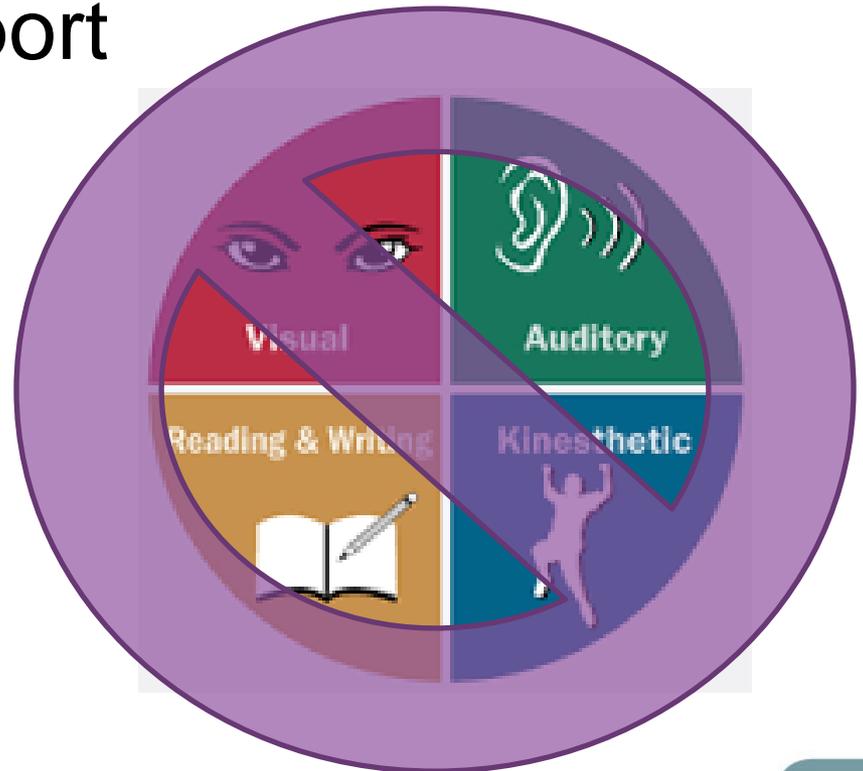
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- **Principle I: Provide Multiple Means of Representation (the “what”)**
- **Principle II: Provide Multiple Means of Action and Expression (the “how”)**
- **Principle III: Provide Multiple Means of Engagement (the “why”)**

# IMPORTANT

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- Good instruction is effective
- **No evidence** to support learning styles



# UDL Guidelines

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Provide multiple means of:

	I. Representation	II. Action & Expression	III. Engagement
Multiple options for:	1. Perception	4. Physical Action	7. Recruiting Interest
	2. Language & Symbols	5. Expressive Skills & Fluency	8. Sustaining Effort & Persistence
	3. Comprehension	6. Executive Functions	9. Self-regulation

See full version at <http://www.udlcenter.org/sites/udlcenter.org/files/guidelines.pdf>



# Principle I: Provide Multiple Means of Representation

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- Provide options for perception
- Provide options for language and symbols
- Provide options for comprehension



# Principle II: Provide Multiple Means of Action and Expression

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- Provide options for physical action
- Provide options for expressive skills and fluency
- Provide options for executive functions



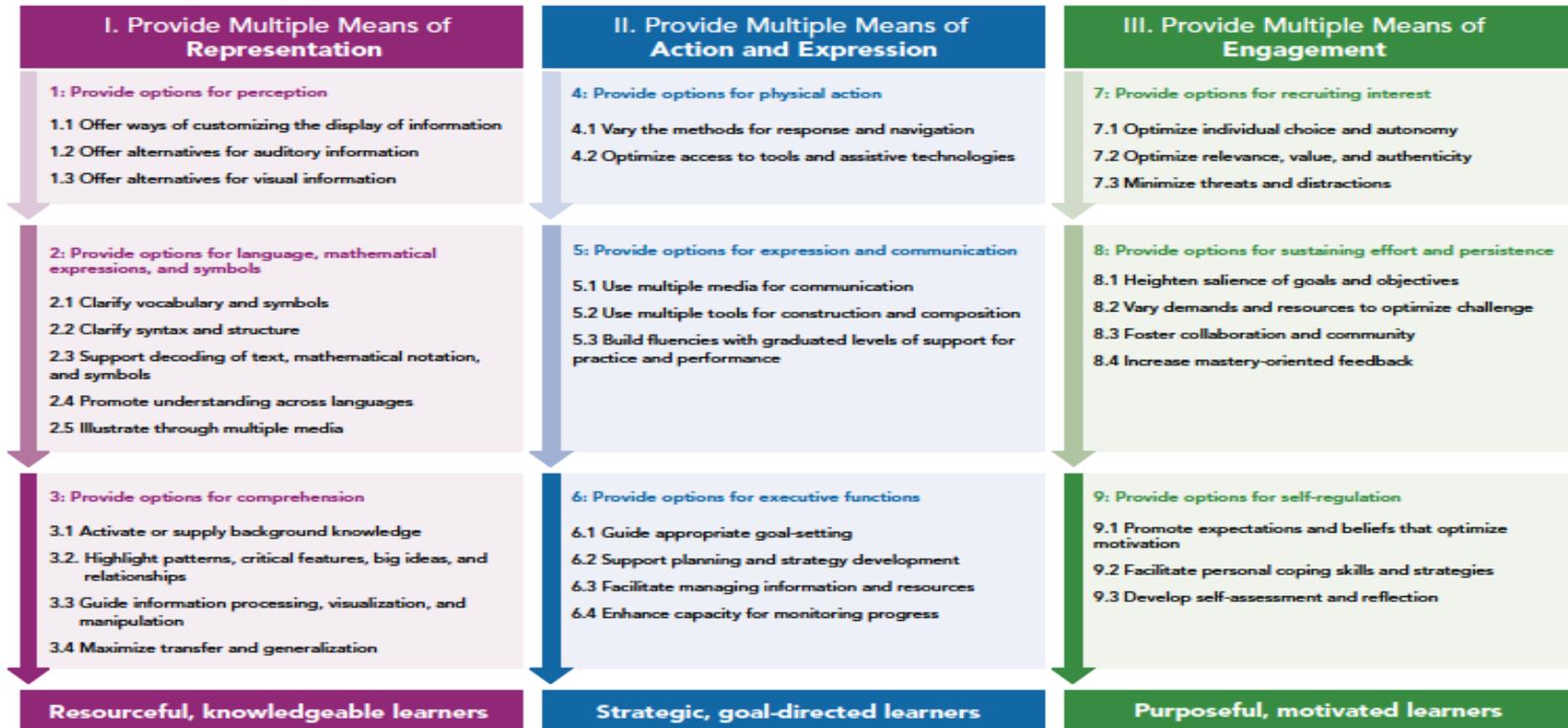
# Principle III: Provide Multiple Means of Engagement

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- Provide options for recruiting interest
- Provide options for sustaining effort and persistence
- Provide options for self-regulations

# UDL Principles: Handout 1

## Universal Design for Learning Guidelines



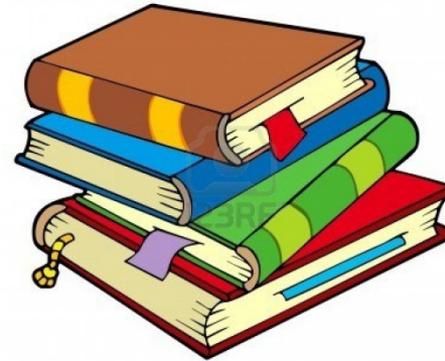
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 APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.



# Curriculum

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The *means and materials* related in aiding students achieve educational outcomes

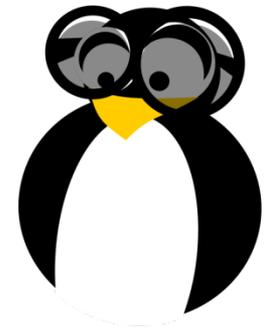




# Curriculum Limitations

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- Limited in WHO they can teach (*shoot for the middle*)
  - Gifted
  - Special education
  - Language learners
- Limited in WHAT they teach
  - Teach content **NOT**
  - Skills necessary for learning





# Curriculum Limitations

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- Limited in HOW they teach
  - Do not differentiate or include critical feature of pedagogy:
    - Provide relevant background knowledge
    - Relate to previous skills
    - Actively model successful skills/strategies
    - Scaffolds

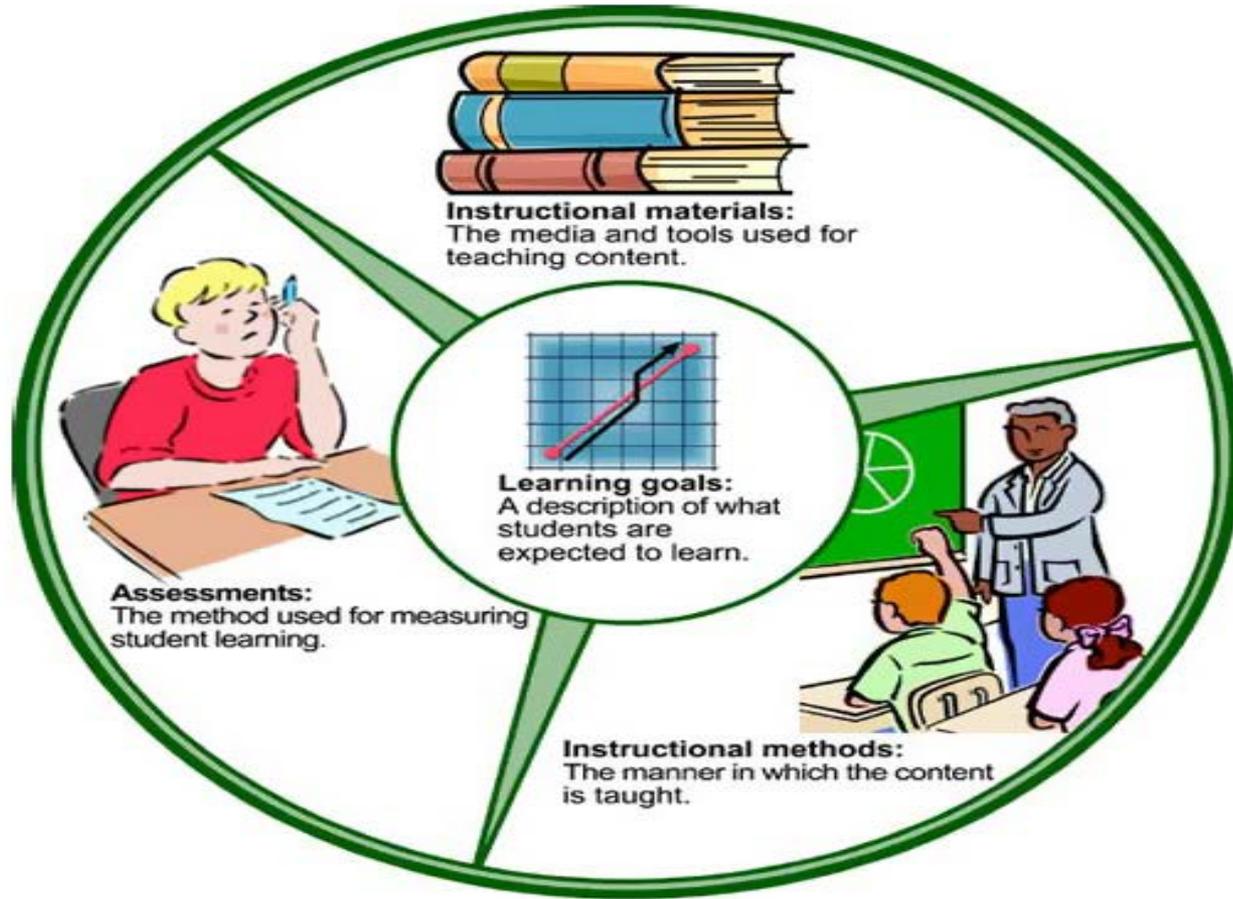
# Steps To Get Started

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- Have a clear goal
- Design using the principle of representation
- Design using the principle of action and expression
- Design using the principle of engagement

# Getting Started With UDL

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# Write a Clear Goal

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*The students will read the textbook chapter about ancient Egypt and write in cursive a 500-word report about the effectiveness of the Egyptian government.*

1. Do representation barriers exist?
2. Are there barriers to action and expression?
3. How could you revise the goal?

# Open Response Sheet

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- *H2\_ Universal Design for Learning EAC Region X*
- Located in Google Drive Folder  
<http://tinyurl.com/EACXUDL>

# How Would You Revise?

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The students will learn about and present information about the effectiveness of the Egyptian government



# Principle of Engagement

We are emotional beings.  
Emotion drives  
everything!

- How will you hook students?
- How will you ensure students are aware of their expectations?
- How will you monitor and provide feedback?



# Principle of Engagement

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# Engagement

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**“Algebra class will be important to you later in life because there’s going to be a test six weeks from now.”**



# Principle of Representation

Traditional Materials	Potential Barriers	UDL Solutions
Textbook chapter	<ul style="list-style-type: none"><li>• See</li><li>• Decode and comprehend written text</li><li>• Process visual information</li></ul>	<ul style="list-style-type: none"><li>• Digital text</li><li>• Can manipulate</li><li>• Text-to-speech</li></ul>
Lectures	<ul style="list-style-type: none"><li>• Hear</li><li>• Identify key points</li><li>• Process aural information</li><li>• Be physically or cognitively able to take notes</li></ul>	<ul style="list-style-type: none"><li>• Slides</li><li>• Organized outlines</li></ul>



# Principle of Action and Expression

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- Executive functions
- Ensure all students have an equal opportunity to demonstrate their learning
- Rubrics clearly define expectations



# Reflection Questions

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1. Does the lesson goal identify what skill or concept students will learn but leaves out how they will learn it?
2. How do I ensure I reference or have my students reference the goal at the beginning, during, and end of the lesson?
3. How will I differentially represent the topic or concept to my students?
4. How will students demonstrate their knowledge of the concept or skill?

# UDL in Sum

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- Reach and engage a maximum number of learners
- Recognize students are different
- Be flexible and customizable
- Use multiple modes of presenting content, engaging students, and assessing comprehension

# Feedback

**[HTTP://GOO.GL/FORMS/4380FUQMNK](http://goo.gl/forms/4380FUQMNK)**



# Thank You

## Further Assistance

<http://educationnorthwest.org/equity-assistance-center/request-assistance>



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

# Resources

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- CAST: <http://cast.org>
- National Center on Universal Design for Learning: <http://udlcenter.org>
- The IRIS Center. (2009). *Universal design for learning: Creating a learning environment that challenges and engages all students*. Retrieved from <http://iris.peabody.vanderbilt.edu/udl/>