
Variability in Universal Design for Learning

Webinar

November 19th 2018



Introducing the Presenters



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Options for Today



Options for Perception:

Large Projection

Website

<http://bit.ly/BufaloVariability>



Options for Action and Expression:

Stand, Sit, Walk, Stretch

Raise a hand, write in the chat,
tweet #CASTPL or #udlchat



Tools Needed for Expert Learning:

Colored Pencils, Notebooks,
Fidgets, Markers

Goals:

Strengthen the concept that the barrier is in the environment.

Make the connection between learner variability and the learner's context.

Experience learner Variability and **Empathize** with learners.

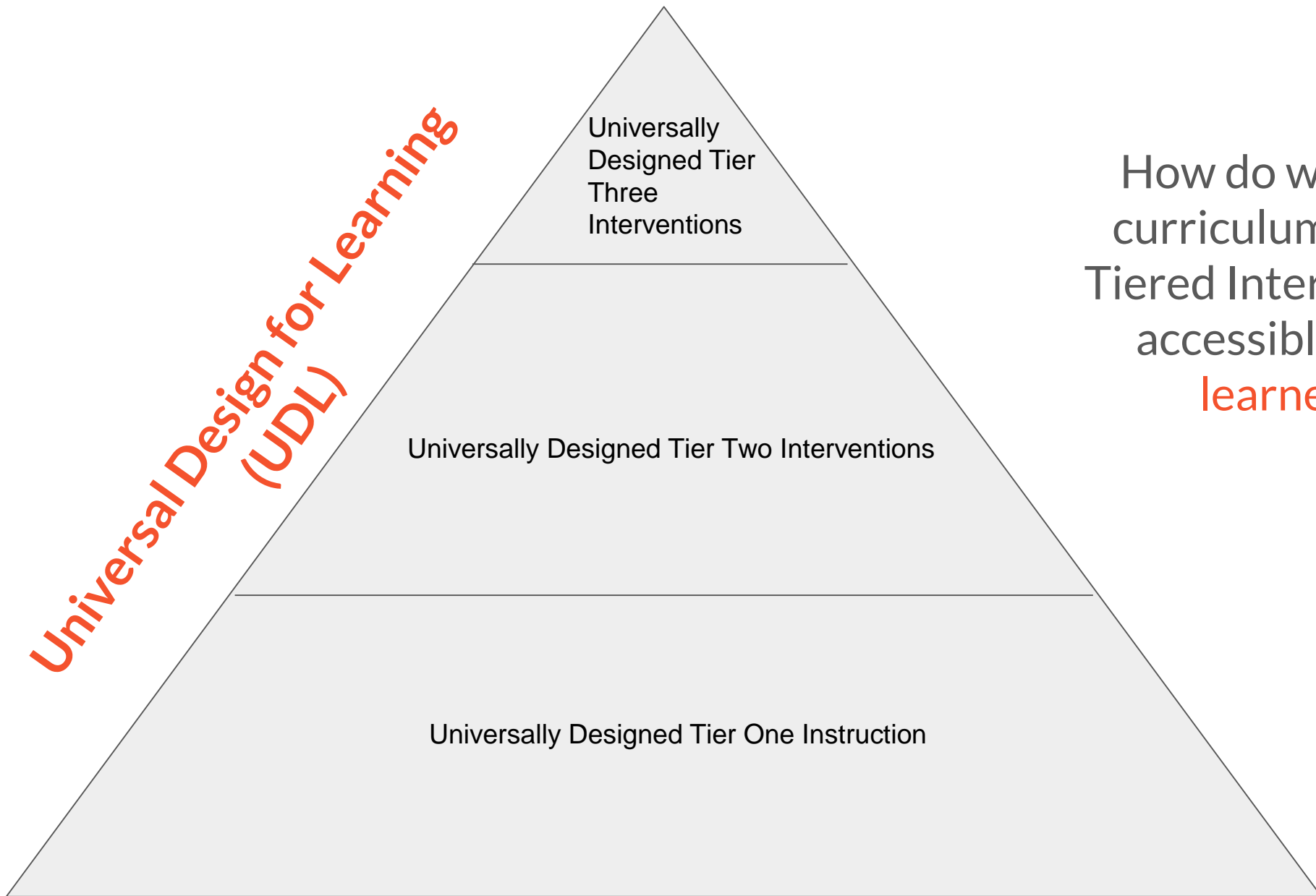
Plan action steps for infusing UDL into your classroom, school, or community.

Your Own Goals

- What are your **personal** goals for today's workshop?
- What are your **professional** goals for today?

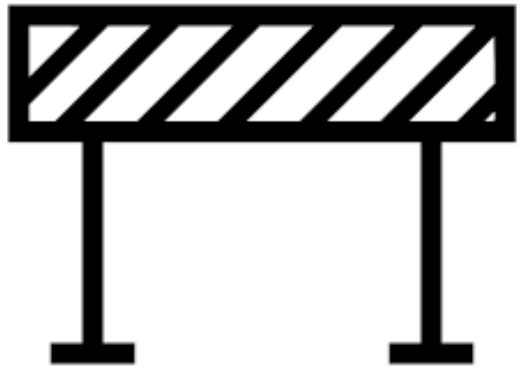


Universal Design for Learning
(UDL)



How do we make
curriculum and all
Tiered Interventions
accessible to **all**
learners?

Review The UDL Core Concepts



Architecture

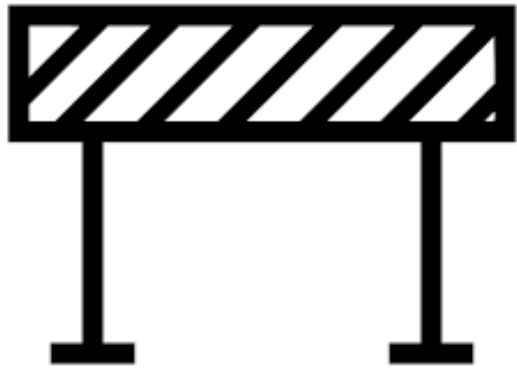


Neuroscience



Guidelines

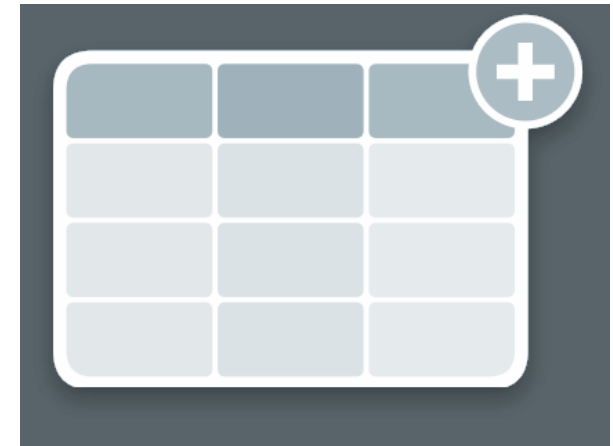
Review: The UDL Core Concepts



The Barrier is in
the Environment

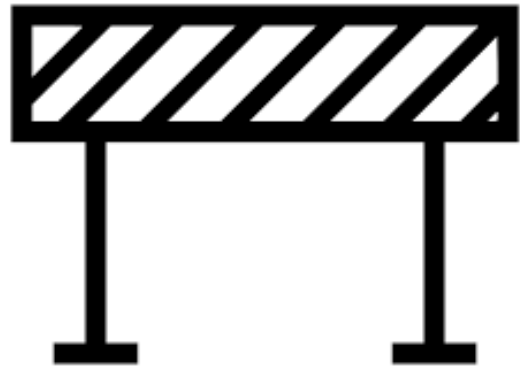


Neuroscience



Guidelines

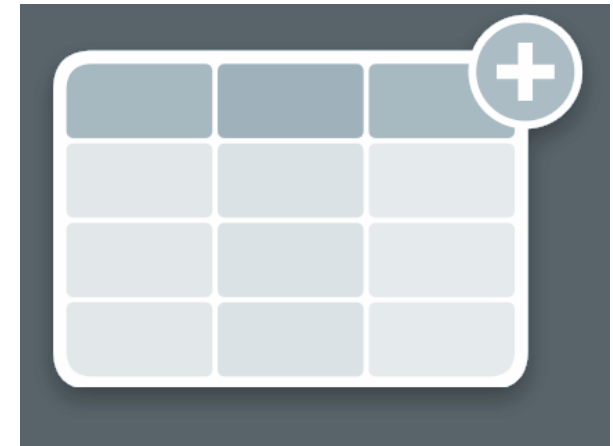
The UDL Core Concepts



The Barrier is in
the Environment

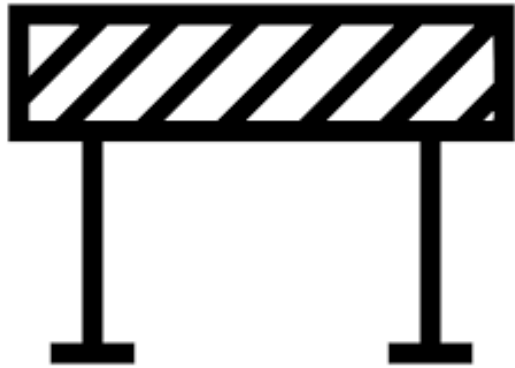


Variability is the
Norm



Guidelines

The UDL Core Concepts



The Barrier is
in the
Environment



Variability is the
Norm

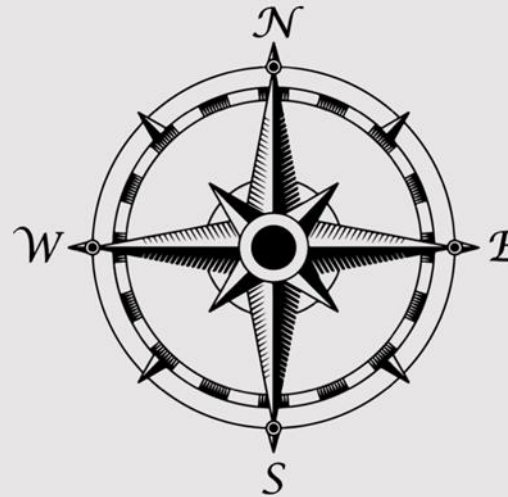


The Goal is
Expert Learning

Assessing Your Variability

North
Likes to take action, try
things, and plunge in

West
Likes to know the who,
what, when, where, how,
and why before acting



East
Likes to look at the big
picture and the possibilities
before acting

South
Likes to consider everyone's
feelings and hear all voices
before acting

Scenario: You are grocery shopping



North
Plunge in

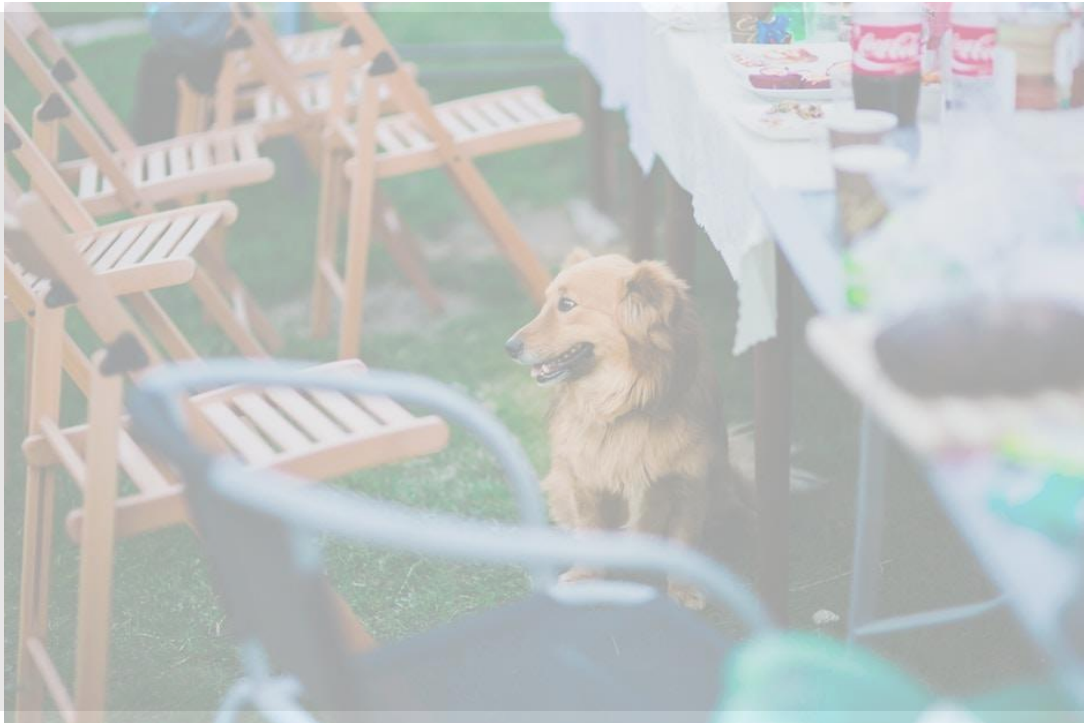
West
Pay attention to
detail



East
Look at big
picture

South
Consider
Feelings

Scenario: You are planning a party for friends



North
Plunge in

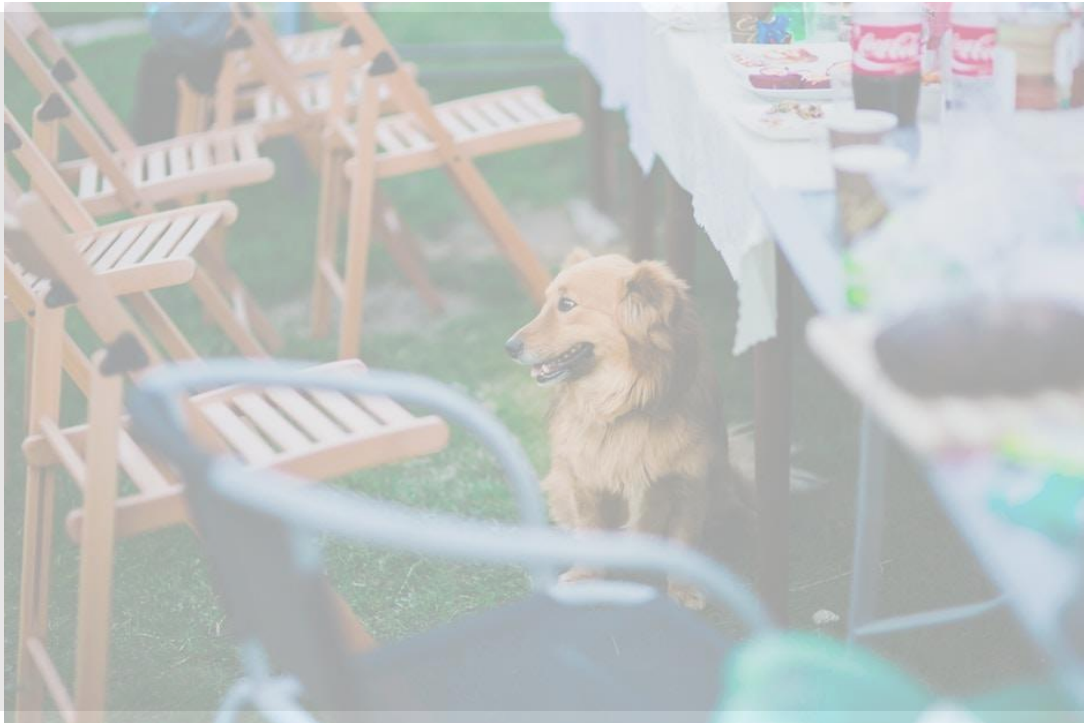
West
Pay attention to
detail



East
Look at big
picture

South
Consider
Feelings

Scenario: You are planning a party for your boss.



North
Plunge in

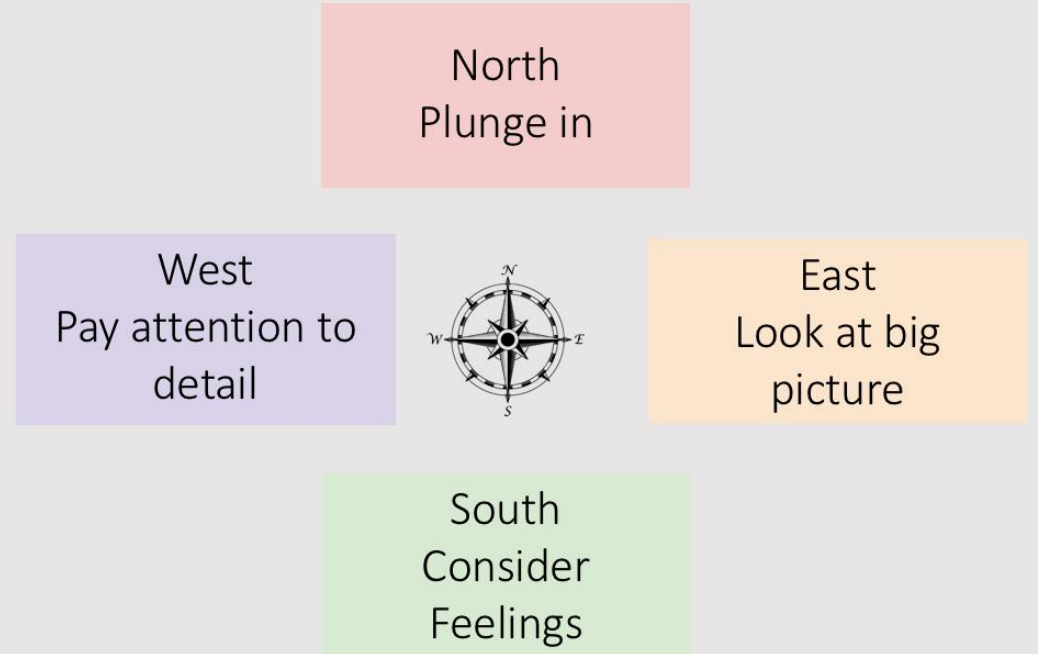
West
Pay attention to
detail



East
Look at big
picture

South
Consider
Feelings

Scenario: You are on a committee that is deciding which curriculum to purchase

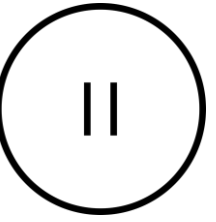


Reflection

- What did you learn about yourself?
- Did anything surprise you?

Variability is the Norm





Reflection

Reactions to that video:

What resonated with you?

What troubled you?

The Variability Game

We will look at different profiles of students and a learning target and anticipate barriers.

Learning Target

To determine the central idea of a text and how it is conveyed through particular details.

Answer the Question: Is this task well designed for my learner

Isabella

Isabella has recently moved to the United States from Colombia. She is an only child, and is currently the only English speaker at home. Isabella:

- Is learning English quickly at school.
- Has strong reading skills in Spanish, which is her first language.
- Is very social, and loves to make up plays and dances with her peers.
- Recalls facts quickly.
- Can get agitated and nervous when asked to perform a task in front of peers with no time to prepare in advance.
- Needs support her to stay focused on her work. She tends to wander/socialize when she is off task.
- Needs to resolve conflicts with close friends before moving on to learning activities.
- Loves researching and writing about her home country.
- Enjoys working on the ChromeBook.

Identify 5 key sentences from the text that you think reflect the theme of the text. Link these sentences to any song, news article, current event story, another book you've read.

Think about the theme of your favorite book. Be prepared to share it aloud in the next 5 minutes to the rest of the class.

With a partner you do not usually work with, make a video that shows the theme of the book acted out.

Reflection



- When you answered Yes, why did you do so?
- When you answered no, why did you do so?
- What questions do you still have about the context?

Daniel

Daniel and his older brother live with their parents in a small apartment about 45 minutes from the school. He is bilingual in English and Spanish, as are both of his parents.

Daniel:

- Is funny, outgoing, and loves to be the center of attention. He has lots of friends.
- Tells friends he strongly dislikes animals due to an unpleasant accident at a farm when he was young.
- Particularly interested in politics and current events.
- Needs lots of time to process information, and often appears bored in class.
- Needs directions repeatedly about what and when to do something to stay on task.
- Needs support for tasks that require executive function skills.
- Is easily distracted, particularly by ambient noise.
- Motivated by group work and interactions with peers.
- Likes to use the Internet.
- Loves singing and drama.

**Identify 5 key sentences from the text that you think reflect the theme of the text.
Link these sentences to any song, news article, current event story, another book you've read.**

Think about the theme of your favorite book. Be prepared to share it aloud in the next 5 minutes to the rest of the class.

With a partner you do not usually work with, make a video that shows the theme of the book acted out.



Reflection



- How was your experience different this time?
- How would you redesign these experiences or build in options for Daniel?

Gabriel

Gabriel has 4 siblings. He lives 30 minutes from school and plays 3 sports each season---he is very athletic! Gabriel:

- Likes museums, art, and science in addition to sports.
- Loves going on field trips and loves it when a "field trip" comes to the classroom.
- Loves games and problem solving and is motivated by competition.
- Sometimes claims he is tired when he is faced with a writing task and most days he is not interested in reading assigned books.
- Prefers to do this work at home when assigned research-based activities.
- Seeks to please others but sometimes this results in conflict (e.g. during group work).

Identify 5 key sentences from the text that you think reflect the theme of the text. Link these sentences to any song, news article, current event story, another book you've read.

Think about the theme of your favorite book. Be prepared to share it aloud in the next 5 minutes to the rest of the class.

With a partner you do not usually work with, make a video that shows the theme of the book acted out.

Reflection



- How did it feel to be in the shoes of a specific learner?
- What insights, did this exercise give you about designing learning?
- Other thoughts and comments?

UDL Design Process

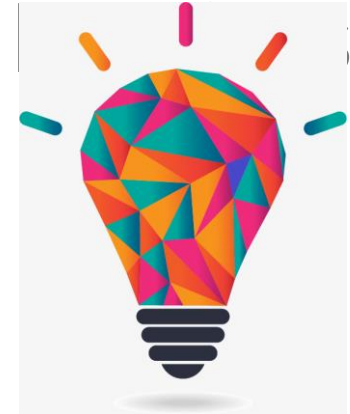
Setting Clear,
Rigorous Goals



Anticipating
Barriers



Designing to
Minimize



Three Core Concepts of UDL: Barriers

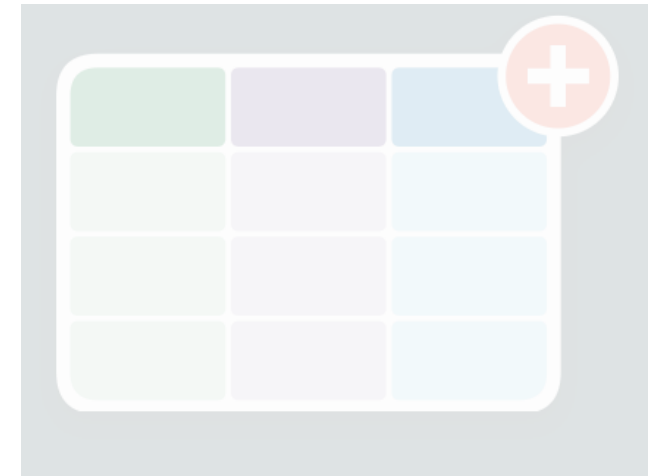
Setting Clear,
Rigorous Goals



Anticipating
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Designing to
Minimize
Barriers




UDL: Predictable Variability

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

Keep in Mind

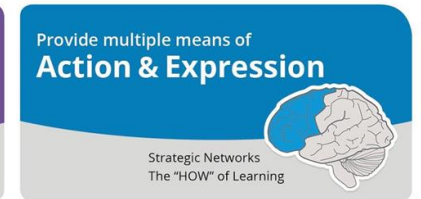
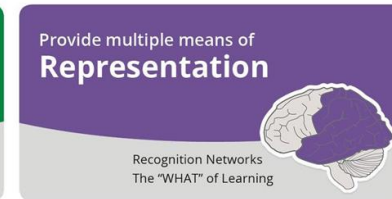
UDL is a framework,
not a checklist



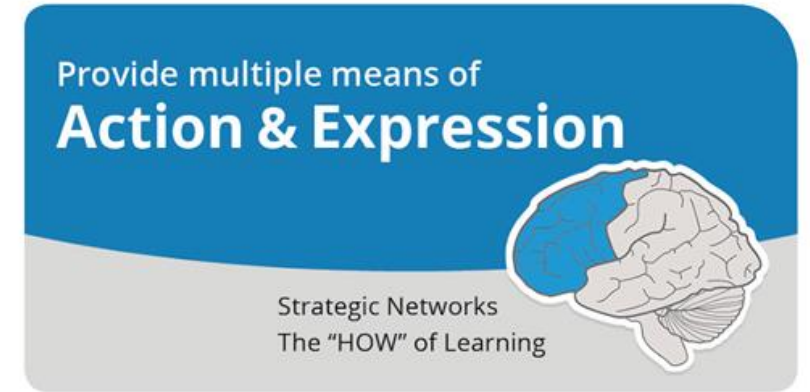
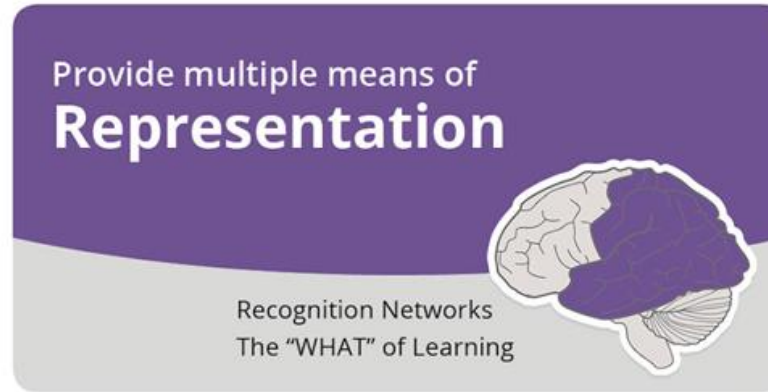
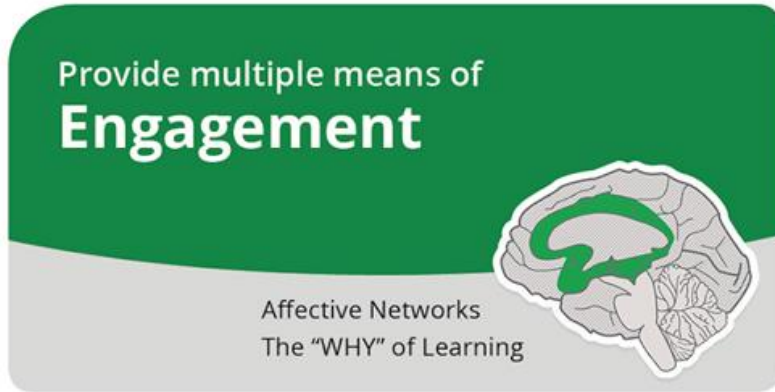
Think of looking at learning through a UDL lens

Use UDL to Intentionally Anticipate Barriers

- Options for **engagement**
- Options for **representation**
- Options for **action & expression**



UDL: Designing to Minimize Barriers



How students will engage?

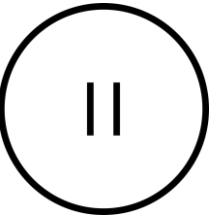
- Choice of 2 relevant texts

How students will perceive?

- Read aloud
- Individual Copies
paper/digital

How students will act on their understanding?

- Options
 - Podcast, Infographic, Thesis Paper, Blog
- Graphic Organizer



Activity: Looking at Current Practice

Materials: The two sided copy of the Guidelines

Activity:

- Pick your three most effective practices and place them in the appropriate guideline.

Options for Action and Expression


- Individually respond to the prompt and guiding questions.
 - Write, Type, Voice Record, Sketch
- Interview a colleague
 - Write, Type, Voice Record, Sketch

Big Idea

Learner variability is predictable and you can use the guidelines to design options based on this variability, towards the goal of expert learning.


Exploring the UDL Guidelines Site

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

udlguidelines.cast.org

Reflection

What questions do you have?

What concerns you?

What excites you?



Thank You!