Universal Design for Learning (UDL) Implications for School Based Therapists

Jolene Troia

Education Consultant

Wisconsin Department of Public Instruction
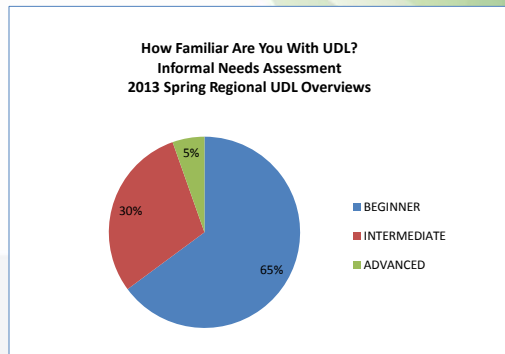
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Different Entry Points with Universal Design for Learning

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Where is Wisconsin in relation to Universal Design for Learning ?

- *Preliminary data from an informal needs assessment shows the majority of K-12 educators (65%) in Wisconsin rate themselves as a beginner when it comes to familiarity with Universal Design for Learning*

How Familiar Are You With UDL?
Informal Needs Assessment
2013 Spring Regional UDL Overviews

- BEGINNER
- INTERMEDIATE
- ADVANCED

5%
30%
65%

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Why Universal Design for Learning in Wisconsin?

- *Increasing diversity in today's classrooms*

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Why Universal Design for Learning in Wisconsin?

- *Shift to the Common Core State Standards & Common Core Essential Elements*
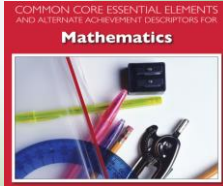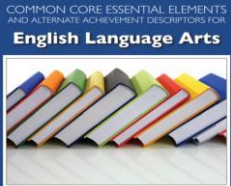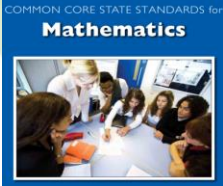
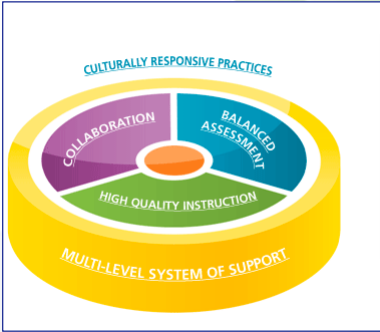## Why Universal Design for Learning in Wisconsin?

- *Schools in the state are moving to a new Educator Effectiveness system*

IMPROVE SUPPORT. IMPROVE PRACTICE. IMPROVE OUTCOMES.

Why Universal Design for Learning in Wisconsin?

- *Emphasis on culturally responsive high quality instruction, collaboration, and balanced assessment*

CULTURALLY RESPONSIVE PRACTICES

COLLABORATION   BALANCED ASSESSMENT

HIGH QUALITY INSTRUCTION

MULTI-LEVEL SYSTEM OF SUPPORT

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Why Universal Design for Learning in Wisconsin?

- *Increased emphasis on data shows that we are not meeting the needs of ALL our learners*

WSAS Achievement Gap Analysis — All Grades
Percent Scoring Proficient or Advanced Using College and Career Readiness Expectations

Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09 to 2012-13 Change in %	Gap Change
White	51.5	53.4	53.5	55.2	55.4	3.9	Reference
American Indian	26.4	27.2	29.7	31.5	31.4	5.0	-1.1
Asian	44.1	47.1	48.4	49.9	50.2	6.1	-2.2
Black	15.6	17.0	17.4	18.2	18.1	2.5	1.4
Hispanic	23.9	26.6	27.3	28.4	28.1	4.2	-0.3
Not Disadvantaged	55.0	58.0	58.5	60.3	60.7	5.7	Reference
Economically Disadvantaged	26.2	28.9	29.4	30.9	30.5	4.3	1.4
English Proficient	46.6	48.4	48.4	49.8	49.8	3.2	Reference
English-Language Learners	19.4	21.2	19.9	20.5	18.2	-1.2	4.4
Nondisabled	49.0	51.0	50.9	52.4	52.4	3.4	Reference
Students with Disabilities	19.9	21.1	20.8	22.0	21.6	1.7	1.7
Reading	2008-09	2009-10	2010-11	2011-12	2012-13	2008-09 to 2012-13 Change in %	Gap Change
White	40.9	41.4	41.6	41.9	42.5	1.6	Reference
American Indian	19.9	20.2	22.1	22.5	23.6	3.7	-2.1
Asian	26.9	28.3	30.2	31.7	32.4	5.5	-3.9
Black	12.1	12.2	12.6	13.4	13.5	1.4	0.2
Hispanic	15.6	16.2	17.0	17.6	17.7	2.1	-0.5
Not Disadvantaged	44.0	45.6	46.2	46.6	47.2	3.2	Reference
Economically Disadvantaged	18.3	19.2	19.8	20.5	20.9	2.6	0.6
English Proficient	36.9	37.3	37.4	37.7	38.0	1.1	Reference
English-Language Learners	6.5	6.7	6.0	6.0	5.5	-1.0	2.1
Nondisabled	38.5	39.0	39.0	39.3	39.7	1.2	Reference
Students with Disabilities	13.8	13.6	13.8	14.2	14.6	0.8	0.4

NOTE: The Gap Change refers to the change in the achievement gap from 2008-09 to 2012-13 between white students and students from other racial or ethnic groups and between students based on economic, English proficiency, or disability status. A negative number indicates a reduction in the gap.

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Why Universal Design for Learning in Wisconsin?

- *Universal Design for Learning follows naturally Wisconsin's Guiding Principles for Teaching & Learning*

Wisconsin's Guiding Principles for Teaching and Learning:
Research, Probing Questions, Resources, and References

1. Every student has the right to learn.
It is our collective responsibility as an education community to make certain each child receives a high-quality, challenging education designed to maximize potential; an education that reflects and stretches his or her abilities and interests. This belief in the right of every child to learn forms the basis of equitable teaching and learning. The five principles that follow cannot exist without this commitment guiding our work.

2. Instruction must be rigorous and relevant.
To understand the world in which we live, there are certain things we all must learn. Each school subject is made up of a core of essential knowledge that is deep, rich, and vital. Every student, regardless of age or ability, must be taught this essential knowledge. What students learn is fundamentally connected to how they learn, and successful instruction blends the content of a discipline with processes of an engaging learning environment that changes to meet the dynamic needs of all students.

3. Purposeful assessment drives instruction and affects learning.
Assessment is an integral part of teaching and learning. Purposeful assessment practices help teachers and students understand where they have been, where they are, and where they might go next. No one assessment can provide sufficient information to plan teaching and learning. Using different types of assessments as part of instruction results in useful information about student understanding and progress. Educators should use this information to guide their own practice and in partnership with students and their families to reflect on learning and set future goals.

4. Learning is a collaborative responsibility.
Teaching and learning are both collaborative processes. Collaboration benefits teaching and learning when it occurs on several levels: when students, teachers, family members, and the community collectively prioritize education and engage in activities that support local schools, educators, and students; when educators collaborate with their colleagues to support innovative classroom practices and set high expectations for themselves and their students; and when students are given opportunities to work together toward academic goals in ways that enhance learning.

5 Students bring strengths and experiences to learning.
Every student learns. Although no two students come to school with the same culture, learning strengths, background knowledge, or experiences, and no two students learn in exactly the same way, every student's unique personal history enriches classrooms, schools, and the community. This diversity is our greatest education asset.

6. Responsive environments engage learners.
Meaningful learning happens in environments where creativity, awareness, inquiry, and critical thinking are part of instruction. Responsive learning environments adapt to the individual needs of each student and encourage learning by promoting collaboration rather than isolation of learners. Learning environments, whether classrooms, schools, or other systems, should be structured to promote engaged teaching and learning.

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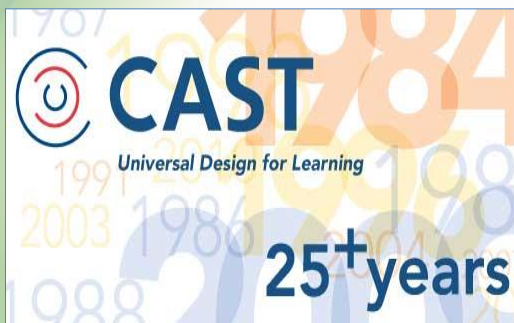INSTRUCTION

Why do we need to make adjustments?
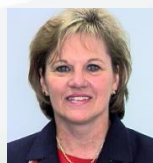
- Traditional methods are not working for all our students…

http://www.youtube.com/watch?v=KdxEAt91D7k

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Center for Applied Special Technology (CAST)

Grace Meo

Patti Ralabate

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Universal Design for Learning Strategic Planning

- Regional Service Network (RSN)
- English Language Learners (ELL) Coordinators
- Association of Wisconsin School Administrators (AWSA)
- Educational Technology
- Institutes of Higher Education
- Parent Organizations
- General Education Teachers
- Special Educators
- Transition Coordinators
- Culturally Responsive Practices Coordinators
- Assistive Technology Coordinators

- Department of Public Instruction Consultants
- Wisconsin RtICenter/PBIS Network
- Wisconsin School Psychologists Association (WSPA)
- Wisconsin Association of School Boards (WASB)
- Wisconsin Council of Administrators of Special Services (WCASS)
- Wisconsin Association for Supervision and Curriculum Development (WASCD)
- CESA Representatives

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Universal Design for Learning in Wisconsin

UNIVERSAL

DESIGN for

LEARNING

Stakeholder Driven

Areas of Focus:
– Initiative Integration
– Align Professional Development & Resources
– Build Common Language
– Develop materials that center on Teachers, Administrators & Districts
– Examine Policies and Practices that support UDL

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Quadrant Partner Activity

Protocol:

1. Move about the room to introduce yourself to someone you do not know.

2. After introductions decide on a quadrant to enter each others name.

3. Repeat until you have a name in each of your 4 quadrants.

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How do you take your coffee?

The way we learn is as unique as our fingerprints

Brain Imaging Showing Individual Differences
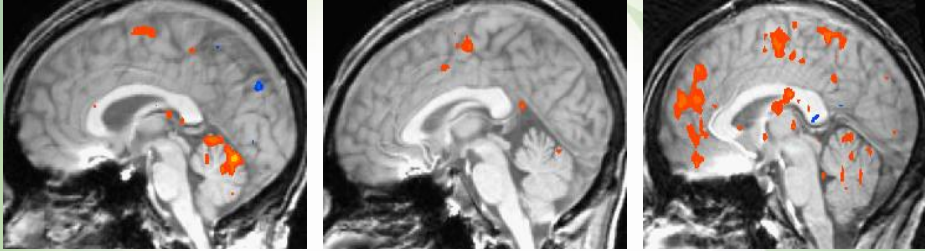
3 different people learning the **same** task

http://old.cast.org/tesmm/example2_3/brain.htm

Universal Design for Learning

Is what? A scientifically valid framework that

Does what? Provides multiple means of access, assessment, and engagement and removes barriers in instruction

to

For what? achieve academic and behavioral success for all

Universal Design for Learning

- Reduces barriers

- Meets the wide range of needs of **all** learners

- One size fits all approach is not effective

- Inspired from universal design in architecture

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Universal Design

- "Consider the needs of the broadest possible range of users from the beginning" Ron Mace, Architect, Universal Design

- If you design for those in the margins, it works better for everyone

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Closed Captioning

Universal Design for Learning

Recognition Networks
The "what" of learning

Strategic Networks
The "how" of learning

Affective Networks
The "why" of learning

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

ACCESS   **ASSESSMENT**   **ENGAGEMENT**

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

Three Principles of Universal Design for Learning

Multiple Means of Representation "Access"

Universal Design for Learning

Multiple Means of Engagement "Engagement"

Multiple Means of Action & Expression "Assessment"

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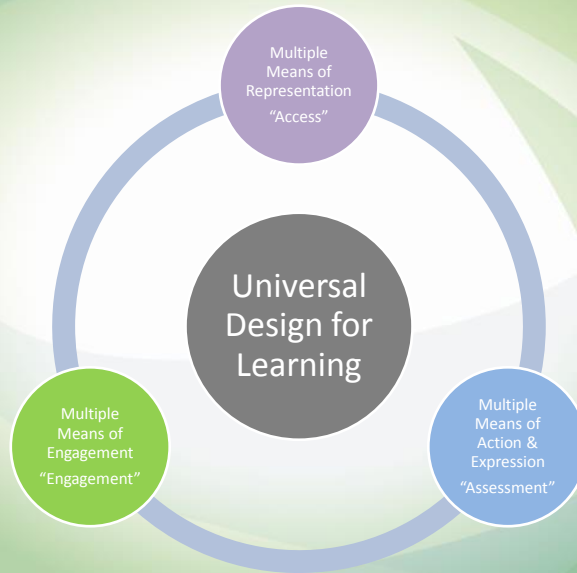
Recognition Network: "what of learning"

Identify & interpret patterns of sound, light, taste, smell, and touch

Recognition

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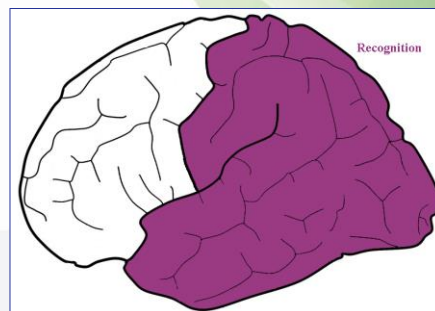
Principle 1 - Access

I. Provide Multiple Means of Representation

1. Provide options for perception
- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols
- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension
- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer
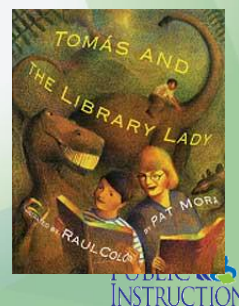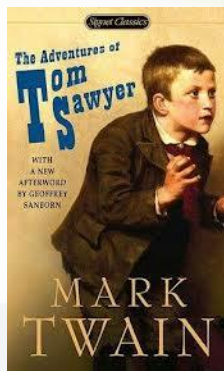
Mark Twain
The Adventures of Tom Sawyer

- Read the text in the actual novel
- Access the text in digital format
- Access the full text online
- Get text free from iBooks
- Listen to the audio book
- Watch the video
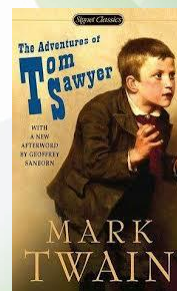
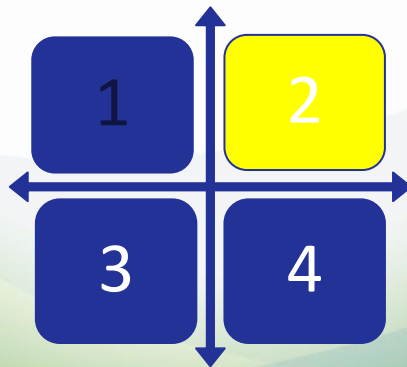## Pat Mora
Tomas and the Library Lady

Video:
* http://www.watchknowlearn.org/Video.aspx?VideoID=35878&CategoryID=9470

Highlights from play:
* http://www.youtube.com/watch?v=H3pgTw9nTKo

Extras
* http://www.inclusiveclassrooms.org/inquiries/tom%C3%A1s-and-library-lady

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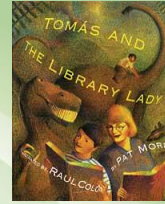
Other Examples of Principle 1

* Share with quadrant partner 2

1 2
3 4

http://udluniverse.com/
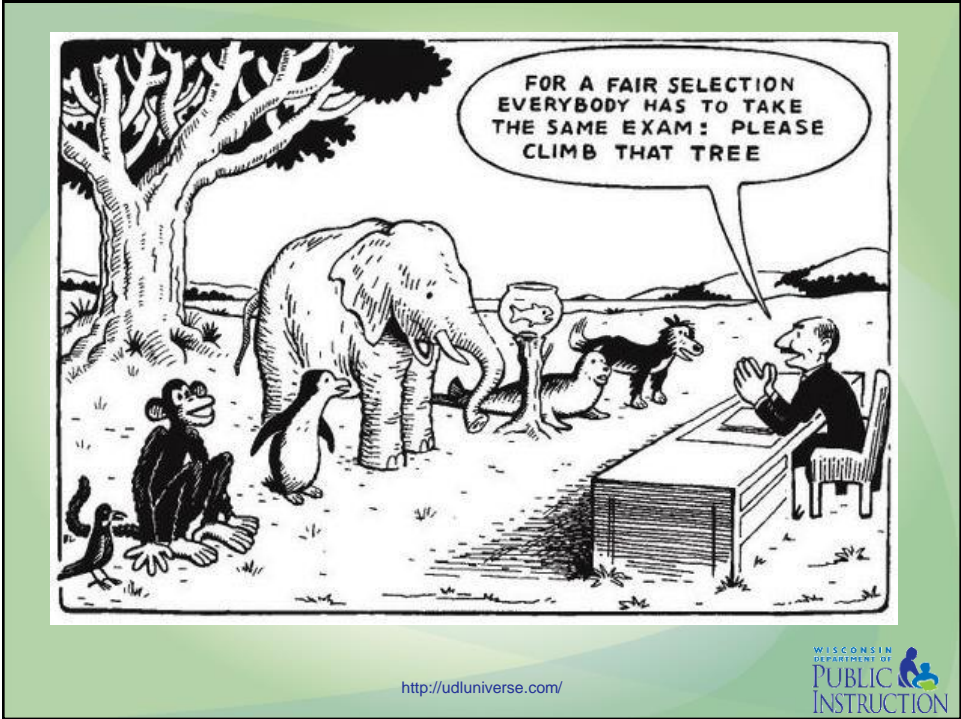
Strategic Networks: "how of learning"

Plan, execute, monitor actions & skills
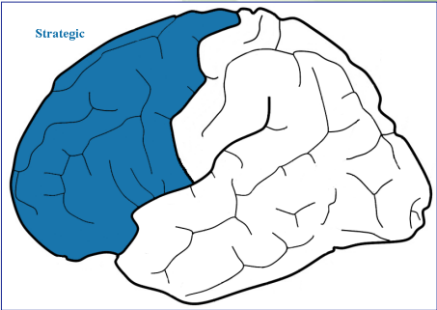
Principle 2 - Assessment

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

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
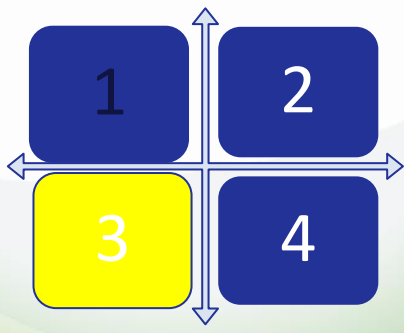
Strategic, goal-directed learners

iCreateTO**Educate**

http://icreatetoeducate.com/student-creations/science/

http://www.youtube.com/watch?feature=playerembedded&v=Nowid-MhBMU#!

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Other Examples of Principle 2

- Share with quadrant partner 3

1　　2

3　　4

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Affective Networks: "why of learning"

Evaluate & set priorities

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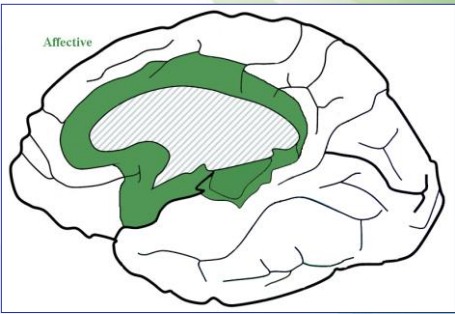
Principle 3 - Engagement

III. Provide Multiple Means of Engagement

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 Vary 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
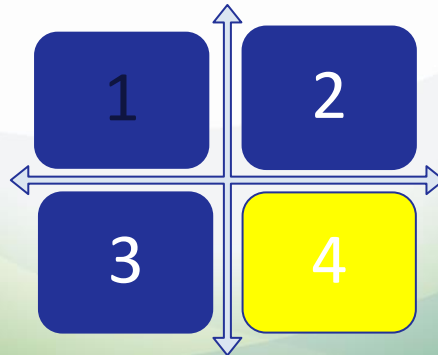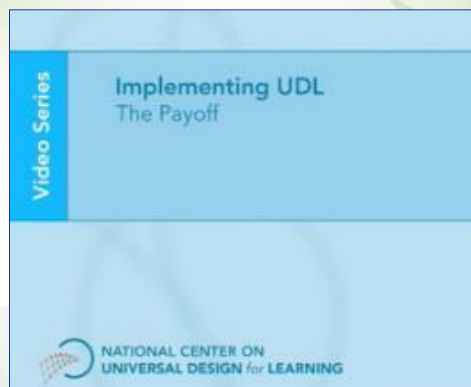
Purposeful, motivated learners

Blabberize

http://blabberize.com/view?id=1016347

Google Lit Trips

http://www.googlelittrips.com/GoogleLit/Home.html

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Other Examples of Principle 3

- Share with quadrant partner 4

1	2
3	4

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What does Universal Design for Learning look like?

Video Series

Implementing UDL
The Payoff

NATIONAL CENTER ON
UNIVERSAL DESIGN for LEARNING

http://www.cast.org/library/video/udl_outro/

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Many are already doing Universal Design for Learning!

Diving into the Universal Design for Learning Framework

Components of the Universal Design for Learning Framework

3 Principles

9 Guidelines

Checkpoints

Examples

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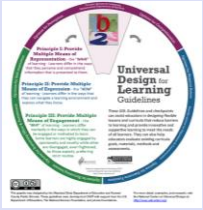
David Rose discusses the guidelines

Universal Design for Learning Guidelines

http://www.youtube.com/watch?v=wVTm8vQRvNc

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Activity – Exploration of the Universal Design for Learning Framework

Website	App	Wheel	Paper
NATIONAL CENTER ON UNIVERSAL DESIGN for LEARNING	Welcome to UDLinks — Class Profile, Resources, Favorites, UDL Principles — Universal Design for Learning Guidelines — Brought to you by EDUCATION	Universal Design for Learning Guidelines	Universal Design for Learning (UDL) Guidelines: Full-Text Representation — Version 2.0 — February 1, 2011

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Links for Universal Design for Learning Exploration

- National Center on UDL
http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1

- Interactive UDL Wheel
http://udlwheel.mdonlinegrants.org/

UDLinks

- UDLinks App
https://itunes.apple.com/us/app/udlinks/id454517781?mt=8

https://play.google.com/store/apps/details?id=com.hcpss.UDL&hl=en

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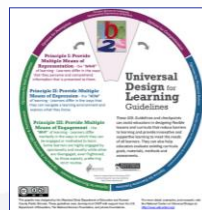
Another Way to Explore Universal Design for Learning

http://udltechtoolkit.wikispaces.com/

Share Your Thoughts

4 Components of Universal Design for Learning

Goals

Materials

Methods

Assessments

Adapted from the National Center on Universal Design for Learning

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Goals

Traditional

- Goals may get skewed by the inflexible ways and means of achieving them

Universal Design for Learning

- Goals are attained in many individualized ways, by many customized means

Adapted from the National Center on Universal Design for Learning

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Materials

Traditional

- Mostly print (text) and everyone gets the same materials

- Few options

Universal Design for Learning

- Variety of materials, media, and formats to reach learners with diverse abilities, styles, and needs equally well

Adapted from the National Center on Universal Design for Learning

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Methods

Traditional

- Teacher centered (lecture)

- Burden on student to adapt to "get it"

Universal Design for Learning

- Teacher is a facilitator of learning, students are interactive

- Burden is on the curriculum

Adapted from the National Center on Universal Design for Learning

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Assessment

Traditional

- Confuse goals with means

- Summative – when it's too late to adjust instruction

Universal Design for Learning

- Many possible means as long as they measure learning

- Uses a variety of formative and summative means and is flexible enough to provide accurate, ongoing information that helps teachers adjust instruction and maximize learning in a meaningful way.

Adapted from the National Center on Universal Design for Learning

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Traditional Learning vs. Universal Design for Learning

Traditional Learning

- Learning is a passive process

- Instruction demands all of students' attention

- Instruction is the same for all

- Education environment is not a major consideration

Universal Design for Learning

- Learning is an active process

- Instruction is engaging

- Instruction is individualized

- Educational environment is safe

Adapted from The Council for Exceptional Children, Universal Design for Learning:
A Guide for Teachers and Education Professionals

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Barriers

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES

COULD YOU PLEASE SHOVEL THE RAMP?

ALL THESE OTHER KIDS ARE WAITING TO USE THE STAIRS. WHEN I GET THROUGH SHOVELING THEM OFF, THEN I WILL CLEAR THE RAMP FOR YOU.

BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE PEYTRAL PUBLICATIONS, INC. 952-949-8707 WWW.PEYTRAL.COM

CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!

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Connections to Universal Design for Learning

Universal Design for Learning

MLSS (RtI/PBIS)	Educator Effectiveness	Personalized Learning
Common Core State Standards	State Assessments	Assistive Technology

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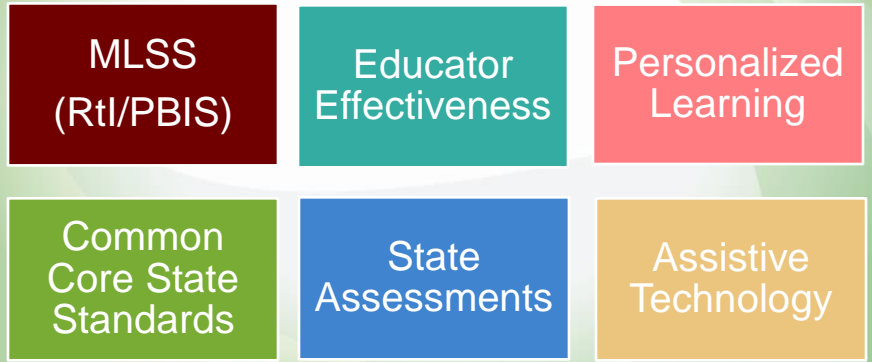
Universal Design for Learning and RtI/PBIS Connections

- Research validated frameworks

- Recognize barriers and provide direction in breaking them down

- Proactive and preventative approaches

- Requires district wide or school wide change

- General education initiatives that benefit ALL students

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Lessons Learned

- "What we've learned is that UDL is a great theory but to move from theory to practice requires a lot of dedication from all stakeholders (teachers, administrators, parents, etc). If you fail to consider the system you are attempting to implement UDL in then it's likely it will fail or not be sustained."
  - *Jeff Diedrich, Director of Michigan's Integrated Technology Supports*

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Universal Design for Learning Connections to Educator Effectiveness

- Demonstrating Knowledge of Students
- Designing Student Assessments
- Engaging Students in Learning
- Demonstrating Flexibility and Responsiveness
- Growing and Developing Professionally

- Domain 1

- Domain 1

- Domain 3

- Domain 3

- Domain 4

Adapted from http://www.danielsongroup.org/article.aspx?page=frameworkforteaching

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Universal Design for Learning Connections to Personalized Learning
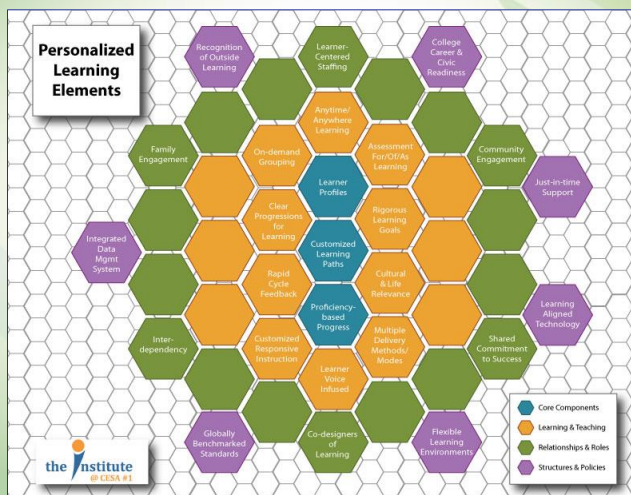
http://www.cesa1.k12.wi.us/institute/designdevelop/honeycomb_confirmation.cfm#d242363

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Core Components of Personalized Learning

- A personalized learning system provides opportunities to maximize the potential of all students based on their needs, abilities, and preferences. There are three core components to a personalized learning system:

  – Comprehensive, data-rich **learner profiles**
  – Customized **learning paths**
  – **Proficiency-based** progress

http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm

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Personalized Learning

- The learner experience must be engaging, relevant, and personalized.

- The traditional paradigm of assessment needs to change. Purposeful assessment should drive instruction and should facilitate allowing for the students' voices in the assessment of their learning.

- Teachers should have a sort of "Assessment toolbag" to draw from that includes formative and summative options.

- All students must have access to tools that support and enhance anywhere, anytime learning.

- All students can customize their learning.

- Teachers should no longer be the source of knowledge. Instead they should be guides and facilitators for learning.

https://sites.google.com/a/dpi.wi.gov/wi_digital_learning_plan/personalized-learning---rcmd

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Key Characteristics of Personalized Learning

- **Instruction** is customized to individual learning styles and preferences and builds on learner strengths

- **Learning** can take place anytime, everywhere utilizing a wide variety of delivery methods

- **Curriculum** is dynamic, individually paced and acknowledges learner interests

- **Standards** are rigorous, comprehensive and relevant; they provide a consistent, clear understanding of what students are expected to learn, but do not dictate when or how students learn

- **Students** are authentically engaged in their education experience; they co-create their own customized learning path

- **Teachers** assume new roles (e.g. learning coordinators, facilitators and assessors) both individually and as part of instructional teams

- **Assessment** is varied, relevant, and utilizes sophisticated systems to track, illustrate, and translate student performance data; it incorporates innovative practices such as performance-based ePortfolios and embedded formative assessments that produce immediate results

- **Feedback** occurs in rapid cycles and is objective, connected to learning goals, and suggests the next step in the learning process

http://www.cesa1.k12.wi.us/institute/designdevelop/personalized-learning.cfm

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Universal Design for Learning Connections to Personalized Learning

- Start with the learner and understand learner variability

- Assist the learner to understand how he/she learns best

- Give the learner choices

- Focus on student engagement

- Demand a departure from one-size-fits-all education

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Universal Design for Learning Connections to the Common Core State Standards

- *"All Wisconsin students need relevant and rigorous literacy and mathematics instruction to ensure academic proficiency and success beyond graduation"*

Common Core State Standards

- The Common Core State Standards (CCSS) team at DPI creates and organizes educator resources to ensure world class, innovative, digitally rich, standards-based teaching and learning.

- They communicate, create, and curate CCSS resources.

Top 5 Things Educators Need to Know about the Common Core State Standards

1. **World Class Standards**
   - *The CCSS are more rigorous than Wisconsin's previous standards and are on par with what is taught in leading countries around the world. They promote creative and critical thinking over rote memorization and prepare students with the skills that they need to succeed in a globally competitive workforce.*
2. **Innovative**
   - *The CCSS are rigorous, clear, and specific at each grade level, which eliminate the guesswork out of what students need to learn. This enables educators to create new, innovative, and more effective ways to actively engage students in learning and allows educators to more easily individualize instruction to meet student needs.*
3. **For All Educators**
   - *The CCSS call for all educators to use the Standards for Mathematical Practice and the Standards for Literacy in All Subjects to support student learning in all classrooms in order to develop core skills such as to solve problems, communicate effectively, construct viable arguments, and to think critically and creatively.*
4. **Better Standards, Better Assessments**
   - *The Smarter Balanced Assessment replaces the WKCE for math and ELA. It is computer adaptive, which will measure students' application of knowledge and skills and provide educators with more accurate and time-sensitive data to inform teaching and learning.*
5. **Forward, Not Backward**
   - *Rigorous standards, aligned assessments, and educator and principal effectiveness work together to maximize student potential and ensure college and career readiness for all students.*

http://commoncore.dpi.wi.gov/files/commoncore/CCSS%20-%20What%20You%20Need%20to%20Know.pdf

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Universal Design for Learning and Common Core State Standards

- Common Core State Standards for Mathematics, Grade 7, The Number System, 7.NS, item 2
  - ✓ *"apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers."*

- Common Core State Standards for Mathematics, Grade 1, Measurement and Data, 1.MD, item 3
  - ✓ *"tell and write time in hours and half-hours using analog and digital clocks."*

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Universal Design for Learning and Common Core State Standards

- Interpret the standards in a way that allows for flexibility

- The Center for Applied Special Technology (CAST) is working with several districts specifically on connecting the Common Core State Standards with UDL

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Wisconsin Education Initiatives

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Universal Design for Learning Connections to State Assessments

- Smarter Balanced

- Dynamic Learning Maps

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Smarter Balanced

Universal Tools

Embedded
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom

Non-embedded
Breaks, English Dictionary, Scratch Paper, Thesaurus

Designated Supports

Embedded
Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools

Non-embedded
Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)

Accommodations

Embedded
American Sign Language, Braille, Closed Captioning, Text-to-speech

Non-embedded
Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text

http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf

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Assistive Technology

- Assistive technology is any tool or device that a **student with a disability** uses to
  - perform a task that he or she could not otherwise do
  - do a task more easily, faster, or in a better way

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Differences of UDL and AT

UDL	AT
• UDL is given to everyone at the start	• AT is delivered after consideration of an individual student
• UDL is proactive	• AT is reactive
• UDL targets the larger system	• Targets the individual
• UDL views the curriculum as having the disability	• AT views the individual as having the disability

(Adapted from Rose, Hasselbring, Stahl, & Zabala, 2005)

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UDL and Assistive Technology

UDL

Assistive
Technology

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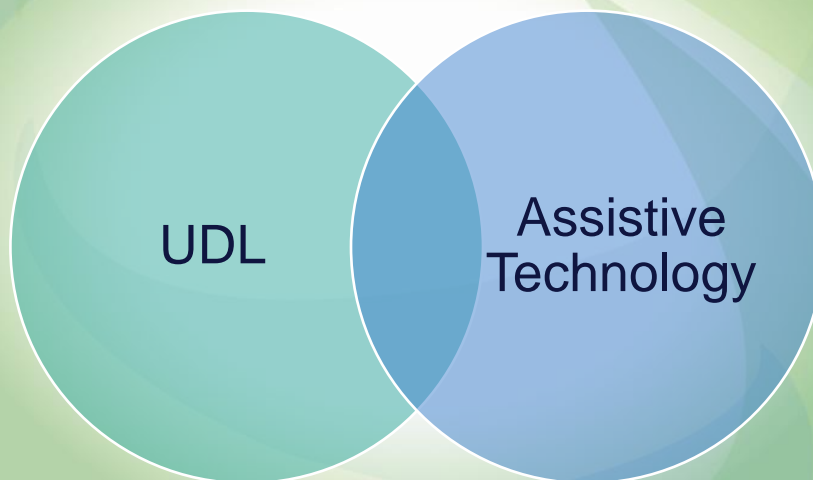
UDL and AT work together to:

- Develop and implement a well-designed learning environment focused on various abilities

- Provide individual support when systems change is not enough

- Support access and improvement for *all* individuals, including students with disabilities

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CAST Universal Design for Learning Implementation Process
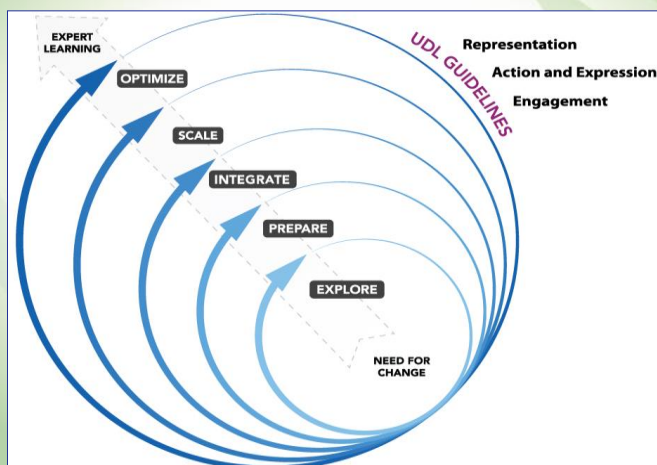
Critical Factors to Universal Design for Learning Implementation

1. State and district leadership need to embrace UDL
2. UDL must be understood as a general education initiative that moves beyond special education
3. System level changes can be sustained when time and resources are committed to build UDL expertise
4. Collaboration is vital

Adapted from Universal Design for Learning (UDL): Initiatives on the Move and
http://www.udlcenter.org/implementation/fourdistricts

Ways to Get Started…..

- Book Group
- Engage in an article
- Listen to a speaker
- Attend a conference
- Community Visit
- Coaching and Modeling

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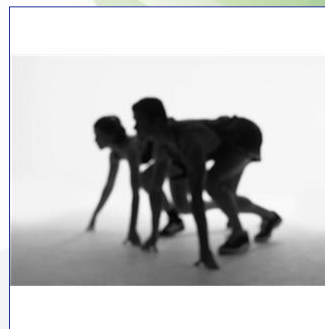
Next Steps
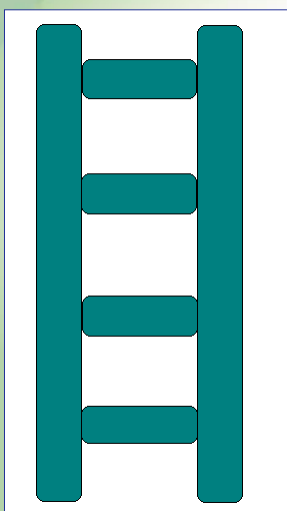
Work toward systemic change

Take small steps (one guideline, one lesson, one unit)

Move beyond traditional methods of instruction

Continue to explore the UDL framework and UDL resources

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Belief behind Universal Design for Learning

"It is more than providing flexible means of representation, action and engagement, it must come from a deep respect for the variability of the learners. What you do does not change until you change how you believe."

– Michael Hodnicki, Instructional Coordinator for Professional Development, Cecil County Public Schools, Maryland

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Strengths of Therapists Related to Universal Design to Learning

- Task Analysis
- Environmental Adaptations
- Modifying materials
- Specialized knowledge in sensory processing
- Specialized knowledge in seating & positioning
- Expertise in Assistive Technology

Occupational Therapy & Universal Design for Learning, AOTA

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Implications for Therapists

- Acquire knowledge of UDL principles
- Seize opportunities for collaboration that can benefit entire classes of students
- Less modifying and adapting after the fact and more building in those features from the start
- Integrate UDL principles into your own practice, give students choices and flexibility in individual therapy sessions or when planning groups
- When giving professional development, model the UDL principles

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Why Universal Design for Learning in Wisconsin?

- *Increased emphasis on data shows that we are not meeting the needs of ALL our learners*

WSAS Achievement Gap Analysis — All Grades
Percent Scoring Proficient or Advanced Using College and Career Readiness Expectations

Mathematics	2008-09	2009-10	2010-11	2011-12	2012-13	Change in %	2008-09 to 2012-13 Gap Change
White	51.5	53.4	53.5	55.2	55.4	3.9	Reference
American Indian	26.4	27.2	29.7	31.5	31.4	5.0	-1.1
Asian	44.1	47.1	48.4	49.9	50.2	6.1	-2.2
Black	15.6	17.0	17.4	18.2	18.1	2.5	1.4
Hispanic	23.9	26.6	27.3	28.4	28.1	4.2	-0.3
Not Disadvantaged	55.0	58.0	58.5	60.3	60.7	5.7	Reference
Economically Disadvantaged	26.2	28.9	29.4	30.9	30.5	4.3	1.4
English Proficient	46.6	48.4	48.4	49.8	49.8	3.2	Reference
English-Language Learners	19.4	21.2	19.9	20.5	18.2	-1.2	4.4
Nondisabled	49.0	51.0	50.9	52.4	52.4	3.4	Reference
Students with Disabilities	19.9	21.1	20.8	22.0	21.6	1.7	1.7

Reading	2008-09	2009-10	2010-11	2011-12	2012-13	Change in %	2008-09 to 2012-13 Gap Change
White	40.9	41.4	41.6	41.9	42.5	1.6	Reference
American Indian	19.9	20.2	22.1	22.5	23.6	3.7	-2.1
Asian	26.9	28.3	30.2	31.7	32.4	5.5	-3.9
Black	12.1	12.2	12.6	13.4	13.5	1.4	0.2
Hispanic	15.6	16.2	17.0	17.6	17.7	2.1	-0.5
Not Disadvantaged	44.0	45.6	46.2	46.6	47.2	3.2	Reference
Economically Disadvantaged	18.3	19.2	19.8	20.5	20.9	2.6	0.6
English Proficient	36.9	37.3	37.4	37.7	38.0	1.1	Reference
English-Language Learners	6.5	6.7	6.0	6.0	5.5	-1.0	2.1
Nondisabled	38.5	39.0	39.0	39.3	39.7	1.2	Reference
Students with Disabilities	13.8	13.6	13.8	14.2	14.6	0.8	0.4

NOTE: The Gap Change refers to the change in the achievement gap from 2008-09 to 2012-13 between white students and students from other racial or ethnic groups and between students based on economic, English proficiency, or disability status. A negative number indicates a reduction in the gap.

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Bartholomew Consolidated School Corporation Indiana

BCSC Percent Passing on Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) Assessment for Students with and Without Disabilities from 2009 to 2012*

Year	Language Arts (LA)		Mathematics		Both LA and Math	
	Special Education (SE)	Regular Education (RE)	Special Education (SE)	Regular Education (RE)	Special Education (SE)	Regular Education (RE)
2012	51.0	84.6	62.5	82.7	44.0	77.0
2011	36.4	80.3	43.5	78.3	28.7	71.6
2010	28.3	78.9	33.5	76.3	20.9	69.7
2009	26.5	77.1	29.7	73.7	17.9	67.2

ISTEP+ consists of two criterion-referenced components – multiple choice assessment and applied skills assessment – designed to measure students' mastery of the *Indiana Academic Standards.*

BCSC Percent Passing on Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) Assessment for English Language Learners and Non-English Language Learners from 2009 to 2012*

Year	Language Arts (LA)		Mathematics		Both LA and Math	
	English Language Learners (ELL)	Non-English Language Learners (ELL)	English Language Learners (ELL)	Non-English Language Learners (ELL)	English Language Learners (ELL)	Non-English Language Learners (ELL)
2012	55.8	83.1	60.2	82.3	46.3	75.7
2011	51.2	76.5	52.5	75.6	40.8	68.1
2010	49.9	73.8	51.5	71.9	38.9	65.0
2009	39.3	71.9	40.7	69.1	30.9	62.1

ISTEP+ consists of two criterion-referenced components – multiple choice assessment and applied skills assessment – designed to measure students' mastery of the *Indiana Academic Standards.*

http://www.movingyournumbers.org/images/resources/bcsc/bcsc-achievement-profile.pdf

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Advice from Bartholomew Consolidated School Corporation, Indiana

1. Just start!
2. Have a strong overriding framework and use it to focus and align the work and your resources in support of the work.
3. Use common vocabulary and a common language – don't be an island.
4. Make data use a foundational practice at all levels of the district.
5. Ask the hard questions. For example, is what you're doing related to improving curriculum and instruction? If the answer is "no," don't do it!
6. Engage in persistent and consistent professional conversations about student learning.
7. Develop sustained support from the board and key stakeholders.
8. Develop strong school-community/business partnerships and help everyone understand the connection between school improvement and economic development.
9. Really put all kids first, even when it's easy to say and difficult to do.
10. Stick with it.

http://www.movingyournumbers.org/images/resources/bcsc/bcsc-achievement-profile.pdf

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What was UDL Today?

•1.1 Offer ways of customizing the display of information (Multiple Ways to Explore Framework
•2.5 Illustrate through multiple media (visuals, videos, activities)
•3.3 Activate or supply background knowledge (UDL history and research provided)

Multiple Means of Representation "Access"

Universal Design for Learning

•7 Provide options for recruiting interest (Use of video, humor, choices)
•7.1 Optimize individual choice and autonomy (choices provided for activities)
•9.3 Develop self-assessment and reflection (reflect and share after exploring framework)

Multiple Means of Engagement "Engagement"

Multiple Means of Action & Expression "Assessment"

•4.1 Vary the methods for response and navigation (quadrant partner, table talk)
•5.2 Use Multiple tools for construction and composition (can use technology if you are comfortable but other options provided)

Questions

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