

Universal Design for Learning:

Understanding What It Is
And How It Connects

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Did You Know?

- The way we learn is as unique as our fingerprints
- Variability and differences are the norm from student to student, in fact from person to person — even among those who seem to share similar characteristics, such as culture, age, race, or level of success.



Did You Know?

In a study put together by Google based on data from the World Bank (WDI, 2008) and CDC.gov (NHI Survey, 2008), it was found that there are more hard of hearing internet users in the United States than the population of...

- a) England
- b) Spain
- c) Germany
- d) China



<http://www.interactiveaccessibility.com/accessibility-statistics>

Did You Know?

In a study put together by Google based on data from the World Bank (WDI, 2008) and CDC.gov (NHI Survey, 2008), it was found that there are more users who are blind and low-vision than the population of ...

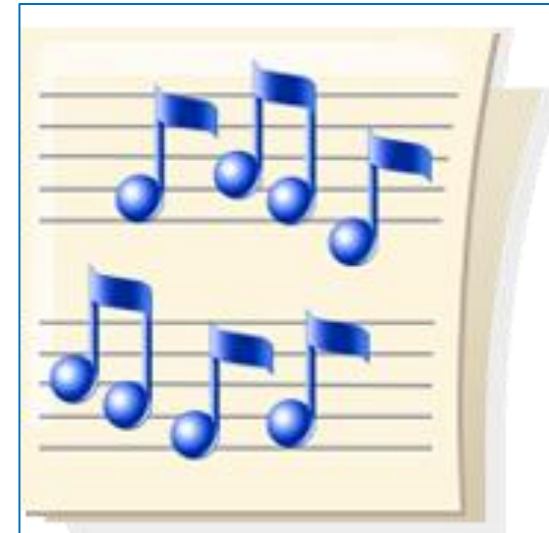
- a) Canada
- b) Mexico
- c) Sweden
- d) Ireland



<http://www.interactiveaccessibility.com/accessibility-statistics>

Did You Know?

- Second-grade and third-grade students were taught fractions in an untraditional manner by teaching them basic music rhythm notation. The group was taught about the relationships between eighth, quarter, half and whole notes. Their peers received traditional fraction instruction.
- Students who were exposed to music-based lessons scored what percent higher on fractions tests than those who learned in the conventional manner?
 - a) 50%
 - b) 25%
 - c) 75%
 - d) 100%



Source: Neurological Research, March 15, 1999

Did You Know?

According to the High School Survey of Student Engagement, what percentage of students report being bored in class at least everyday?

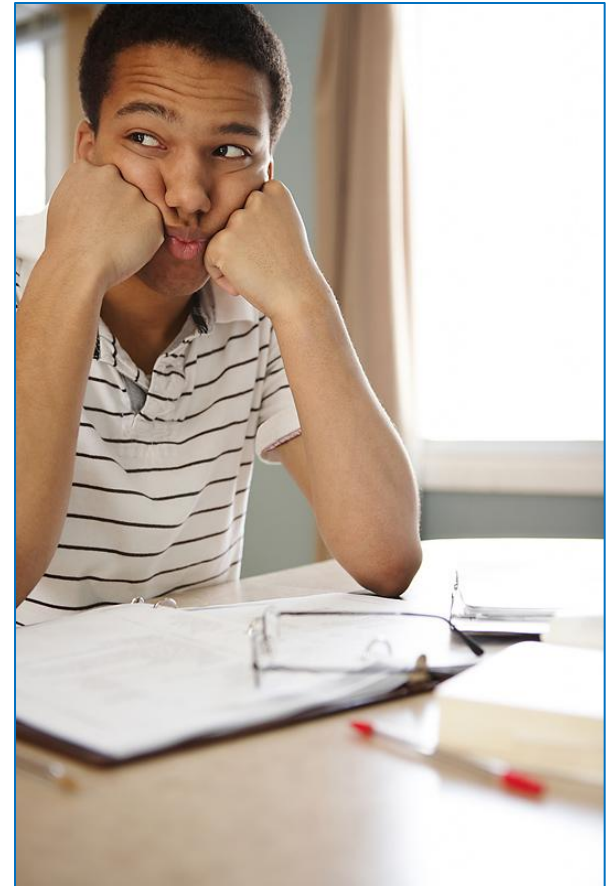
- a) 4%
- b) 49%
- c) 66%
- d) 85%



Did You Know?

According to the High School Survey of Student Engagement, what was the top reason of student boredom?

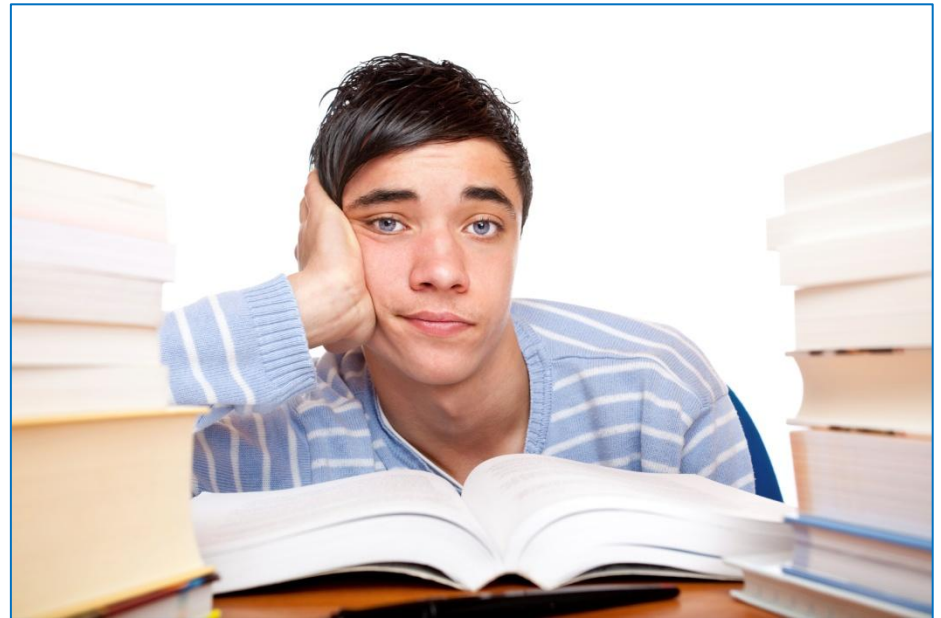
- a) Lack of relevance of material**
- b) Material wasn't interesting**
- c) Work wasn't challenging enough**
- d) Work was too difficult**



Did You Know?

According to the High School Survey of Student Engagement, what percentage of students reported that they had considered dropping out?

- a) 7%**
- b) 21%**
- c) 39%**
- d) 42%**



Did You Know?

According to the High School Survey of Student Engagement, what percentage of students who had considered dropping out gave the reason as *“No adults in the school cared about me”*

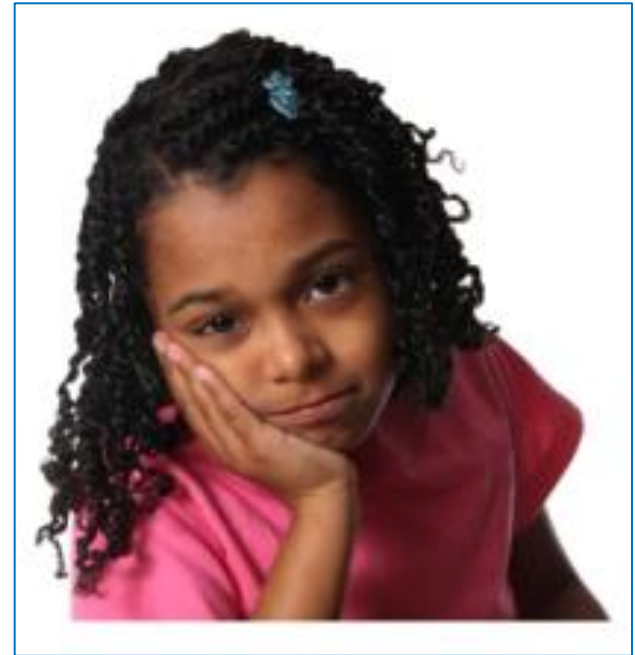
- a) 6%
- b) 9%
- c) 16%
- d) 23%



Did You Know?

Studies have shown that patterns of educational disengagement begin as early as...

- a) 3rd grade
- b) 4th grade
- c) 5th grade
- d) 6th grade



TIME

for
change

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

Brain Imaging Showing Individual Differences



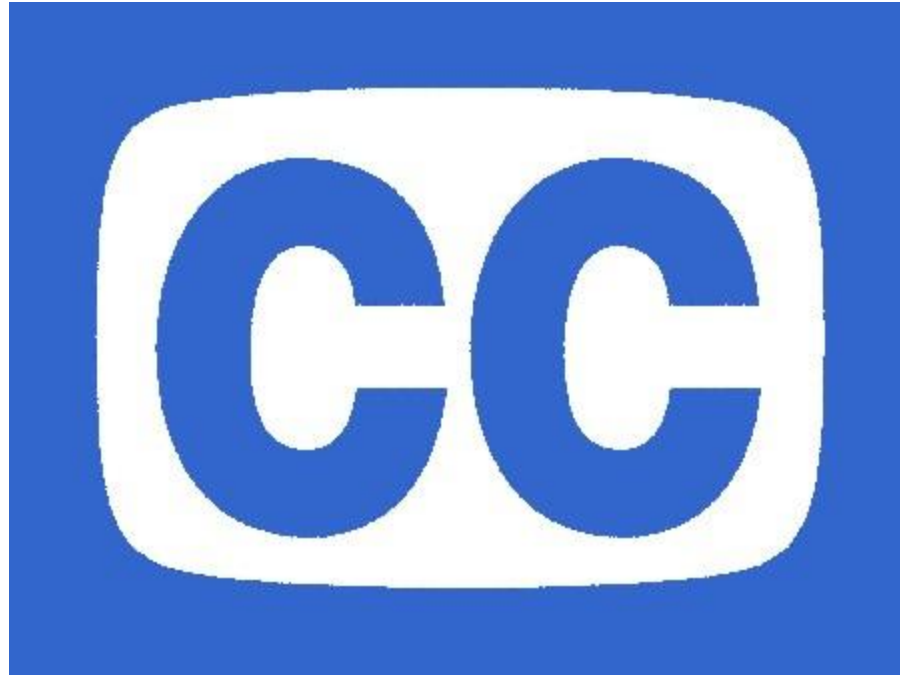
3 different people learning the **same** task

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



Closed Captioning



Why Universal Design for Learning in Wisconsin?

*Increasing diversity in
today's classrooms*



Why Universal Design for Learning in Wisconsin?

*Shift to the Common
Core State Standards*

COMMON CORE STATE STANDARDS for
Mathematics



COMMON CORE STATE STANDARDS for
English Language Arts



Why Universal Design for Learning in Wisconsin?

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



Why Universal Design for Learning in Wisconsin?

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



Why Universal Design for Learning in Wisconsin?

*Universal Design for
Learning is in the
Higher Education Act
of 2008*



Why Universal Design for Learning in Wisconsin?

*Universal Design for
Learning is in our
ESEA Waiver*

Wisconsin ESEA Flexibility Request

July 3, 2012

Amended May 20, 2013

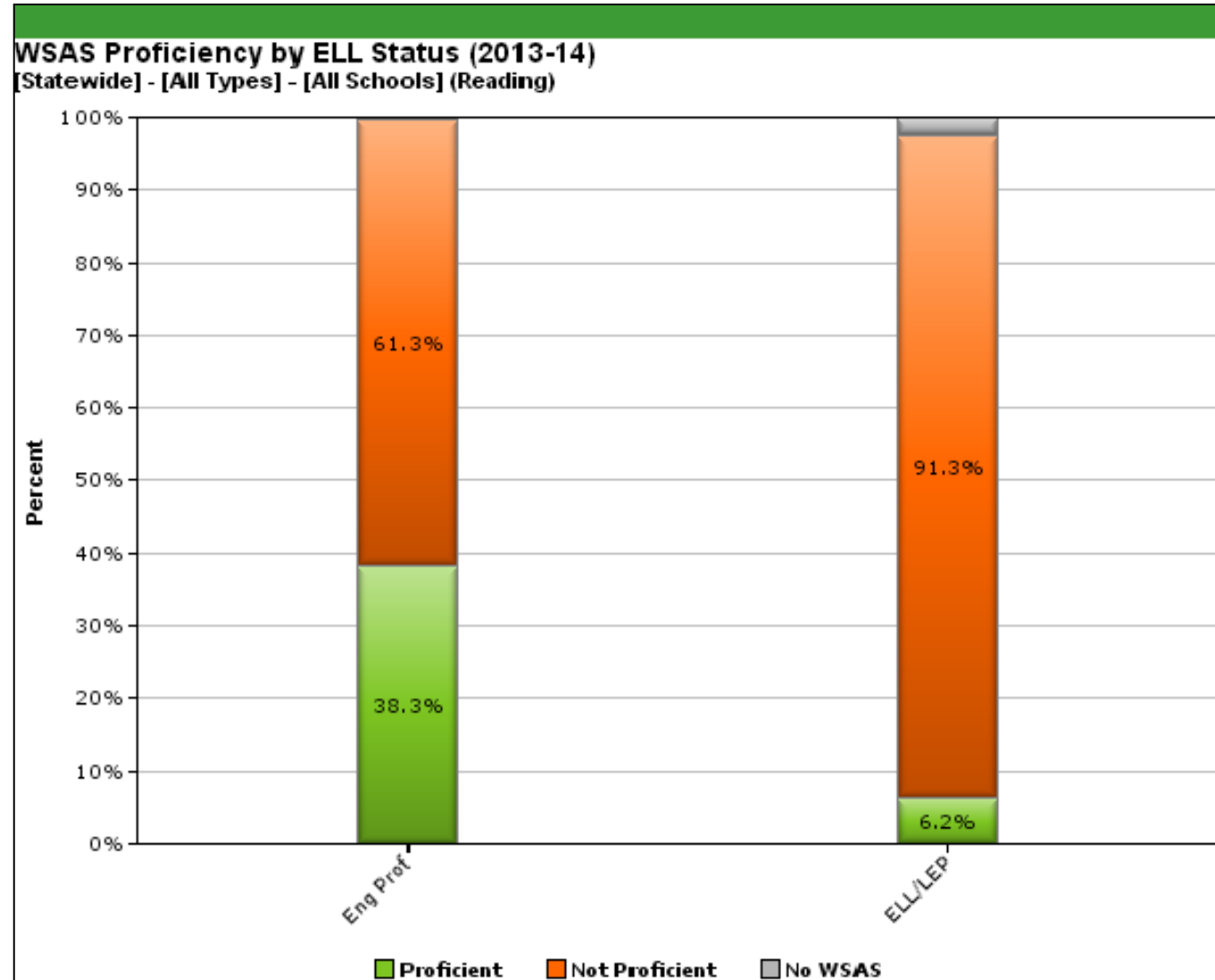


U.S. Department of Education
Washington, DC 20202

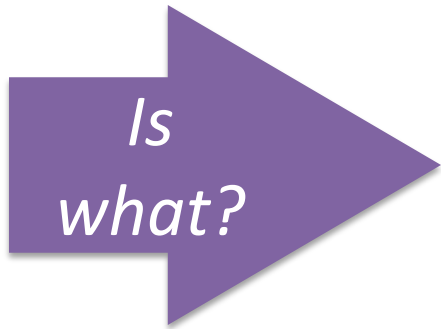
OMB Number: 1810-0708

Why Universal Design for Learning in Wisconsin?

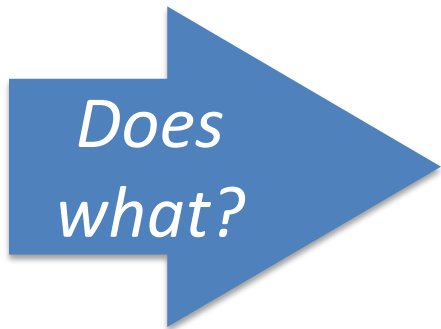
Increased emphasis on data shows that we are not meeting the needs of ALL our learners



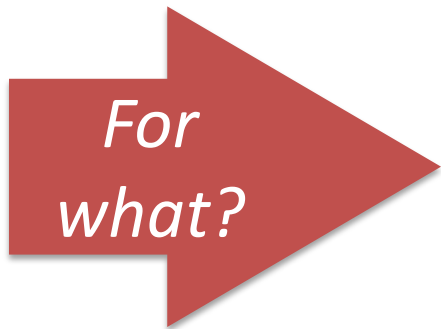
Universal Design for Learning



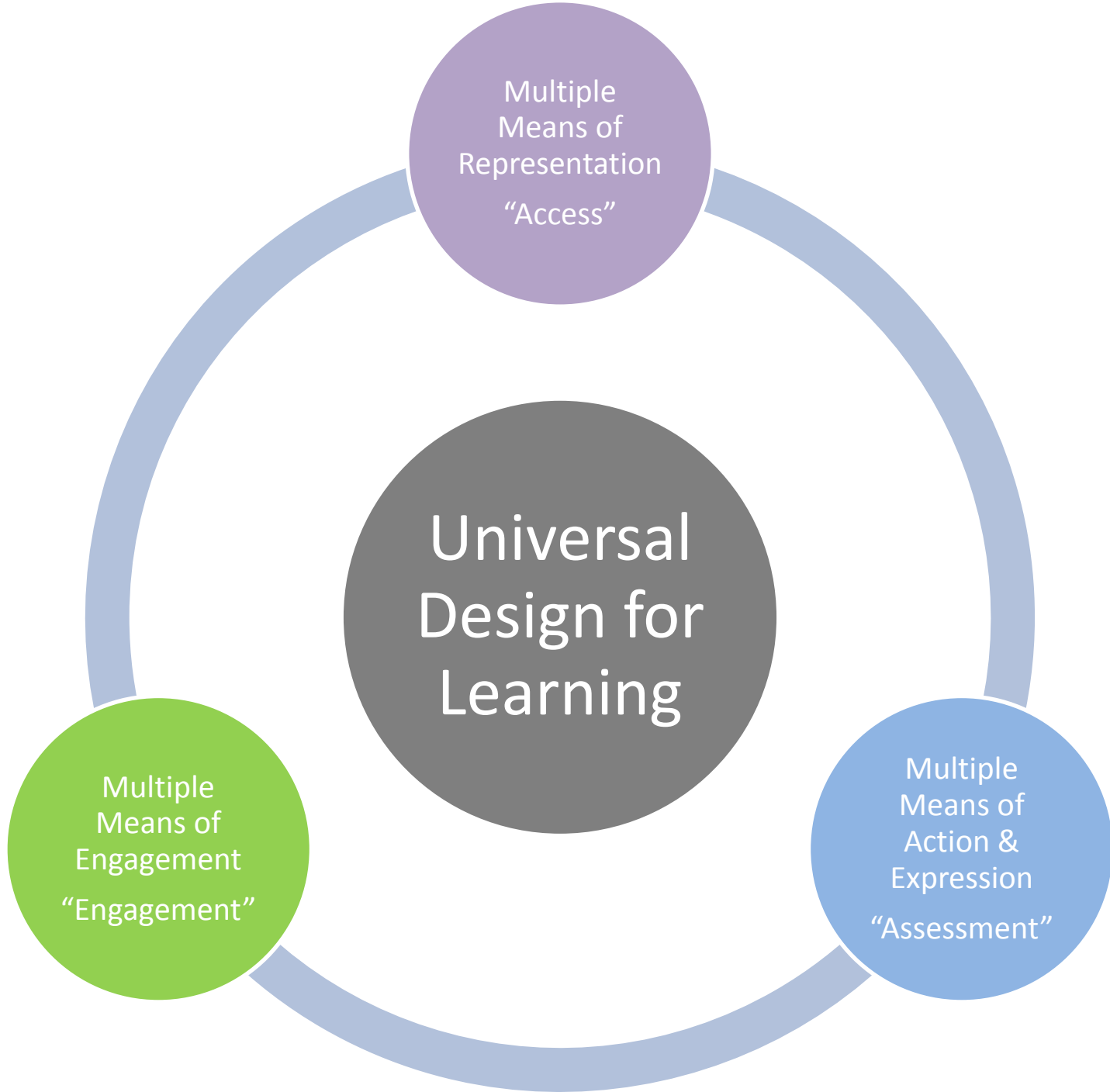
A scientifically valid framework
that



provides multiple means of access,
assessment, and engagement and
removes barriers in instruction



to
achieve academic and
behavioral success
for all



UDL Guidelines

Universal Design for Learning Guidelines

ENGAGEMENT



Provide Multiple Means of
Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions

ACCESS



Provide Multiple Means of
Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information

ASSESSMENT



Provide Multiple Means of
Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

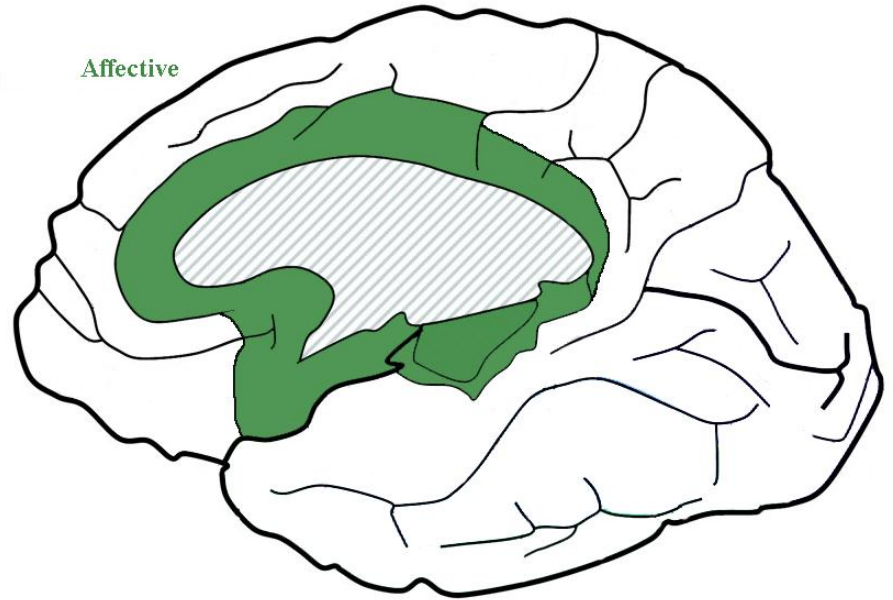
- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build influences with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Affective Networks: “Why of Learning”

Evaluate & set
priorities



Provide Multiple Means of Engagement

- Virtual field trips
- Google Lit Trips
- Readability
- Skype
- Blogs

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.

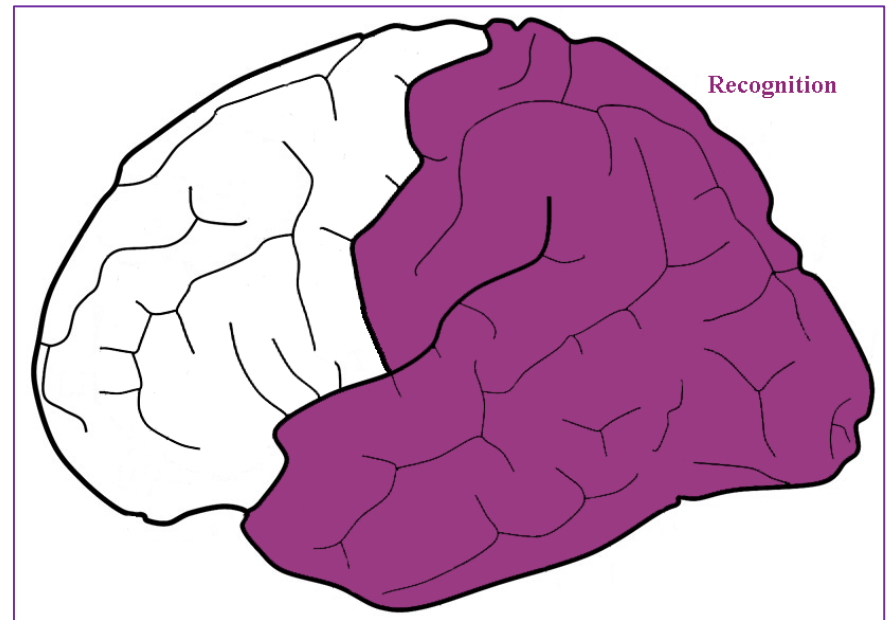
BUT IF YOU SHOVEL THE RAMP, WE CAN ALL GET IN!

© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE
PEYTRAL PUBLICATIONS, INC. 952-949-6707 WWW.PEYTRAL.COM

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

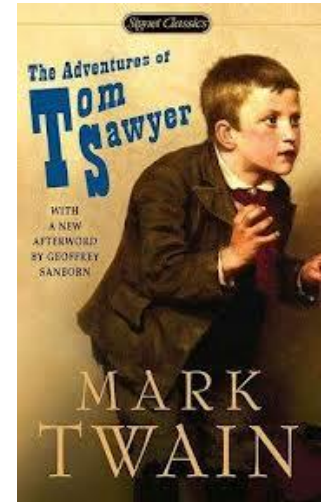
Recognition Network: “What of Learning”

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



Provide Multiple Means of Representation: Access

- 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

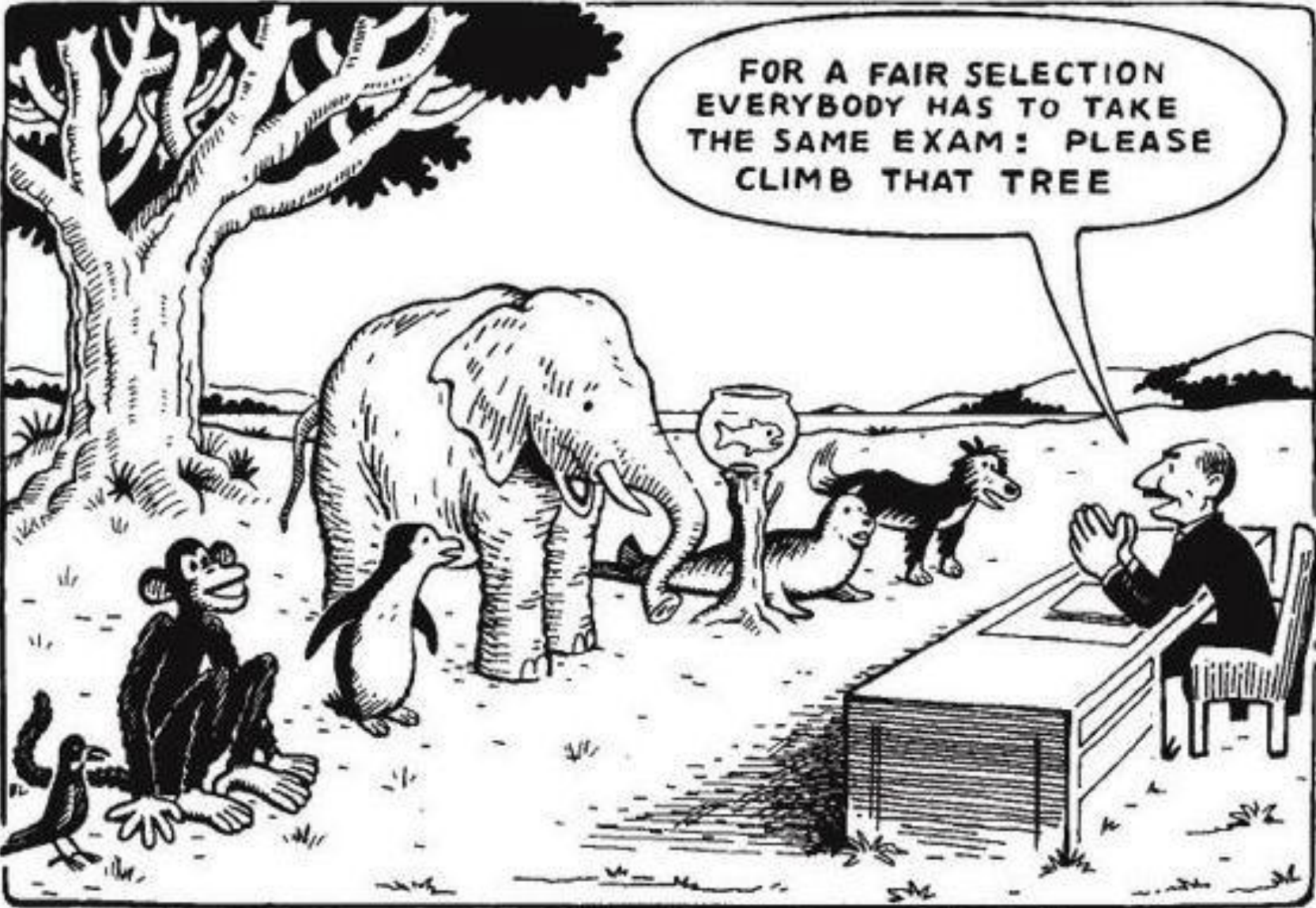


Multiple Means of Representation (Access)

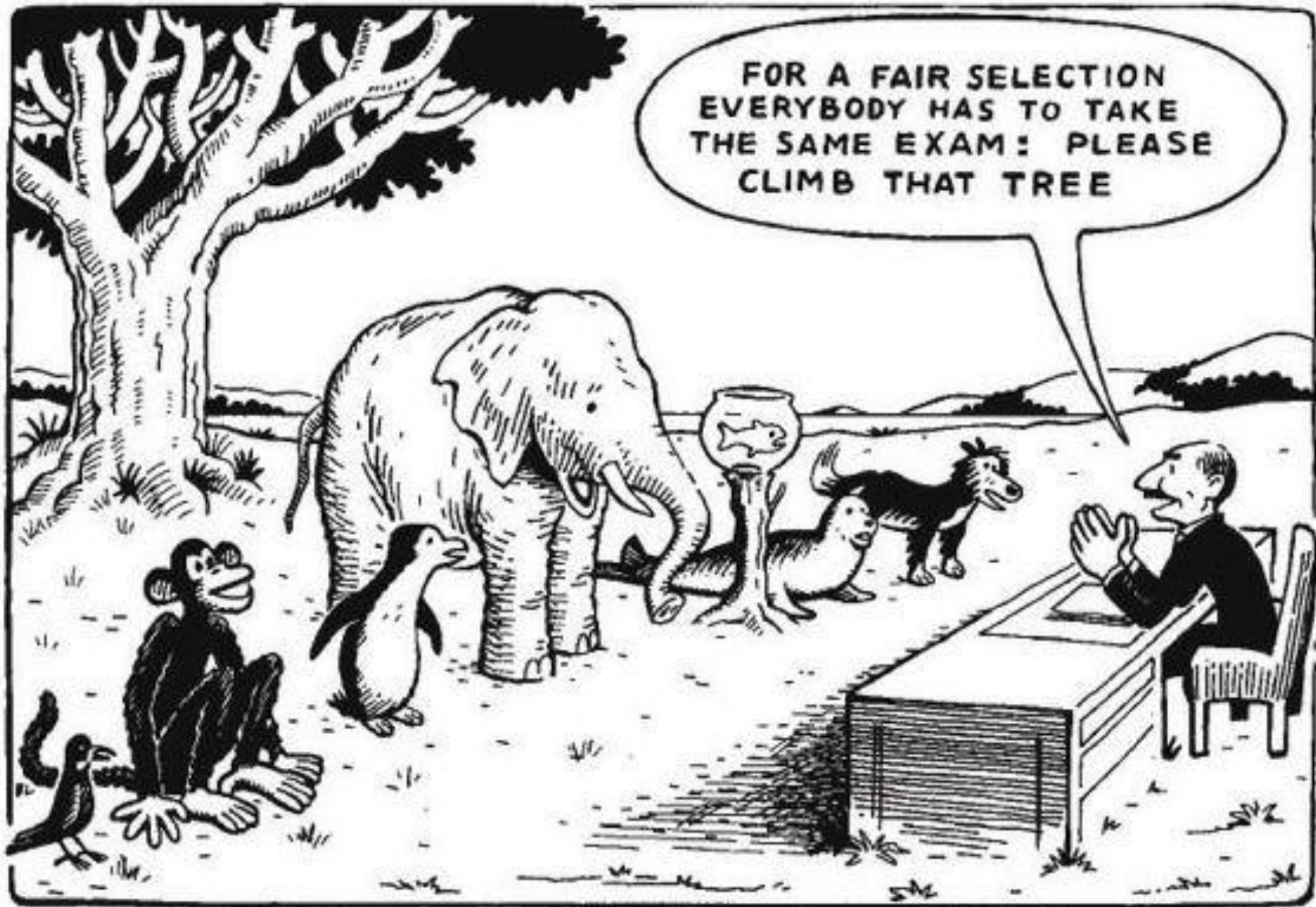
Bad Date Video



http://www.teachertube.com/viewVideo.php?video_id=162649

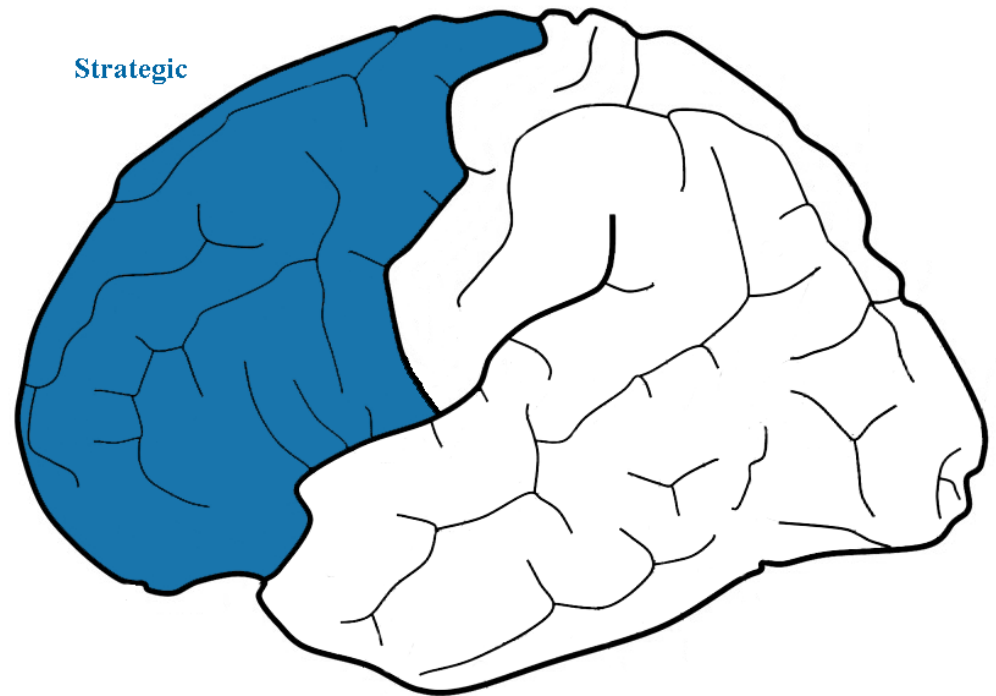


FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Strategic Networks: “How of Learning”

Plan,
execute,
monitor
actions, &
skills



Provide Multiple Means of Action & Expression: Assessment

- Give a presentation
- Create a video
- Create a newspaper
- Make a poster
- Write a report

Many are Already Doing Universal Design for Learning!



Connections to Universal Design for Learning

Universal Design for Learning

MLSS
(RtI/PBIS)

Culturally
responsive
practices

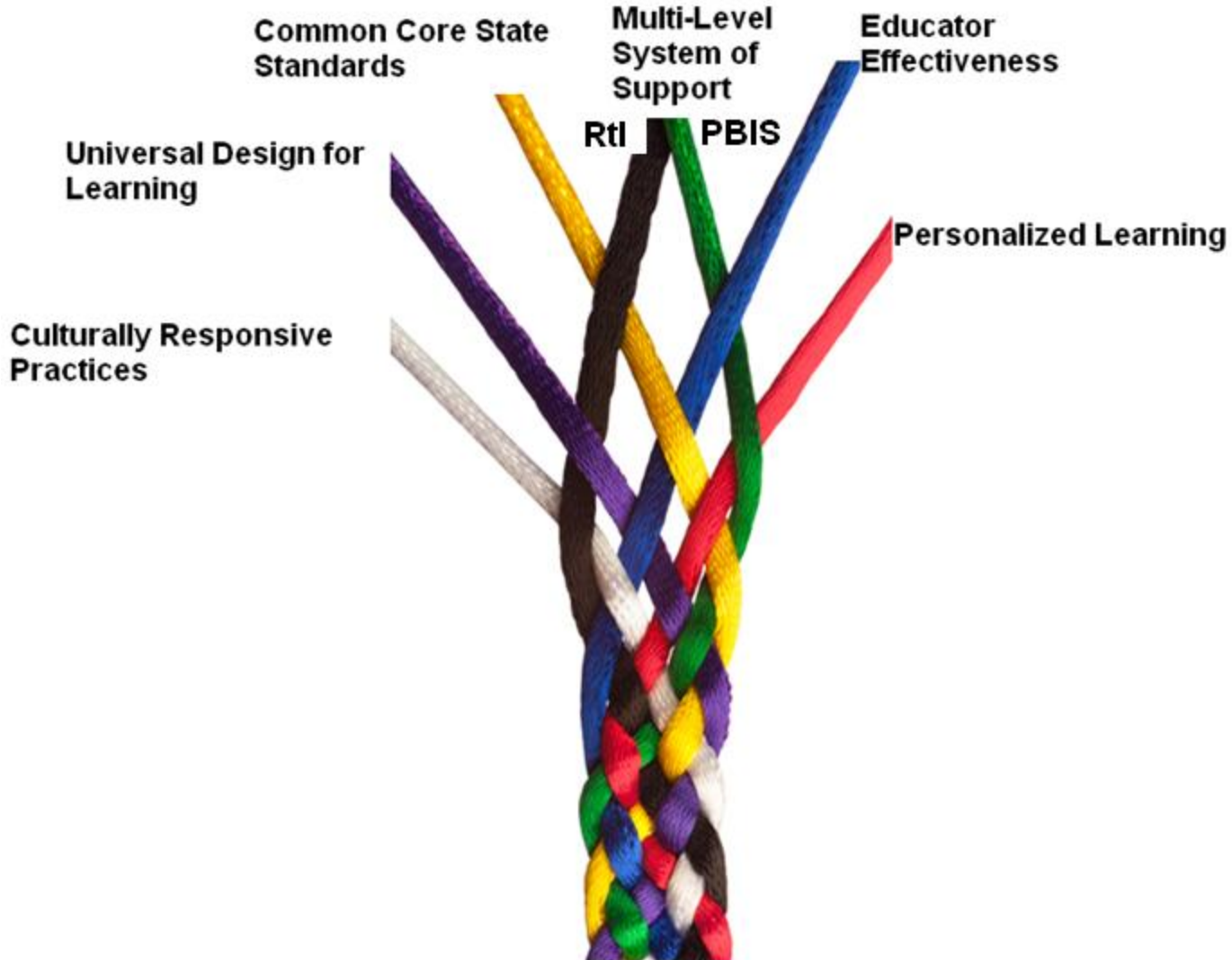
Personalized
learning

Educator
effectiveness

Common Core
State
Standards

State
assessments

The Braiding of Our Efforts



UDL Connections to a Multi-Level System of Support

- 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

UDL Connections to Culturally Responsive Practices

- Part of high quality instruction
- Goal is to develop teaching methods that enable ALL students access
- Require high expectations for students
- Create learning environments that serve ALL students
- Focus on student engagement

UDL Connections to Personalized Learning

- Start with the learner and understand learner variability
- Assist the learner to understand how he/she learns best
- Incorporate learner voice and choice
- Use multiple instructional delivery and assessment methods/modes
- Encourage student engagement
- Recognize that a one-size-fits-all education is not effective in today's classroom

UDL Connections to Educator Effectiveness

<p>Domain 1 – Planning and Preparation Demonstrating knowledge of content and pedagogy Demonstrating knowledge of students Setting instructional outcomes Demonstrating knowledge of resources Designing coherent instruction Designing student assessment</p>	<p>Domain 2- The Classroom Environment Creating an environment of respect and rapport Establishing a culture for learning Managing classroom procedures Managing student behavior Organizing physical space</p>
<p>Domain 4 – Professional Responsibilities Reflecting on teaching Maintaining accurate records Communicating with families Participating in a professional community Growing and developing professionally Showing professionalism</p>	<p>Domain 3 – Instruction Communicating with students Using questioning and discussion techniques Engaging students in learning Using assessment in instruction Demonstrating flexibility and responsiveness</p>

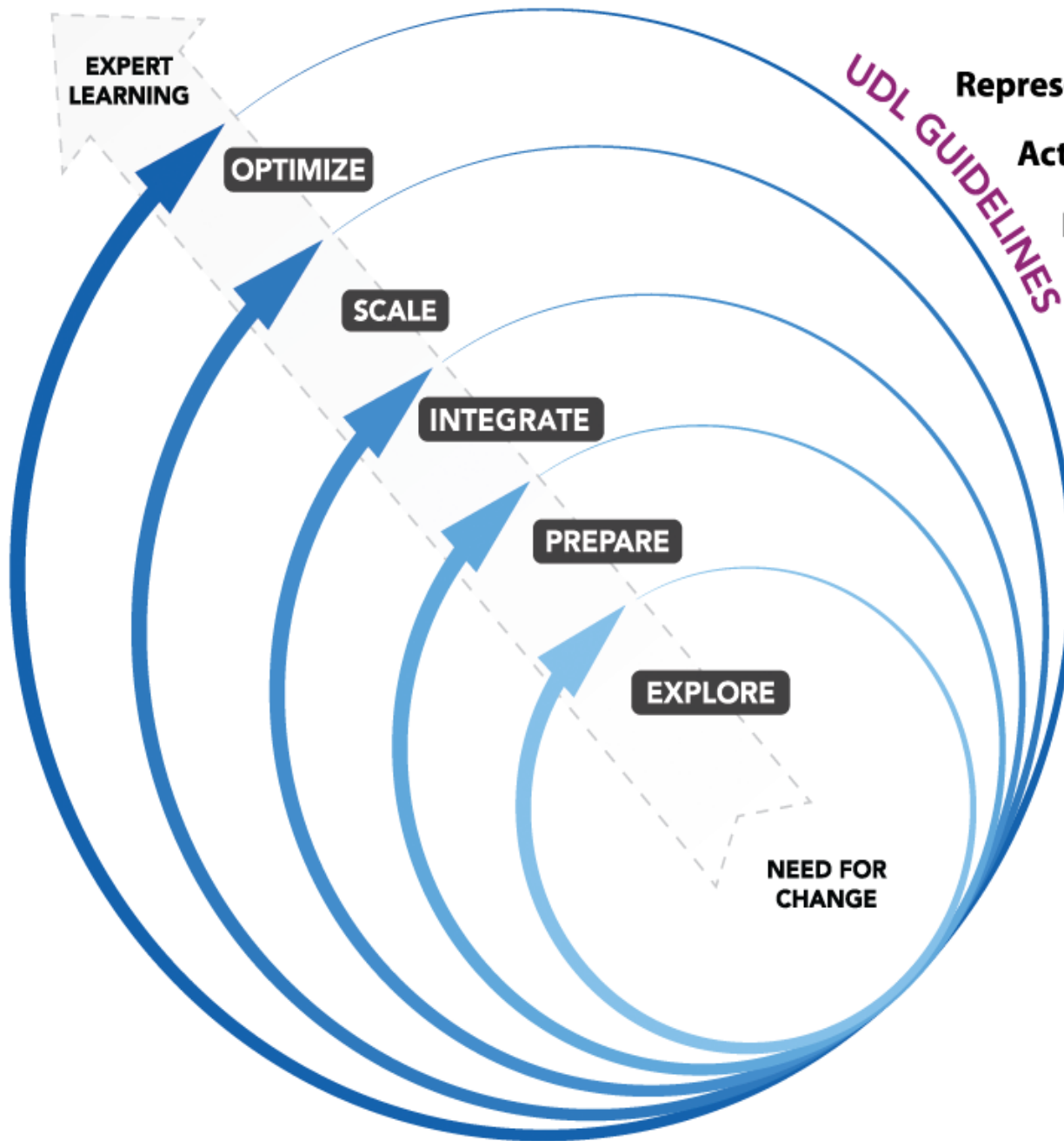
UDL Connections to Common Core State Standards

- Concepts of Universal Design for Learning are embedded throughout the CCSS
- CCSS tell us what students should know, not how to teach it. UDL can be the how
- Interpret the standards in a way that allows for flexibility

Universally Designed State Assessments



<http://oea.dpi.wi.gov/assessment/accommodations>



UDL GUIDELINES

Representation

Action and Expression

Engagement

CAST Universal
Design for
Learning
Implementation
Process

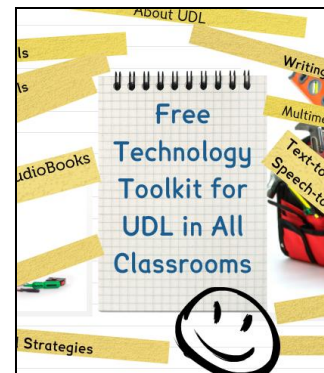
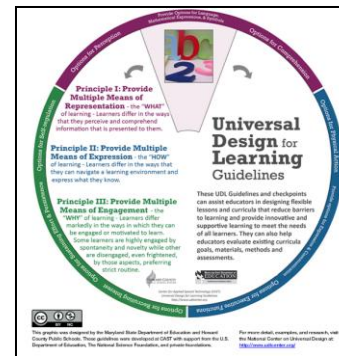
Universal Design for Learning Resources

[National Center on UDL](#)

[Interactive UDL Wheel](#)

[UDLinks App](#)

[Free Technology Toolkit for UDL in All Classrooms](#)



Implementing a Culturally Responsive Multilevel System of Support:

Universal Design for Learning

Universal design for learning (UDL) provides educators with a structure so that ALL students are able to access the curriculum, show what they know through meaningful assessment, and be engaged in their learning. UDL is a research-based framework that suggests a one-size fits all approach to education is not effective. Participants will learn about many aspects of UDL, including the principles, components, phases of implementation, and interactivity with initiatives and structures already existing in schools.

Audience

- This training is designed for teams from any school level. Teams may consist of principals, building leaders, general and special education teachers, curriculum directors and coordinators, technology integration coaches, and directors of pupil services.
- Teams must include a district- and/or school-level administrator

Outcomes

- A basic understanding of the history, purpose, and research behind UDL
- Review and outline the UDL components including the principles, guidelines, and checkpoints
- Discover and explore a variety of UDL resources to use and share with others
- Action plan next steps regarding UDL implementation

Preparation

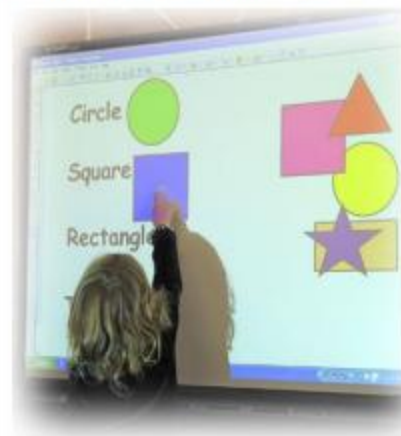
Participants should bring a laptop or other wi-fi enabled device.

Cost

\$65 per person. Fee covers registration, materials, and a networking lunch.

Presenters

- Jolene Troia, education consultant, Wisconsin Department of Public Instruction
- Dana McConnell, coordinator of instructional supports for students with disabilities, Wisconsin Rtl Center



Regional Dates & Locations

Register online at

www.wisconsinrticenter.org/event/all

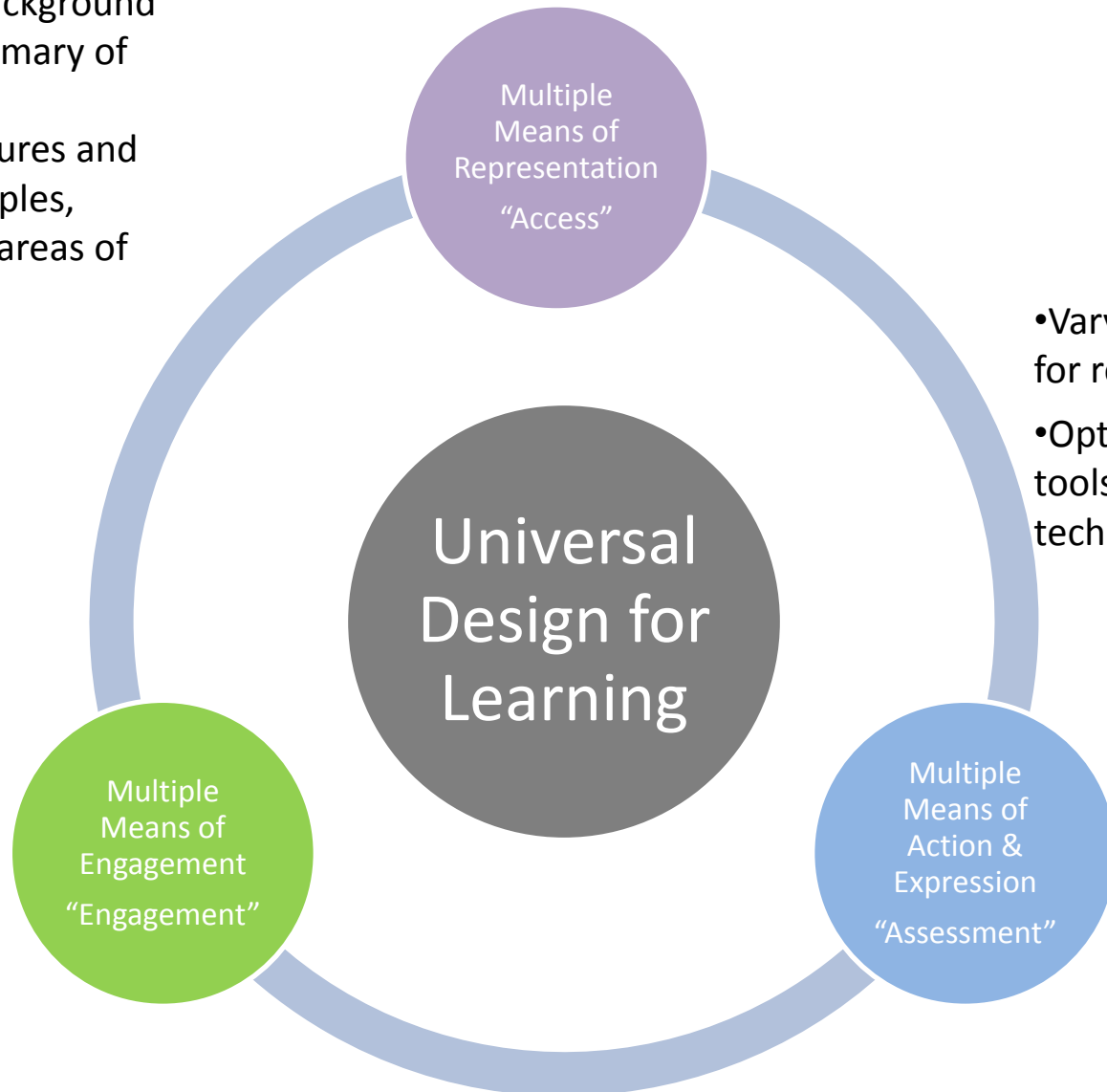
for the session of your choice

October 28, 2014	Best Western Hotel Chequamegon, Ashland
November 4, 2014	29 Pines/Sleep Inn & Suites Conf. Center, Eau Claire
December 9, 2014	CESA 1, Pewaukee

What was UDL Today?

- Illustrate through multiple media (visuals, video, examples)
- Activate or supply background knowledge (brief summary of UDL provided)
- Highlight critical features and relationships (3 principles, connections to other areas of education)

- Provide options for recruiting interest (Use of video, cartoons, visuals)
- Foster collaboration and community
- Develop self-assessment and reflection



- Vary the methods for response
- Optimize access to tools and technologies

Song for Our Warming Planet



<http://amara.org/en/videos/ydofXEItZ6XC/info/a-song-of-our-warming-planet/>