

UDL 101

OCALIO
Universal Design for Learning Center


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UDL 101

Universal Design for Learning
101

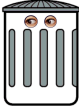
Goals

Demonstrate the Origins of UDL
Show the Neuroscience of Learning
Convey the Benefits of this Instructional Framework
Make Learning Engaging and Fun



I Can...

understand how UDL can **improve access** to the curriculum for all students.



Personal Learning Sheet
Please feel free to use this for your reflections.

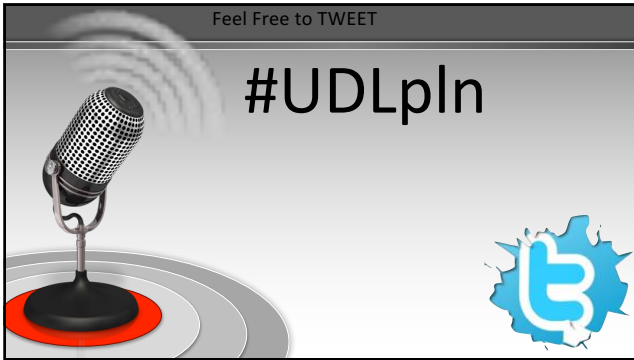
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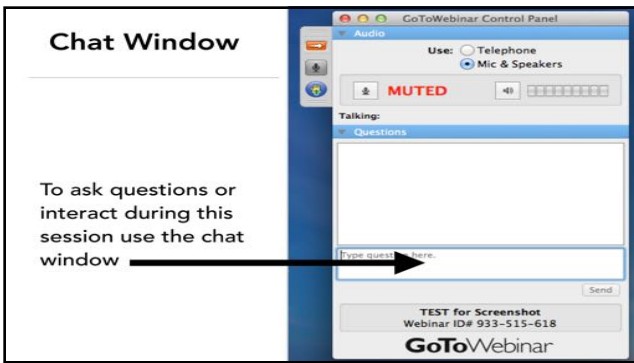
How will this help students?

Something new I have learned

How will I instruct differently taking into consideration Growth Mindset?

I like I wonder I wish







Clearing the path for people with special needs clears the path for everyone!

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES
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Universal Design for Learning

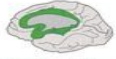


Simply put, universal design for learning (UDL) is the practice of embedding flexible strategies into curriculum during the planning process so that all students can access a variety of learning opportunities.

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
<ul style="list-style-type: none"> 1. Provide options for perception <ul style="list-style-type: none"> 1.1 Offer ways of controlling the display of information 1.2 Offer alternatives for auditory information 1.3 Offer alternatives for visual information 2. Provide options for language, mathematical notations, and symbols <ul style="list-style-type: none"> 2.1 Clarify necessary symbols 2.2 Clarify syntax and structure 2.3 Support decoding of text, mathematical notation, and symbols 2.4 Promote understanding across languages 2.5 Illustrate through multiple media 3. Provide options for conceptualization <ul style="list-style-type: none"> 3.1 Activate or supply background knowledge 3.2 Highlight patterns, critical features, big ideas, and relationships 3.3 Guide information processing, visualization, and mentalization 3.4 Maximize transfer and generalization 	<ul style="list-style-type: none"> 4. Provide options for physical action <ul style="list-style-type: none"> 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and adaptive technologies 5. Provide options for expression and communication <ul style="list-style-type: none"> 5.1 Use multiple media for communication 5.2 Use multiple tools for construction and composition 5.3 Vary features with graduated levels of support for practice and performance 6. Provide options for executive functions <ul style="list-style-type: none"> 6.1 Guide appropriate goal setting 6.2 Support planning and strategy development 6.3 Reduce competing information and resources 6.4 Enhance capacity for monitoring progress 	<ul style="list-style-type: none"> 7. Provide options for recruiting interest <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 8.1 Heighten culture of goals and objectives 8.2 Vary demands and resources to optimize challenge 8.3 Foster collaboration and community 8.4 Increase history-oriented feedback 9. Provide options for self-regulation <ul style="list-style-type: none"> 9.1 Promote expectations and beliefs that optimize motivation 9.2 Facilitate personal coping skills and strategies 9.3 Develop self-assessment and reflection
Resourceful, knowledgeable learners	Strategic, goal-directed learners	Purposeful, motivated learners

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Universal Design for Learning Guidelines

 Provide Multiple Means of Engagement Purposeful, motivated learners	 Provide Multiple Means of Representation Resourceful, knowledgeable learners	 Provide Multiple Means of Action & Expression Strategic, goal-directed learners
Provide options for self-regulation <ul style="list-style-type: none"> Promote expectations and beliefs that optimize motivation Facilitate personal coping skills and strategies Develop self-assessment and reaction 	Provide options for comprehension <ul style="list-style-type: none"> Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Enable information processing, visualization, and manipulation Maximize transfer and generalization 	Provide options for executive functions <ul style="list-style-type: none"> Guide appropriate goal-setting Support planning and strategy development Enhance capacity for monitoring progress
Provide options for sustaining effort and persistence <ul style="list-style-type: none"> Heighten salience of goals and objectives Vary demands and resources to optimize challenge Foster collaboration and community Increase mastery-oriented feedback 	Provide options for language, mathematical expressions, and symbols <ul style="list-style-type: none"> Clarify vocabulary and symbols Clarify syntax and structure Support decoding of text, mathematical notation, and symbols Promote understanding across languages Illustrate through multiple media 	Provide options for expression and communication <ul style="list-style-type: none"> Use multiple media for communication and composition Build exercises with graduated levels of support for practice and performance
Provide options for recruiting interest <ul style="list-style-type: none"> Optimize individual choice and autonomy Optimize relevance, value, and authenticity Minimize threats and distractions 	Provide options for perception <ul style="list-style-type: none"> Offer ways of customizing the display of information Offer alternatives for auditory information Offer alternatives for visual information 	Provide options for physical action <ul style="list-style-type: none"> Vary the methods for response and navigation Optimize access to tools and sensitive technologies




What Is UDL

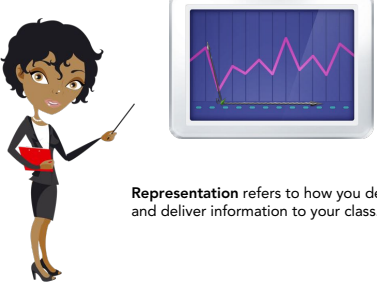


UDL at a glance


11

Multiple Means of...


Representation	Action & Expression	Engagement
		
Provide information in different formats	Alternatives for demonstrating knowledge	Tap into interests






Representation refers to how you design and deliver information to your class.

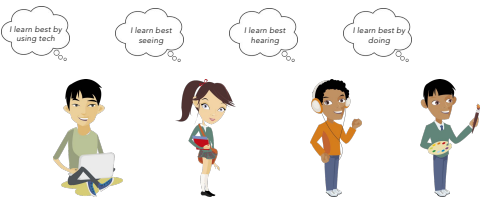


Action & Expression refers to providing students alternatives for demonstrating what they have learned.







Engagement refers to gauging learner interests, challenge them according to those interests and motivate them to succeed.

<p>Representation content in different ways</p>	
<p>Expression content knowledge different ways</p>	
<p>Engagement interests in different ways</p>	



- We ALL Learn Differently -

			
<p>Recognition Networks The what of Learning</p>	<p>Strategic Networks The how of Learning</p>	<p>Affective Networks The why of Learning</p>	
<p>How we gather facts and categorize what we see, hear and read, identifying letters, words are recognition tasks.</p>	<p>Planning and performing tasks. How we organize and express ideas. Writing an essay or solving a math problem are strategic tasks.</p>	<p>How learners get engaged and stay motivated. How they are challenged, excited or interested. These are affective dimensions.</p>	<p><i>"In any learning opportunity, many different regions of the brain may be involved."</i> - Dr. David Rose</p>
<p><input checked="" type="checkbox"/> Present content and information in different ways</p>	<p><input checked="" type="checkbox"/> Differentiate the ways that students can express what they know</p>	<p><input checked="" type="checkbox"/> Stimulate interest and motivation for learning</p>	



UDL Focuses on...

- Removing **barriers** to learning.
- Providing **supports** when needed.
- **Engaging all** students in successful learning.

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Shared Beliefs

Universal Design for Learning

- Maintains high expectations for all learners and instruction.
- Clarifies the means to meet these high expectations.
- Engages all learners to maximize each learner's potential.
- Purposefully provides multiple ways of representing information to meet the needs of all learners.
- Uses learner-centered proactive instructional design that includes both learning strategies and tools.
- Designs instruction that connects and supports the critical understanding of the big ideas.


28

Traditional Approach	UDL Approach
Assumes that student diversity is a problem and that the barriers to learning are inherent in the capabilities of the learners.	Assumes that student diversity is in the room and that the barriers to learning arises in the learners' interaction with the one-size-fits-all curriculum.
Assumes that the curricula is fixed; accommodations and modifications (retrofits) must be made in order to deal with student diversity.	Assumes that the inflexible curricula is disabled; curricula needs to be designed and redesigned to meet the needs of diverse learners from the start.

- Differences -

Next Webinar

UDL & Family Engagement



Next Webinar

Wed, Oct 11, 2017 3:30 PM - 4:00 PM EDT

<https://attendeegolowebinar.com/register/5555628128228139522>



Join one of the best chats on Twitter
#UDLchat 9PM E/T every 1st and 3rd Wed.

36




Thank you!

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