Universal Design for Learning (UDL)

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Please Take Care of Your Needs and Be Respectful of Others
Where are you on this scale?

- Brand new
- Heard of it
- Implement pieces
- Coach others
Session Goals

1. Learn main UDL guidelines

2. Understand variability, goals and barriers

3. Recognize UDL in early childhood

4. Collect resources
UDL Guidelines

Goal 1

http://www.cast.org/our-work/about-udl.html#.XHbDm-aWyUk
Three Main UDL Guidelines

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

Expert Learners who are...
Purposeful & Motivated
Resourceful & Knowledgeable
Strategic & Goal-Directed
<table>
<thead>
<tr>
<th>Engagement</th>
<th>Representation</th>
<th>Action and Expression</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purposeful &amp; Motivated Learners</strong></td>
<td><strong>Resourceful &amp; Knowledgeable Learners</strong></td>
<td><strong>Strategic &amp; Goal-Directed Learners</strong></td>
</tr>
<tr>
<td>Are eager for new learning and are motivated by the mastery of learning itself</td>
<td>Consider prior knowledge when learning (Make connections to prior learning experiences)</td>
<td>Formulate plans for learning</td>
</tr>
<tr>
<td>Are goal directed in their learning</td>
<td>Activate that prior knowledge to identify, organize, prioritize and assimilate new information</td>
<td>Devise effective strategies and tactics to optimize learning</td>
</tr>
<tr>
<td>Know how to set challenging learning goals for themselves</td>
<td>Recognize the tools and resources that would help find structure and remember new information</td>
<td>Organize resources and tools to facilitate learning</td>
</tr>
<tr>
<td>Know how to sustain the effort and resilience that reaching those goals will require</td>
<td>Know how to transform new information into meaningful and usable knowledge</td>
<td>Monitor their progress</td>
</tr>
<tr>
<td>Monitor and regulate emotional reactions that would be impediments or distractions to successful learning</td>
<td></td>
<td>Recognize their strengths and weaknesses as learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Abandon plans and strategies that are ineffective</td>
</tr>
</tbody>
</table>
Provide Multiple Means and Flexible Options

• Expect (and plan for) Learner Variability
• Set Clear Learning Goals
• Recognize (and plan for) Barriers
Categories of Variability

Other considerations

- Interests
- Temperament
- Culture/Family
- Skills and abilities
- Experiences
- Background knowledge

Gathering information
Expect Learner Variability

Concept 1

Disabilities

Variabilities
Set Clear Learning Goals

Concept 2

Early Learning Standards

Ongoing assessment

Intention behind...

• Learning opportunities/activities
• Themes
• Instructional methods
Recognizing Barriers

Concept 3
Recognizing Barriers
Concept 3

Ready to Learn
- Eyes looking
- Ears listening
- Hand raised to speak
- Back straight and tall
- Hand in your lap
- Legs crossed
Activity Variability, Goals and Barriers

http://jennifercobb.ca/product/kids-night/
Goal:

Make a healthy snack using nori.

• YES!!! I’ve got this!
• I can do this.
• I’ll try, but....
• What are you talking about?
Goal: Make a healthy snack using nori.

- YES!!! I’ve got this!
- I can do this.
- I’ll try, but....
- What are you talking about?
Goal:
Make a healthy snack using nori.

• YES!!! I’ve got this!
• I can do this.
• I’ll try, but....
• What are you talking about?
Tight on goals, loose on means

Make the goal clear to ALL
- Children
- Teachers
- Parents

The learning “Sweet Spot”
- Challenging, yet achievable
- Provide temporary supports
Session Goals

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✔ Understand variability, goals and barriers

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Expert Learners who are...
Purposeful & Motivated
Resourceful & Knowledgeable
Strategic & Goal-Directed
Multiple Means of Engagement

- Choice
- Autonomy
- Flexibility
- Security
- Collaboration
- Motivation
- Expectations
- Interest
- Relevance
- Persistence
- Challenge
Multiple Means of Representation

- Language
- Pictures
- Words
- Processing
- Visualization
- Symbols
- Examples
- Actions
- Formats
- Media
- Comprehension
Multiple Means of Action and Expression
- Response
- Access
- Support
- Performance
- Practice
- Mediums
- Tools
- Product
- Show
- Creativity
Applying UDL Principles

Sensory Table Treasure Hunt
Can you find these things?

Multiple Means of Engagement

Provide options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions
Where are you on this scale?
- Brand new
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- Coach others
UDL Within This Presentation

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

Access
- Provide options for Recruiting Interest
  Slide #2: minimized threats/distractions
  Electronic versions & hard copies
- Provide options for Perception
  Closed Caption Video
  High contrast colors on slides; used white space
- Provide options for Physical Action
  Variable/Goal Activity
  Large-group, elbow partners, sit-&-get format

Build
- Provide options for Sustaining Effort & Persistence
  Connected goals to content (blue spaces) & revisited goals
- Provide options for Language & Symbols
  Used images (brain networks, EC learning activities)
  Notes Handout (screen-reader compatible)
- Provide options for Expression & Communication
  Nori Healthy Snack--removed words in goal in order to provide graduated levels of support

Internalize
- Provide options for Self Regulation
  Slides #3 & 25--Where are you on this scale?
- Provide options for Comprehension
  Generalization/transfer: provided examples of UDL in EC & this presentation
- Provide options for Executive Functions
  Electronic access to resources to support further learning
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!

Final Thought
Universal Design for Learning FAQ
(http://udlguidelines.cast.org/more/frequently-asked-questions)

UDL Principle: Multiple Means of Engagement
(http://udlguidelines.cast.org/engagement)

UDL Principle: Multiple Means of Representation
(http://udlguidelines.cast.org/representation)

UDL Principle: Multiple Means of Action and Expression
(http://udlguidelines.cast.org/action-expression)

UDL and Early Education
(http://www2.ku.edu/~cssplus/pages/dissemination.shtml)

Top 10 UDL Tips for Developing Learning Goals
(http://castprofessionallearning.org/udl-topics/)

The Universal Design of Early Childhood
(https://www.iidc.indiana.edu/styles/iidc/defiles/ECC/SRUD-MovingForwardArticle.pdf)