

**Annual State Superintendent's Conference
on Special Education and Pupil Services
October 18-19, 2016**

CCR IEPs and Universal Design for Learning

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Today's Meet Backchannel Chat

<https://todaysmeet.com/CCRIEPs>

Add your name and your response to:

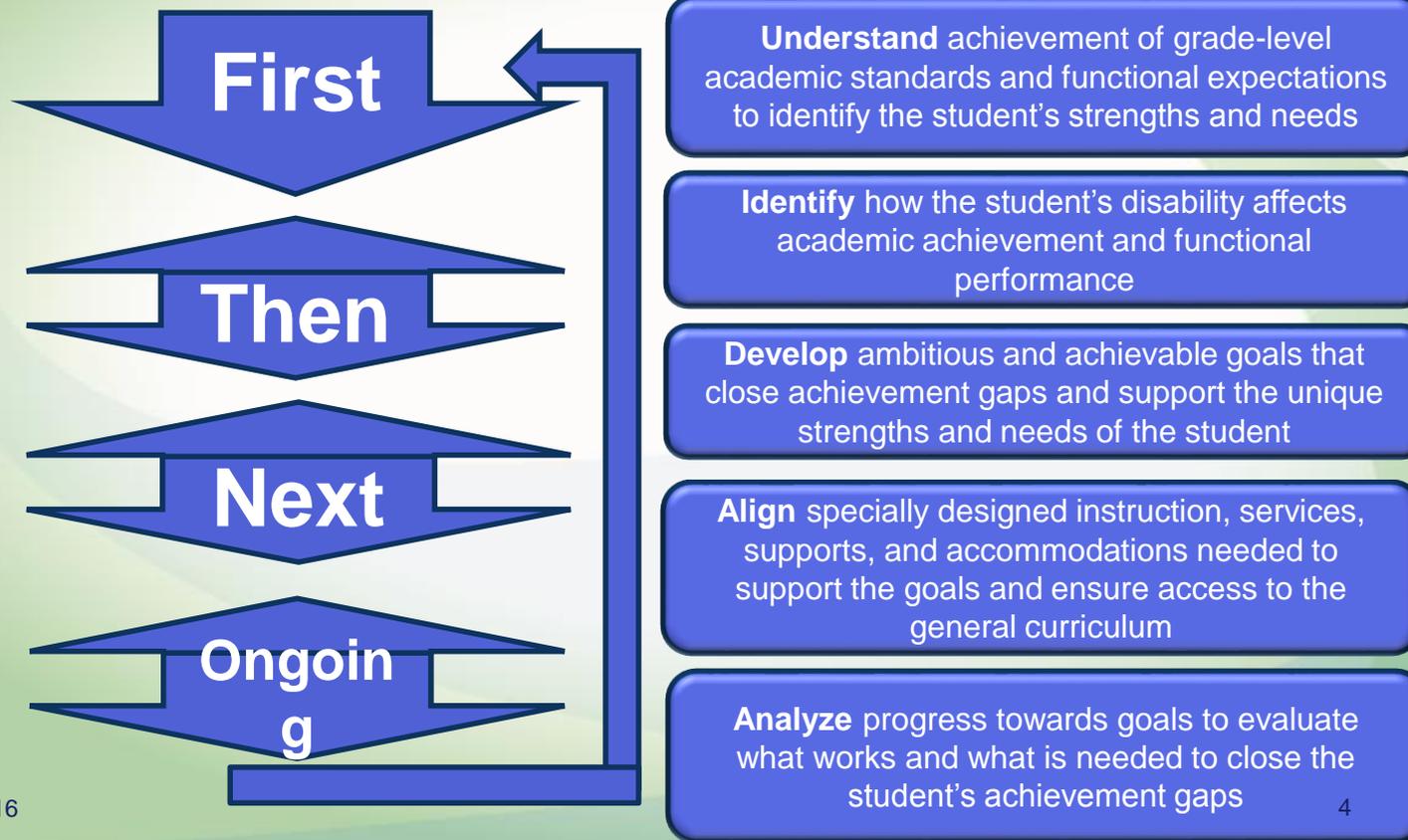
***What do you know about:
UDL?
CCR IEPs?***

Session Goal

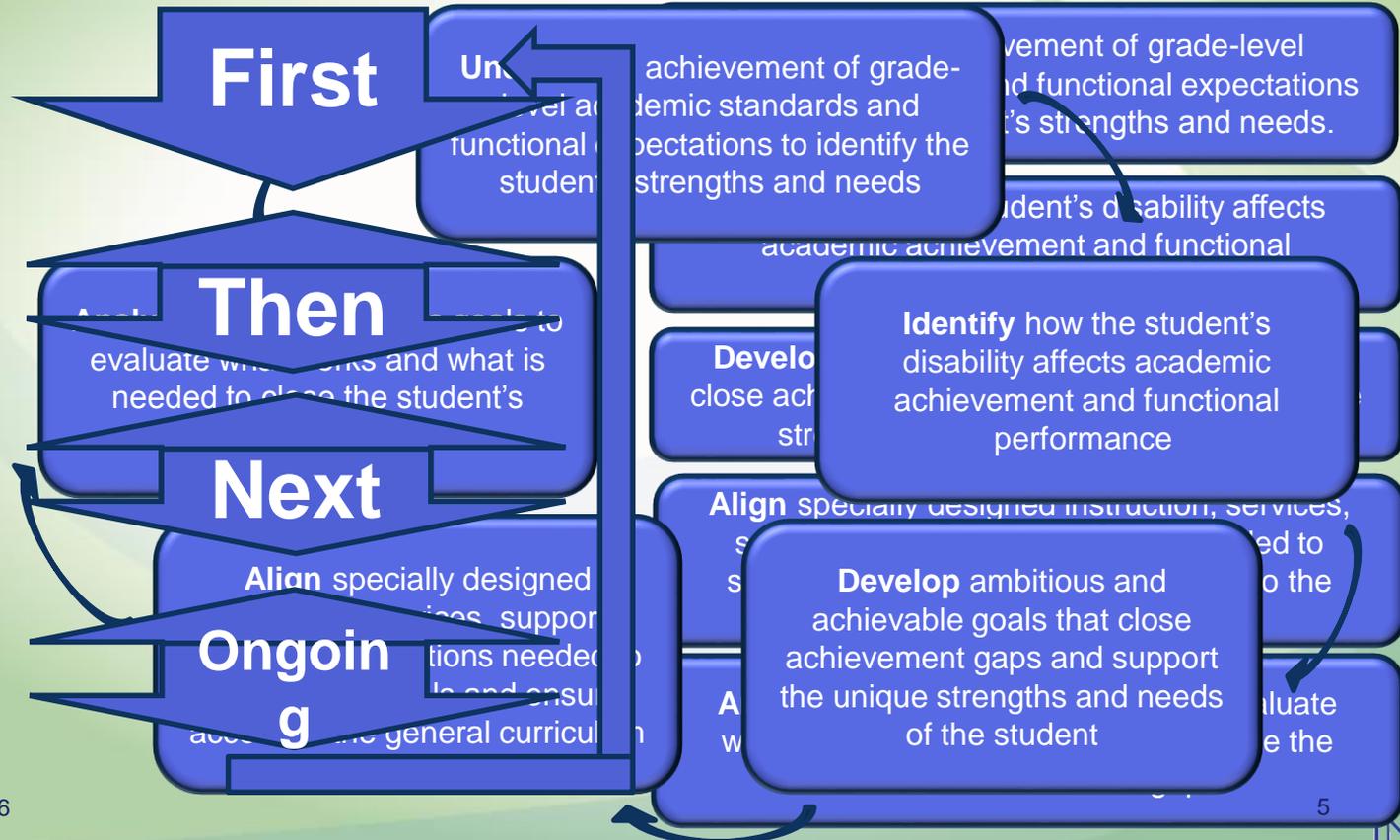
Explore elements of CCR IEPs: The Five Step Process, and develop an understanding of how UDL supports high quality IEPs

UDL: Essential for some...benefit to many.

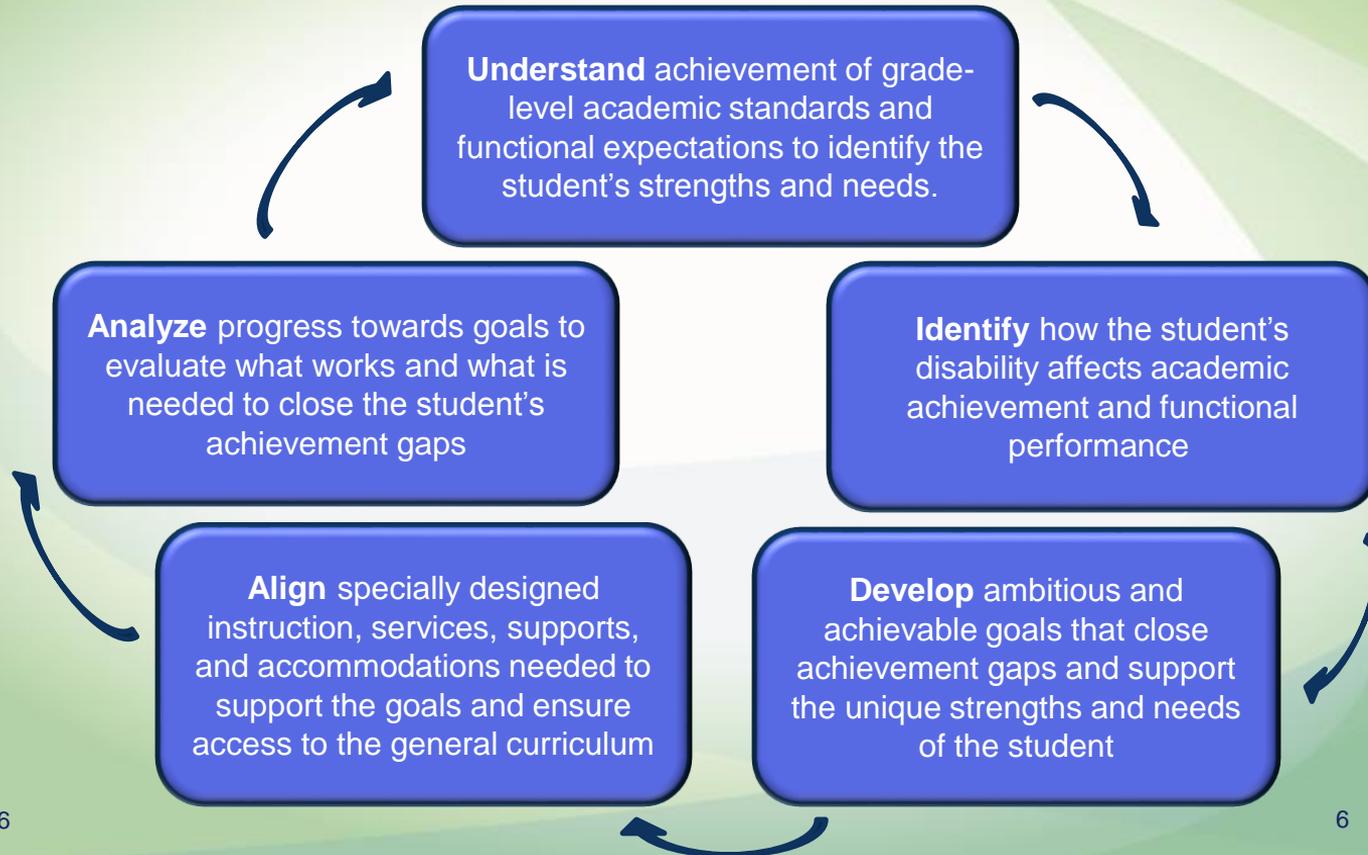
College and Career Ready IEP 5 Step Process



College and Career Ready IEP 5 Step Process



College and Career Ready IEP 5 Step Process



3 Options for Learning Shifts in CCR IEP 5 step process

- Review “Shifts in CCR IEP Five Step Process” Table
- Review “Case Study” that Highlights Some Shifts in CCR IEP Five Step Process
- Watch Short Video on “Shifts in CCR IEP Five Step Process”

Elevator Speech Report Out - When music stops, share with a partner close to you:

Floor 1: My favorite step was _____ because of the shift from _____ to _____.

Floor 2: Something we are trying to do in our school that aligns with CCR IEP is _____.

Floor 3: A question I still have is _____ because _____.





Floor 1

My favorite step was _____ because of the shift from _____ to _____.



Floor 2

Something we are trying to do in our school that aligns with CCR IEP is

_____.



Floor 3

A question I still have
is _____ because
_____.

Universal Design for Learning (UDL)

More ways to access...

More ways to participate...

More ways to demonstrate learning...

Resulting in more equitable access to...

the general education curriculum
for ALL learners

UDL Call out so far...

- Activate or supply background knowledge
- Optimize individual choice and autonomy
- Provide options for perception
- Foster collaboration and community
- Support planning and strategy development

Universal Design: Useable to the greatest extent by everyone

“Consider the needs of the broadest possible range of users from the beginning. If you design for those in the margins, it works better for everyone.”



Ron Mace, Architect, Universal Design



David Rose, co-founder of CAST



Introduction to Universal Design for Learning

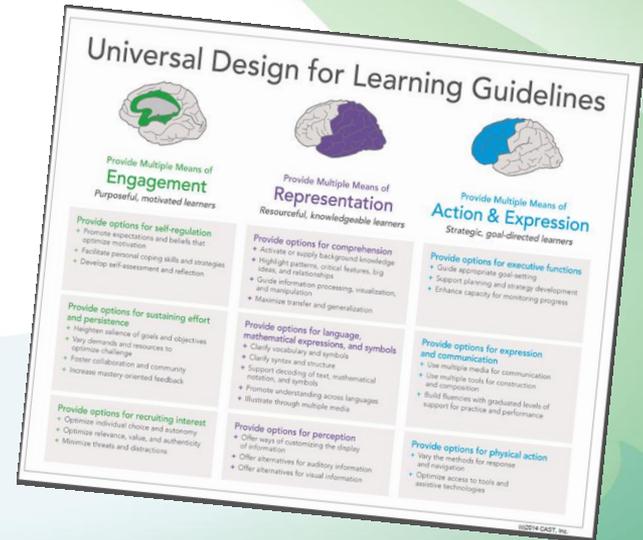
INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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UDL is the “curb cut” for learning

- The learner is not broken, the environment is just not a good fit
- Change the environment, not the student
- Provide options for engagement, representation, and expression is essential



Three brain networks active in learning: Recognition, Strategic, Affective



Representation

HOW information is presented to students in the lesson (e.g. written text or verbal communication).



Action + Expression

HOW students navigate a learning environment and express what they know.



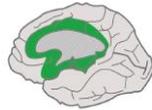
Engagement

HOW students will be motivated and sustain engagement throughout the lesson.

UDL Framework

Principles

Universal Design for Learning Guidelines



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



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 of 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



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 fluencies 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

Guidelines

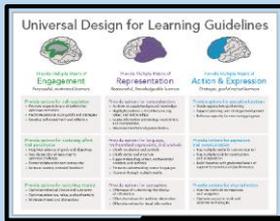
Checkpoints

UDL Summary

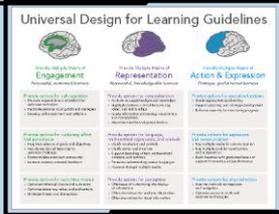
- Equity-centered thinking
- Variability is the norm
- Systematic and predictable barriers
- Proactive design of the curriculum
- Multiple means, and flexible options



***How does Universal Design for Learning
support CCR IEPs?***



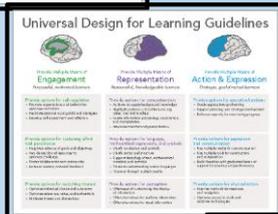
Step 1: Understand Achievement



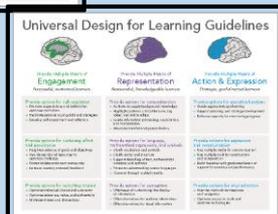
Step 2: Identify Effects of Disability



Step 3: Develop IEP Goals



Step 4: Align Services



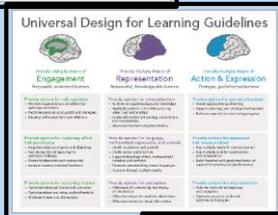
Step 5: Analyze Progress



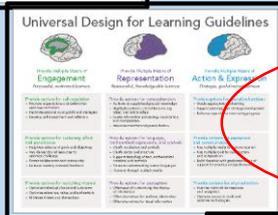
Step 1: Understand Achievement



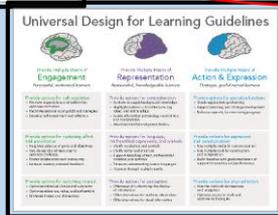
Step 2: Identify Effects of Disability



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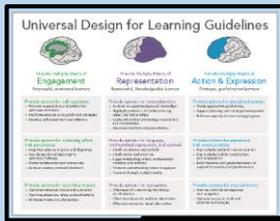
Step 5: Analyze Progress

UDL and Step 4: Align Services

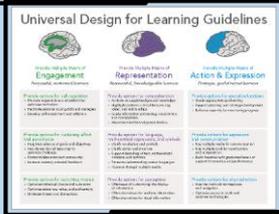
Look at UDL Guidelines.



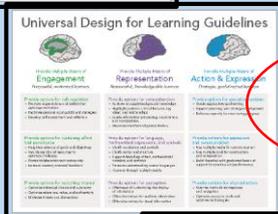
Where do you already see the UDL Guidelines reflected in supplementary aids and services, specially designed instruction, related services, and program modifications or supports for school staff



Step 1: Understand Achievement



Step 2: Identify Effects of Disability



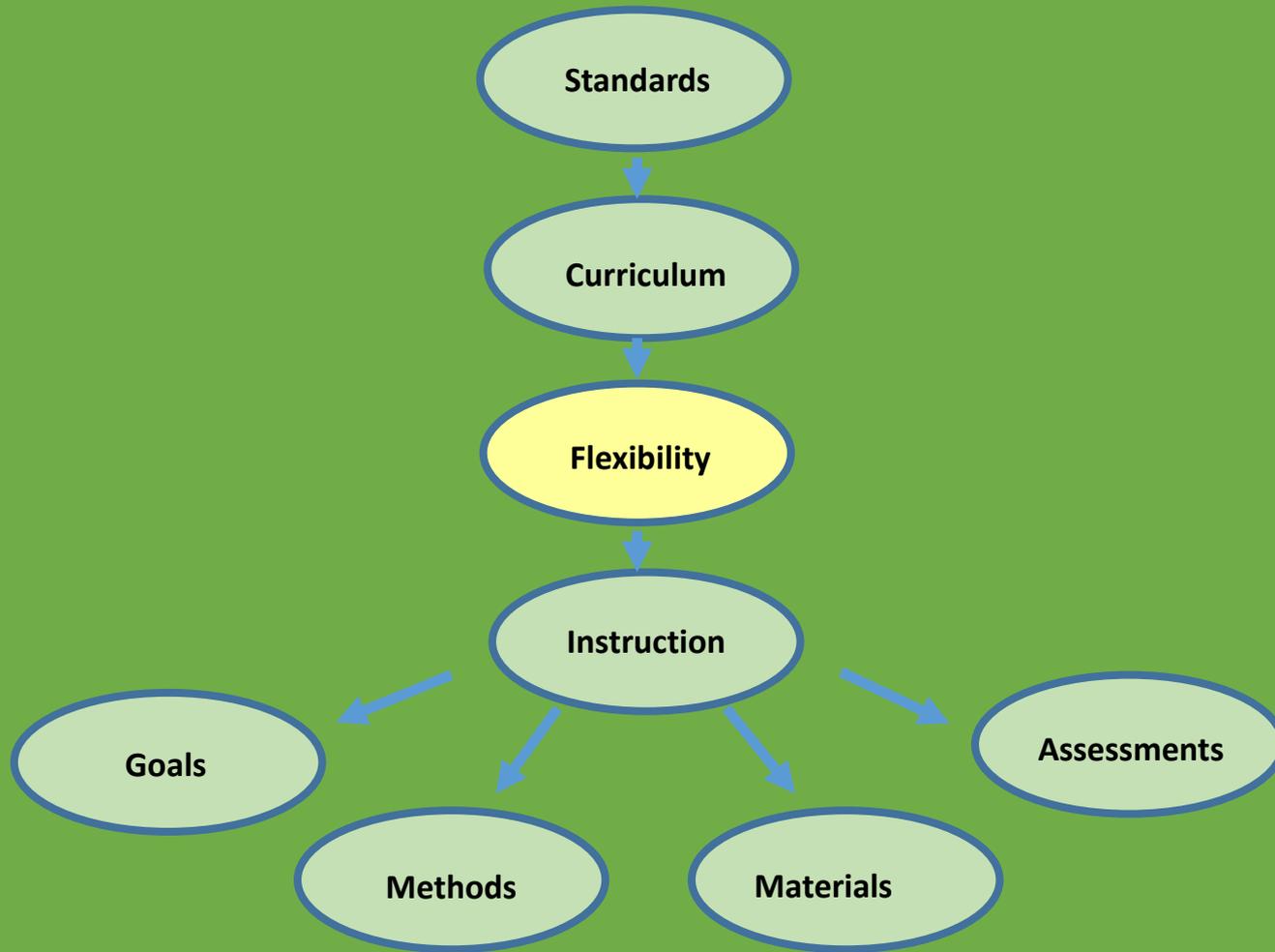
Step 3: Develop IEP Goals



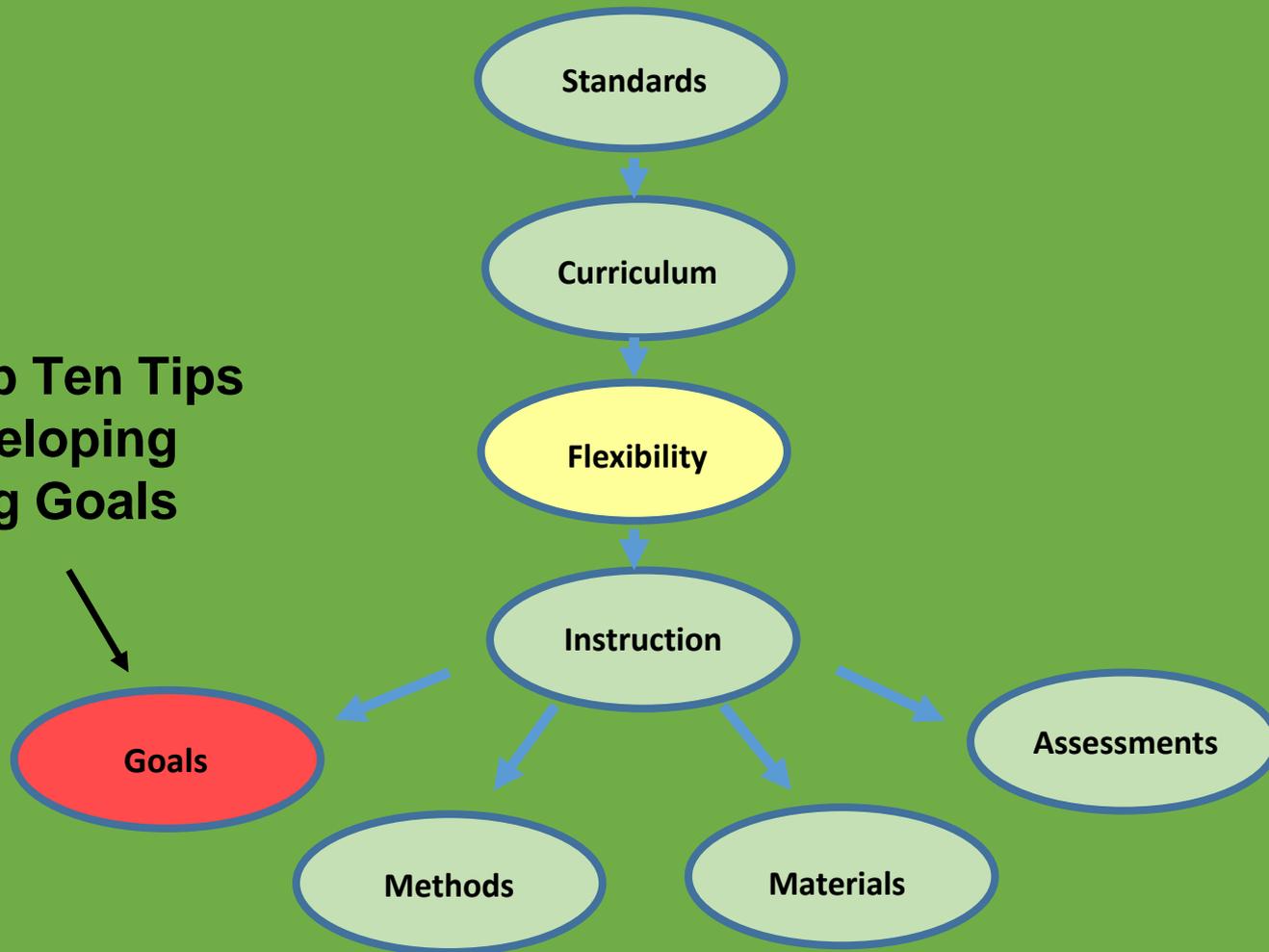
Step 4: Align Services



Step 5: Analyze Progress



UDL Top Ten Tips For Developing Learning Goals



UDL Tips for Developing Learning Goals

1. Make them clear and understandable
2. Share in multiple ways
3. Align to standards
4. Separate the goals from the means to achieve them
5. Break big goals into smaller chunks
6. Consider process, content, products
7. Provide models and examples
8. Align with assessments
9. Build opportunities for personally connecting to goals
10. Self-reflect

Top 10 UDL Tips for Goals

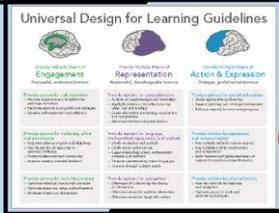
Look at the UDL Tips for developing learning goals.



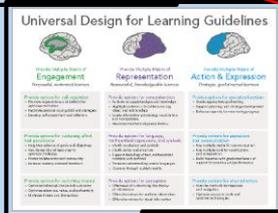
How could these tips support developing or implementing IEP goals?



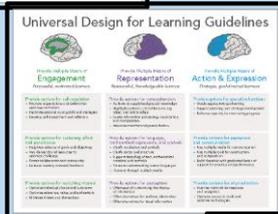
Step 1: Understand Achievement



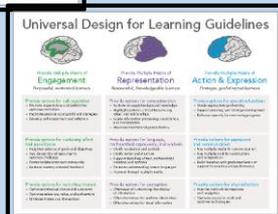
Step 2: Identify Effects of Disability



Step 3: Develop IEP Goals



Step 4: Align Services



Step 5: Analyze Progress

Step 2: Identify Effects of Disability on Access and Achievement

Identify how the student's disability affects academic achievement and functional performance

Step 2: Identify Effects of Disability on Access and Achievement

After identifying “what” are the student’s present levels compared to grade level peers . . .

- Identify “why” the student is performing at, above, or below grade level
- The IEP team documents the “Effects of Disability” and “Disability-Related Needs” in the IEP

Effects of Disability

- Describes the result (effect) of the student's disability on access, involvement, and progress in general education
 - Difficulty understanding written instructions in all content areas
 - During math class, (student) is easily frustrated and removed from class
 - For longer written assignments, (student) has difficulty completing writing assignments
 - In all subjects (student) has difficulty learning and retaining new skills

Disability-Related Needs

- Identifies “why” the student is not accessing, involved in, or making progress in general education
 - Why is the student having difficulty understanding written instructions in all content areas?
 - Why is the student easily frustrated and removed from math class?
 - Why is the student having difficulty completing longer writing assignments?
 - Why is the student having difficulty learning and retaining new skills in all subjects?

What's The Focus?

Present Levels, Effects of Disability, and Disability-Related Needs

Present Levels	Effect of Disability	Disability-Related Needs
“What . . .”	“How . . .”	“Why . . .”
Is student's academic and functional achievement compared to grade level peers?	Does student's disability affect the student's access, involvement, progress in general education?	Is student not accessing, involved in, or making progress in general education?

What → How → Why → How are Needs Addressed
(Goals → Services)

UDL and Step 2: Effect of Disability

How could the 9 guidelines help identify what we see for effect of disability?

	Engagement	Representation	Action and Expression
Systematic Predictable Barriers	Options for self-regulation	Options for comprehension	Options for executive functions
	Options for sustaining effort and persistence	Options for language, mathematical expressions, and symbols	Options for expression and communication
	Options for recruiting interest	Options for perception	Options for physical action

5 Minute Share Out



Options for sharing your ideas:

- Post your thoughts on Today's Meet chat.
- Brainstorm ideas on post it notes with a partner.
- Watercooler discussion

How could these principles help identify what we see for effect of disability?

CCR IEP 5 Beliefs

- High Expectations
- Culturally Responsive Practices
- Student Relationships
- Family and Community Engagement
- Collective Responsibility



School Culture

*How can the 5
Beliefs help us
explore what lies
below the surface?*

Exit Ticket....

Moving forward...what next steps should your school take?

References and Resources

[UDL Resources for Professional Learning and Implementation](#) (Google Doc)

[Goalbook \(UDL strategies built in\)](#)

[Online UDL Strategies Interactive Wheel](#)

[National Center on UDL Take a Tour](#)

[Universal Design for Learning: Theory and Practice](#) online book from CAST

#UDLPLN

#UDL

#UDLChat

#castpl

#UDLirn

*Meet friends
you never
knew you had!*