

# Universal Design for Learning: Engagement

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# Why Engagement?

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

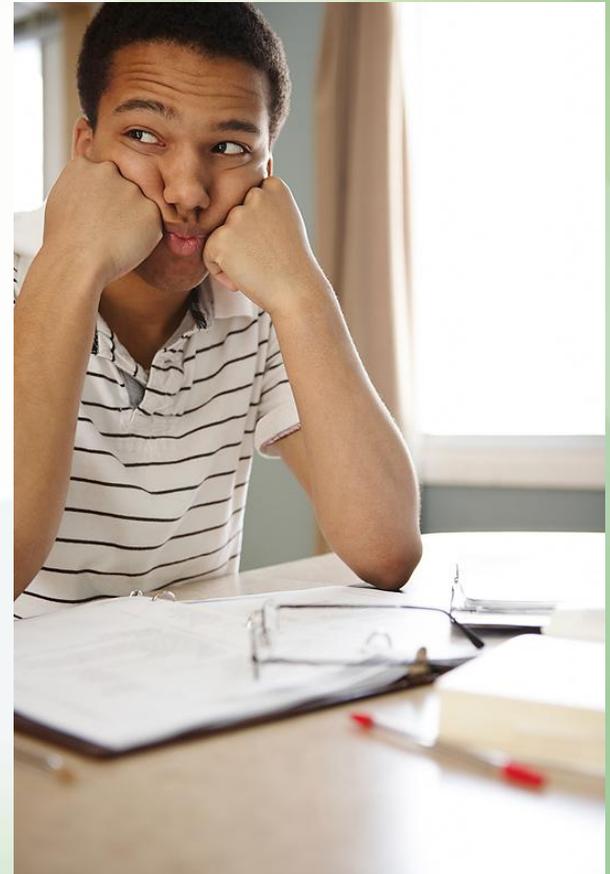
- a) 4%
- b) 49%
- c) 66%
- d) 85%



# Why Engagement?

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



# Why Engagement?

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

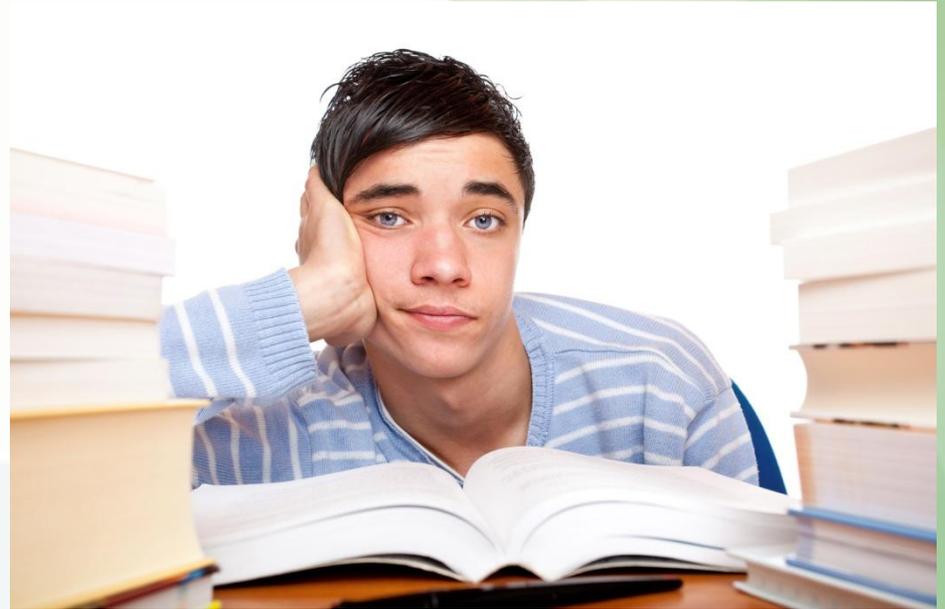
- a) 3<sup>rd</sup> grade
- b) 4<sup>th</sup> grade
- c) 5<sup>th</sup> grade
- d) 6<sup>th</sup> grade



# Why Engagement?

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%



# Why Engagement?

**For many students, dropping out of high school is the last step in a long process of disengagement (Finn, 1989)**



# Why Engagement?

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%



# Engagement

Engagement has been shown to decline as students progress through upper elementary grades and middle school, reaching its lowest levels in high school



(Marks 2000; National Research Council & Institute of Medicine 2004)

# Importance of School Engagement

**When students are not engaged they are...**

- **less likely to stay in school**
- **less likely to achieve**
- **more likely to have discipline issues**



***National Center for School Engagement***

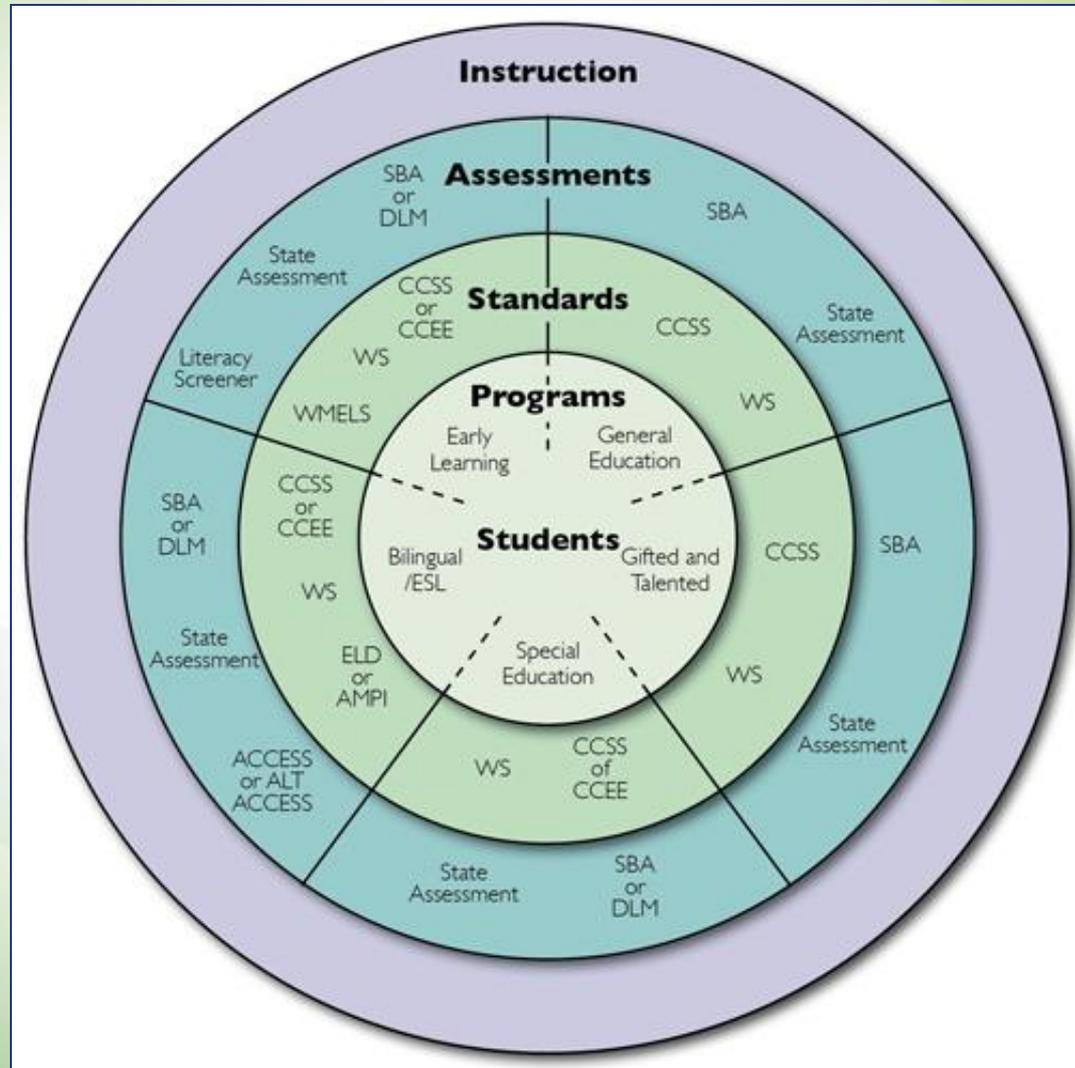
DEAR  
BOARD OF  
EDUCATION



WE ARE ALSO  
BORED OF  
EDUCATION

[FAADOOINDIA.COM](http://FAADOOINDIA.COM)

# Planning Instruction for ALL Students



# Universal Design for Learning

*Is  
what?*

A scientifically valid framework  
that

*Does  
what?*

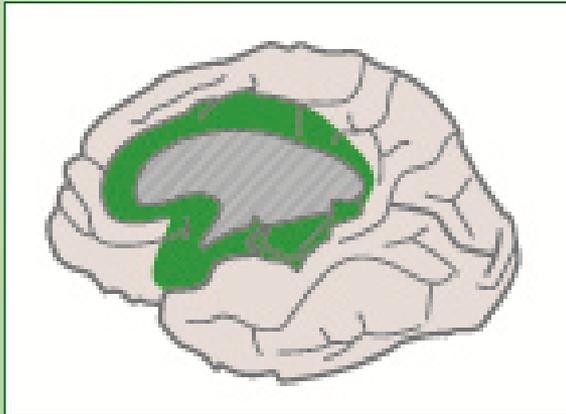
Provides multiple means of access,  
assessment, and engagement and removes  
barriers in instruction

*For  
what?*

to  
achieve academic and  
behavioral success  
for all

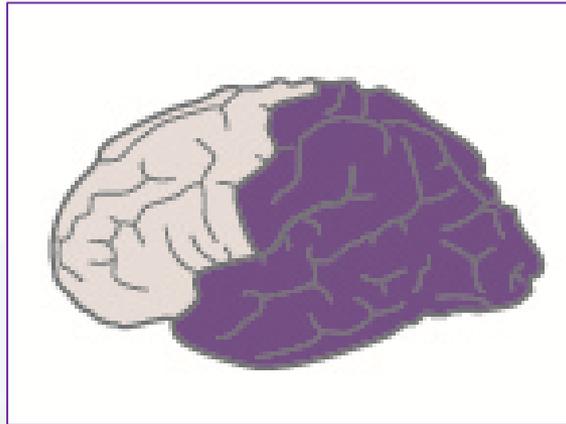
# Three Brain Networks

**Affective**



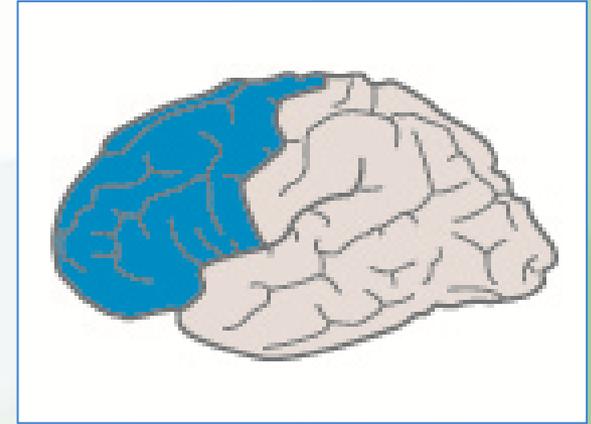
“why”

**Recognition**



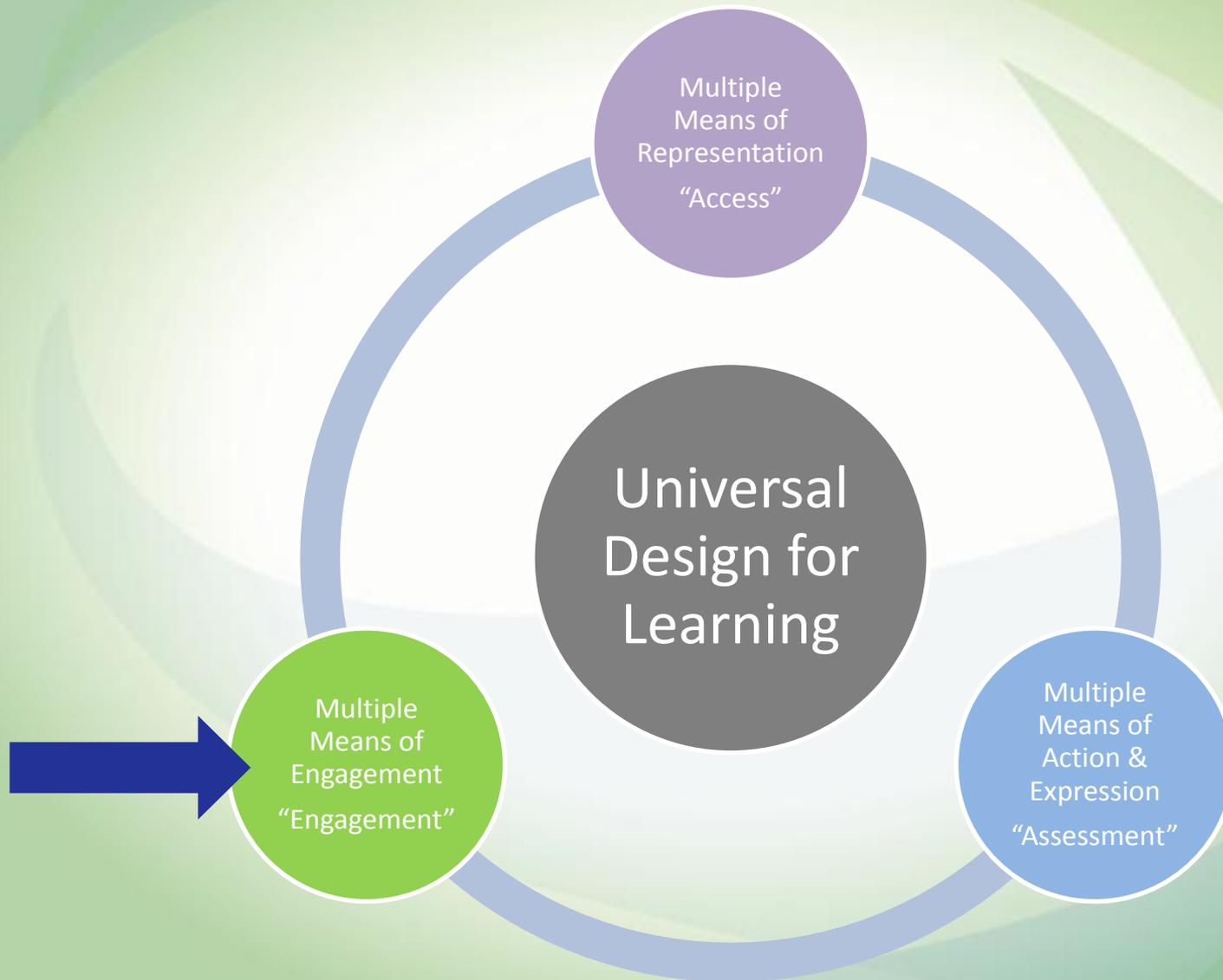
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**Strategic**

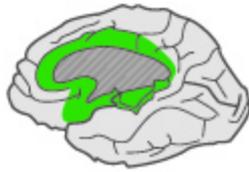


“how”

# Three Principles of Universal Design for Learning



# Universal Design for Learning Guidelines



## Provide Multiple Means of Engagement

*Purposeful, motivated learners*

### Provide options for self-regulation

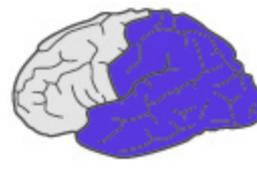
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

### 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

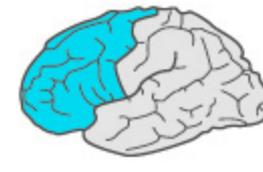
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

### Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding 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



## 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

# Provide Multiple Means of Engagement

## **Provide options for self-regulation**

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

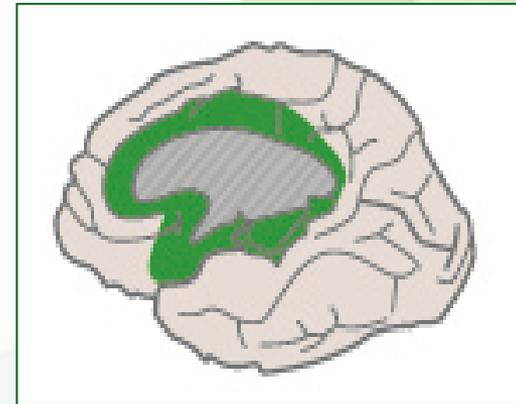
## **Provide options for sustaining effort and persistence**

- 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

## **Affective**



“why”

# Engagement Principle

## Guideline: Provide Options for Self-Regulation

- Every lesson in school, every activity, is an important opportunity for students to continue their long apprenticeship toward emotional maturity – what is often called “self-regulation”
- Individual students differ significantly in their needs for developing self-regulation
- This guideline recommends options for self-regulation that promote expectations and beliefs that optimize motivation, coping skills, and self-reflection

# Engagement Principle Guidelines and Checkpoints

Provide Multiple Means of Engagement	Resource	Description
<p><b>Provide options for self-regulation</b></p>		
<p>Promote expectations and beliefs that optimize motivation</p>	 <p>Goal Setting Worksheets</p>	<p>Templates for goal-setting worksheets can organize and guide students' personal goal setting</p>
<p>Facilitate personal coping skills and strategies</p>		<p>Tips and lessons on how to scaffold students' coping skills and strategies</p>
<p>Develop self-assessment and reflection</p>		<p>Space for students to reflect on how they learn and how others might learn as well as exploration into the ideal learning environment</p>

# Engagement Principle

## **Guideline: Provide options for sustaining effort and persistence**

- For some students in any activity, and for all students in particularly difficult or lengthy activities, sustained effort and engagement require periodic or persistent reminders not only of the goal, but also of its importance or value
- For young students and novices, these reminders must be extrinsic, provided by their mentors or the environment. But it is important for them to learn how to internalize the process
- This guideline recommends several kinds of options to support the sustained effort and persistence necessary

# Engagement Principle Guidelines and Checkpoints

Provide Multiple Means of Engagement	Resource	Description
Provide options for sustaining effort and persistence		
Heighten salience of goals and objectives	 <p>Rubric Maker</p>	Creating rubrics for students makes the criteria and expectations of the assignment or behavior explicit is an effective way to heighten the salience of goals and objectives.
Vary demands and resources to optimize challenge		Read and Write for Google is an extension toolbar for Google Chrome that provides free text to speech and Spanish translations. Other features may be purchased for cost.
Foster collaboration and community		Skype is a powerful example of a tool that can be used to foster collaboration and communication among students across classrooms, districts, states and countries.
Increase mastery-oriented feedback		Blogs can improve student writing, especially for students with diverse language needs. Blogs allow students to work at their own pace, receive ongoing feedback about their writing, and practice using English.

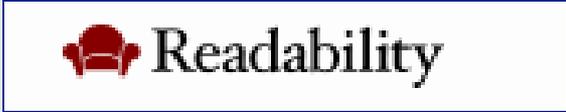
# Engagement Principle

## Guideline: Provide Options for Recruiting Interest

- Recruiting of interest is one of the most challenging tasks in teaching
- Students are as diverse in what interests or engages them as they are in any other aspect of teaching
- This guideline recommends several kinds of options

*Universal Design for Learning in the Classroom* (Hall, Meyer & Rose, 2012)

# Engagement Principle Guidelines and Checkpoints

Provide Multiple Means of Engagement	Resource	Description
Provide options for recruiting interest		
Optimize individual choice and autonomy		<p>Scholastic Story Starters are an engaging way for K-6 students to begin the writing process. Students can choose from Adventure, Fantasy, Sci-Fi or use the popular Scrambler tool to select amusing topics for writing.</p>
Optimize relevance, value, and authenticity		<p>Google Lit Trips are free, downloadable files that mark the journeys of characters from famous literature on the surface of Google Earth.</p>
Minimize threats and distractions		<p>READABILITY turns any web page into a clean view for reading now or later on your computer, Smartphone, or tablet.</p>



Many teachers already have great ways to engage learners

# Multiple Means of Engagement in **Access**

- Engagement can be increased first by knowing the students
- Even when students have access to curricular materials, the teacher still must consider the process of teaching
- When student interests, preferences, strengths and needs are matched to learning activities and tools that foster independence, motivation typically increases.

# Multiple Means of Engagement in **Assessment**

- Assessment can sometimes affect student engagement leading to anxiety and decreased student motivation
- Providing options for assessment allows students to be engaged, decreases test anxiety, and increased motivation for more accurate assessment results

# Engagement Strategies: Easter Eggs

## Easter Eggs

- *Simple ways to encourage our learners to explore and find “hidden” material*



# Engagement Strategies: Wingman

## Wingman - video

<https://www.teachingchannel.org/videos/strategies-for-engaging-students>



# Engagement Strategies: Beyond the Walls of the Classroom

- Use materials and methods that allow students to interact with environments and people outside the walls of their classroom

Videoconferencing

Email

Virtual Fieldtrips



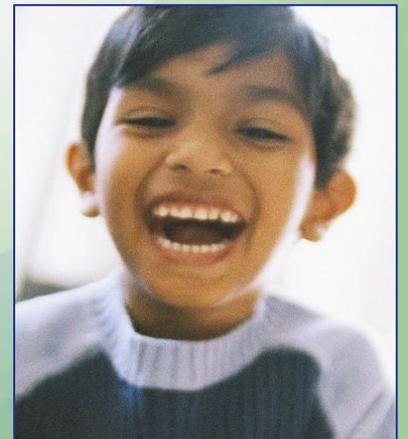
# Engagement Strategies: Humor



## Positive findings for using humor in the classroom:

- Humor was associated with a 40 percentile point gain in instructional effectiveness
- Humor can change the culture of a classroom
- Humor is associated with enhanced productivity
- Humor reduces stress in students
- Humor promotes creative thinking

*Laughing & Learning, Peter Jonas (2010)*



# Other Engagement Strategies

- Games
- Physical Movement
- Multimedia
- Personal Stories
- Choice in reporting formats
- Choice of learning goals
- Building positive relationships

*The Highly Engaged Classroom* Marzano & Pickering (2011)

Activity:  
Think – Pair - Share



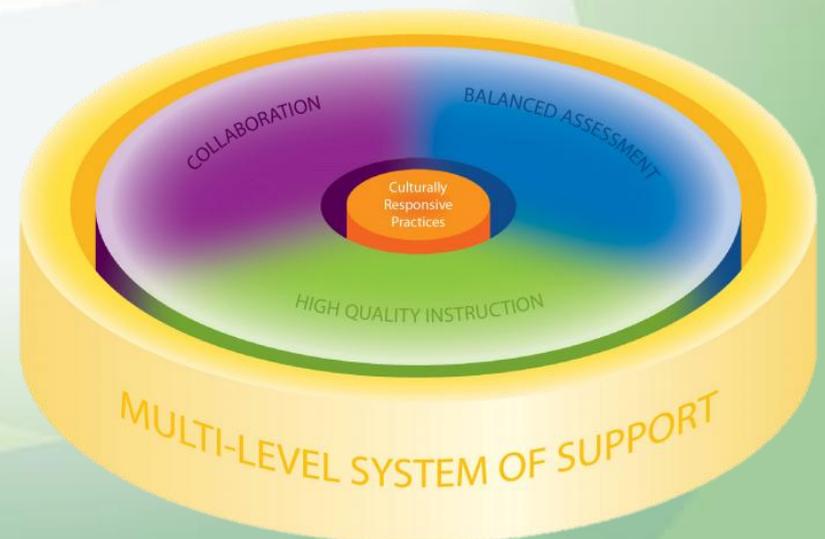
1. *Think* silently about the presented question
2. *Pair up* and exchange thoughts.
3. *Share* thoughts with other pairs.

# Other Educational Efforts that Focus on Engagement

- Multi-Level System of Support
- Positive Behavior Intervention and Support
- Culturally Responsive Practices
- Educator Effectiveness
- Personalized Learning

# Wisconsin RtI Framework

An organizational framework that guides implementation of a multi-level system of support to achieve academic and behavioral success for all



# Positive Behavioral Interventions and Supports (PBIS)

- Benchmarks of Quality (BoQ)
  - Focus on Family Engagement
- PBIS Team Structures encourage student involvement
- Students are involved in identifying/ developing acknowledgements and celebrations.
- Acknowledgements in and of itself increase engagement.
- Classroom management practices

# Things to consider.....



- Behavior Matrix and/or Behavior Curriculum
  - Is it relevant to the students?
- Teaching & Re-teaching the expectations
  - How are we making this engaging?
- Professional Development
  - Method of delivery

# Family Engagement

- Is representative of community cultures
- Is representative of multiple family values and systems
- Allows validating, affirming, building relationships if planned from beginning.
- Provides enhanced sense of belonging and communication

# Family Engagement Research

There is a significant link between family engagement and student achievement regardless of ethnicity, culture or economic status.

(Keith & Keith)

There is research that indicates increased Family Engagement leads to higher teacher job satisfaction.

(MetLife 2011 p.9)



Parents and students engaged in school  
is the best indicator of achievement

*National Center for School Engagement*

<http://www.schoolengagement.org/>

# How to Engage Families through UDL & PBIS

- Climate
- Family Engagement in Learning Activities at Home
- Communication with Parents/Families
- Parent/Family Volunteering and Assisting at School
- Parent/Family Participating in Decision Making

# How to Engage Families (cont'd)

Parent Representative (s) on the Rtl / PBIS Team:

- Parent not employed by the district
- Parent voice is valued
- Parent role and responsibilities
- Parent participation

Meetings are conveniently scheduled  
(time and location)

Minutes are shared with families

Specific tasks to engage families

Share schedules and agendas ahead of time

# Family Engagement

Keep it real and relevant!!

# Resources for Family Engagement

- Wisconsin Rtl Center: [Response to Intervention and Family Engagement Online Module](#)
- U.S. Department of Education: [Parent and Family Engagement](#)
- National PTA: [National Standards for Family-School Partnerships](#)
- Welcoming Schools: [www.welcomingschools.org](http://www.welcomingschools.org)
- WI Statewide Parent Educator Initiative: <http://wspei.org/>
- Parent training to be on a school team: <http://servingongroups.org/>

# Culturally Responsive Practices

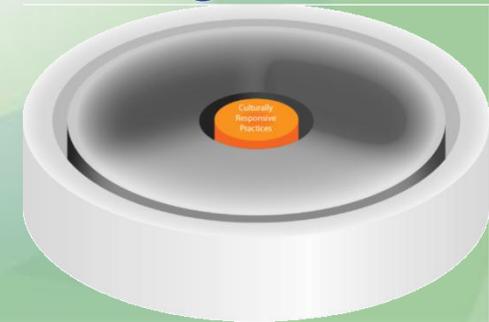
An approach to teaching; it is a part of the skill, craft, and art of teaching. It is the practice of taking the best of teaching methods and applying them to teaching students whose culture differs from the dominant culture in our society and school system.

Source: WI Rtl Center, *Response to Intervention in Wisconsin Glossary*



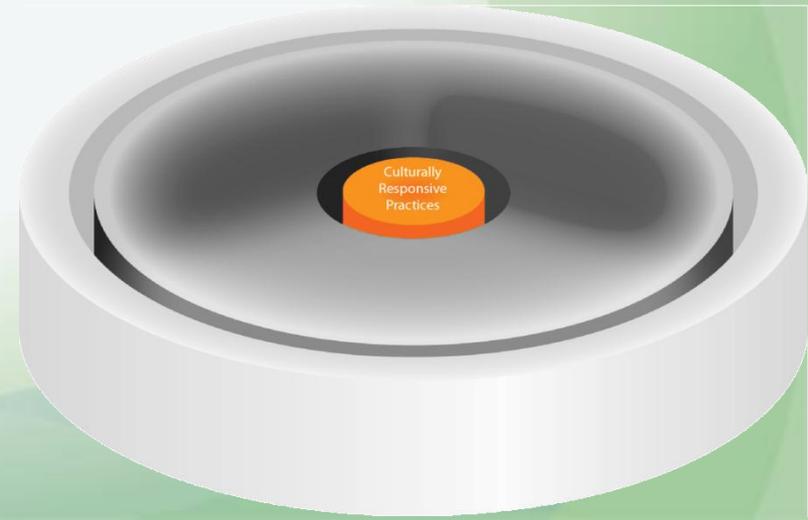
# Culturally Responsive

- Become **culturally competent**
- Demonstrate **high expectations** for each student through goal setting
- **Know each student**
- Encourage each student to **draw upon their own experiences**
- Use a **variety** of engaging teaching strategies



# Culturally Responsive

- Help underserved populations become **critically conscious and knowledgeable about their culture**
- Create a **bridge** between student's home and school life



# To Bring it all Together...

- **Validate**
  - Making legitimate that which the institution (academia) and mainstream has made illegitimate.
- **Affirm**
  - Making positive that which the institution (academia) and mainstream media have made negative.
- **Build**
  - Making the connections between the home culture/language and the school culture/language through instructional strategy and activity.
- **Bridge**
  - Giving opportunities for situational appropriateness or utilizing appropriate cultural or linguistic behavior.

# Other Educational Efforts that Focus on Engagement

## **Educator Effectiveness**

Domain 3 Component C:Engaging Students in Learning

“If one component of the framework for teaching can claim to be the most important, it is student engagement “

Charlotte Danielson - *Enhancing Professional Practice: A Framework for Teaching, 2<sup>nd</sup> Edition*, p. 82 (2007)

# Domain 3 Component C

## Engaging Students in Learning

### Elements of Component 3c

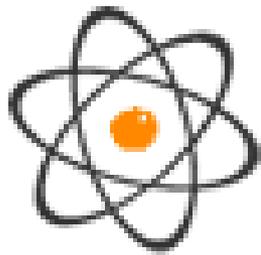
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

# Other Educational Efforts that Focus on Engagement

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

# Jeopardy Labs



Jeopardy Labs

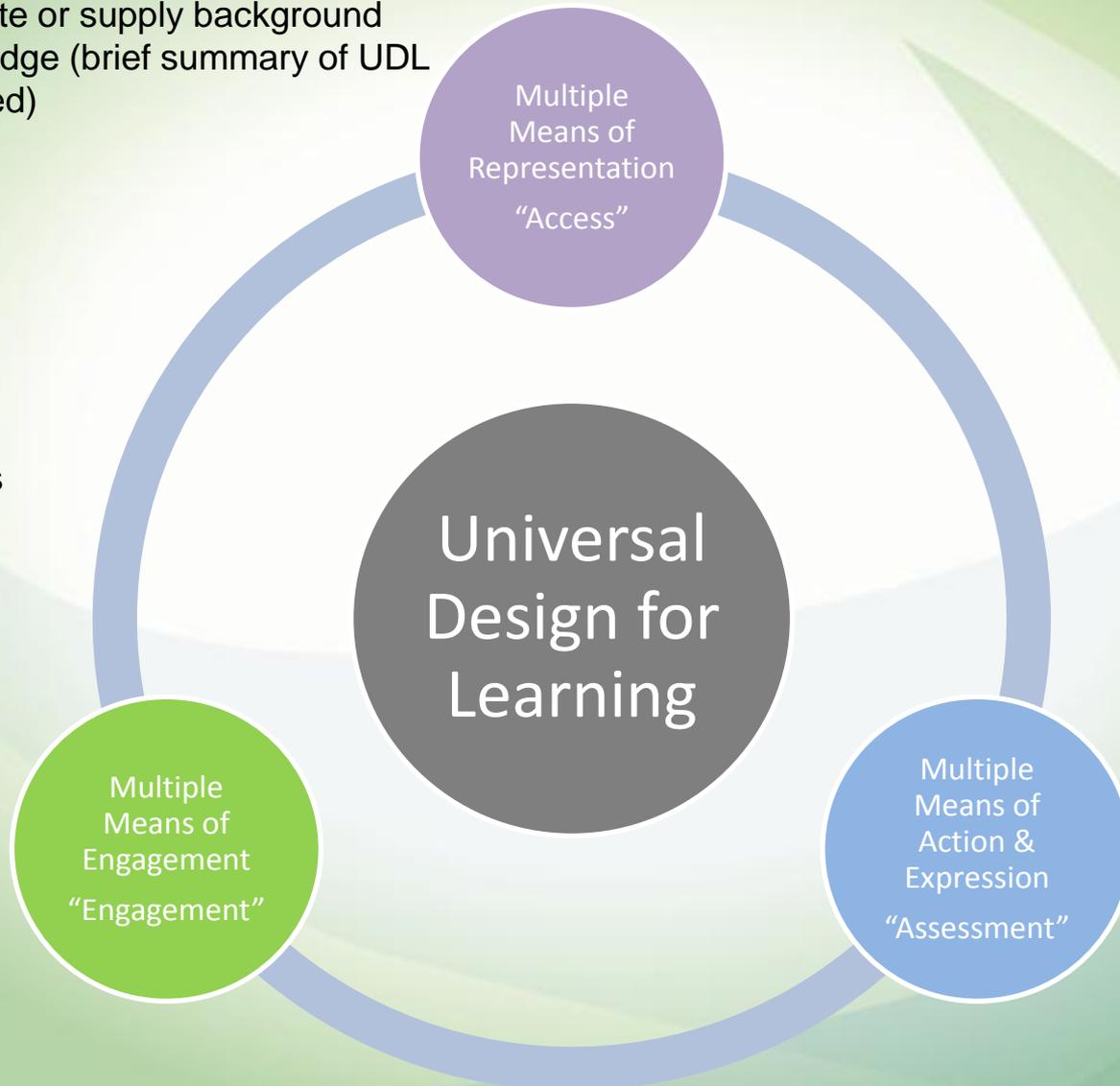
This is...not PowerPoint!

[jeopardylabs.com/play/engagement5](https://jeopardylabs.com/play/engagement5)

# What was UDL Today?

- Illustrate through multiple media (visuals, videos, examples, activities)
- Activate or supply background knowledge (brief summary of UDL provided)

- Provide options for recruiting interest (Use of video, humor, statistics,)



- Vary the methods for response and navigation (quizzes, think/pair/share, Jeopardy)

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