UDL: Not Just Another Acronym

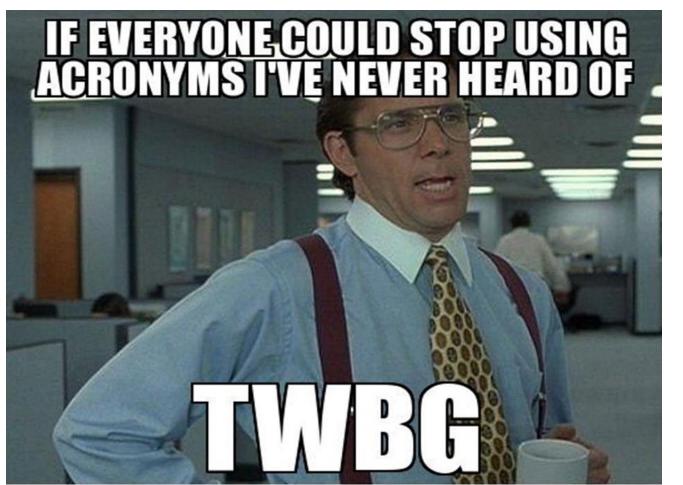
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Universal Design for Learning

Ci3T Summer Institute

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WeKnowMemes

Universal design for learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Watch the video below to get an overview of UDL. - cast.org

The Why (engagement), What (representation), and the How (action and expression) of learning.

What you should expect...

https://goo.gl/r6LBlo

Outcomes

Agenda

Demystify the UDL Framework

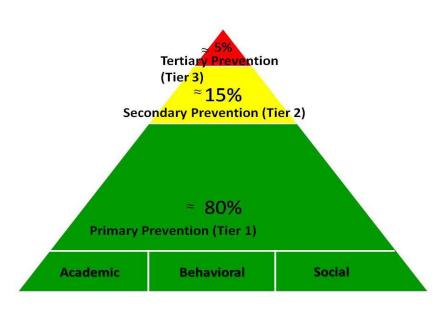
Learn the UDL Lesson Planning Process

Work together to learn more about student engagement strategies

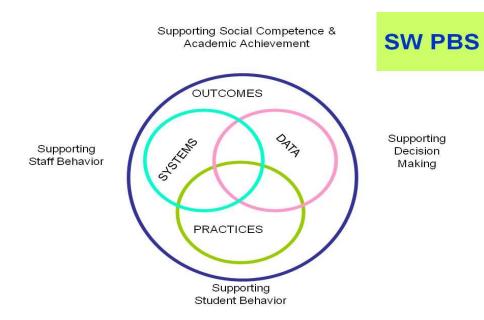
- Get in the room
- UDL and making connections
- Engagement Tools
- Review/Connect/Action
- Survey

Organization for Today

 SSD PBIS Compendiumwill have materials from today



Supporting Research



 $\frac{www.pbis.org/researc}{\underline{h}}$

A Conversation

Our approach to discipline. Share examples when you have taken an instructional

approach to discipline. How would this fit within a Ci3T framework?

Rethinking Challenging Kids, Where there is a Skill There is a Way

https://www.youtube.com/watch?v=zuoPZkFcLVs

Children See Children Do

https://www.youtube.com/watch?v=7d4gmdl3zNQ

A Shift in Practice

https://www.youtube.com/watch?v=0wtEMZ4tQGw



Oh yeah, what were we doing?

• Demystify the UDL Framework

• Look at the UDL Lesson Planning Process

• Work together to learn more about student engagement strategies

Joey dislikes broccoli.



Thumbs up/down

Do you like broccoli?



or



Within this room, do most of you like broccoli?

Look around at the thumbs up and thumbs down. How might your answer impact how you plan to work with Joey?

Why doesn't Joey like broccoli? How can we help him?

Activity- LAST PAIR STANDING

- Partner up
- Grab some sticky notes
- When the timer starts, we'll have 90 seconds to come up with as many ways as you and your partner can the elp Joey do a better job of eating broccoli.

Example- adding melted cheese

or hiding it in a smoothie

90 Seconds

With a partner, generate as many ideas (one per sticky note) as you can.

How can we help Joey eat his broccoli?

90 Second Timer!

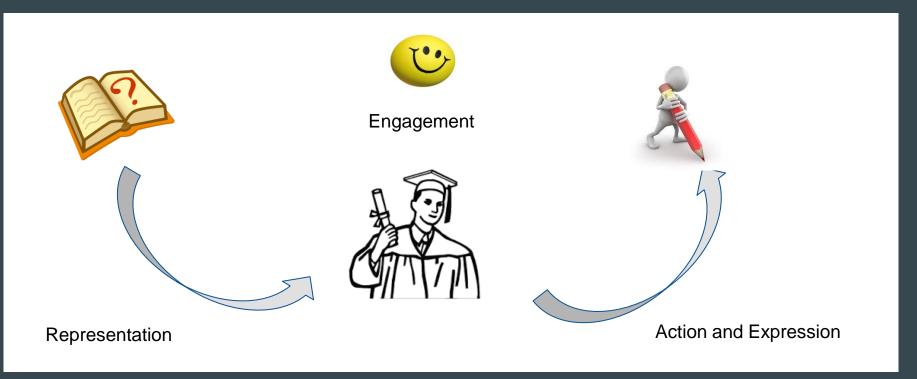
Join up with another pair

Go through your sticky note ideas. Each time both pairs had the same idea, put that idea aside.

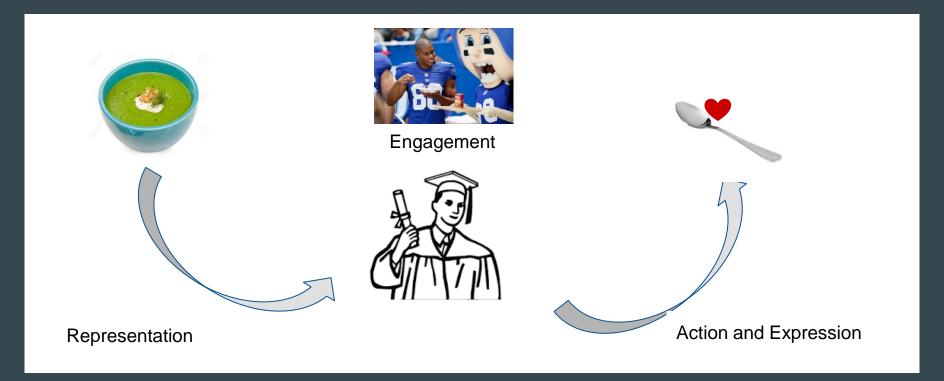
Which of the pairs has the most UNIQUE ideas to share?

Share out some unique ideas.

3 Principles of UDL



3 Principles of UDL



Categorizing your ideas

Expression	Engagement
	Expression

Which UDL area has the most sticky notes?

Let's take a look at the charts.

Which area has the most ideas?

Why do you think this is true?

Which has the fewest?

Why do you think this is true?

Learning UDL - Lesson Design

What are our Learning Goals?

What might be some barriers?

What might be some strategies?







UDL at a Glance- CAST.ORG

Universal Design for Learning Guidelines I. Provide Multiple Means of II. Provide Multiple Means of III. Provide Multiple Means of Action and Expression Representation Engagement 1: Provide options for perception 4: Provide options for physical action 7: Provide options for recruiting interest 1.1 Offer ways of customizing the display of information 4.1 Vary the methods for response and navigation 7.1 Optimize individual choice and autonomy 1.2 Offer alternatives for auditory information 4.2 Optimize access to tools and assistive technologies 7.2 Optimize relevance, value, and authenticity 1.3 Offer alternatives for visual information 7.3 Minimize threats and distractions 2: Provide options for language, mathematical 5: Provide options for expression and communication B: Provide options for sustaining effort and persistence expressions, and symbols B.1 Heighten salience of goals and objectives 5.1 Use multiple media for communication 2.1 Clarify vocabulary and symbols 8.2 Vary demands and resources to optimize challenge 5.2 Use multiple tools for construction and composition. 2.2 Clarify syntax and structure B.3 Foster collaboration and community 5.3 Build fluencies with graduated levels of support for 2.3 Support decoding of text, mathematical notation. practice and performance 8.4 Increase mastery-priented feedback and symbols 2.4 Promote understanding across languages 2.5 Blustrate through multiple media 6: Provide options for executive functions 3: Provide options for comprehension 9: Provide options for self-regulation 9.1 Promote expectations and beliefs that optimize 3.1 Activate or supply background knowledge 6.1 Guide appropriate goal-setting 3.2. Highlight patterns, critical features, big ideas, and 6.2 Support planning and strategy development 9.2 Facilitate personal coping skills and strategies relationships 6.3 Facilitate managing information and resources 9.3 Develop self-assessment and reflection 3.3 Guide information processing, visualization, and 6.4 Enhance capacity for monitoring progress 3.4 Maximize transfer and generalization Resourceful, knowledgeable learners Strategic, goal-directed learners Purposeful, motivated learners @ 2011 by CAST, All rights reserved. CAST APA Citation: CAST (2011) Universal Design for learning guidelines version 2.0. Wakefield, MA: Author.



Let's chat.

Take one minute to quietly look over the principles of UDL.

Turn to a shoulder partner and discuss:

Which of these have you implemented in your classroom? (take one minute or so each to share) * focus on your current strengths in lesson design implementation

Share out

What might be some ways to engage student with material?



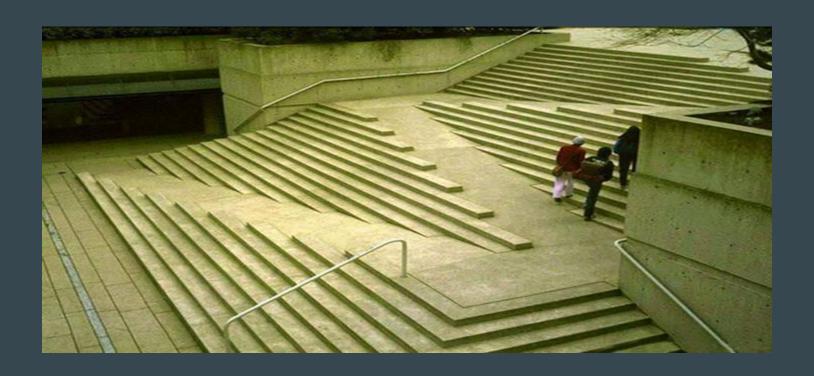
Read Aloud



Sentence Stems

I learn the word	It means	
An example of	is	•
We use it to	·	
I (agree/disagree) with	because	
The cause is	The effect is	

What SOME can use vs what ALL can use...

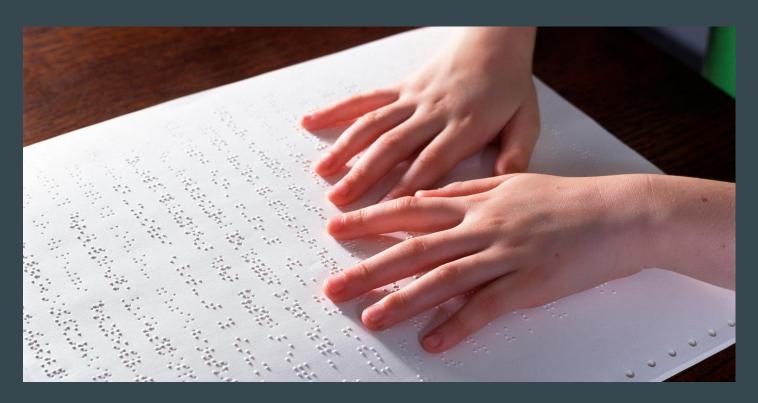


UDL- ification

Have you designed lessons with UDL strategies built in from the beginning? Or do you more often design a lesson, then go back and add in supports later?

- Discuss with someone you haven't worked with so far today.

What SOME can use vs what ALL can use...



What's accessible?



Free tools that engage students (and teachers!)

Kahoot!

Newsela

Provides current event articles on students' reading level and interest.

Newsela

CrashCourse

Resources for learning!

CrashCourse!

Plickers

No student devices? No problem!

Plickers!

Review

Review and make connection to what you learned, what you know, and what you will do. Tweet it!



Please fill out the survey!

