Universal Design For Learning; Reaching All Children

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How can you hold thirty hands when you only have two?
Agenda/Objectives

- Pop quiz
- Defining Universal Design for Learning (UDL)
- Why UDL?
- Brain Research
- Unpacking the elements of UDL
- Application of UDL
- Conclusion
True or False

1. UDL stands for Unusually Dirty Laundry
2. UDL asks the question: How does the activity need to be modified for a particular child?
3. UDL supports the learning of all children
4. UDL encompasses multiple means of representation, engagement, and expression
5. Examples of means of representation are student choice, group size, and type of group
Consider this...

Curb Cuts
- Wheelchairs
- Strollers
- Skateboards
- Walkers with & without canes

Television Captioning
- Individuals who are deaf
- Exercisers
- Diners
- Couples & Sleep
- Language Skills
- Cost $

(Rose & Meyer, 2002)
We have made the school buildings more accessible, but the curriculum inside the classroom is still unavailable to all students…

The notion of Universal Design for Learning was born…
What is Universal Design for Learning (UDL)?

Universal design for learning is an “approach to planning and developing curricula in ways that promote access, participation, and progress in the general curriculum.” (Orkwis & McLane, 1998)

With UDL, every student is an individual with unique interests, needs, and abilities.
Asking a Different Question

How can an activity address the needs of diverse learners?

Rather than

How does the activity need to be modified for a particular child?
Why Universal Design for Learning?

- Necessary in the age of accountability
  - Program-wide curriculum
  - Quality goal development
  - Evidence-based practice
Learning and the Brain

Current Brain Research…

- Recognition Network
- Strategic Network
- Affective Network
Learning and the Brain

Recognition Network:

- Recognizing
- Identifying
- Interpreting
- Sound, light, taste, smell, touch

Classroom examples: identifying letters, formulas, maps, ideas, cause and effect relationships, etc...
Learning and the Brain

Strategic Networks:
- Planning
- Executing
- Monitoring actions and skills

Classroom examples: doing a project, composing an essay, taking a test, etc…
Learning and the Brain

Affective Network:
- Engagement
- Motivation
- Developing preferences
- Establishing priorities and interests

Classroom Examples: essential to wanting to learn
What is Universal Design for Learning?

- Provides alternatives for all learners
- Maintains high standards for all learners
- Allows access and learning goals to be achieved
- Accommodates for differences in abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember
- Creates flexible curricular materials and activities
- Builds upon three principles
Multiple Means of Representation

Supports one’s ability to acquire information, knowledge, and skills through various and preferred means of access to achieve a targeted outcome
Multiple Means of Representation Unpacked

- Complexity of actions, directions, expectations, materials, processes, steps, supports and/or tasks
  - Easier to more difficult
  - Single to multiple components
  - Earlier to later developmental skills
  - Familiar to novel
  - Supported to independent
Multiple Means of Representation Unpacked

- **Form**
  - Auditory
  - Kinesthetic
  - Tactile
  - Visual

Jackson, Pretti-Fronczak, & Shuck, 2005
Multiple Means of Engagement

The use of a variety of activities and means of active learning that allows students to participate in various learning processes geared towards the same outcome.
Multiple Means of Engagement Unpacked

- Child/Student choice
- Format for instruction
- Group size
- Type of group

Jackson, Prettì-Fronczak, & Shuck, 2005
Multiple Means of Expression

Allows students to use a variety of methods to express what they know and are able to do in means appropriate for their ability.
Multiple Means of Expression Unpacked

- Verbal
- Non-verbal

Jackson, Pretti-Fronczak, & Shuck, 2005
UDL Examples Form Review

- Take a minute to review the form of UDL examples

- How can multiple means of representation, engagement, and expression be used to learn/teach about rhyming?

- Add one idea to the traveling sheets and pass it on
Conclusion

♦ Speed Chat
  – What can you take back?
  – How will you share?
  – What are your next steps?

♦ Questions, Comments, & Feedback
References

- http://www.cast.org/teachingeverystudent/ideas/tes/
Further questions, Handouts, or cash donations 😊

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