



# Universal Design For Learning; Reaching All Children

Sandra H. Robbins M.Ed

[srobbin4@kent.edu](mailto:srobbin4@kent.edu)

Mary J. Shumar M.A.

[mjshumar@kent.edu](mailto:mjshumar@kent.edu)

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. VDL stands for Unusually Dirty Laundry
2. VDL asks the question: How does the activity need to be modified for a particular child?
3. VDL supports the learning of all children
4. VDL 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...



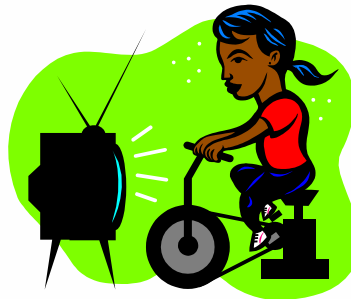
## Curb Cuts

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

## Television Captioning

(Rose & Meyer, 2002)

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



*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...

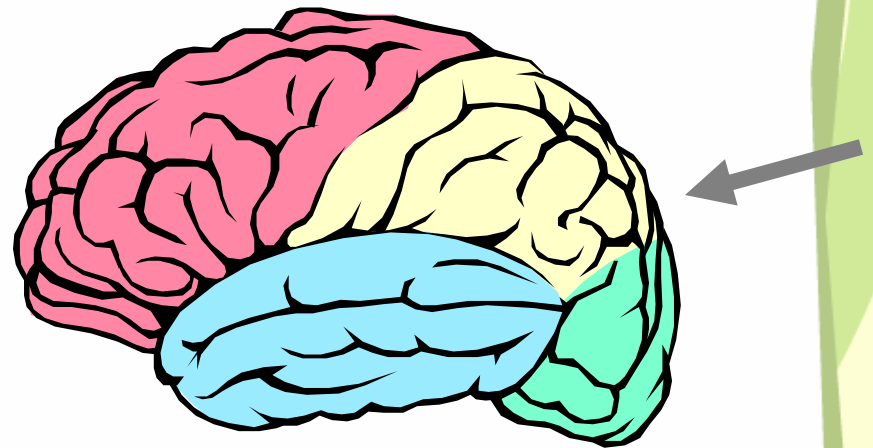
- ◇ Recognition Network
- ◇ Strategic Network
- ◇ Affective Network



# Learning and the Brain

## Recognition Network:

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

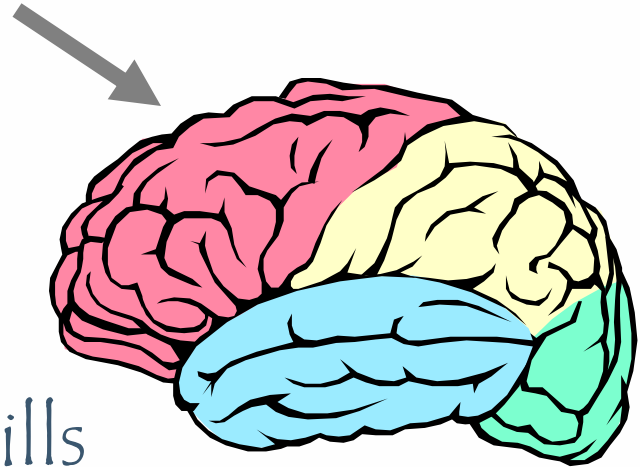


Classroom examples: identifying letters, formulas, maps, ideas, cause and effect relationships, etc...

# Learning and the Brain

## Strategic Networks:

- ◇ Planning
- ◇ Executing
- ◇ Monitoring actions and skills

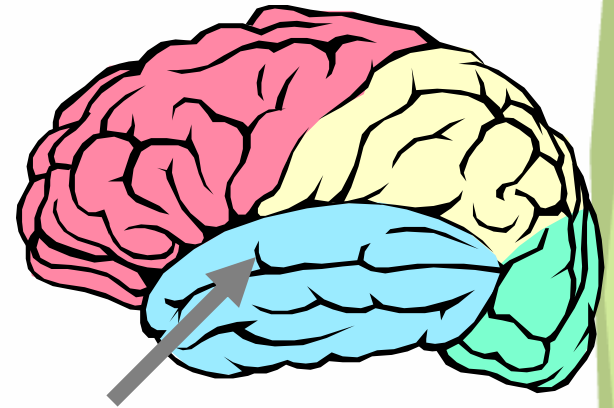


Classroom examples: doing a project, composing an essay, taking a test, etc...

# 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

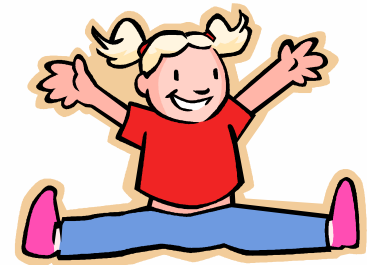
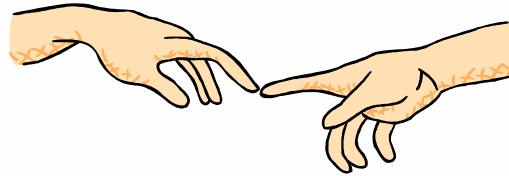
- ◇ Complexity of actions, directions, expectations, materials, processes, steps, supports and/or tasks
  - Easier to more difficult
  - Single to multiple components
  - Earlier to later developmental skills
  - Familiar to novel
  - Supported to independent



# 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, Pretti-Fronczak, & Shuck, 2005

# Multiple Means of Expression

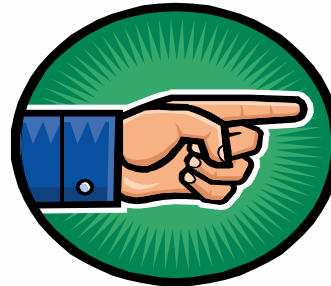
Allows students to use variety of methods to express what they know and are able to do in means appropriate for their ability

# Multiple Means of Expression Unpacked

- ◇ Verbal



- ◇ Non-verbal



Jackson, Pretti-Fronczak, & Shuck, 2005

# VDL Examples Form Review

- ◇ Take a minute to review the form of VDL 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

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Further questions, Handouts,  
or cash donations ☺

E-mail Mary or Sandy  
[mjshumar@kent.edu](mailto:mjshumar@kent.edu)  
[srobbin4@kent.edu](mailto:srobbin4@kent.edu)