

How can you hold thirty
hands when you only have
two?

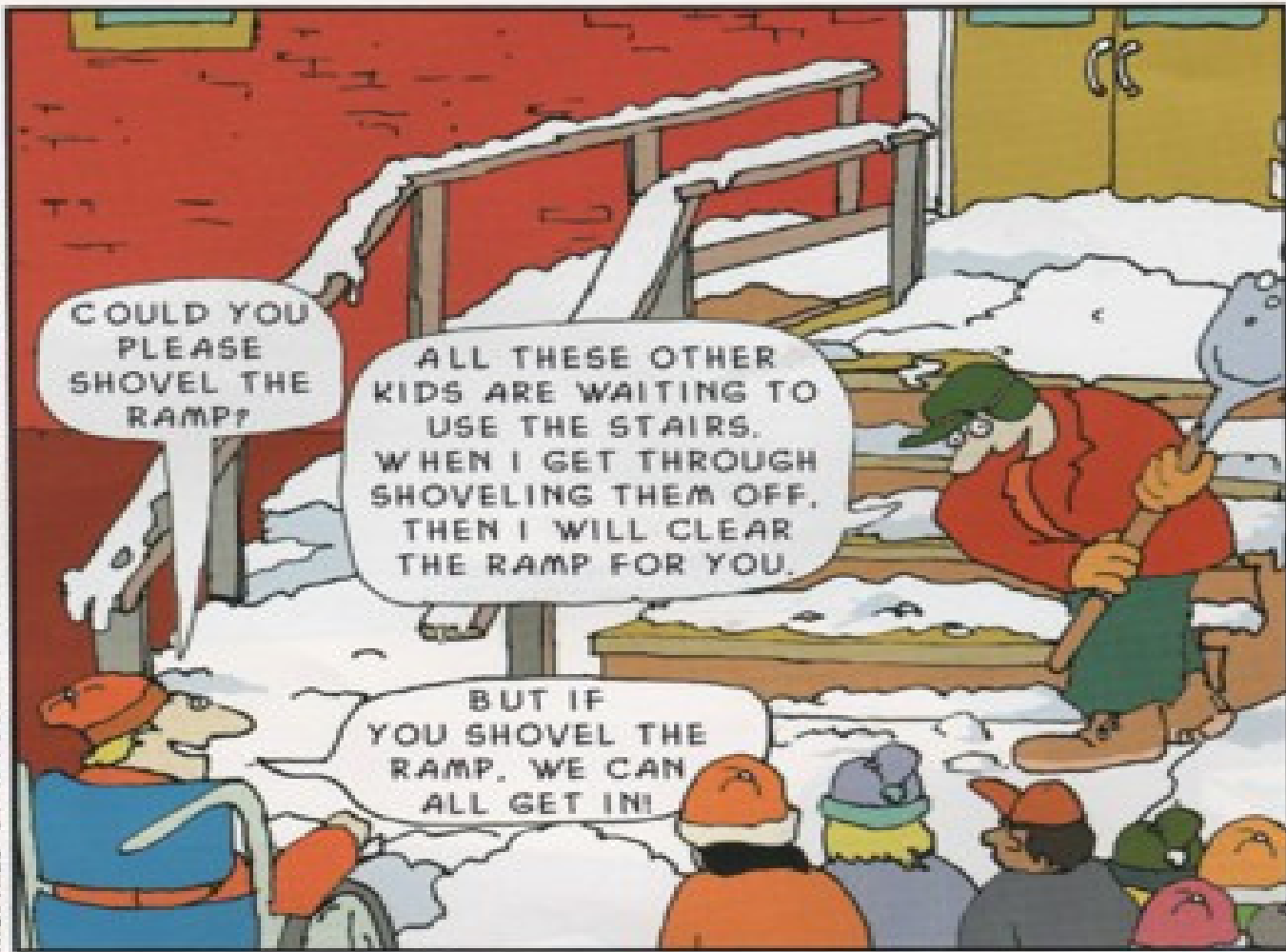


Transforming Theory into Practice: Universal Design for Learning

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INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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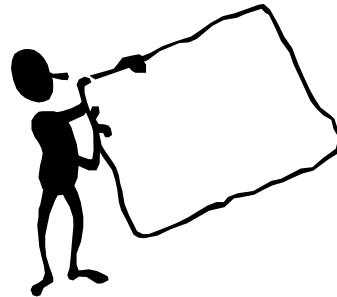
BY CLEARING A PATH FOR YOURSELF
YOU CLEAR THE PATH FOR EVERYONE!

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**



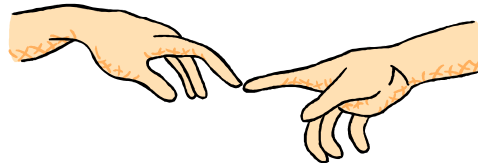
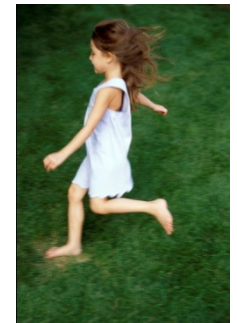
To **represent** means to SHOW the child what it is you want him
to learn

Multiple Means of Representation

- Differentiated **complexity** of actions, directions, prompts, processes, scaffolding, and/or supports
 - Model and prompt earlier to later developmental skills
 - Give easier to more difficult directions
 - Model and prompt single to multiple components
 - Provide least to most support

- Variety of **forms** or mediums

- Auditory
- Kinesthetic
- Visual
- Tactile



Multiple Means of Engagement

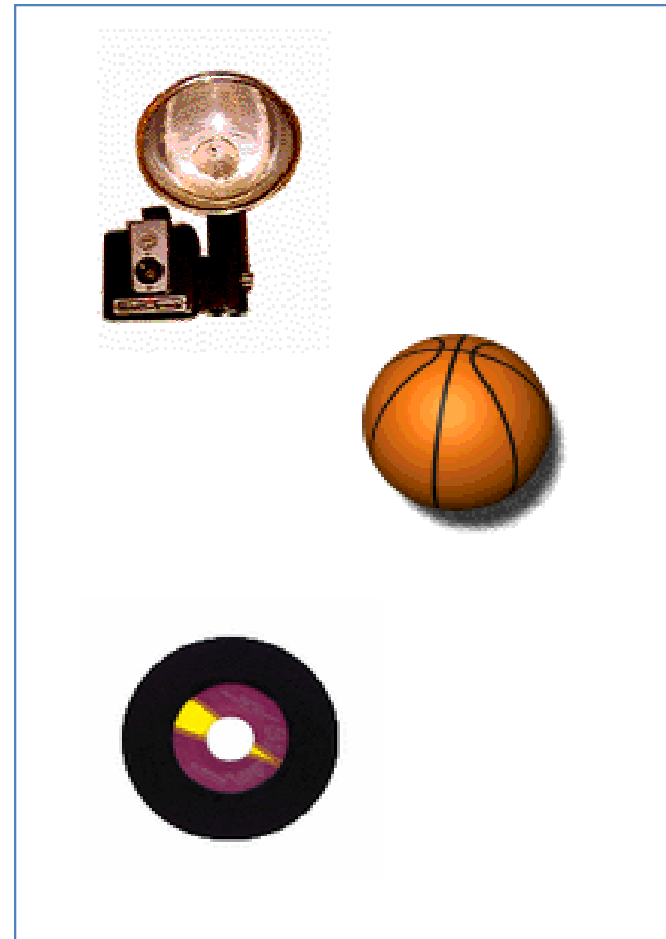
The use of a variety of activities and means of active learning that allow students to participate in various learning processes geared towards the same outcome.

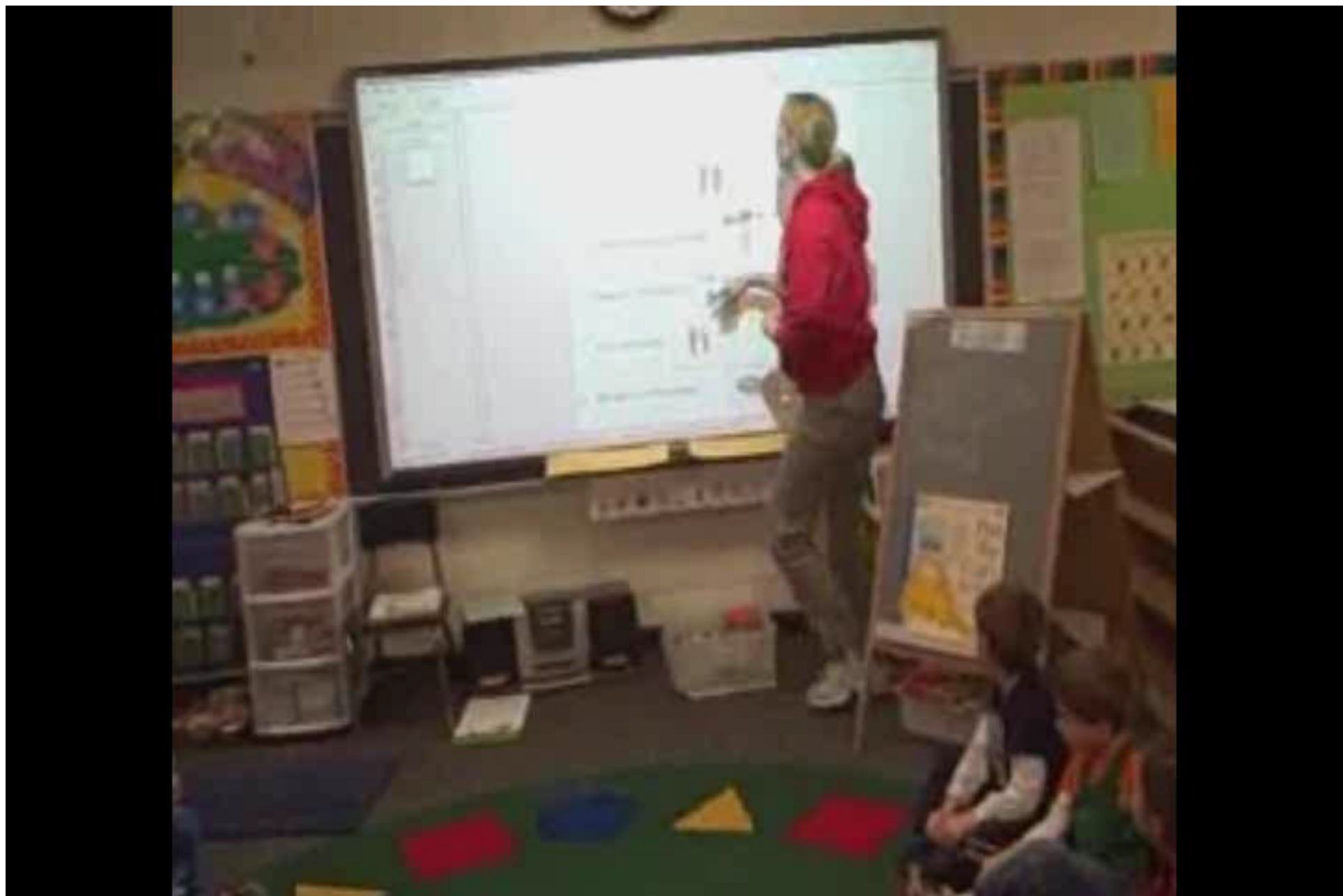


To **engage** means to provide the child with opportunities to practice what it is you want him to learn

Multiple Means of Engagement

- Variety of learning opportunities
 - Child/Student Choice
 - Materials





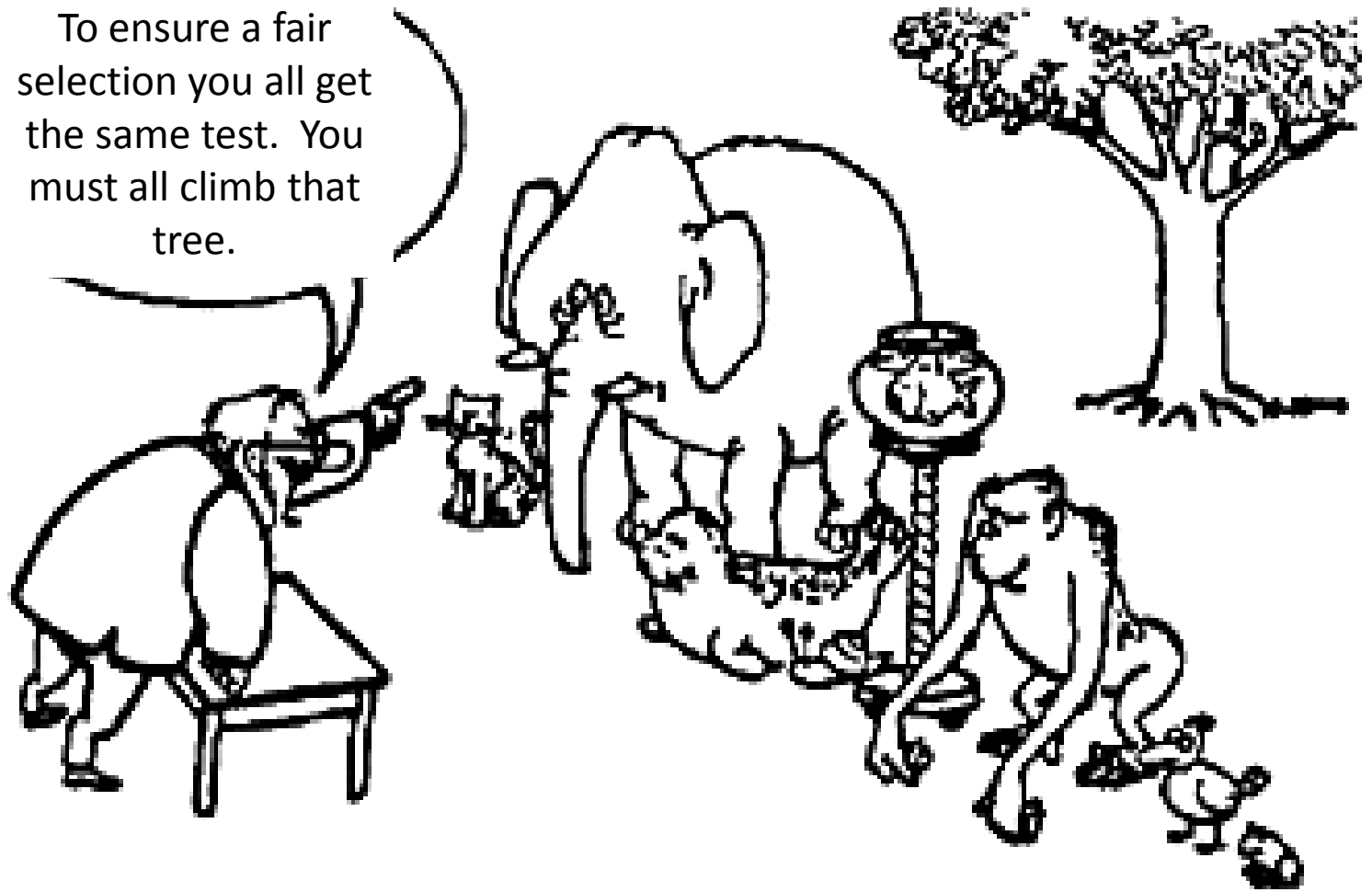
Multiple Means of Expression

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



To **express** means the child shows you what it is he has learned

To ensure a fair selection you all get the same test. You must all climb that tree.



Multiple Means of Expression

- Flexibility in child/student expression
 - Based on strengths/preferences/abilities
 - Used for a variety of purposes
 - Verbal/non-verbal



Steps

1. Identify a general learning **outcome** for all children
2. Identify possible activities that will address the general learning outcome
3. Identify multiple means of representation, engagement, and expression for each activity



UDL Activity Plan
Outcome: Conversational Turn Taking
Activity: Turn and Talk

| Representation | Engagement | Expression |
|---|---|---|
| <p>Differentiated complexity of models, <u>prompts, directions, or supports:</u></p> <ol style="list-style-type: none"> Verbally explain the activity Talk about each step using pictures on SmartBoard (see word document that will be put up on SmartBoard screen) <p>Later to earlier development:</p> <ol style="list-style-type: none"> ask open ended question ask question and give two answer choices draw attention to object/picture and state what it is <p>Least to most support:</p> <ol style="list-style-type: none"> ask open ended question ask yes/no question state what is happening/what object is have student repeat word(s) <p><u>Variety of forms or mediums:</u></p> <p>Auditory:</p> <ol style="list-style-type: none"> verbal modeling verbal conversational turn taking bell to signal start/stop (bell at end would signal 1 minute to finish) <p>Visual:</p> <ol style="list-style-type: none"> adults and/or students model activity picture directions on SmartBoard conversational turn taking cards <p><u>Activity Topics</u></p> <p>Monday: where they had fun playing – use picture cards with each center represented</p> <p>Tuesday: object talk – students choose from two objects to discuss, describe or comment about</p> <p>Wednesday: picture talk – students are given a picture scene to discuss, describe or comment about</p> <p>Thursday: no school</p> | <p><u>Variety of learning opportunities:</u></p> <p>Choice:</p> <ol style="list-style-type: none"> students choose who will talk first students choose how to take turns (prompt card, verbal, or point) students choose how to communicate (verbal, pictures/objects, puppets) when more than one object is present to talk about, students choose which ones to use <p>Materials:</p> <p>Auditory:</p> <ol style="list-style-type: none"> bell (to signal stop time) <p>Visual:</p> <ol style="list-style-type: none"> Monday – play center pictures Tuesday – two objects to choose from to talk about Wednesday – a picture scene to talk about No School Daily – conversational turn taking prompt cards available to use <p>Tactile:</p> <ol style="list-style-type: none"> Tuesday – two objects Wednesday - picture scene card Daily – puppets available to use | <p><u>Flexibility in child expression:</u></p> <p>Child strengths, preferences, & abilities:</p> <ol style="list-style-type: none"> praise students for any attempt to communicate acknowledge something they said or did by commenting on specific things or adding to the conversation <p>Purposes:</p> <ol style="list-style-type: none"> labeling asking questions answering questions describing discussing commenting |

Representation

Differentiated complexity of models, prompts, directions, or supports:

1. Verbally explain the activity
2. Talk about each step using pictures on SmartBoard (see word document that will be put up on SmartBoard screen)

Later to earlier development:

1. ask open ended question
2. ask question and give two answer choices
3. draw attention to object/picture and state what it is

Least to most support:

1. ask open ended question
2. ask yes/no question
3. state what is happening/what object is
4. have student repeat word(s)

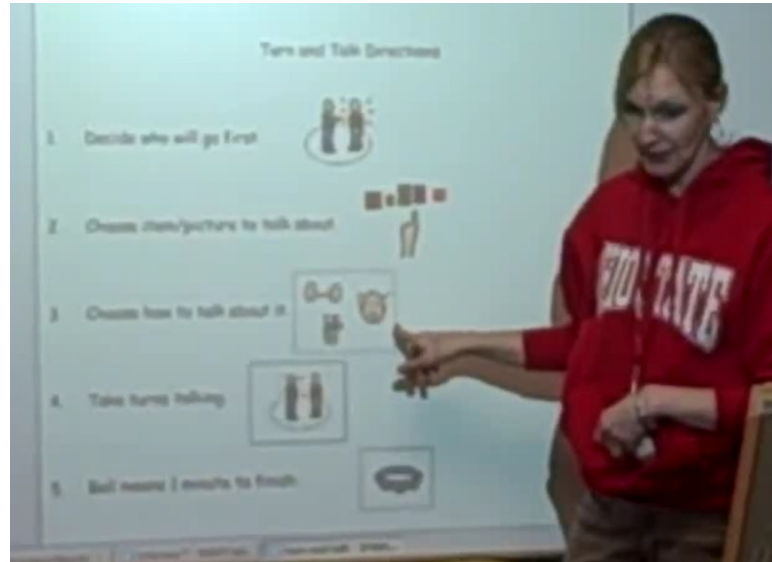
Variety of forms or mediums:

Auditory:

1. verbal modeling
2. verbal conversational turn taking
3. bell to signal start/stop
(bell at end would signal 1 minute to finish)

Visual:

1. adults and/or students model activity
2. picture directions on SmartBoard
3. conversational turn taking cards



Activity Topics

Monday: where they had fun playing – use picture cards with each center represented

Tuesday: object talk – students choose from two objects to discuss, describe or comment about

Wednesday: picture talk – students are given a picture scene to discuss, describe or comment about

Thursday: no school

Engagement

Variety of learning opportunities:

Choice:

1. students choose who will talk first
2. students choose how to take turns (prompt card, verbal, or point)
3. students choose how to communicate (verbal, pictures/objects, puppets)
4. when more than one object is present to talk about, students choose which ones to use

Materials:

Auditory:

1. bell (to signal stop time)

Visual:

1. Monday – play center pictures
2. Tuesday – two objects to choose from to talk about
3. Wednesday – a picture scene to talk about
4. No School
5. Daily – conversational turn taking prompt cards available to use

Tactile:

1. Tuesday – two objects
2. Wednesday - picture scene card
3. Daily – puppets available to use



Expression

Flexibility in child expression:

Child strengths, preferences, & abilities:

1. Allow children to talk, point, or communicate based on individual abilities
2. Praise students for any attempt to communicate
3. Acknowledge something they said or did by
 1. commenting on specific phrases
 2. adding to the conversation

Purposes:

1. labeling
2. asking questions
3. answering questions
4. describing
5. discussing
6. commenting



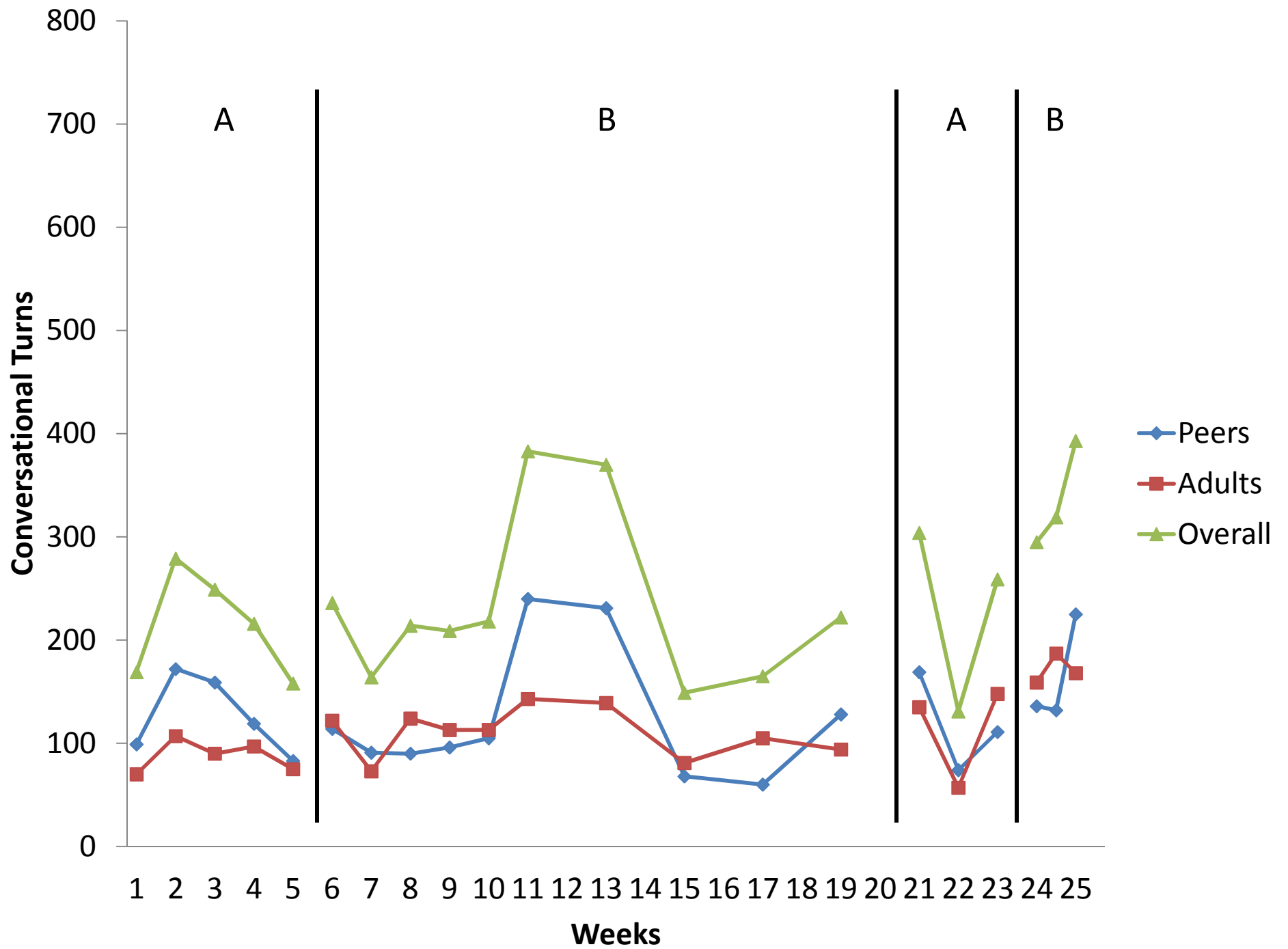


UDL Fidelity Measure Sample

| Element | Criteria |
|---|--|
| Differentiated complexity of actions, directions, prompts, processes, scaffolding, and/or supports | <p><i>Within a single activity</i>, conversational turn taking is represented and/or addressed through at least two of the following actions:</p> <p>Model and prompt earlier to later developmental skills</p> <ul style="list-style-type: none">Coos to babblesOne word to multiple wordsResponses to Initiations <p>Give easier to more difficult directions</p> <ul style="list-style-type: none">Verbal directions paired with modeling ("errorless teaching")Verbal directions paired with visual cue/pictureVerbal directions paired with gesture (e.g. pointing)Verbal directions only <p>Model and prompt single to multiple components (one turn versus multiple turns, or one word versus multiple words)</p> <ul style="list-style-type: none">First/Then (e.g. "my turn first, then it's your turn")Picture schedules/sequences (e.g. a series of pictures or symbols depicting two individuals taking turns talking) <p>Provide least to most support for conversational turn taking</p> <ul style="list-style-type: none">Modeling (e.g. quiet and loud verbalizations; having a conversation with another child or another adult)Visual prompting (e.g. pointing to signal the child's turn to talk)Verbal prompting (e.g. saying "your turn" or asking "what can you say?"; giving choices "is it wet or dry?")Time delay (Starting the turn and waiting for the child to finish)Mand/Model (telling the child what to say – sometimes paired with physical, visual, or other prompts) |

Tier one UDL self monitoring

- Did I explain the outcome using differing levels of directions, models, and support?
- Did I use multiple types of auditory, visual, and kinesthetic means to teach the outcome?
- Did I give the children choices and a variety of materials in order to engage them in practice with the outcome?
- Did I allow the children to express their abilities in multiple ways that were meaningful to them?



Bella

