

Universal Design for Learning (UDL)

What is UDL?

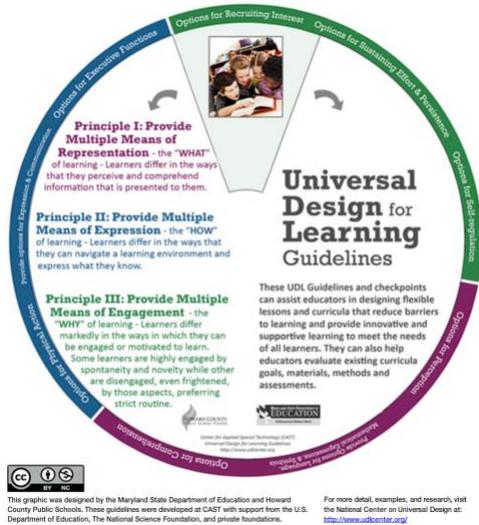
Universal Design for Learning is a framework for guiding educational practice that: (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the way students are engaged; and (b) reduces barriers in instruction provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities who are limited English proficient.

(HEOA, 2008)

Video: Introduction to UDL Principles and Practice (6:20)

 <http://bit.ly/UDLPrinciplesPractice>

What are the principles of UDL?



Universal Design for Learning includes 3 principles:

1. Multiple Means of Representation
 - Options for perception
 - Options for language and symbols
 - Options for comprehension
2. Multiple Means of Activities of Expression
 - Options for physical expression
 - Options for expression and fluency
 - Options for executive functions
3. Multiple Means of Engagement
 - Options for recruiting interest
 - Options for sustaining effort and persistence
 - Options for self-regulation

Online Resources

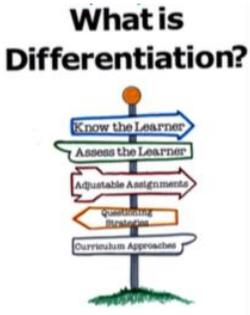
UDL Learning Wheel: <https://bit.ly/2lqjw7B>

UDL Guidelines: <https://bit.ly/1fNBdtS>

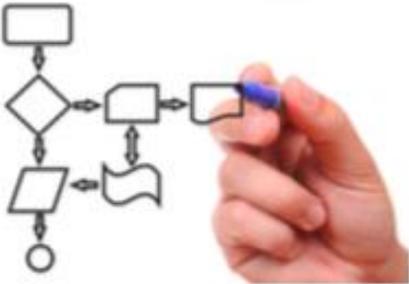
UDL Worksheet: <https://bit.ly/2opHzqV>

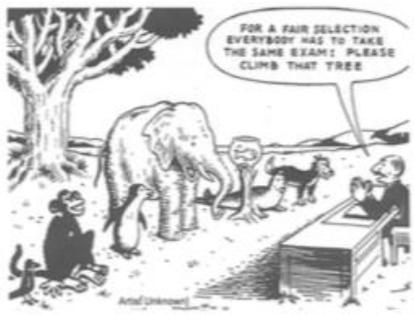
Video: the UDL Guidelines (6:20)

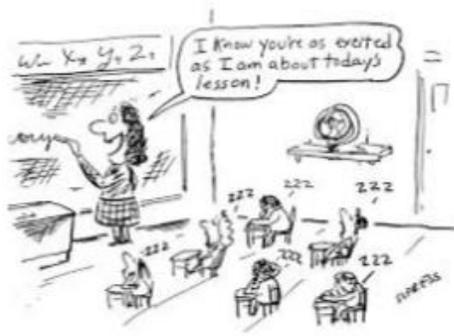
<https://bit.ly/2lvntua>

Universal Design for Learning (UDL)	
<p><i>What is Differentiated Instruction (DI)</i></p> <p>At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.</p> <p>Teachers can differentiate at least four classroom elements based on the student readiness, interest, or learning profile:</p> <ul style="list-style-type: none"> • Content – what the student needs to learn or how the student will get access to the information; • Process – activities in which the student engages in order to make sense of or master the content; • Products – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and • Learning environment – the way the classroom works and feels. <p>Tomlinson, C.A. (August, 2000)</p>	<p>Video: Introduction to Differentiated Instruction</p> <p> http://bit.ly/IntrotoDI</p> <div style="text-align: center;">  <p>What is Differentiation?</p> <p>Know the Learner Assess the Learner Adjustable Assignments Learning Strategies Curriculum Approaches</p> </div> <p>Video: Guidelines of DI</p> <p> http://bit.ly/CarolAnnTomlinsonDI</p>

Differentiation: Content	
<p>Refers to what the student needs to be able to learn of how the student will get access to the information.</p>	
<p>Examples of differentiating content at the elementary level include the following:</p> <ol style="list-style-type: none"> 1. Using reading materials at varying readability levels; 2. Augmenting printed texts by using audiobooks, text-to-speech readers, or multimedia; 3. Using spelling or vocabulary lists at readiness levels of students; 4. Presenting ideas through both auditory and visual means; 5. Using reading buddies; and Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners. <p>Tomlinson, C.A. (August, 2000)</p>	

Differentiation: Process	
<ul style="list-style-type: none"> Refers to activities in which the student engages in order to make sense of or master the content. 	
<p>Examples of differentiating process or activities at the elementary level include the following:</p> <ol style="list-style-type: none"> Using tiered (leveled) activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity; Providing interest centers that encourage students to explore subsets of the class topic of particular interest to them; Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early; Offering manipulatives or other hands-on supports for students who need them; and Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth. <p><i>Tomlinson, C. A. (August, 2000)</i></p>	

Differentiation: Products	
<ul style="list-style-type: none"> Refers to the culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit. 	
<p>Examples of differentiating products at the elementary level include the following:</p> <ol style="list-style-type: none"> Giving students options of how to express required learning (e.g. create a puppet show, write a letter, or develop a mural with labels); Using rubrics that match and extend students' varied skills levels; Allowing students to work alone or in small groups on their products; and Encouraging students to create their own product assignments as long as the assignments contain required elements. <p><i>Tomlinson, C.A. (August, 2000)</i></p>	

Differentiation: Learning Environment	
<ul style="list-style-type: none"> Refers to the culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit. 	
<p>Examples of differentiating learning environment at the elementary level include:</p> <ol style="list-style-type: none"> Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration; Providing materials that reflect a variety of cultures and home settings; Setting out clear guidelines for independent work that matches individual needs; Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996). 	
<p><i>Tomlinson, C.A. (August, 2000)</i></p>	

Individualized Educational Plan (IEP)	
<p>The Individualized Educational Plan (IEP) is a plan or program developed to ensure that a child who has a disability identified under the Individuals with disabilities act (IDEA, 2004) receives specialized instruction and related services.</p>	
<p><i>What is IDEA?</i> The Individuals with Disabilities Act (IDEA) is a federal law that requires schools to serve the educational needs of students with disabilities.</p> <p><i>What is the purpose of IDEA?</i></p> <ul style="list-style-type: none"> To protect the rights of children with disabilities Idea ensures every student, regardless of whether they have a disability, will have access to a free and appropriate education (FAPE) and that special education services will be provided in the least restrictive environment (LRE). To give parents a voice in their child's education. <p><i>What is the least restrictive environment provision?</i></p> <ul style="list-style-type: none"> The LRE provision of IDEA states that students with a disability should have the opportunity to be educated with non-disabled peers, to the greatest extent appropriate. 	<p>Video: Introduction to IDEA https://bit.ly/2MOXQAZ</p> <p>Video: What is the Least Restrictive Environment https://bit.ly/2Ka0rDD</p> <p>What is FAPE? https://bit.ly/2ywCdSV</p>



Graduate Student Boot Camp: Module 8

Application Information

Universal Design for Learning

What is the free and appropriate education provision?

- F – all eligible students with a disability will be educated at public expense.
- A – students with disabilities are entitled to an education that is tailored and planned to meet their needs.
- P – refers to the public education system.
- E – education must be provided to every eligible school-age child with a disability