Universal Design for Learning (UDL) in Virtual Environments
Supplemental materials to accompany webinar
presented by Diana Straut April 27, 2020
Measurement Incorporated Upstate PDRC
supporting NYS Religious and Independent Schools

Universal Design For Learning: A Snapshot. Compiled by D. Straut (attached)

Novak Education Website
(I highly recommend this as one of your first stops—Katie Novak has an amazing collection of very user friendly materials for UDL planning and assessment. She also has a blog, books, and on line PD courses. This is where the dinner party analogy video can be found).
https://www.novakeducation.com/

7 Universal Design for Learning/ Center for Applied Special Technologies.
Houses a wide variety of resources, research articles, UDL lesson plans and free learning tools.
http://www.cast.org/

Ways to Introduce UDL into your Classroom
https://www.texthelp.com/en-us/company/education-blog/march-2019/7-ways-to-introduce-udl-into-your-classroom/

Universal Design for Learning in curriculum planning and lesson design
http://blog.core-ed.org/blog/2017/02/universal-design-for-learning-in-curriculum-planning-and-lesson-design.html

National Center on UDL
https://medium.com/udl-center

Top 10 UDL Tips for Creating Learning Goals
http://castprofessionallearning.org/project/free-top-10-udl-tips-for-developing-learning-goals/

UDL Progression Rubric
https://www.novakeducation.com/wp-content/uploads/2019/11/UDL_Progression_Rubric_01252018_REV5.pdf

Google Classroom and UDL
http://colleensecondarytechnology.blogspot.com/2016/02/google-classroom-and-udl.html

5 Reasons to use Choice Boards in the Classroom
https://www.thetechieteacher.net/2017/10/5-reasons-to-use-digital-choice-boards.html

Design your own Digital Choice Board Caitlyn Tucker)
https://catlintucker.com/2016/04/design-your-own-digital-choice-board/

Layered Curriculum overview
https://www.edunators.com/articles/classroom-strategies/differentiating-instruction-using-layered-curriculum

Universal Design for Learning: A Snapshot

Foundations:

Universal Design for Learning has its roots in architecture—where Universal Design refers to "the design of products and environments, to be useable by all people, to the greatest extent possible, without the need for adaptation or specialized design.[1]" The core idea is simple-- Modifications to the built environment—automatic door openers, curb cuts, entry ramps, universal-height drinking fountains, roomy restroom stalls, closed captioning and others—are beneficial to *many* people, not just those with disabilities. In Universal Design for Learning-the concept applies not to the physical environment, but to he curriculum and materials that teachers use in the classroom[2]. By reducing barriers and designing modifications up-front to accommodate a wide range of abilities in a classroom, teachers can provide engaging instruction for all learners and reduce the need for remediation or reteaching.

Definition:

*The term **UNIVERSAL DESIGN FOR LEARNING** means a scientifically valid 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 ways 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 and students who are limited English proficient. (As defined in The Higher Education Opportunity Act of 2008.)*

A Universal Design for Learning (UDL) approach means that lessons are designed to give **all** individuals equal opportunities to learn. In UDL classrooms, information and content is presented in different ways; students are allowed to express what they know in different ways; and students' interests and motivation to learn is stimulated in different ways. When instruction is 'universally designed', after-the-fact changes to curriculum and instruction to accommodate individual student needs are often unnecessary.[3] *Learn more about UDL*

Universal Design for Learning: Theory and Practice [4]

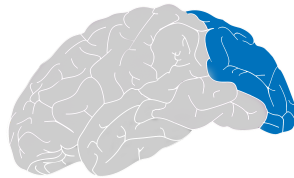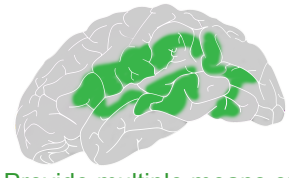| The "**What**" of Learning	The "**How**" of Learning	The "**Why**" of Learning
Provide multiple means of **Representation**	Provide Multiple Means of **Action and Expression**	Provide multiple means of **Engagement**
How we gather facts and categorize what we see hear, and read. Identifying letters, words or an author's style are recognition tasks. This skillset encompasses knowledge construction, making connections, developing strategies and monitoring understanding.	Planning and performing tasks How we organize and express our ideas. Writing an essay or storyboarding a sequence of events are strategic tasks. Cognitive processes include initiation, goal setting, attention, planning and organization.	How learners get engaged and stay motivated. How they are challenged, excited or interested. These are affective dimensions. This creates purpose and motivation for learners, and builds skills such as coping, focus, resilience, effort, persistence, self-assessment and reflection.

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[1] https://accessproject.colostate.edu/udl/modules/udl_introduction/udl_concise_intro.pdf

[2] https://accessproject.colostate.edu/udl/modules/udl_introduction/udl_concise_intro.pdf

[3] http://www.p12.nysed.gov/specialed/commoncore/instructionCCLS-parents-614.htm

[4] http://www.udlcenter.org/aboutudl

Compiled by Diana Straut, Measurement Incorporated March 2016

PRACTICES[5] [6] *Present information and content in different ways, including:*	**PRACTICES** *Differentiate the ways that students can express what they know:*	**PRACTICES** *Stimulate interest and motivation for learning:*
• E texts and/or audio, video, web based input; • Guided reading strips • Song/rhythm • Color Contrast between background/text • Vary the size of visual content, including text, images, graphs • Highlight relevant or essential information • Remove distractions and rearrange the layout of information from a text • Subtitles to accompany video • Use accessibility tools from word processing programs • Graphic organizers • Learning Centers designed around Multiple Intelligences (hyperlink to http://www.thirteen.org/edonline/concept2class/mi/implementation_sub1.html)?	• Smart Pens/smart board • White boards • Word Prediction Programs • Voice to Text or Text to Voice • Blogs, social media • Sing, dance, act • video presentations	• Pre assessments/Interest inventories to gauge prior knowledge or experiences (formal and informal—focus groups, surveys, interviews, pre-tests) • Peer tutors/reading buddies • Interest-based discussion groups • Flexible grouping (skill, interest, etc.) • Collaborative learning experiences (peer assisted learning, teams) • Anticipation Guides • KWL charts • Choice Boards, menus, tiered assignments

"Options are essential to learning, because no single way of presenting information, no single way of responding to information, and no single way of engaging students will work across the diversity of students that populate our classrooms. Alternatives reduce barriers to learning for students with disabilities while enhancing learning opportunities for everyone" (David Gordon,CAST).[7]

Resources:
http://www.udlcenter.org/
http://www.cast.org/
https://iris.peabody.vanderbilt.edu/module/udl/#content
http://www.nysed.gov/school-library-services/teachers/teaching-learning-instructional-design

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[5] https://goalbookapp.com/toolkit/strategies
[6] https://iris.peabody.vanderbilt.edu/module/udl/cresource/q1/p02/
[7] https://accessproject.colostate.edu/udl/modules/udl_introduction/udl_concise_intro.pdf p.4

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