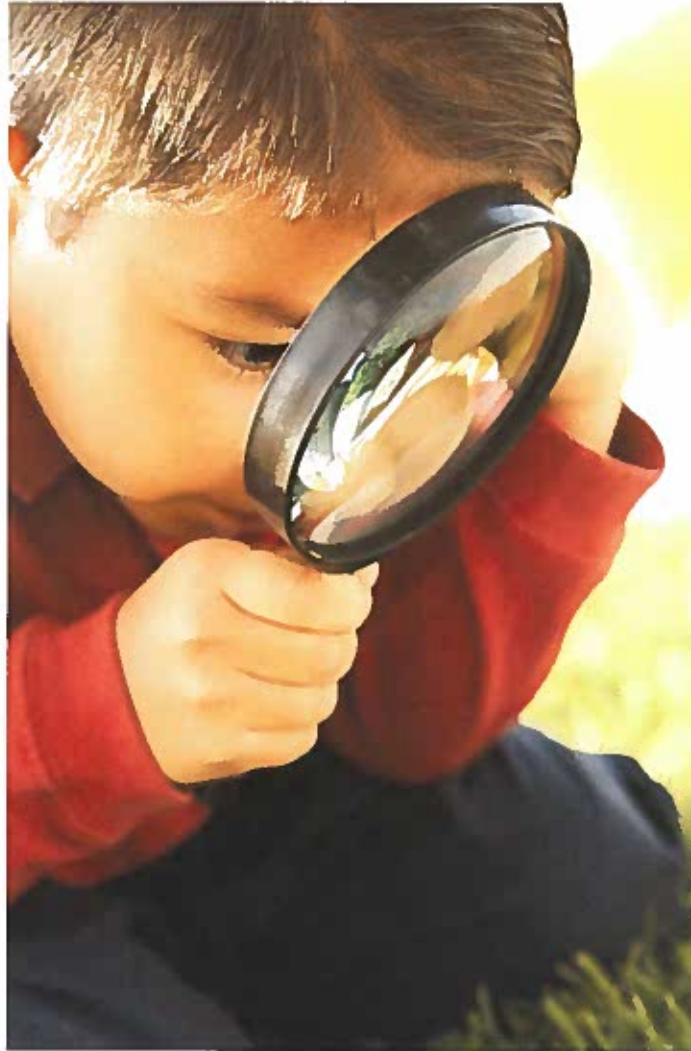


UDL: A Framework for Learning

*Examining Principles and Practices
for All Learners*

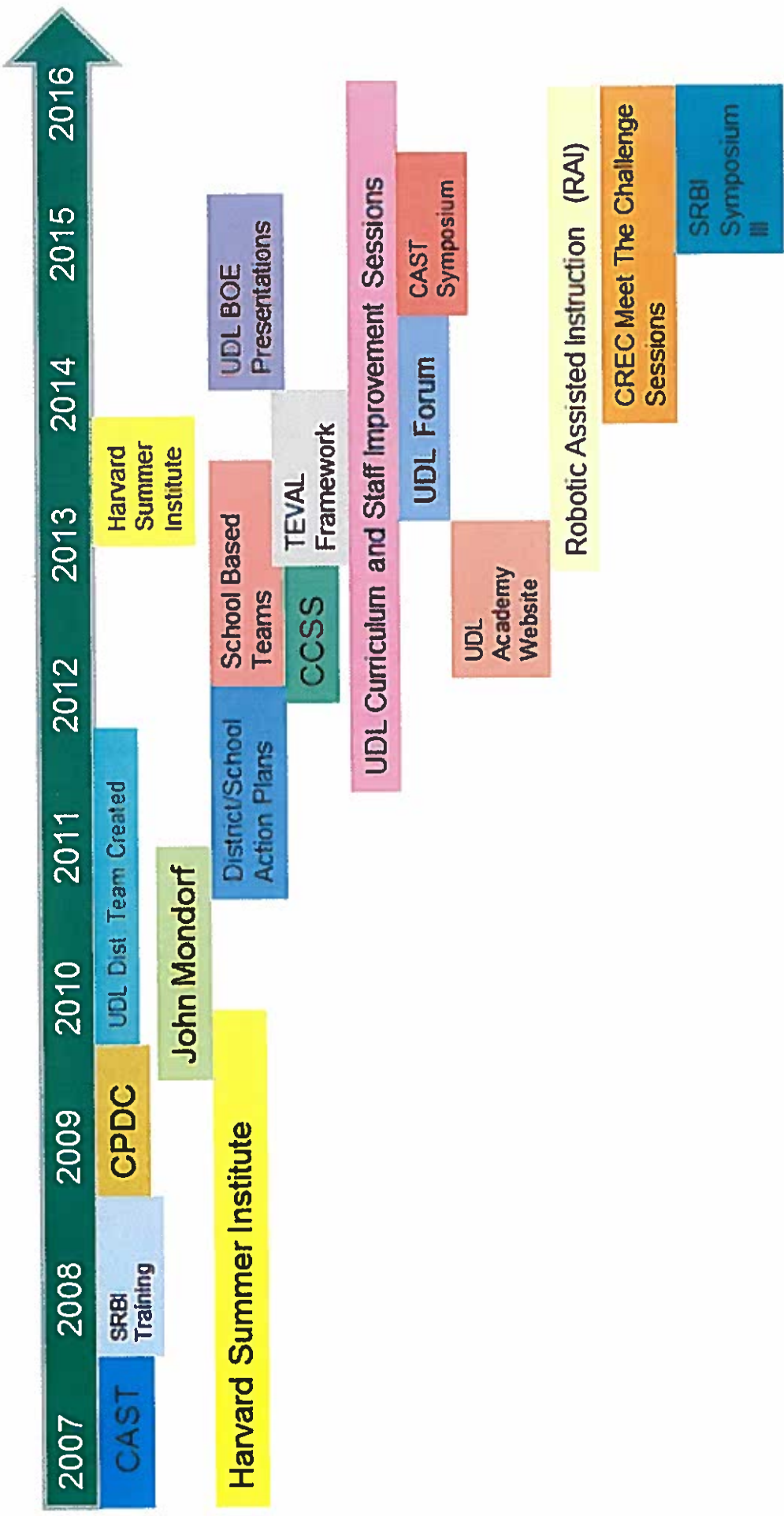


SRBI Symposium III
November 24, 2015
West Hartford Public Schools



Clear Paths. Bright Futures. No Limits.

UDL Planning and Implementation



Where we have been and where we are going...

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

- 1: Provide options for perception**
- 1.1 Offer ways of customizing the display of information
 - 1.2 Offer alternatives for auditory information
 - 1.3 Offer alternatives for visual information

2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action**
- 4.1 Vary the methods for response and navigation
 - 4.2 Optimize access to tools and assistive technologies

5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement

- 7: Provide options for recruiting interest**
- 7.1 Optimize individual choice and autonomy
 - 7.2 Optimize relevance, value, and authenticity
 - 7.3 Minimize threats and distractions

8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners

Resources



UDL Center

<http://www.udlcenter.org/implementation/examples>

UDL at a Glance

www.youtube.com/watch?v=bDvKnY0g6e4

CAST (Center for Applied Special Technology)

www.cast.org

<http://castprofessionallearning.org/free-udl-webinars/>

A Story of Robotics and Autism

www.youtube.com/watch?v=nwJsxLOilcc

UDL and Assistive Technology- Two Sides of the Same Coin

<http://craigcunningham.com/nlu/tie536fall09/Assistive%20Technology%20and%20UDL>

TwoSidesoftheCoin.pdf

UDL Academy Website

<https://sites.google.com/a/whps.org/udl/>

Action Plan

Essential question: *How can we incorporate UDL into classroom practice in a way that supports all learners?*

Suggested Action Items:

Develop a lesson/course that is accessible for all learners

Introduce UDL to your colleagues

And more....

Take ACTION!

Goals of your "Action Plan"	
Problems to be Solved	
Benefits of Implementation	
What does success look like?	
Possible Barriers	Possible Solutions

Needed Resources

Team Members	Roles – why did you choose them

What action will the team take in short-term, mid-term, and long-term?

Timeline – short term (1 – 3 months)	Timeline – mid term (3 – 9 months)	Timeline – long term (9 – 15 months)

- SPiAC to all students
- STAT School Time Analysis Tool.
- NATIONAL Center on Time & Learning.