Getting Started with Universal Design for Learning

Access Resources Here:
tinyurl.com/ybx4946h

After participating in this UDL Overview

→ **Understand the connection between UDL and MTSS**

→ **Understand the 3 Principles of UDL**

→ **Explore UDL Strategies and Resources**

→ **Use Progression Rubric to Self-Assess and Plan Next Steps**

As a learner, what is a goal that you have for today's experience? What will help you remain engaged?

padlet.com/rmarriott2/udlprepli

ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based priorities and practices that support the academic, behavioral and social-emotional success of all students in the most inclusive and equitable learning environment

SOME STUDENTS

SUPPLEMENTAL SUPPORT

Additional services provided for some students who require more academic, behavioral and social-emotional support

FEW STUDENTS

INTENSIFIED SUPPORT

Targeted academic, behavioral and social-emotional support directed toward the few students with greater needs

Universal Design for Learning (UDL), differentiated instruction, integrated education implemented at all levels of support.

MIP Shoe Partners

- Read the following article, note 2-3 Most Important Points (MIPs)
- Find someone with similar shoes, share your MIPs OR tweet out your MIPs at #CAMTSS

tinyurl.com/ycamq97t

Connecting the Dots:
California MTSS and Universal Design for Learning (UDL)

Multi-Tiered System of Support (MTSS) is a framework designed to address academic, behavioral, and social-emotional learning in a fully integrated system of support. Teams use data to guide instruction and identify students who require additional support for increasingly intensive interventions based on need. Student supports are universally designed, differentiated, and integrated. MTSS offers the potential to create needed systematic change through intentional design and redesign of services and supports to quickly identify and match to the needs of all students.

In California MTSS, counties, regions and state educational agencies are the source of technical support, local educational agencies are the place of intervention and schools are the place of transformation. MTSS is a framework that supports equity-based inclusion within a multi-tiered framework.

What is Universal Design for Learning (UDL)?
UDL is a research-based framework for guiding educational practice based on the premise that one-size-fits-all curricula create unintentional barriers to learning for many students, including the mythical average student. UDL focuses on planning instruction in such a way to meet the varied needs of students. Not a special education initiative, UDL acknowledges the needs of all learners at the point of first teaching, thereby reducing the amount of follow-up and alternative instruction necessary. UDL recognizes student variability and designs environments and lessons to remove barriers for all students. The UDL framework outlines how to provide multiple means of engagement, representation, and action and expression.

Universal Design for Learning Guidelines
- Engagement
- Representation
- Action & Expression

How do MTSS and UDL align?
An effective MTSS framework considers student variability by planning multiple supports that are designed using UDL instructional practices that provide equal access to academic curriculum and optimize student engagement in order to address the barriers and strengths of individual students. UDL recognizes expert learning systems require parts of a system to work together as a whole.
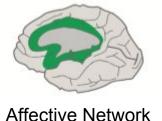
Universal Design for Learning

Engagement
The Why

Affective Network

Recruit Interest

Sustain Effort and Persistence

Self-Regulation

Representation
The What

Recognition Network

Perception

Language & Symbols

Comprehension

Action & Expression
The How

Strategic Network

Physical Action

Expression and Communication

Executive Functions

The Universal Design for Learning Guidelines

CAST | Until learning has no limits

Principle

Guideline

Checkpoint

Provide multiple means of Engagement
Affective Networks
The "WHY" of Learning

Provide options for **Recruiting Interest**
- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Provide options for **Sustaining Effort & Persistence**
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for **Self Regulation**
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide multiple means of **Representation**
Recognition Networks
The "WHAT" of Learning

Provide options for **Perception**
- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

Provide options for **Language & Symbols**
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

Provide options for **Comprehension**
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization

Provide multiple means of **Action & Expression**
Strategic Networks
The "HOW" of Learning

Access

Build

Internalize

Expert learners who are...

Purposeful & Motivated   **Resourceful & Knowledgeable**   **Strategic & Goal-Directed**

Goal

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*Review the Guidelines
*Identify 2-3 of your own strengths
*Which Principle do you address more often?

Expert Learners Are…

PURPOSEFUL & MOTIVATED LEARNERS

+ Are eager for new learning and are motivated by the mastery of learning itself

+ Are goal-directed in their learning

+ Know how to set challenging learning goals for themselves

+ Know how to sustain the effort and resilience that reaching those goals will require

+ Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning

RESOURCEFUL KNOWLEDGE LEARNERS

+ Bring considerabl knowledge to new

+ Activate that prior to identify, organize, and assimilate new info

+ Recognize the tools and resources that would help them find, structure and remember new information

+ Know how to transform new information into meaningful and useable knowledge

*Review these characteristics

*Circle 2 that are strengths for you as an expert learner

*Underline 2 that are a challenge for you

+ Recognize their own strengths and weaknesses as learners

+ Abandon plans and strategies that are ineffective

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Let's Practice!

Engagement
Representation
Action & Expression

Your Turn!

★ Kathy is visually impaired and benefits from large print text.

★ George pays better attention when he is allowed to choose his own topic when writing argument text.

★ Sarah likes the option of giving oral presentations.

★ Carlos uses a checklist to help him with longer assignments.

View the UDL Progression Rubric to determine what phase of implementation you are in for each principle.

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning

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Deepen understanding of Engagement:

- Why engagement is important
- Strategies in action
- Connect to behavior and social emotional frameworks

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Representation

Recognition Networks
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Comprehension

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Deepen understanding of Representation:

- **Why representation is important**
- **Strategies in action**
- **Connect to behavior and social emotional frameworks**

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning

Provide options for
Physical Action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Provide options for
Expression & Communication

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

Provide options for
Executive Functions

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

Deepen understanding of Action/Expression:

- **Why action/expression is important**
- **Strategies in action**
- **Connect to behavior and social emotional frameworks**

Going Deeper

Based on your self-assessment, choose a principle to learn more about. Use the google document to explore and access resources to support deeper implementation of UDL.

Revisit Learning Goal

In what ways did you
meet your
goal for your learning?

What kept you engaged?

For More Information

Center for Applied Special Technology: **www.cast.org**

UDL Guidelines Resource: **http://udlguidelines.cast.org/**

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Session Survey - Thank you for attending.

Please provide feedback for this session by pressing **Feedback Survey** under the session title you are attending within SCHED.

You can access the link through the SCHED app or by going to https://2018mtsspli.sched.com/.

Thank you.