Universal Design for Learning (UDL) to Promote Inclusive Classrooms

A collaborative project of the TN Department of Education
State Personnel Development Grant (SPDG) and STEP, Inc.

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Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

**Excellence | Optimism | Judgment | Courage | Teamwork**

SPDG: Overview

- **Purpose:** To provide ALL students with access to high-quality core instruction in the least restrictive environment.
- **Partners:**
- Centers for Literacy, Education and Employment – UT, Knoxville
- University of Kentucky Human Development Institute
- Support and Training for Exceptional Parents (STEP)
- **Process**:
- SPDG funded Professional Development Activities:
- Strand One / Strand Two Trainings
  - Three part workshop series (Fall, Winter, Spring)
  - Conducted by district-selected facilitator
  - Audience: School teams from district-selected schools
    - General educator, special educator, administrator
- Ongoing support:
- Training:: All participants, Three times / year
- Communities of Practice: Monthly check-ins
- Coaching and Modeling: Individual support, based on need
- Interventionist Support: Individual support, based on need

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SPDG Participating Districts

SPDG Participating Districts
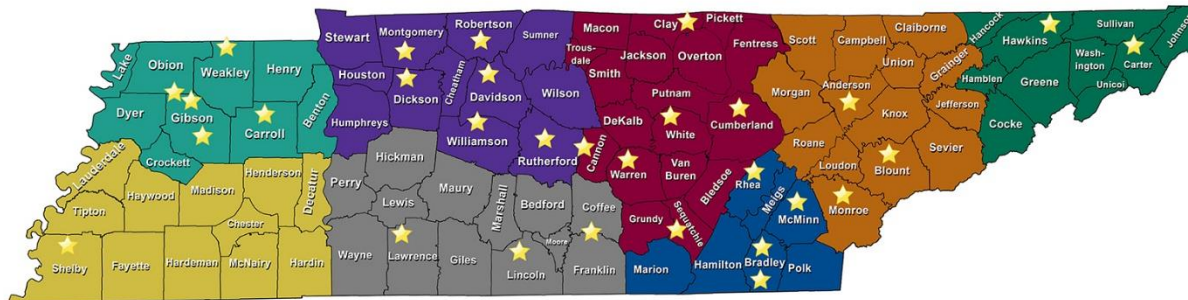
WEST
Achievement School District
Bradford Special School District
Gibson County Special School District
Trenton Special School District
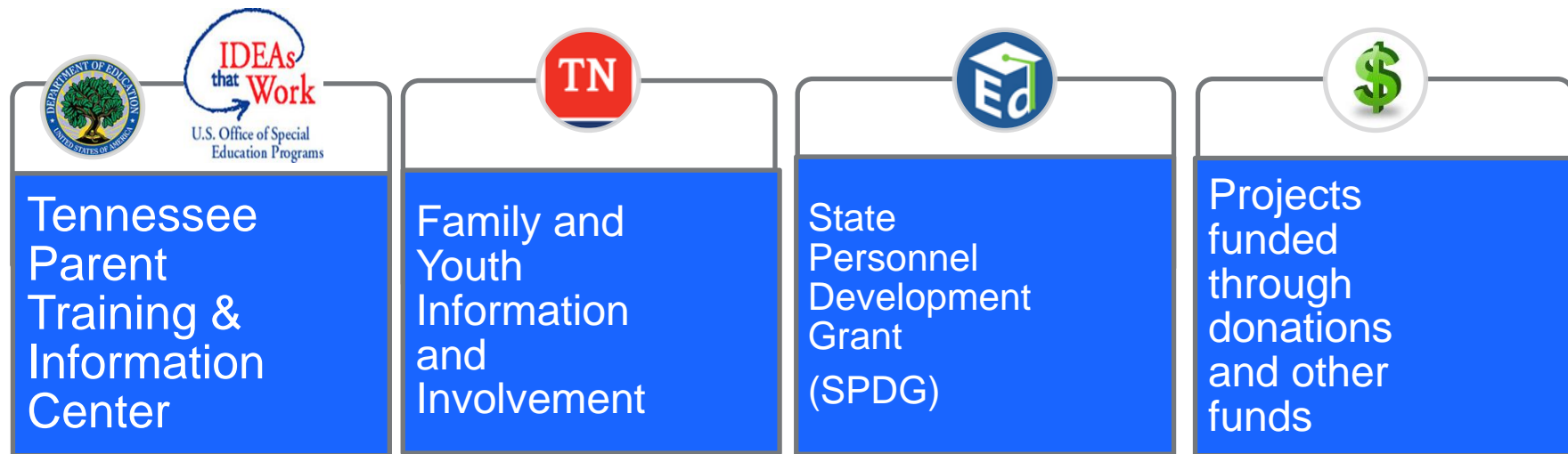Weakley County Schools
West Carroll Schools

MIDDLE
Cannon County Schools
Clarksville-Montgomery County Schools
Clay County Schools
Cumberland County Schools
Dickson County Schools
Fayetteville City Schools
Franklin Special School District
Lawrence County Schools
Metro Nashville Public Schools
Murfreesboro City Schools
Robertson County Schools
Tullahoma City Schools
Warren County Schools

EAST
Alcoa City Schools
Bradley County Schools
Cleveland City Schools
Clinton City Schools
Elizabethton City Schools
Hawkins County Schools
McMinn County Schools
Rhea County Schools
Sequatchie County Schools
Sweetwater City Schools
White County Schools

STEP: Who We Are & What We Do

STEP, Inc. (Support and Training for Exception Parents, Inc.) is a not for profit organization serving families who have children and youth with disabilities, ages birth through 26.

Tennessee Parent Training & Information Center

Family and Youth Information and Involvement

State Personnel Development Grant (SPDG)

Projects funded through donations and other funds

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step
Support and Training for Exceptional Parents

STEP's vision is to ensure a brighter future for children and youth in Tennessee, with an emphasis on those with disabilities, special health care needs, and mental health needs.

STEP: Our Services

- Trainings across TN
- Webinars and electronic information
- One-on-one assistance
- IEP/504 preparation
  - Record review and strategy planning
- Some attendance at IEP/504 meetings
- Letter writing help
- Referral to other agencies
- Information and awareness events/conferences
- Conflict resolution: Communication strategies, building relationships

Statewide training, information and referral services to parents of children with disabilities and professional development for school districts to improve family/youth involvement and outcomes.
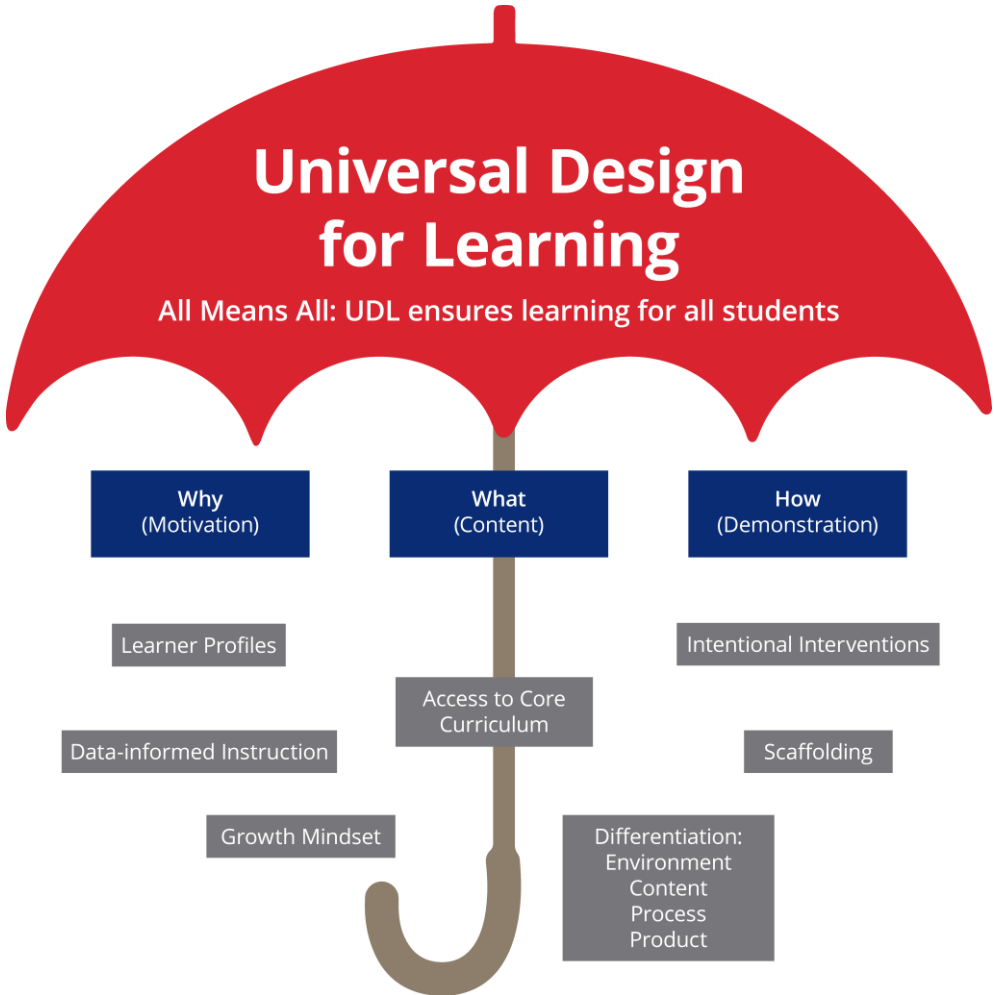
Learning Objectives

- Overview of Universal Design for Learning principles

- Understand how to use the information as tools to support instructional practices and effectively communicate with teachers and administrators about their child's education

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Universal Design for Learning: UDL

- UDL is a framework to optimize learning through the improvement of teaching based on how (individually) students learn.

- Focus on Engagement (Motivation), Representation (Presentation of Content), and Action & Expression (Demonstration of Knowledge)

- Much of what we do already falls under UDL guidelines

Effective Instruction Falls Under UDL

Universal Design for Learning

All Means All: UDL ensures learning for all students

Why (Motivation) **What** (Content) **How** (Demonstration)

Learner Profiles

Intentional Interventions

Access to Core Curriculum

Data-informed Instruction

Scaffolding

Growth Mindset

Differentiation:
Environment
Content
Process
Product

Why: Multiple Means of Engagement

This includes:

- Learner Profiles- personality profiles, learning style inventories, multiple intelligence assessments, interest surveys, data from assessments, school psych report

- Data-informed Instruction- the use of data to group heterogeneously or homogeneously based on the purpose of instruction

- Growth Mindset- changing a fixed mindset

Changing Our Mindset

"Doubt kills more dreams than failure ever will. "

- Suzy Kassem

What: Multiple Means of Representation

- Access to Core Curriculum:

    Ensuring that Tier I curriculum and instruction is presented based on students' needs for access

- Differentiation:

    In Content and Process

Remember:

"Time is flexible, but learning is constant."

- Aaryn Schmuhl

How: Multiple Means of Action/Expression

- Intentional Interventions- interventions given on a spectrum based on student need, not a label

- Differentiation- in Environment, Process and Product

- Scaffolding- Modeling, Graphic Organizers, Background Knowledge, Think Aloud, etc.

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Success in Failure

"I'm thankful for my struggle because without it, I wouldn't have stumbled across my strength."

- Alex Elle

A UDL Classroom Looks Like

- Visible standards and learning objectives
- Variety in presentation of content
- Student-centered activities
- Collaborative work between students
- Environment of minimal distractions
- Multiple methods of assessment

http://classroom-aid.com/wp-content/uploads/2012/05/digital-classroom1.png

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Family Input is Key

Parents and caregivers can have a positive impact on their child's education

Support instructional practices by sharing what works for your child.

Communicate with teachers and administrators

Ask questions

Be actively involved in your child's education

Why: Multiple Means of Engagement

Means of Engagement

- **Personality Profiles**
- **Learning Style Inventories**
- **Multiple Intelligence Assessments**
- **Interest Surveys**
- **Assessment Data**
- **School Psychological Report**

Learner Profiles

Data-based Instruction

Growth Mindset
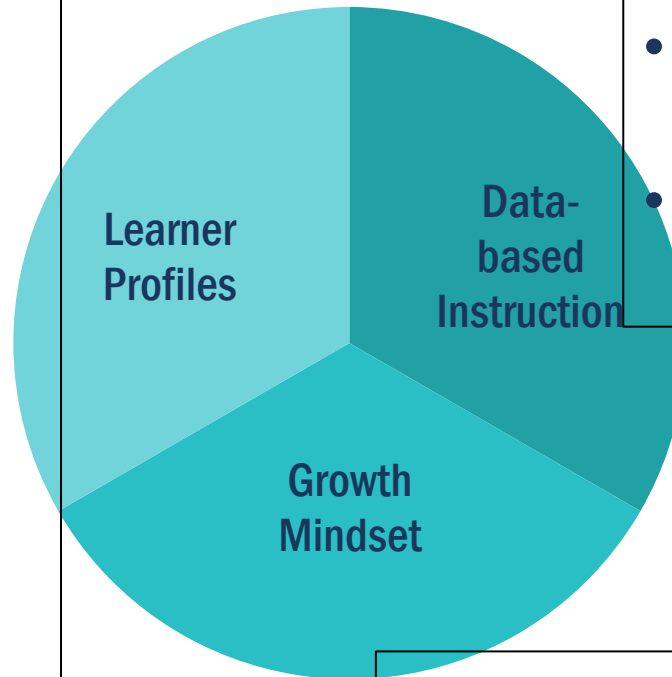
- Heterogeneous Grouping
- Homogeneous Grouping

- Drives Motivation
- Boost Achievement

Universal Design for Learning Guidelines

I. Provide Multiple Means of **Representation**	II. Provide Multiple Means of **Action and Expression**	III. Provide Multiple Means of **Engagement**
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	**4: Provide options for physical action** 4.1 Vary the methods for response and navigation 4.2 Optimize access to tools and assistive technologies	**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
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	**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	**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
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	**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	**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
Resourceful, knowledgeable learners	**Strategic, goal-directed learners**	**Purposeful, motivated learners**

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Tool: One Page Profiles

Parents and caregivers can help teachers get to know the child better

One-page profiles in Education

A one-page profile captures all the important information about a young person on a single sheet of paper under three simple headings:

1. What people appreciate about me
2. What's important to me
3. How best to support me.

http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profile-templates/

Templates of one page profiles

http://helensandersonassociates.co.uk/person-centred-practice/one-page-profiles/one-page-profiles-education/primary-school/

Sample of a child in Primary School – Jessenia

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My One Page profile

Your Name Connor

Age:
Occupation:

What people appreciate about me

Very caring towards others and concerned if they are ill or upset

Good singer, good friend, funny, helpful, loving

Good sense of humour, willing to try new things

What is important to me

Playing Skylanders. It's a Play Station 3 game.

Eating healthy food like fruit. My favorite fruit are apples.

Building with Lego. Building something new everytime.

I like to play "boo" with my baby sister and hear her giggle.

I like to race with dad when we play Sonic All Star Racing Transformed
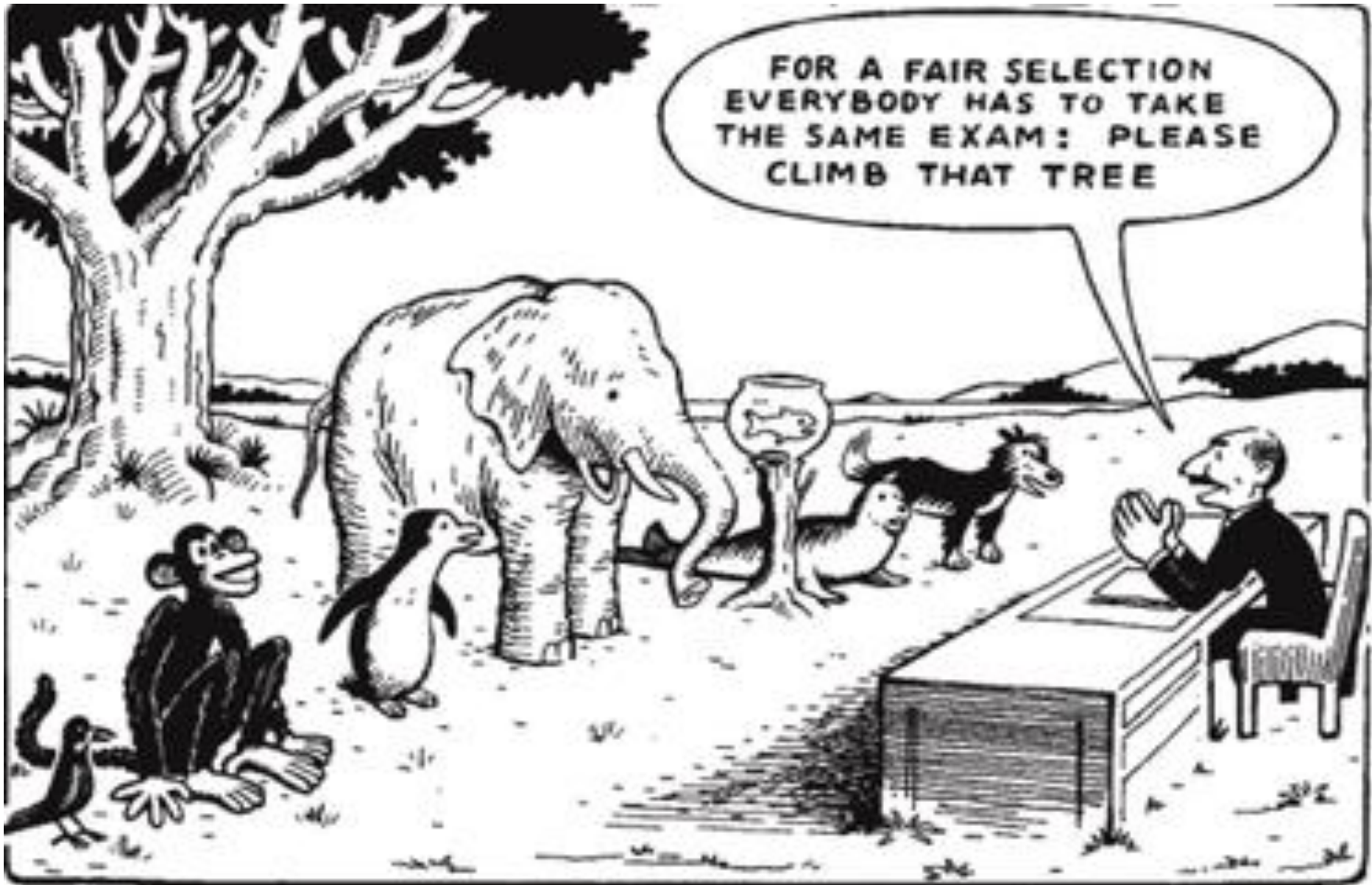
The people I see in school are important to me because they help me with my work.

How to support me

- Get me out of bed before 7:50 so I have time to get ready for school without rushing. Remind me to go faster when I have a job that I have to get done

How to support me

- Get me out of bed before 7:50 so I have time to get ready for school without rushing. Remind me to go faster when I have a job that I have to get done.
- Sometimes I get my math wrong when I rush. Remind me to stay calm and take my time so I can think about what I am doing.
- If I ask please let me join in with the game.
- If I have a problem at recess, I like to try to sort it out on my own. Sometimes I need an adult to help me sort it out.
- If I get a note wrong when I am singing I get annoyed with myself. Tell me that it is okay.
- If someone hurts me it pushes my big red button which means I am really angry. A teacher should remind me to calm down and tell me that if I hit them back I will be in trouble and this helps me calm down.
- Sometimes if it is really noisy it would help me if everyone would calm down a little bit or the radio was on.
- If I get the blame for something I haven't done, let me have a chance to say what has happened.
- Sometimes I take a long time to eat my lunch.
- When I have a temper tantrum my mom gives me an early bedtime. I try to be good so I don't have to get an early bedtime. Tell me that my behaviour is leading me to an early bedtime so that I have a chance to stop and redeem myself.

Tools & Resources

https://www.edutopia.org/article/differentiated-instruction-resources	Differentiated Instruction Resource
http://www.udlcenter.org/aboutudl/udlguidelines/downloads	Universal Design for Learning – Guidelines, Information
http://www.tnstep.org/uploads/files/All%20About%20Me%20Booklet%20-%20revised%20Mar%202015.pdf	STEP, Inc. – All About Me Other STEP Resources visit www.tnstep.org
http://www.parentcenterhub.org/?s=differentiated+instruction	Parent Center family friendly Differentiated Instruction info.
http://www.tnspdg.com/Access2CoreInstruction.aspx	TN State Personnel Development Grant
http://www.caroltomlinson.com/2010SpringASCD/Rex_SAstrategies.pdf	Differentiation – Carol Ann Tomlinson, EdD
Theresa Nicholls, Assistant Commissioner Theresa.Nicholls@tn.gov Lori Nixon, Assessment Design, SPDG Lori.Nixon @tn.gov	Special Populations Contacts with TN Department of Education

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