Universal Design for Learning Professional Development Packet

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Contents

Overview

Professional development modules developed by the OSDE-SES are intended to assist local educational agencies (LEAs) in providing professional development for educators. Each module includes relevant background information, activities/materials, and a scripted PowerPoint presentation for a particular topic area. These modules are intended for use in a workshop or other professional development setting (e.g. faculty meeting, PLC meeting). Presenters are free to use the modules in whichever way they choose.

The Universal Design for Learning (UDL) module assists educators in the knowledge and application of high quality classroom instruction for all students, including students with disabilities. There are four parts to the UDL packet beginning with an overview of UDL.

Background Information

The passage of Section 504 of the Rehabilitation Act in 1973 and IDEA in 1975 laid the foundation for UDL by emphasizing the need to educate students with disabilities in the least restrictive environment. The law mandated that, "as much as appropriate," students with disabilities should be educated in general education classes with appropriate aids and supports.

The development of UDL is a concept that began in the 1990s with advances in technology, universal design in architecture, and the integration of students in American schools with more complex needs. New technologies were developed to be accessible for people with disabilities (closed captioning, automatic doors, etc.) Universal Design was applied to education through organizations such as CAST (Center for Applied Special Technology), exploring the possibility of utilizing technology to support students in inclusive education.

IDEA Regulations

With the reauthorization of IDEA 1997, special education was redefined as enabling the child access to the curriculum. These provisions reinforced the potential for UDL emphasizing access, accommodations, and modifications in the regular classroom. IDEA 1997 also required students with disabilities to be included in state accountability systems.

The emphasis of inclusion and access is supported in No Child Left Behind and IDEA 2004. UDL was incorporated in IDEA 2004 with its requirements for National Instructional Materials Accessibility Standard (NIMAS) and the movement toward response to intervention (RTI). NIMAS is the first explicit legal mention of universal design by requiring publishers and school districts to have digitized versions of texts. §300.172(c)(1).[1]

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[1] Hehir, T. (2009). Policy foundations of universal design for learning. In D.T. Gordon, J.W. Gravel & L.A. Schifter (Eds.), A policy reader in unversal design for learning (pp. 35-45). Cambridge, MA: Harvard Education Press. http://www.udlcenter.org/sites/udlcenter.org/files/Hehir_Policy_Foundations_of_Universal%20Design_for_Learning_0.pdf

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Materials/Resources

Copies of materials for the presentation are found in a separate file.

PowerPoint Presentation

This presentation is intended to engage staff in meaningful professional development. Presenters should become familiar with the PowerPoint notes and other materials/resources included in this module, as well as additional resources related to the topic. There is space after each slide's presentation where the presenter may note any additional information related to LEA/school expectations or procedures.

Slide operation: Slides load completely. No clicks are necessary (except to advance to the next slide). Under each slide are presenter discussions, questions to draw in the audience and activity opportunities. Some slides may include video. Audio speakers will be necessary to listen to the provided video examples. Internet accessibility will be necessary for the videos. It may be helpful to download all video files in advance of the presentation.

Presentation Length

There are two PowerPoint Presentations in this Module:

1) Overview of UDL Presentation
2) Application of UDL (Lesson and Reflection)

These are intended to be delivered at separate times during a semester to consciously initiate a change in teaching practices. For example, the Overview of UDL Presentation can be offered at the start of the school year and the Application of UDL can be offered two weeks later, after participants have had a chance to think about the information presented in the first presentation.

The first PowerPoint, An Overview of UDL provides a presentation on UDL for participants unfamiliar with the terminology of UDL. The intent is to inform with a historical context, definition, explanation of principles and video examples of each of the three UDL principles. The presentation takes 1.5 hours with video. Video examples should not be omitted in the interest of time since they provide clarification of the topic and are essential to the presentation.

The Application of UDL is a 1.5 hour presentation. It includes a brief overview of UDL. Participants actively engage in an English Language Arts lesson with embedded UDL elements.

There are two activities in this Module:

1) Activity 1: **Identification of the UDL principles** in a given lesson
2) Activity 2**: Creation of UDL principles** in a given lesson

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In Activity 1, a sample of a math lesson is provided. Participants identify the UDL principles in the lesson and use different colored highlighters to designate each of the three principles of UDL. The activity will take approximately 30 minutes. It is an ideal activity during a faculty meeting following completion of each of the earlier presentations.

Activity 2 offers participants the opportunity to expand on a given English Language Arts lesson. Participants take a simple lesson and develop UDL strategies to include in the lesson. The activity will take approximately 45 minutes. It is an ideal activity during an early spring professional development day following completion of each of the earlier presentation and Activity 1.

Presentation Activities

Pretest
This short pretest can be given orally prior to the presentation, as an ice-breaker and to assess audience knowledge.

Activities/Handouts
These are listed here in the order they appear in the presentation.

1) Overview of Universal Design for Learning Presentation (1.5 hours) Powerpoint
   a. Video with audio: Learner Variability
   b. Video with audio: Universal Design for Learning
   c. Video with audio: Multiple Representation Example
   d. Video with audio: Classroom Representation Example
   e. Video with audio: Classroom Action & Expression Example
   f. Video with audio: Classroom Engagement Example
   g. Video with audio: One Lone Nut
   h. Handout: UDL Synopsis (double sided) Slide 9
   i. Handout: UDL Guidelines (single sided, color copies, laminated or cardstock) Slide 35
   j. Handout: UDL Wheel laminated or cardstock (scissors and brass brads- 1 for each participant) Slide 38
   k. Handout: UDL Follow up questions (double sided and stapled)
   l. Reference: UDL Follow up questions with answers (for presenter use only)

2) Application of UDL Activity(1.5 hours) Powerpoint
   a. Video with audio: Making Salsa
   b. Making Salsa Ingredients (for each group of 4 participants): knife, cutting board, spoon, mixing bowl, jalapeño, olive oil, salt, cilantro, two tomatoes, one stalk of green onion, one small onion, one lime, clove of garlic
   c. Handout: UDL Guidelines (single sided, color copies) Slide 5
   d. Handout: UDL Activity Reflection Slide 15
   e. Index Cards/Pencils: I learned statements

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3) Activity 1 Identification of UDL Principles (30 minutes)
   a. Handout: UDL Math Activity Guidance (single sided)
   b. Yellow, Blue, Pink Highlighter for each teacher
   c. Handout: UDL Math Activity 1 (double sided, stapled)
   d. UDL Math Activity 1 Answers

4) Activity 2 Creation of UDL Principles (45 minutes)
   a. Handout: UDL LA Activity Guidance (single sided)
   b. Handout: UDL LA Activity 2 (double sided, stapled)

Additional Resources

These are additional resources for educators to share with students and parents. A description for each will assist the educators with a better understanding of the documents and how they may be utilized.

OSDE-SES UDL Self-Assessment- Resource for teachers to evaluate effectiveness of UDL implementation in their own classrooms.
http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Self%20Assessment.pdf

OSDE-SES UDL Self-Assessment Instructions- Resource for teachers/administrators to aid in the process of completing UDL Self-Assessment sheet.
http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Self%20Assessments%20Instructions.pdf

OSDE-SES UDL PD Resource Sheet- Reference for specific tools and resources helpful to implementation of UDL. Title of resource, brief description, and link to URL provided.
http://ok.gov/sde/sites/ok.gov.sde/files/PD%20Resources%20-%20UDL.pdf

OSDE-SES UDL Synopsis- Document produced by OSDE-SES to provide a brief overview of UDL, highlighting the three principles and accompanying definition.
http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Synopsis.pdf

OSDE-SES Universal Design for Learning Webpage- The OSDE webpage designated for UDL contains tools, videos and resources related to Universal Design for Learning.
http://ok.gov/sde/universal-design

UDL Guidelines- Document produced by Center for Applied Special Technology (CAST) to identify the three principles of UDL and guidelines within each category.
http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf

UDL Wheel- Document produced by Maryland State Department of Education in conjunction with CAST. The wheel provides practical applications the teacher can use in the classroom to provide options for students of each of the three principles of Universal Design for Learning: Multiple Means of Representation, Multiple Means of Action and Expression, Multiple Means of Engagement.

     Interactive: http://udlwheel.mdonlinegrants.org/
     Paper Template: http://ok.gov/sde/sites/ok.gov.sde/files/UDL%20Wheel.pdf

UDL Exchange- A resource for educators available from CAST to browse, and build resources, lessons and collections. Materials support instruction utilizing the UDL principles.
http://udlexchange.cast.org/home

UDL Planners, Guides and Checklists- Tools including document and pdf files provided by Montgomery County Public Schools in Maryland to plan lessons utilizing principles of UDL and strategies for UDL implementation.
http://www.montgomeryschoolsmd.org/departments/hiat/udl/awareness_guides.shtm

Analyzing the Lesson- Document provided by Cast to evaluate a lesson for effectiveness of UDL implementation.
http://www.cast.org/teachingeverystudent/toolkits/downloads/PAL_udllessonanalysis.pdf

Power Point: Overview of Universal Design for Learning Presentation

Materials
Writing Tool and Scissors (for each participant)
White Paper 8.5 x 11" (2 sheets for each participant)
Video files (web address accessed and ready to play)
Projector with audio
White board with dry erase marker or chart paper with marker (if generating whole group discussions)
UDL Follow-Up Questions (one copy for each participant)
UDL Guidelines (laminated or on cardstock) for each participant
Educator Worksheet (one copy for each participant)
Paper wheel ((Laminated or on cardstock) with one gold brad for each participant

Slide 1:

Presenter:

Hello! Welcome to a session entitled Universal Design for Learning. My name is _____. I will be your session presenter today.

Notes:

Slide 2:

Session Objectives

Participants will be able to:

- Explain the history and purpose of Universal Design
- Recognize the three principles of Universal Design for Learning in practice
- Identify valuable resources available for UDL implementation in the classroom

Presenter:

The focus of the presentation will be the following objectives. 1. Explain the history and purpose of Universal Design, 2. Recognize the three principles of Universal Design for Learning (UDL) in practice 3. Identify valuable resources available for UDL implementation in the classroom.

Notes:

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Slide 3:

Presenter:

The first origins of Universal Design started in building architecture and thinking of the widest range of users that may need accessibility in and around the facility of the structure. The pictures here represent several designs that incorporated individuals accessibility around the structure.

Notes:

Slide 4:

Presenter:

The theory of Universal Design has several basic assumptions.
1. Offering variety benefits everyone.
2. Although retrofit may be a necessity, design with thoughtful execution from the very beginning.
3. Be mindful not to limit the access for certain individuals, access should be offered for the widest variety of individuals possible.

Notes:

Slide 5:

<u>Presenter:</u>

Pictured on this screen are several different items. Choose one item and discuss the consideration of user variability. Take a moment to discuss these questions with an elbow partner.

<u>Ask:</u>

1. How does the item address a specific need? Ipad enlarges text for someone with a visual impairment
2. How does designing for specific individuals benefit others? Ipad could help someone learning to read, recovering from eye surgery, or suffering from degenerative eye disease (glaucoma)

<u>Notes:</u>

Slide 6:

Session Objectives

Participants will be able to:
- Explain the history and purpose of Universal Design

Presenter:

Take a moment to self reflect. Are you able to answer the first question related to our session objective?

Ask:

1. What is the history and purpose of Universal Design? Began with architecture enabling multiple users access.

Notes:

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Slide 7: (*You will need internet access to view this video*)
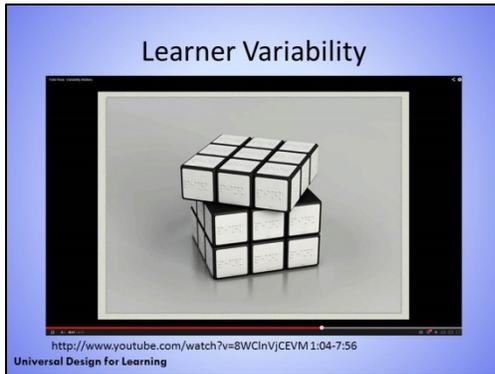
Presenter:

This is a video to emphasize learner variability and the unique needs that all individuals may have. Let's take a moment to watch this excerpt from Todd Rose in a presentation he did on Learner Variability.

Watch the video http://www.youtube.com/watch?v=8WClnVjCEVM 1:04-7:56

Notes:

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Slide 8:

Reflect

- What resonated?
- Why is the design of a Rubik cube important for engagement and mastery?
- How do ideas of variability & context relate to your practice (curriculum or classroom)?

Universal Design for Learning

Presenter:

With an elbow partner take a moment to reflect on the video clip we just saw. Some guiding questions for your discussion are listed on this screen.

Ask:

What resonated? Answers will vary – encourage a short open discussion

Why is the design of a Rubik cube important for engagement and mastery? A traditional Rubik cube requires the user to visually see the different colors

How do ideas of variability and context relate to your practice (curriculum or classroom)? Students come to us with a variety of background experiences and ability levels. All students are not the same.

Notes:

Slide 9:   *Refer participants to OSDE UDL Synopsis Handout*

Presenter:

The official definition of Universal Design for Learning is provided here by the Higher Education Opportunity Act.

Key highlights:

1. Scientifically valid

2. Flexible presentation, response and engagement

3. Reduces barriers to instruction, provides accommodations/supports, maintains high achievement expectations

4. Benefits students with disabilities and English Language Learners

Notes:

Slide 10:
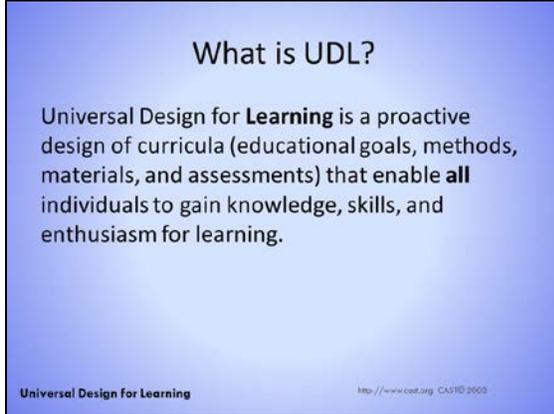
Presenter:

Earlier we took a few moments to talk about Universal Design. Let's consider how this can be an effective strategy to consider in the context of the learning environment. Listed on this screen is a definition of Universal Design for Learning. It is a proactive design of curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning.

Notes:

Slide 11:

Presenter:

UDL can be confusing on how UDL was different from differentiated instruction. One of the visual examples that helped me with the clarification of the two was a resource from Georgia Department of Education by Cynde Snider. As shown on the slide, "Beware of Moose," is provided in four different languages. Rather than planning instruction based on the specific learner types in the classroom, i.e. differentiating for them based on need, UDL provides representation for the widest variety of users from the very beginning. However, you can see in this sign that although it reaches a wide spectrum of users it is still not accessible for those that are visually impaired. Those instances represent a need to provide differentiation. Differentiation is still a valuable tool and shouldn't be omitted from practice. It is an important consideration based on the specific needs of the learners.

Notes:

Slide 12:

What is Universal Design for Learning?

- More than lecture format (one delivery method).
- Designing quality instruction from the onset of the lesson.
- Providing multiple opportunities for students to learn, acquire and demonstrate understanding of the material presented.
- Creating experiences for students regardless of disability to participate in the lesson through a variety of mediums.

Universal Design for Learning

Presenter:

This slide represents an additional understanding of Universal Design for Learning. UDL goes beyond the lecture format, provides quality design from the very beginning, offers multiple opportunities to learn and allow for participation through a variety of mediums.

Notes:

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Slide 13:

Presenter:

Take a few moments to look at this graphic. It is a good representation of UDL.

Notes:

Slide 14:

Why encourage UDL?

- Benefit to all learners (ELL, gifted, special ed).
- Healthy learning environment (respect).
- Positive experiences conducive to learning.
- Learners acquire skills in a medium of their strength/interest.
- Lessons are designed with integrity from the onset. Long term benefit. Purposeful planning for all rather than consideration of a few for short term.

Universal Design for Learning

Presenter:

So now that we know what UDL is, why is it important in the classroom? We know that it can benefit multiple learners, it creates a healthy learning environment, provides students access to areas of learning related to their strengths/interests, and there is evidence of the long term benefits of well designed lessons.

Notes:

Slide 15:
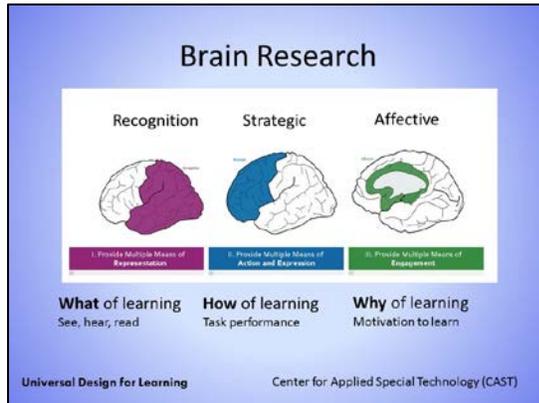
Presenter:

UDL is based on brain research. The research began at CAST, the Center for Applied Special Technology. This research is on-going even today. Based on research, the brain is divided into three different regions; recognition, strategic and affective. The recognition network accesses how information received is represented. It is the "what" of learning; what we see, hear or read. The strategic network accesses information that is received through action or expression. It is the "how" of learning. Finally, the middle of the brain is the affective region. This region acquires information through means of engagement. It is the why of learning and acknowledges our motivation to learn.

Notes:

Slide 16:

Presenter:

One of the ways to see how each region of the brain is activated is through a learning activity that utilizes each of the three networks of the brain.

For the first activity we will reflect on the recognition network of the brain. First, list the objects you recognize in this picture. Share your findings with an elbow partner. *Allow time for participants to reflect.*

Ask:

What objects did you see in the picture? Chair, door, pictures, table

Presenter:

You probably identified lots of objects including people, pictures, furniture, doorways, tables and chairs. Many of these objects are in poor light or only partially shown, yet your powerful recognition networks recognized them instantly.

Notes:

Slide 17:

Presenter:

Look at the image for a specific purpose. First, identify the ages of the people in the image. Second, determine what the people were doing before the visitor arrived. Share your results with elbow partner. *Allow time for participants to reflect.*

Notes:

Slide 18:
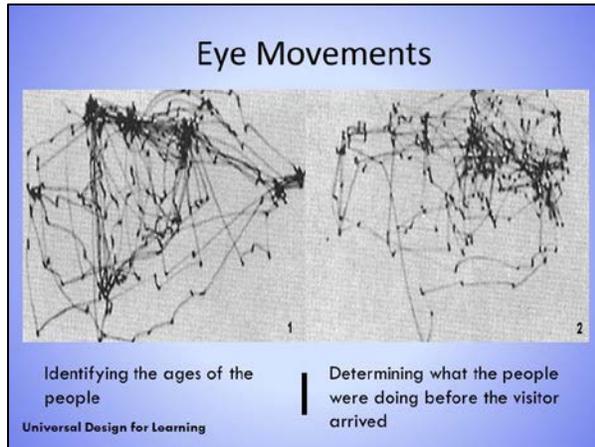
Presenter:

Look at these two images. They show the eye movements of the same person looking at the same image, the "Unexpected Visitor," yet each one is different. Why? Like you, this viewer inspected the image with different goals each time. First, he was instructed to identify the ages of the people in the image. Second, he was asked to determine what the people were doing before the visitor arrived. Each new strategy resulted in a different pattern of eye movements.

When you looked at the picture with different goals, you probably looked at the parts of the picture in different orders and focused on different elements of the picture. Where did you look for each question? Because you used different strategies to reach different goals, you looked at different parts of the picture each time.

Notes:

Slide 19:

Presenter:

Reflect on the Affective Network. What you see in the picture depends on your interests, background, and general state of mind. A psychologist might attend to the expressions on the people's faces, while an interior designer might take note of the room's decor. The mother of a toddler may be drawn to the child seated at the table, whereas a musician may first notice the piano. Someone who is tired or hungry may find little to notice at all!

Notes:

Slide 20:

Activity Summary

Recognition   Strategic   Affective

I. Provide Multiple Means of Representation | II. Provide Multiple Means of Action and Expression | III. Provide Multiple Means of Engagement

- All three brain networks are working when you do something as simple as view an image.
- Each network contributes something vital to the task.
- This is true of everything we do and everything we learn.

Universal Design for Learning   http://www.cast.org

Presenter:

The activity we just participated in activates all three different regions of the brain. They were activated for different purposes. Even something as simple as viewing an image allows us to utilize each of the three brain networks. Each area is activated for a specific task. Each area is activated not just for viewing images, but flows over into everything we do and everything we learn.

Notes:

Slide 21:
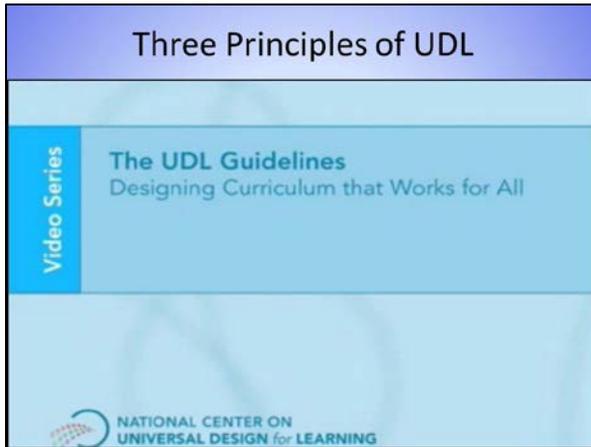
Presenter:

CAST put together a very clear description of the three learning networks. Here is a video describing the areas of learning in more detail.

Watch the video http://www.cast.org/library/video/udl_guidelines/index.html 0:00-6:22

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Slide 22:
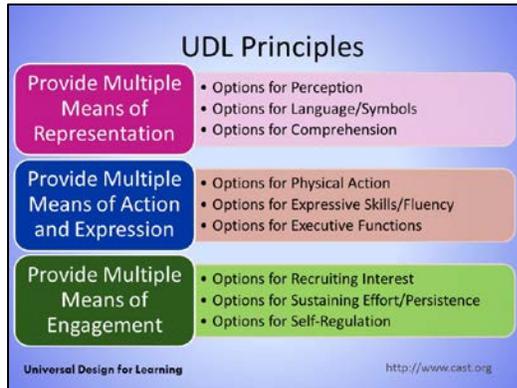
<u>Presenter:</u>

Based on the video we just watched, we were able to acknowledge that learning is acquired through:

- Multiple means of representation
- Multiple means of action and expression
- Multiple means of engagement

Examples of each are listed on the right.

<u>Notes:</u>

Slide 23:

Presenter:

The next several slides provides video of each of three representations of UDL. This first video was an excerpt of a presentation by Dr. David Rose from CAST and the OSEP Project Directors Meeting in 2011. Although it is content specific I chose to include this excerpt because it does a good job of providing a graphic representation of music to help listeners make sense of the musical design of the selected piece.

Watch the video

http://udlseries.udlcenter.org/presentations/bach_to_gaga.html 21:11-25:00

Notes:

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Slide 24:
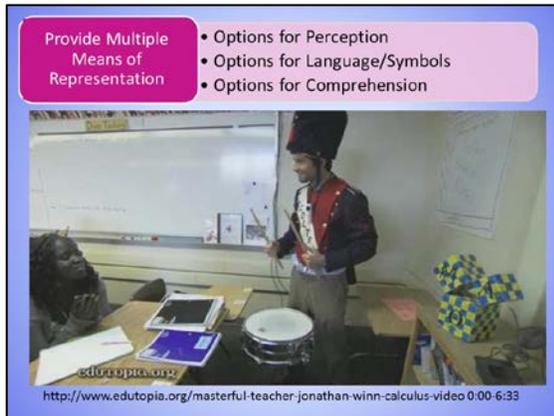
Presenter:

Here is a second video demonstrating multiple means of representation with an excerpt specific to a high school classroom. As you watch this video, look closely at the multiple means of representation the teacher tries to convey to his students. Write down all forms that you see. **Recommendation: Ensure all participants have access to paper and writing tools.**
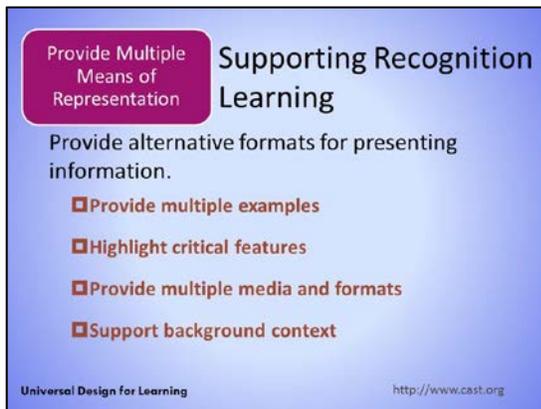
Watch the video
http://www.edutopia.org/masterful-teacher-jonathan-winn-calculus-video 0:00-6:33

Presenter:

Reflect for a moment with an elbow partner. Share with him/her the different forms of representation you each saw from the video. *Allow time for participants to reflect/discuss. Whole group share.*
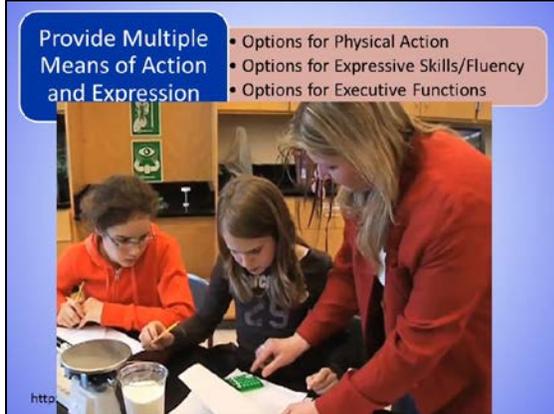
Notes:

Slide 25:

Presenter:

This slide highlights alternative formats for presenting information and its purpose for the learner:

- Multiple examples
- Highlights key terms or critical elements
- Provides multiple media
- Supports student background knowledge

Notes:

Slide 26:

Presenter:

The organization of CAST produced a video of a middle school science classroom. This video highlights the strategic network of the brain, information acquired through multiple means of action and expression. As you watch this excerpt, think of your own classroom. How can students utilize different tools to acquire new skills and information?

Watch the video

http://www.youtube.com/watch?v=dTxFYf50l-4   0:00-6:58

Notes:

Slide 27:

Provide Multiple Means of Action and Expression

Supporting Strategic Learning

Provide alternative means for action and expression.
☐ Provide flexible models of skilled performance
☐ Provide opportunities to practice with supports
☐ Provide ongoing, relevant feedback
☐ Offer flexible opportunities for demonstrating skill

EDUCATIONAL SUPPORTS   http://www.cast.org

Presenter:

Providing multiple means of action and expression addressed the "how" of learning. Given what we know about the uniqueness of each individual, we need to provide learners with multiple and varied ways for learning new strategies and for demonstrating skilled performance. The following methods are examples of how teachers can support strategic learning:

- Provide flexible models of skilled performance
- Provide opportunities to practice with supports
- Provide ongoing, relevant feedback
- Offer flexible opportunities for demonstrating skill

Notes:

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Slide 28:

Provide Multiple Means of Engagement
- Options for Recruiting Interest
- Options for Sustaining Effort/Persistence
- Options for Self-Regulation

Universal Design for Learning

Presenter:

The third and final method the brain acquires information is through the affective network. Multiple means of engagement are means to recruit interest and sustain a student in the content of the lesson based on the learner's strengths/interests. Here is a picture of elementary students engaged in a lesson on classification and object attributes. Students have options for self-regulation, demonstrating their knowledge of the lesson through a variety of work stations.

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Slide 29:

Presenter:

The video clip here represents a teacher providing multiple means of engagement in an ELA high school classroom. As you watch this video make a comparison chart with the first column representing the specific examples you see in the video and the second column examples you offer or would like to offer in your own classroom of student engagement. **Recommendation: Ensure all participants have access to paper and writing tools.** *Presenter may decide to make a a summary of participants observations on whiteboard or chart paper representing the information from the two columns.*

Watch the video
https://www.teachingchannel.org/videos/increase-engagement-and-understanding 0:00-4:44

Notes:

Slide 30:

<u>Presenter:</u>

As represented in the video several examples were provided of instructional approaches for helping students to love learning, the "why" of learning.

Our understanding of the relevance of the three networks clearly indicates that instruction needs to support affective learning. Motivation, interest, engagement, desire, curiosity, and preference are essential to learning.

Consider a discussion as a staff of UDL. Allow time for the staff at your school to brainstorm different ways for students to achieve the instructional goals, while supporting affective learning, share out brainstorm ideas, and post in a central location to maintain school-wide commitment to teach to learner variability.

<u>Notes:</u>

Slide 31:

Universal Design for Learning (UDL)

- All 3 UDL principles are not intended to be incorporated into every lesson plan. Rather, they guide instruction over time.

- Some students may need additional support to meet an individual needs. Accommodations are still appropriate (i.e. Braille text).

EDUCATIONAL SUPPORTS

Presenter:

Two important points require emphasis in regards to UDL. First, all three UDL principles are not intended to be incorporated into every lesson plan. Second, accommodations are still appropriate to offer students with specific needs. For example even though a lesson may have been well designed from the beginning there may be specific needs of the learners that need to be addressed. A student who is blind may need Braille text, a consideration that is an accommodation for that specific student based on his/her needs.

Notes:

Slide 32:

Session Objectives

Participants will be able to:

- Explain the history and purpose of Universal Design

- Recognize the three principles of Universal Design for Learning in practice

Presenter:

The second learning objective today was the ability to recognize the three principles of Universal design for Learning in practice. Take a moment to reflect with an elbow partner.

1. What are the three principles of UDL?
2. How might one demonstrate one of the principles of UDL in the context of a classroom setting?

Allow time for participants to reflect/discuss. Whole group share.

Notes:

Slide 33:

Presenter:

Many of you may have come to the UDL session today attempting to familiarize yourself with the general understanding of UDL and how it can help our school and our students. If you are excited about the possibilities of implementation of UDL, do not think that one person can't make a difference. Here is a video demonstrating the value of a person with a vision.

Watch the video
http://www.youtube.com/watch?v=fW8amMCVAJQ

Slide 34:

Presenter:

Additional resources through the Oklahoma State Department website are located at the following URL address listed at the top of the screen.

Notes:

Slide 35: *Refer participants UDL Guidelines handout*

Presenter:

Additional resources through the Oklahoma State Department website are located at the following URL address listed at the top of the screen. One tool is the Guidelines for Universal Design for Learning.

Notes:

Slide 36:

Presenter:

The UDL guidelines are available in a template format with space for a teacher to write notes when preparing or reflecting upon a lesson. *Refer participants to handout provided.*

Notes:

Slide 37:

Presenter:

One resource produced by CAST in conjunction with the Maryland department of Education is an interactive wheel that spins to provide specific examples of each of the learning guidelines.

Notes:

Slide 38:
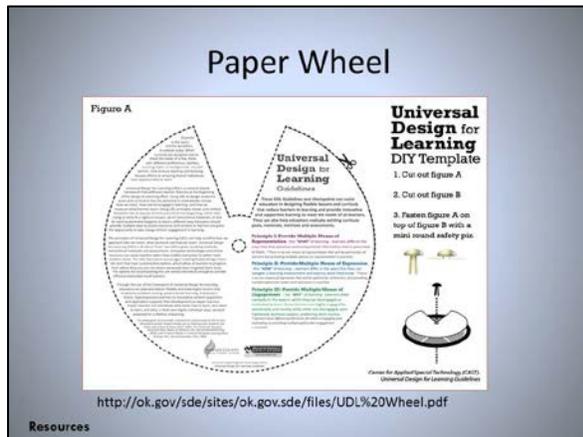
Presenter:

The interactive wheel on the previous slide is also available in paper format. The URL is listed below the picture. *Refer participants to handout provided. Allow participants time to cut and assemble paper wheel for use in their class.*

Notes:

Slide 39:

Presenter:

An additional resource is the UDL exchange at CAST. A user signs up for a free account and then is able to access multiple resources related to UDL resources, lessons, and collections.

Notes:

Slide 40:

Presenter:

One example of the resources available through the CAST resources includes helpful links and resources such as lexipedia.com. Lexipedia is a great tool serving as a graphic dictionary/thesaurus. The student types in the word and then the word is linked to other similar words (synonym/antonym) or click on the word and the definition appears.

Notes:

Slide 41:

Session Objectives

Participants will be able to:

- Explain the history and purpose of Universal Design
- Recognize the three principles of Universal Design for Learning in practice
- Identify valuable resources available for UDL implementation in the classroom

Presenter:

Take a moment to reflect on the last session objective for today.

Ask:

What resource would you or someone you know be able to implement to begin considering Universal Design principles as part of the lesson construction? Share this with an elbow partner. *Allow ample time for reflection. White board or chart paper may be used to record responses.*

Presenter:

One of the final activities of the presentation today is to conclude with a self-reflection. You should have a handout entitled UDL Follow-Up Questions. Please complete the questions with your response. *Allow participants time to complete the handout. They may be dismissed once their response has been turned in.*

In a few days or within the following week distribute the OSDE-SES UDL self-assessment tool (See additional resource section on page 52). Teachers will use the tool to evaluate the effectiveness of UDL principles within their own classroom. Administrators may collect anonymous self-assessment tools or ask teachers to keep and identify personal goals for areas of improvement. Completed self-assessment tools may be used to bring to the school-wide improvement committee or be addressed as part of Professional Learning Communities (PLCs).

Notes:

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Power Point 2: Application of UDL

The second powerpoint, Application for Universal Design for Learning Activity provides a presentation for participants to briefly review the terminology of UDL and personally experience an English Language Arts lesson with UDL principles. Participants will write a descriptive paragraph explaining a process. Participants will have options for acquiring background knowledge: reading steps from a handout, watching a video, or personally making salsa with provided ingredients. Participants then write their descriptive paragraph with options for completing their final product.

The purpose of the presentation is to allow participants to personally experience multiple means of engagement and representation. One option for engagement is to physically make salsa with the provided ingredients. Since options for this activity are essential to the understanding of the concept of the presentation, it should not be omitted. Prior arrangements will have to be made to acquire the necessary materials for the ingredients and kitchen items for the salsa making activity.

Materials:
Application of UDL Powerpoint
Video with audio: Making Salsa
Projector with audio
Making Salsa Ingredients (for each group of 4 participants): knife, cutting board, spoon, mixing bowl, jalapeño, olive oil, salt, cilantro, two tomatoes, one stalk of green onion, one small onion, one lime, clove of garlic
Handout: UDL Guidelines (single sided, color copies)
Handout: Salsa Handout 1
Handout: Salsa Handout 2
Handout: UDL Activity Reflection
Index Cards/Pencils: I learned statements

Slide 1:
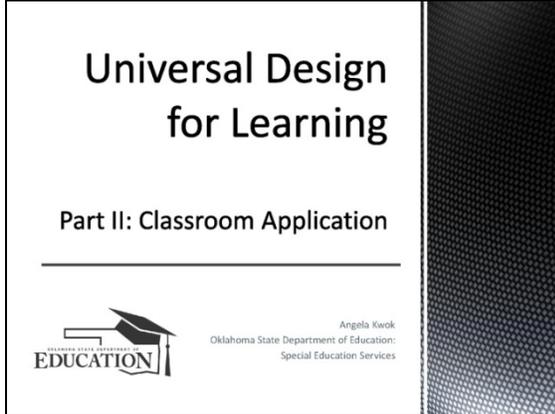
Presenter:

Hello! Welcome to the session entitled Universal Design for Learning Part II: Classroom Application. My name is _____. I will be your session presenter today. The objective of the presentation will be to define Universal Design for Learning, address the three principles of Universal Design for Learning, and participate in a language arts lesson, designed with UDL principles, writing an explanatory paragraph.

Notes:

Slide 2:

Definition:

Universal Design for Learning (UDL) is a proactive design of curricula (educational goals, methods, materials, and assessments) that enable **all** individuals to gain knowledge, skills, and enthusiasm for learning.

Universal Design for Learning

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Presenter:

Earlier we took a few moments to talk about Universal Design. Let's consider how this can be an effective strategy to consider in the context of the learning environment. Listed on this screen is a definition of Universal Design for Learning.

Universal Design for Learning is a proactive design of curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning.

Notes:

Slide 3:

Universal Design for Learning (UDL)

Recognition: "what"
- Multiple means representation

Strategy: "how"
- Multiple means of action & expression

Affect: "why"
- Multiple means of engagement

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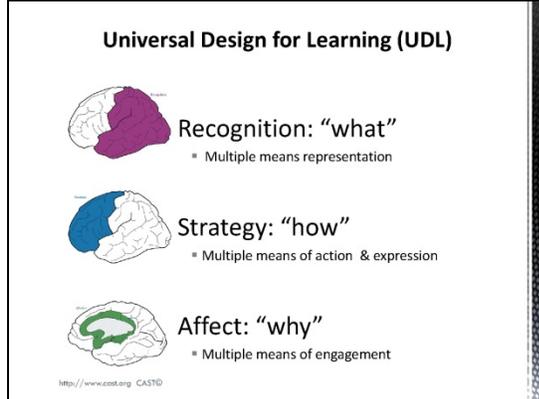
Presenter:

Universal Design for Learning is based on brain research. Our brain is divided into three different regions, the recognition, strategic, and affective network. The organization, The Center for Applied Special Technology (CAST), identified how the networks of the brain relate to learning by developing three principles of UDL:

1. Multiple Means of Representation: how the learner acquires new information
2. Multiple Means of Action & Expression: how the learner shows what they know
3. Multiple Means of Engagement: how the learner engages with the learning process.

Notes:

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Slide 4:

Universal Design for Learning (UDL)

UDL Purpose: Knowledgeable, strategic, engaged learners

UDL Guidelines: Framework for designing lessons, presentations, or activities with a clear goal & flexible, accessible means

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Presenter:

The purpose of Universal Design for Learning is to offer opportunities for learners to be knowledgeable, strategic, and engaged. The researchers at CAST produced a UDL Guidelines, which serve as a framework when designing lessons, presentations, or activities with a clear goal & flexible, accessible means for all audience types, regardless of disability.

Notes:

Slide 5: *Refer participants to UDL Guidelines Handout*
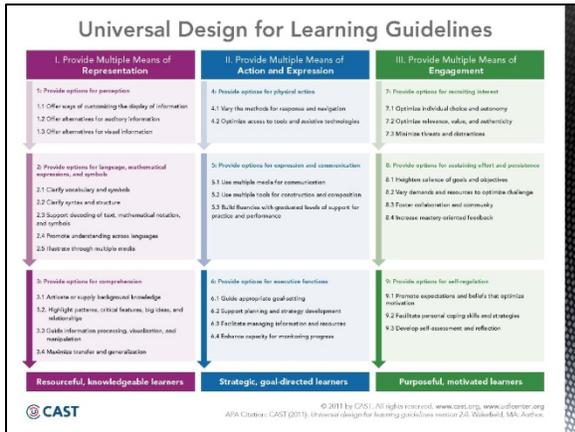
Presenter:

This is the Universal Design for Learning Guidelines produced by CAST. The three principles of UDL are identified at the top of the page: Multiple Means of Representation, Multiple Means of Action & Expression, and Multiple Means of Engagement. Each of the three principles can be broken down into other areas ultimately reaching the goal listed at the bottom of the page for each area; creating resourceful, knowledgeable learners; strategic, goal-directed learners; or purposeful, motivated learners. *Refer participants to handout provided.*

Notes:

Slide 6:

Presenter:

This presentation is entitled UDL II: Classroom Application because it's an opportunity to participate firsthand in a lesson designed with the principles of UDL. Throughout this lesson consider which UDL Principle is being addressed. Using your imagination, pretend you are a student in an English/Language Arts class experiencing an objective related to a state standard in English/Language Arts.

Notes:

Slide 7:

Priority Academic Student Skills

Grade 3 Writing 2:8

Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.

Presenter:

Today we will look at a writing goal. One of the Oklahoma PASS standards in grade 3 is writing/grammar/usage and mechanics. Under that standard is standard number 2: Modes and Forms of Writing. One of the objectives under standard 2 is to use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.

Notes:

Slide 8:

FIRST: (20 min) **Build background:**
how to make salsa

HANDOUT 1:
- **Option** 1. Read
- **Option** 2. Watch a video
- **Option** 3. Make your own salsa

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Presenter:

Today, addressing this objective each of you will write an explanatory text about the process of making salsa. The topic will be developed with specific facts, definitions and details. The first principle of Universal Design for Learning is Representation. In our first activity you will have three different options to acquire background knowledge of making salsa. All three options provide multiple means of accessing information through multiple formats regardless of your disability. On the handout provided you can read about the process of making salsa, you can download the video at the URL listed on the handout, or materials that are provided in the room for you to make your own salsa with fresh ingredients. All three options have directions provided to you on handout 1. Before we begin with our first activity, let me explain the next series of activities you will complete before we meet back as a larger group and discuss.

Notes:

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Slide 9:

SECOND (10 min):
Planning Phase

HANDOUT 2:
- Directions
- Options for organizing thoughts
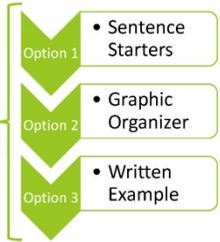
Option 1 • Sentence Starters
Option 2 • Graphic Organizer
Option 3 • Written Example

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Presenter:

After you had a chance to acquire background knowledge of making salsa, you will write a explanatory paragraph of the process of making salsa including appropriate facts, definitions, and details. The UDL principle, Multiple Means of Action and Expression is demonstrated in this step by providing you three different options to facilitate the organization of your paragraph; using sentence starters, graphic organizers or a written example.

Notes:

Slide 10:

Third (10 min):
Written paragraph- final product
▪Topic sentence, 3 details, conclusion
▪Response Options:
  ▪Notecard(s)
  ▪Whiteboard
  ▪Chart paper
  ▪Notebook paper
  ▪Computer

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Presenter:

The final step of this lesson will be to create an explanatory paragraph of the process of making salsa using the templates from step 2. The final paragraph of the process of making salsa will include appropriate facts, definitions, and details. This is the most important part of the lesson, as it addresses our lesson objective today. The UDL principles, Multiple Means of Action and Expression and Engagement is demonstrated in this lesson, allowing different options to develop your paragraph; using notecards, whiteboard, chart paper, notebook paper, or a computer.

Notes:

Slide 11:

Presenter:

One of the principles of Universal Design for Learning is offering students Multiple Means of Engagement. Throughout this activity you will have multiple options for participation. You will have the choice to work alone or collaborate with others. However, if you choose to work together, you will still need to have your own individual response sheet to turn in, which will be used as an assessment tool to assess your understanding of the objective today: writing an explanatory paragraph.

Notes:

Slide 12:

Go Time!
- Build Background
- Organize
- Final Written Summary

You will have 30 minutes to work.

Presenter:

You will have 30 minutes to work. You will have 20 minutes to build background knowledge on the process of making salsa, 5 minutes to organize the ideas for your writing, and 5 minutes to write your explanatory paragraph on the teacher provided handout. You may begin. *Allow participants time to complete the activity. You may advance the powerpoint to the next slide in case participants will use your computer to access the making salsa video. Monitor the room, addressing any questions participants may have.*

Notes:

Slide 13:

Building Background
- Option 2: Making Salsa Video
- http://www.mahalo.com/how-to-make-salsa/

Presenter:

As everyone is working and considering their options for building background knowledge, the video on how to make salsa will be made available on this computer if you are interested.

Load the video for participants interested in accessing this resource or show slide so participants can access the URL on their own electronic device.
http://www.mahalo.com/how-to-make-salsa/

Notes:

Slide 14:

Presenter:

Today you had an opportunity to acquire background knowledge and develop an explanatory text on the process of making salsa. Has anyone finished their writing sample, that would like to share with the class? We will use this time to recognize each other's accomplishments. *Call on individual students to share (4-6 students as time allows depending on group size). Audience responses may be recorded on whiteboard or chart paper.*

Notes:

Slide 15: *Refer participants to UDL Activity Reflection handout*
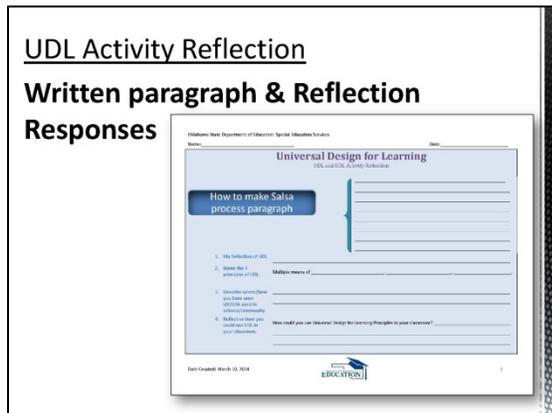
Presenter:

Today you participated in a writing lesson on developing an explanatory writing sample. During this lesson, each Universal Design for Learning principle was addressed. To summarize your experience on this activity, a handout is provided for self-reflection and emphasis of key components of consideration of Universal Design for Learning. *Provide time for participants to complete UDL Activity Reflection*

Notes:

Slide 16: *Refer participants to blank side of UDL Activity Reflection handout*
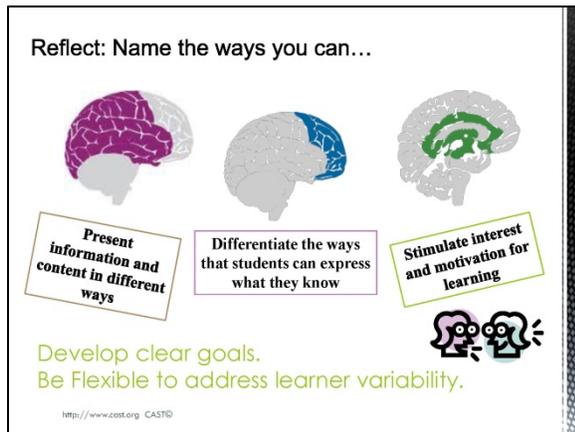
<u>Presenter:</u>

Reflect on the Universal Design for Learning Guidelines template and the activity we just completed. *Allow participants time to respond to the following questions on the back of their UDL Activity Reflection handout.*

1. How does UDL relate to what you already do? Name the different ways you present information. Lecture format, students use the computer, teacher presents information on an interactive whiteboard
2. List the different ways students express what they know. Students write their response, oral presentation, group project
3. Identify the means in which you address student interest and motivation for learning. Offer students choices, select material of interest to my students (race cars/princess)

Use the back of the UDL Activity Reflection sheet to record your responses. *Allow ample time for participants to complete their reflection.*

With an elbow partner discuss which resources have/or will help you or your students become resourceful, strategic, or purposeful? *Allow participants time to discuss. Group share if time allows.*

As you begin to address Universal Design for Learning Principles in your lesson design remember two key elements: Develop clear goals, and be flexible to address learner variability.

<u>Notes:</u>

Slide 17:
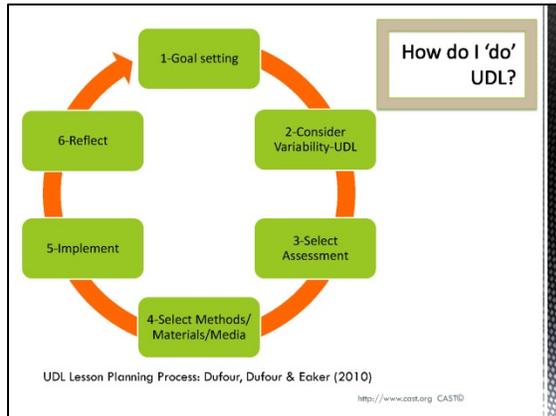
Presenter:

This is a UDL lesson planning process adapted from Dufour, Dufour & Eaker (2010). They have identified 6 steps when considering the implementation of Universal Design for Learning:

1) Set goals
2) Consider learner variability and UDL
3) Assess
4) Select Methods, Materials, and Media
5) Implement
6) Reflect

Notes:

Slide 18:

UDL Lesson Planning Process: Dufour, Dufour & Eaker (2010)
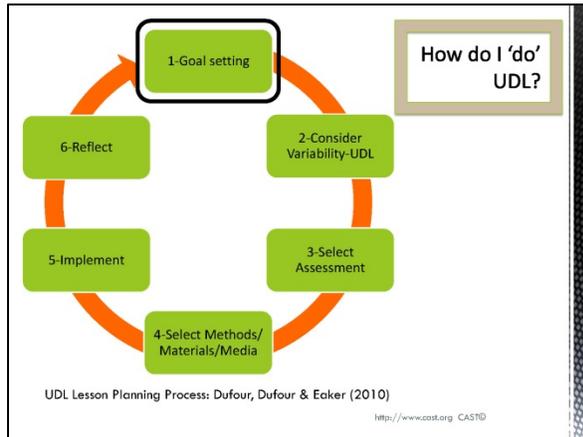
Presenter:

The first step in the UDL lesson planning process is:
Identify the instructional goal aligned with state academic standards. A 'need' can vary from a district goal (such as increasing literacy options in all content areas of curriculum) to an individual goal (to have 'Johnny' do x) to a professional goal (to make my lessons have better organization).
Additional consideration factors:
- What is already present & works well?
- Anticipate 'bumps' or barriers
- Use UDL Guidelines to inform curricular design
UDL can support all different initiatives.

Notes:

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Slide 19:
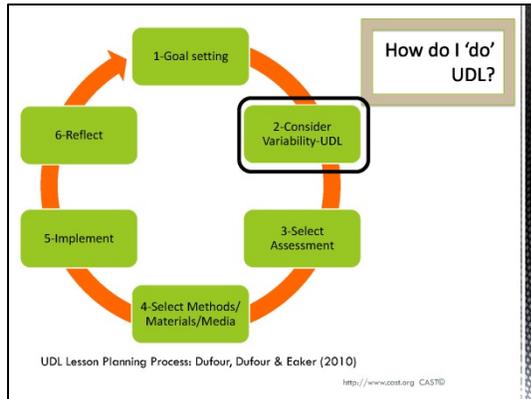
<u>Presenter:</u>

The 2nd step in the UDL lesson planning process is:

Planning lessons that consider learner variability and take into account the principles of UDL in the selection, creation, and use of instruction and curriculum.

Note: The term 'lesson' could mean a range of curricular materials including: a worksheet, an activity, a lab, homework, group activity, etc.

<u>Notes:</u>

Slide 20:
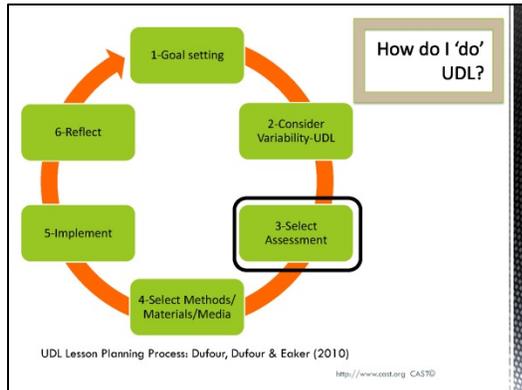
<u>Presenter:</u>

The 3rd step in the UDL lesson planning process is:
Use assessment tools and/or progress monitoring to understand student's progress and modify instruction based on data.

After you define your goal, define how you will assess whether or not the students have attained the goal and make sure that you consider and provide multiple options for the assessment. A formative assessment with embedded student choice evaluated against a clearly articulated rubric is the recommended way to develop an assessment that is designed with UDL principles in mind.

Consideration factors for assessment include:
- Does the assessment reflect feedback on established goals?
- Is the assessment flexible & accessible?
- Is the assessment type formative or summative?

<u>Notes:</u>

Slide 21:
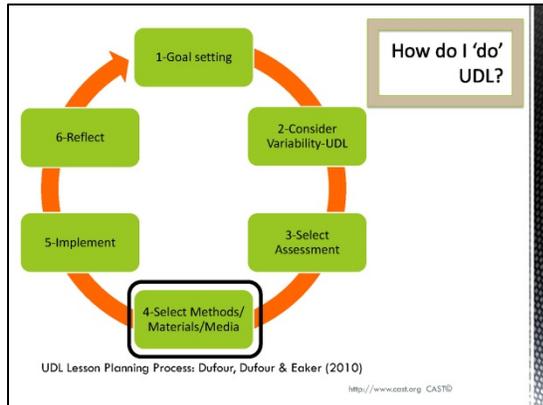
Presenter:

The 4th step in the UDL lesson planning process adapted from Dufour, Dufour & Eaker (2010) is:
- Select instructional methods that are consistent with the principles of UDL and evidence based reading comprehension instruction;
- Select or enhance curricular materials so that they provide learning environment structured with the principles of Universal Design for Learning; and
- Select tools and technologies that support student learning.

To reach the chosen goal from step 1, the chosen methods, materials and media must be flexible and accessible including the three principles of UDL:
- Multiple means of representation
- Multiple means of action and expression
- Multiple means of engagement

Notes:

Slide 22:

UDL Lesson Planning Process: Dufour, Dufour & Eaker (2010)

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Presenter:

Step 5 in the UDL lesson planning process is:

Implement the instructional techniques, materials and tools aligned with UDL principles in the classroom.

Notes:

Slide 23:
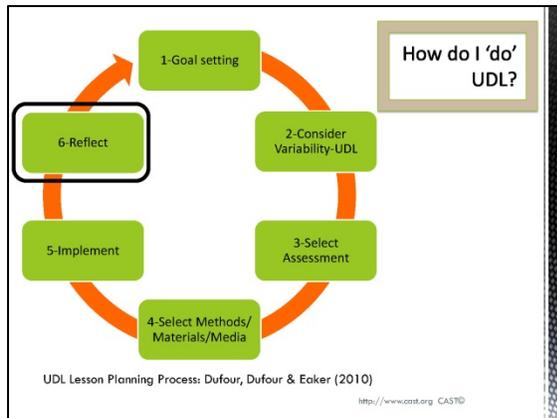
Presenter:

The final step in the UDL lesson planning process adapted from Dufour, Dufour & Eaker (2010) is:
Reflect on practice with self or professional colleagues to refine strategies.
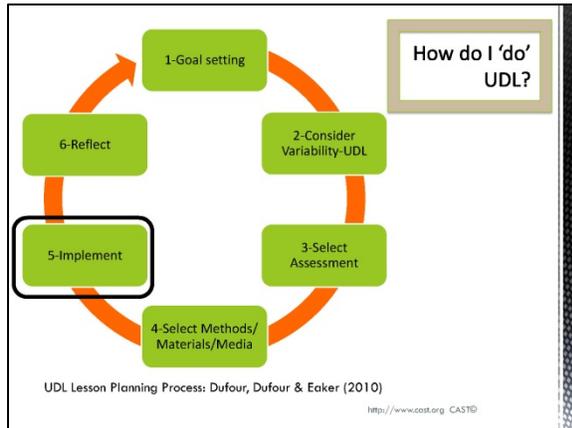Questions for consideration:
- What worked well?
- Did students achieve intended goal?
- What were the challenges of the lesson?

Notes:

Slide 24:

What was UDL?

Options for Perception	Options for Action & Expression	Options for Engagement
Perception: Oral, PowerPoint, Handout, Guidelines Template, Video	Physical Action: Write, Type, Discuss, Create, Listen	Recruit interest: Building background choice, Choice for Independent work or collaboration.
Vocabulary: PowerPoint, Oral, Handout	Expression & Communication: PowerPoint, Handouts, Graphic organizer examples	Effort and Persistence: Clear goals, Teachers monitors progress & provides feedback, Opportunity for collaboration
Background: Handout, Video, Hands-on materials	Executive function: Clear goals, Agenda, Materials provided	Self Regulate: Reflection, Next steps, Share with colleagues

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Presenter:

The purpose of the presentation UDL II: Application, was to define Universal Design for Learning, identify the three principles of UDL and offer the experience of a UDL lesson with a clear goal through flexible means.

Notes:

Slide 25: *Refer participants to blank index cards*

Presenter:

Using the index cards provided take a moment to reflect on your UDL experience today.
The task before you is to write a 3-4 sentence statement resulting in a 30 second elevator speech to a colleague on UDL.
There are several questions or sentence starters listed on the screen to get you started. *Allow time for participants to complete the exit cards. Collect cards when complete.*

Notes:

Slide 26:

Valuable Resources:

▪http://www.cast.org
▪http://www.ok.gov/sde/universal-design
▪http://www.montgomeryschoolsmd.org/departments/hiat/udl/

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Presenter:

Before we leave today, I would like to provide you with several resources related to Universal Design for Learning:
- The Center for Applied Special Technology (CAST) has several resources including basic information, UDL exchange offering free UDL lesson plans, current research, and professional development .
- Next, is the Universal Design for Learning webpage at the OSDE. Tools, videos and resources are posted that teachers may find of interest related to Universal Design for Learning.
- Finally, a school district in Rockville, Maryland has several resources for UDL implementation.

Notes:

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Activity 1 Identification of UDL Principles (30 minutes)

Materials:

10 index cards in blue, yellow and pink for each group of 4 teachers

Handout: UDL Math Activity Guidance 1 for each teacher

1 Yellow, Blue, and Pink Highlighter for each teacher

Handout: UDL Math Activity 1 (Double Sided, stapled) 1 for each teacher

UDL Math Activity 1 Answers (for presenter use only)

Handout: UDL Guidelines 1 for each teacher

1 Roll of masking tape to attach index cards to whiteboard

2 Black markers for each group of 4 teacher

Step 1: *Participants use the math lesson handout to highlight each of the three UDL principles identified in the lesson. Teachers may work independently or with a partner.*

Materials Needed: Math Activity Guidance, UDL Guidelines, UDL Math Activity, highlighters

Time Allotted: 10 minutes

Say: Using the provided math lesson, highlight the principles of UDL you can identify in the lesson. You may use the UDL Guidelines handout as a reference. Examples of Multiple Means of Representation will be highlighted yellow, Multiple Means of Action and Expression will be highlighted blue, Multiple Means of Engagement will be highlighted pink. You may work independently or with a partner. You will have 10 minutes to complete this portion of the activity.

Step 2: *Teachers form groups of 4. Each group discusses the specific areas they have highlighted on the lesson. Once consensus is obtained each group writes the highlighted UDL principles from their worksheet onto the appropriate colored index card with a black marker.*

Materials Needed: Colored index cards, markers

Time Allotted: 8 minutes

Say: Now that you are finished highlighting, please take your work and form groups of 4 team members (4 people total). Share your highlighted responses with one another. Once you have identified a practice of UDL that others identified from the lesson also, write that idea on the appropriate colored index card with a black marker. Continue creating colored index cards for as many areas of UDL practices you and your group members were able to identify in the lesson. You will have 10 minutes to complete this portion of the activity.

Step 3: *A group discussion is conducted by the presenter regarding the UDL principles identified in the lesson. The three UDL principles: Multiple Means of Representation, Multiple Means of Action & Expression, Multiple Means of Engagement are written at the top of a three column chart on the white board. Each group is called on to share a response they have written on their colored index card. Once shared, the index card is posted with tape under the appropriate*

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heading on the whiteboard. (i.e. Under the Multiple Means of Representation heading, the teacher tapes a yellow index card with the phrase "Teachers uses flash cards" on the white board under the heading Multiple Means of Representation). Note: *Some cards may address more than one principle. A group discussion can occur to address which Principle is most appropriate. Reference to the UDL Guidelines handout would be appropriate.*
Materials Needed: Whiteboard, masking tape
Time Allotted: 10 minutes

Say: We are going to share the UDL principles you identified in the math lesson. Would anyone like to share a classroom practice they identified on their index card? *Listen to provided audience response.* **Thank You. If you would, please post your index card under the appropriate heading on the whiteboard with masking tape. Could we have another group share a principle of UDL they identified in the lesson?** (Continue this process until all answers have been provided and no duplicate index cards remain).

Step 4: *Once all index cards have been posted (excluding duplicate ideas), each teacher is encouraged to take one index card from the whiteboard of a practice of UDL he/she would like to implement into his/her lessons during the next week.*
Time Allotted: 2 minutes

Say: Today the objective of the activity was to address the principles of UDL and identify those principles in a math Lesson. As a summary of today's activity I would like each one of you to take an index card from the board and challenge yourself to use that UDL example in your classroom this week.

Activity 2 Creation of UDL Principles (45 minutes)
Materials:
Handout: UDL LA Activity 2 (double sided, stapled) 1 for each teacher
Handout: UDL Guidelines (1 for each participant)
Handout: UDL Wheel (1 for each participant) with gold brad and scissors
Handout: Analyzing the Lesson (1 handout for each group of 4 teachers)
Handout: Bright Ideas for UDL Solutions (1 handout for each group of 4 teachers)

Step 1: (10 minutes)

Teachers work in groups of 4 to extend the English Language Arts lesson to include principles of UDL for Multiple Means of Representation.

Say: Today we will be Reviewing an English Language Arts lesson. We will be using the lesson to identify additional ways the teacher can extend this lesson to include the three

principles of UDL. The UDL Guidelines Handout and UDL Wheel may be used as a reference.

Our brains are divided into three different learning networks. One of those networks is the recognition network. It is how we see, hear, and read. This network is associated with the UDL Principle: Multiple Means of Representation. Using the handout entitled, Analyzing the Lesson, complete the grid for the Recognition Network (page 1). Write down the UDL characteristics the lesson has in the first column. Write down UDL ideas you and your team have to improve the lesson in the area of Multiple Means of Representation in the 2nd column. Write down any materials needed for implementation in the 3rd column. You will have 10 minutes to complete this portion of the activity.

Step 2: (10 minutes) Teachers work in groups to identify and create lesson activities related to the UDL Principle: Multiple Means of Action and Expression.

Say: Another region of our brain is the Strategic Network. This is the task we are doing to perform the assignment. This network is associated with the UDL Principle: Multiple Means of Action and Expression. Using the handout entitled, Analyzing the Lesson, complete the grid for the Strategic Network (page 2). Write down the UDL characteristics the lesson has in the first column. Write down UDL ideas you and your team have to improve the lesson in the area of Multiple Means of Representation in the 2nd column. Write down any materials needed for implementation in the 3rd column. You will have 10 minutes to complete this portion of the activity.

Step 3: (10 minutes) Teachers work in groups to identify and create lesson activities related to the UDL Principle: Multiple Means of Engagement

Say: Another region of our brain is the Affective Network. This is motivation to learn. This network is associated with the UDL Principle: Multiple Means of Engagement. Using the handout entitled, Analyzing the Lesson, complete the grid for the Affective Network (page 3). Write down the UDL characteristics the lesson has in the first column. Write down UDL ideas you and your team have to improve the lesson in the area of Multiple Means of Representation in the 2nd column. Write down any materials needed for implementation in the 3rd column. You will have 10 minutes to complete this portion of the activity.

Step 4: (5 minutes)

Say: Our final activity is to share our responses with one another. Please pass your completed, Analyzing the Lesson, sheet to your left. Review the groups work. Choose three of their very best ideas to record on the handout: Bright ideas for UDL Solutions. You will have 5 minutes to work and then we will continue with the next group.

Step 5: (5 minutes)

Say: Please pass the, Analyzing the Lesson, sheet you have to your left. Choose three of the very best ideas to record on the handout: Bright ideas for UDL Solutions. You will have 5 minutes to work and then we will continue with the next group. Please pass the, Analyzing the Lesson, sheets back to the original groups, you may keep your Bright Ddeas paper.

<u>Step 6:</u> (5 minutes) Conclusion/Reflection

Say: Reflect on the activity we did today about creating UDL activities within a given lesson. As a group, talk about some of the bright ideas your group, or other teams came up with. If you have a bright idea on your original lesson idea you would like to include on your Bright Idea sheet you may add it at this time. Circle the one bright idea that you and your team members would like to challenge yourselves to include in your lessons this week. After you have come to a consensus and circled your idea write your groups names at the top of the paper and turn it in. Thank you for your participation today.

Note: This activity emphasizes bright ideas for UDL implementation. You may want to spice up the presentation with a theme of sunshine, lightbulbs, or yellow table paper. Theme snack items may be served such as Sunflower seeds, Sunchips, Sunkist or Sunny-D orange drink. The bright ideas for UDL Solutions handout may be substituted for die-cut sun shapes or lightbulbs to create a collage of ideas as part of a staff bulletin board.