

Introduction UDL



Classroom challenges for teachers

Diversity in the classroom:

- age
- race
- religion
- social background
-



Classroom challenges for teachers

Variation in learning:

- **each student**
- **between students**



Classroom challenges for teachers

Different interests

Different needs



Universal design

Architecture: design for all students:

- electric doors
- TV-subtitles
- easy door handles
- sidewalk ramps



Universal design

- **Accessibility for all**
- **With a benefit for all people**

Ex. Automatic doors

Access to the swimming pool



WITH A BENEFIT FOR ALL



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RETROFITTING: NOT A NICE OPTION



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A DESIGN FROM THE OUTSET



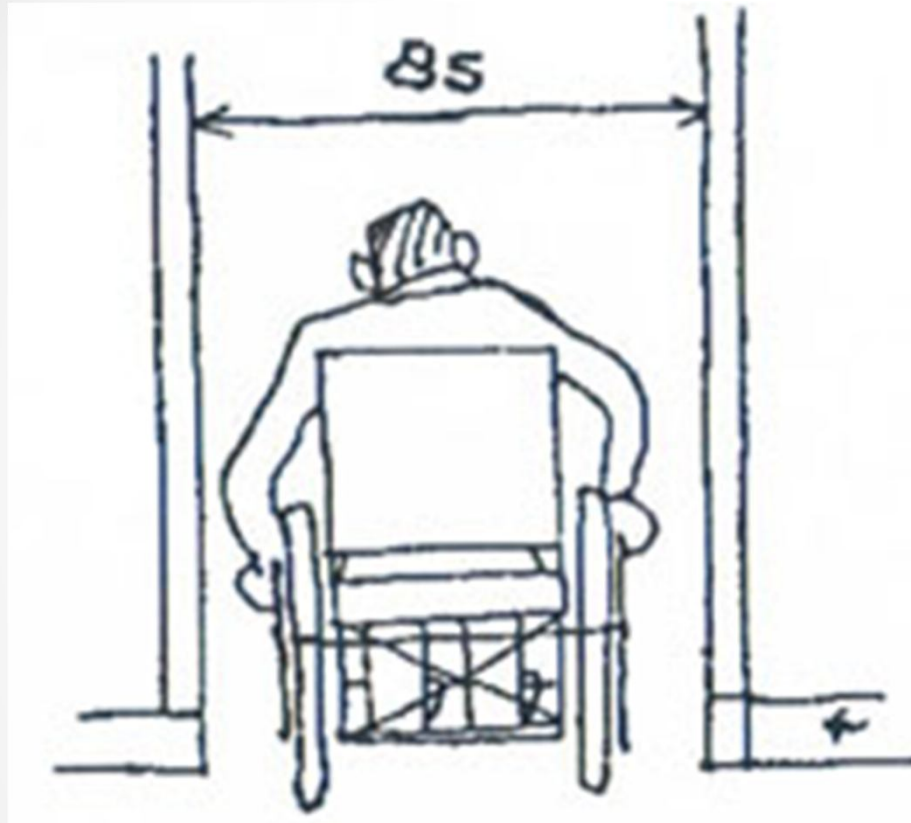
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MORE EXAMPLES



MORE EXAMPLES



MORE EXAMPLES



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MORE EXAMPLES



MORE EXAMPLES



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Applications of UD

- **instruction**
- **workplaces**
- **software**
-



= A Universal Design for **Learning** (**UDL**)



WHAT IS UDL

NOT: aimed at the average student (one size fits all)

NOT: 1 single way of teaching for all students

NOT: adapting after your lesson

NOT: lowering your learning goals



WHAT IS UDL

YES: a lesson design for all students

YES: a flexible way of teaching with multiple options

YES: a design that is made before the actual lesson, with learning variability in mind.

YES keeping the objectives high



WHAT IS UDL

With a benefit for **ALL** students!

Examples:

- *A material checklist, designed for students with ASD can be a benefit for the other students.*
- *Lesson content is presented on the blackboard in the same way throughout the week.*
- ...



KEYWORDS UDL

- **Recognize and reduce barriers for learning.**
- **Provide support and challenges**
- **Maintain high achievement expectations.**
- **Provide appropriate accommodations**



UDL PROCESS, PRINCIPLES AND GUIDELINES

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3 PRINCIPLES

WHY: (engagement)

= **multiple means of engagement**



3 PRINCIPLES

HOW: (strategies)

= multiple means of action and
expression



3 PRINCIPLES

WHAT: (recognition)

= multiple ways of representation



THE GUIDELINES

the 3 UDL-principles (what, how, why)



guidelines



associated checkpoints with examples.

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THE GUIDELINES

- **Flexible tools for teachers: strategies, not prescriptions**
- **All 3 principles are equally important**
- **Principle 3 (engagement) is a thread throughout the guidelines.**



Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Provide Multiple Means of Action and Expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Provide Multiple Means of Engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

A UDL-CARTOON...

<http://www.udlcenter.org/aboutudl>



A lesson

- Teach Students To Use Descriptive Details And Sensory Language

