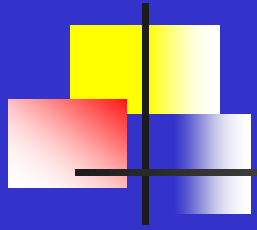




# UNIVERSAL DESIGN

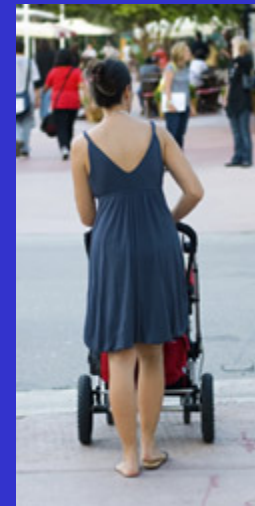
Jessica Park: The Mark Twain House with the  
Diamond Eclipse and Venus, 1999  
from *Drawing Autism* by Jill Mulin

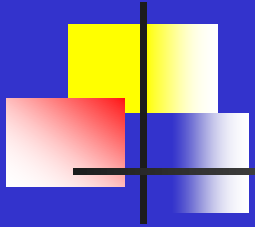


# Universal Design Video

# Examples of Universal Design

- Curb cuts
- Automatic doors
- Ramps
- Captions on video or TV
- Lever or loop handles on doors
- Scissors designed for right or left handed users





**BEGIN WITH THE END IN  
MIND –**

**UNIVERSAL DESIGN FOR  
LEARNING**

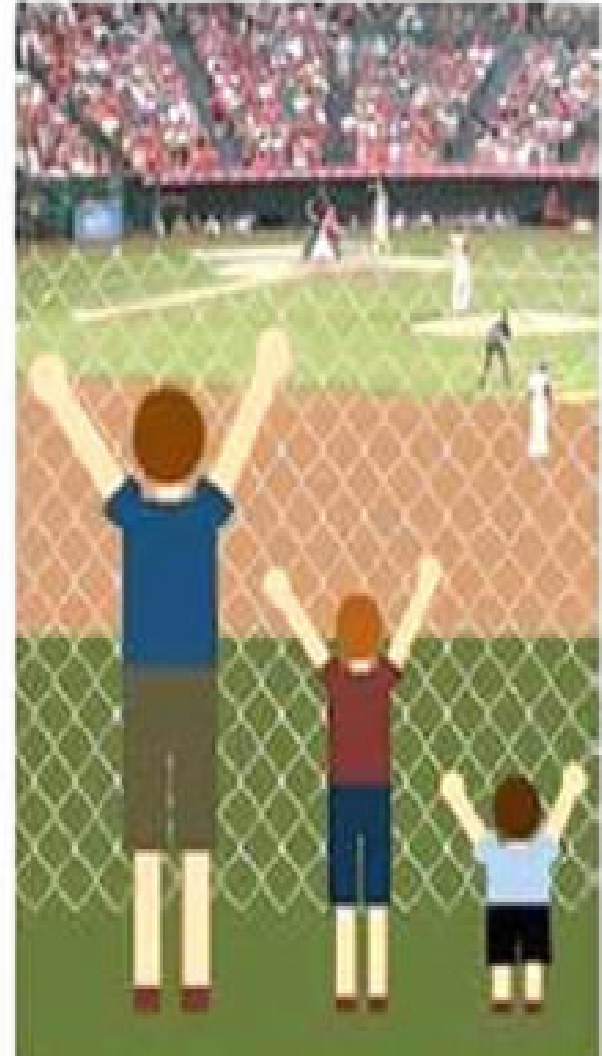
# UNIVERSAL DESIGN FOR LEARNING - UDL



Donna Williams: *The Outsider* from *Drawing Autism* by Jill Mulin

“The Outsider” is about joining in from the periphery. It's about being able to join because one has retained the right to also leave. It's about treading the boundaries between two worlds. I think it's universal. We have all been the outsider.”

# EQUALITY VERSUS EQUITY



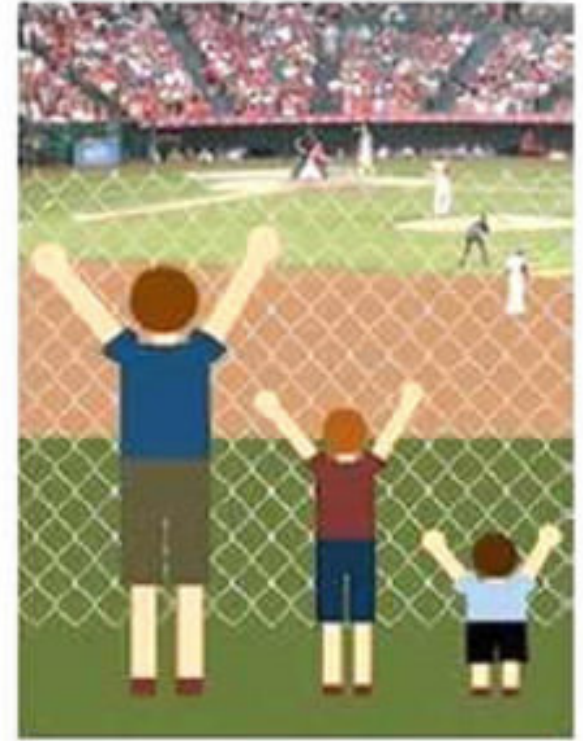
# EQUALITY VERSUS EQUITY



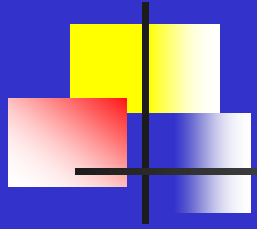
In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

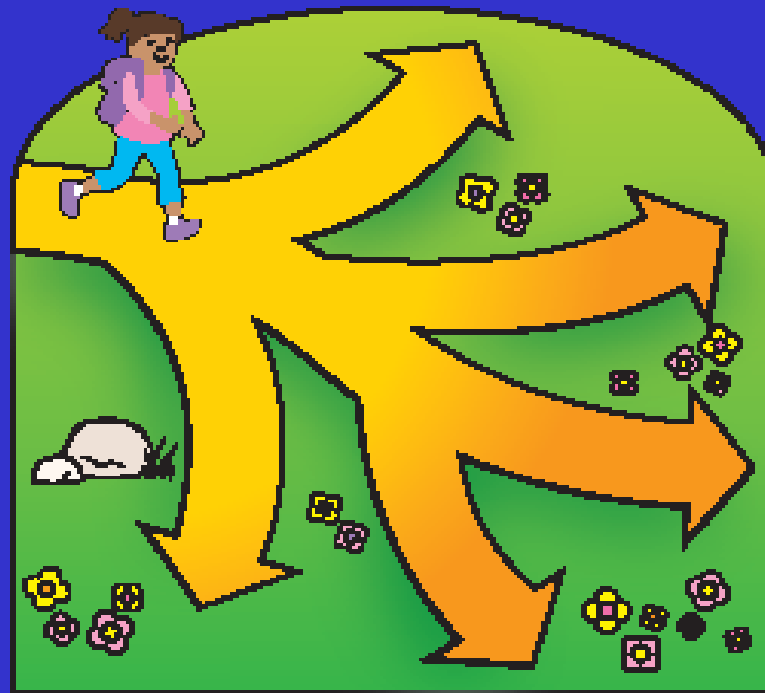


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# UDL Video



# Universal Design for Learning UDL



**No single pathway works for every  
student**

# Universally Designed Programs

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- **Multiple means of engagement**
  - taps into learners' interests, challenges them appropriately, and motivates them to learn
- **Multiple means of representation**
  - gives learners various ways of acquiring information and knowledge
- **Multiple means of action and expression**
  - provides learners alternatives for demonstrating what they know

# UD and UDL

UD	UDL
Physical Environment	Instructional Environment
Physical barriers may exist in our architectural environment	Learning barriers may exist in our curricular environment
Proactive design of physical space	Proactive design of curriculum and instruction
Physical retrofitting can be costly and is often inelegant	Instructional accommodations can be time consuming and difficult to implement



# Is UDL a Special Education Initiative?

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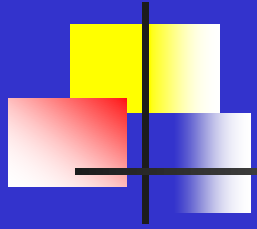
**NO!**

**UDL recognizes every learner is unique and embraces variability in learning as the norm around which to design future learning environments.**



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**What  
barriers can  
prevent  
students  
from fully  
participating  
in your  
programs?**



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# Video: See UDL in Action in the Classroom

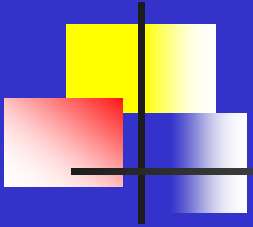
# UDL Video

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- What did you notice about his classroom design?
- What did you notice about his program design?
- What could you implement in your program to provide more flexibility for a variety of learning styles?

# BARRIERS

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- **What can we do to address barriers to success in inclusive educational programs?**





**Goals**

**Learner  
Variability**

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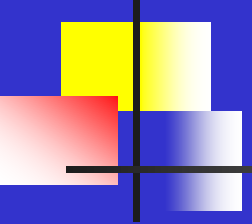
# **FOUR CRITICAL ELEMENTS OF UDL PROGRAM DESIGN**

From: UDL-IRN

**Flexible Methods  
and Materials**

**Assessment**

# Goals

- 
- 
- **Goals and desired outcomes of the lesson/unit/program are aligned to the established standards.**
  - **Goals are clearly defined and separate from means. They allow multiple paths/options for achievement.**
  - **Teachers have a clear understanding of the goal(s) of the program and specific participant outcomes.**
  - **Goals address the needs of every student, are communicated in ways that are understandable to each learner and can be expressed by them.**

# SMART Goals

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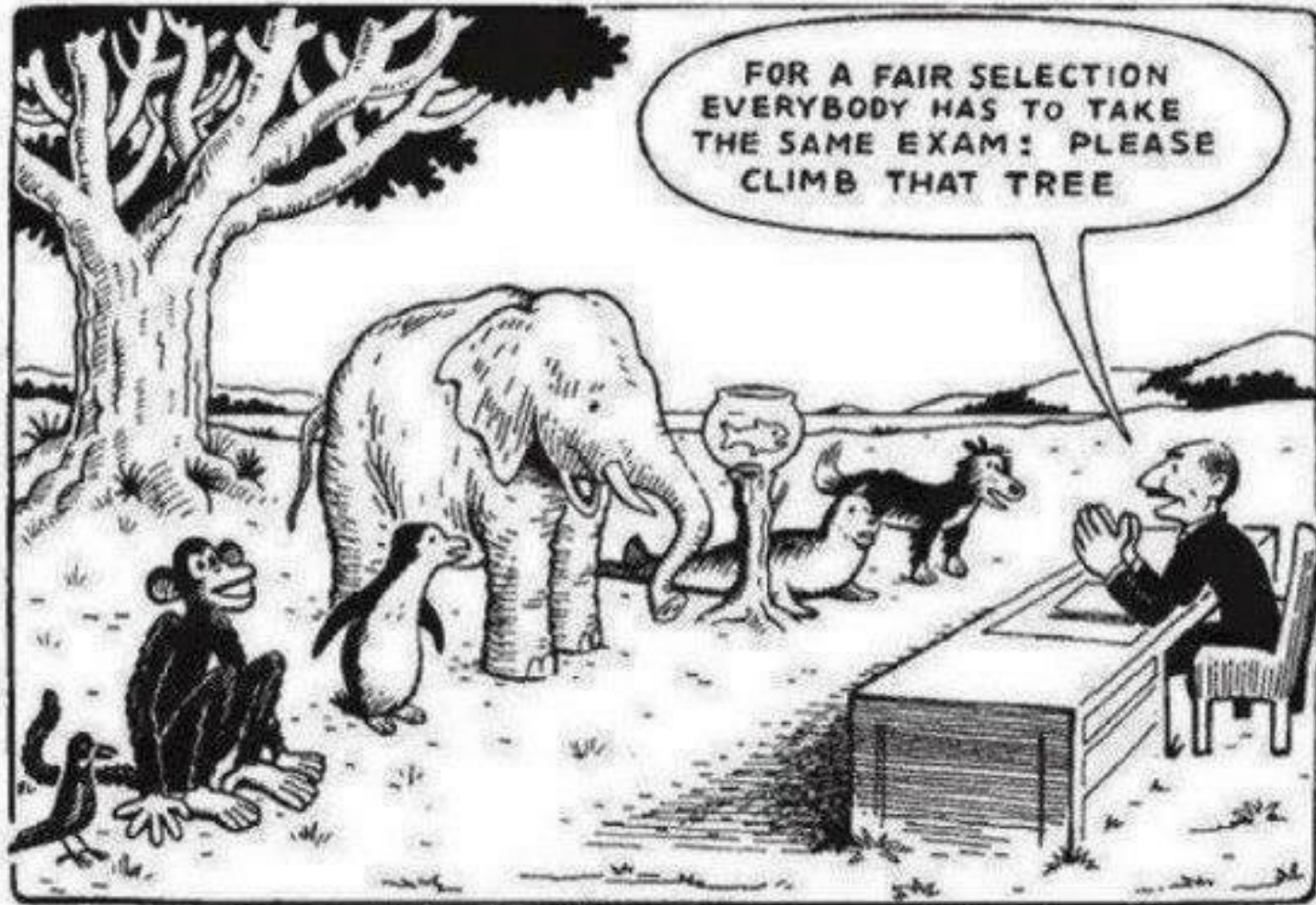
**S** - Specific

**M** - Measurable

**A** - Attainable by all students

**R** - Results oriented, yielding student  
based learning

**T** - Time bound and regularly  
measured



Our Education System

# Assessment



Assessments should be designed to improve both teaching and learning. Illustration by Chris Vallo, © 2013 CAST, Inc

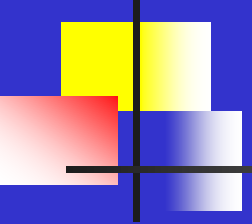
# Timely Progress Monitoring



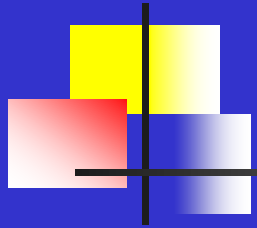
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- **Formative assessments are frequent and timely enough to plan/redirect instruction and support intended outcomes.**
- **A variety of formative and summative assessments are used to demonstrate knowledge and skill.**
- **Frequent opportunities exist for teacher/student reflection and new understandings**

# UDL Assessment

- 
- 
- Clarify goals
  - Do not embed the means in the goals
  - Do not embed the means in assessment
  - Align assessment with goal
  - Use UDL guidelines to inform design, selection and evaluation of assessment tasks, methods and materials

# Intentional Planning for Student Variability



- ❖ Proactive planning that recognizes every participant is unique and that meeting the needs of students in the margins - from challenged to most advanced - will likely benefit everyone.
- ❖ Addressing student strengths and weaknesses,
- ❖ Anticipate the need for options, methods, materials and other resources - including personnel
- ❖ Maintain the rigor of the program - for all learners - by planning efforts (1) that embed necessary supports and (2) reduce unnecessary barriers



# Flexible Methods and Materials

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- Teachers use a variety of media and methods to present information and content.
- A variety of methods are used to engage students (e.g., provide choice, address student interest) and promote their ability to monitor their own learning (e.g. goal setting, self-assessment and reflection).
- Students use a variety of media and methods to demonstrate their knowledge.

# UDL



**D.J.  
Svoboda,  
Big Field  
Friends**



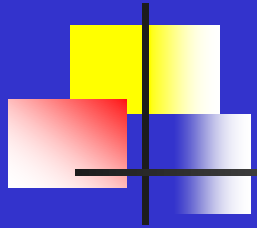
# Universal Design for Learning



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- **At the core of UDL is the premise that often the program is disabled (and disabling!). It is not flexible; it often poses barriers, and consequently prevents rather than supports optimal learning experiences**
- **The essence of UDL is flexibility and the inclusion of alternatives to adapt to the myriad variations in learner needs, styles, and preferences.**

# Universal Design for Learning



- The "universal" in UDL implies not one method or medium for all participants but multiple methods and media to achieve one goal - success for all.
- UDL is an educational approach to curriculum/program design and implementation, drawing on new brain research and new media technologies to respond to learner diversity.

# UDL Principles



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- ❖ **Administrators/teachers can use the UDL principles as a framework for program design.**
- ❖ **UDL principles are helpful for evaluating as well as designing programs.**
- ❖ **UDL's ultimate goal is teaching all students to be expert learners.**

Provide multiple means of  
**Engagement**



Affective Networks  
The "WHY" of Learning

Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

Provide multiple means of  
**Action & Expression**



Strategic Networks  
The "HOW" of Learning

Access

Provide options for  
**Recruiting Interest**

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

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  
**Physical Action**

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

Build

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  
**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  
**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

Internalize

Provide options for  
**Self Regulation**

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

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 options for  
**Executive Functions**

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

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

# Key Questions

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## THINK ABOUT HOW LEARNERS WILL ENGAGE WITH THE LESSON:

- 1 Does the lesson provide options that can help all learners regulate their own learning?
- 2 Does the lesson provide options that help all learners sustain effort and motivation?
- 3 Does the lesson provide options that engage and interest all learners?

## THINK ABOUT HOW INFORMATION IS PRESENTED TO LEARNERS:

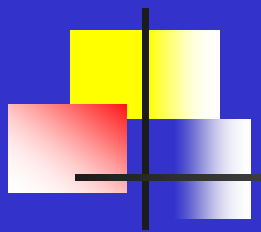
- 4 Does the information provide options that help all learners reach higher levels of comprehension and understanding?
- 5 Does the information provide options that help all learners understand the symbols and expressions?
- 6 Does the information provide options that help all learners perceive what needs to be learned?

## THINK ABOUT HOW LEARNERS ARE EXPECTED TO ACT STRATEGICALLY & EXPRESS THEMSELVES:

- 7 Does the activity provide options that help all students act strategically?
- 8 Does the activity provide options that help all learners express themselves fluently?
- 9 Does the activity provide options that help all learners physically respond?

# UDL Lesson Planning

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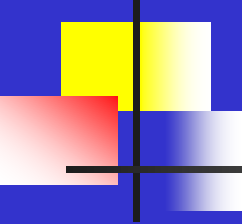


Think of a lesson you have used or will use in your classroom or at your facility:  
Now think of it through a UDL lens.

Use the UDL Guidelines, Key Questions, and the lesson plan template to help identify the lesson components.

Present the components of the lesson to the group either written on the template or as a song, rap, skit, visual map, picture, or poem.





**The secret  
to education  
is respecting  
the pupil.**

*Ralph Waldo  
Emerson*

