



### Integration of Cognition and Emotion

They (the UDL guidelines) explicitly call for the integration of emotion and cognition. We know that students continuously appraise their environment as good for them or bad for them—beneficial or threatening.

- Universal Design for Learning: Theory and Practice, 2014



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### The Common Core State Standards Application to Students with Disabilities

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning— based on the principles of Universal Design for Learning (UDL) —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.
- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.



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### College, Career and Community Ready National Center and State Collaborative

- Communicative Competence
- Fluency
- Age-Appropriate Social Skills
- Independence and Self-Advocacy
- Accessing Resources



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### College, Career and Community Ready

National Center and State Collaborative  
Other Factors Not Assessed

- Self-Determination
- Student Involvement in the IEP Planning Process
- Community-based Vocational Training and Paid Employment While in School
- Community-based Instruction




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### College, Career and Community Ready

National Center and State Collaborative  
Other Factors Not Assessed

- Inclusion
- Working Collaboratively with Peers
- Student Knows Own Support Needs and How to Access
- Interagency Transition Collaboration
- IEP/ITP Team Creating Ongoing Support and Links




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### Implicit AZ CCRS/Transition Considerations



- Communicative Competence
- Self-Advocacy
- Self-Determination
- Executive Functions
- Social/Emotional Learning
- Behavioral Expectations




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## Universal Design for Learning

What are the internal and external barriers that keep our students, and ourselves, from striving towards our goals?



WestEd

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<http://udltheorypractice.cast.org/login>

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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 Support planning and strategy development 5.3 Build fluency and automaticity 5.4 Provide support for precise communication	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 navigation 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

**OUTDATED**

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### What is Universal Design?



**Drawbacks of Retrofitting:**

- Each retrofit solves only one local problem
- Retrofitting can be costly
- Many retrofits are UGLY!




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### What is Universal Design? Is our learning environment welcoming?



UDL is the **proactive design** of curriculum and instruction to ensure they are **educationally accessible** regardless of learning style, physical or sensory abilities.

Just as physical barriers exist in our physical environment, curricular barriers exist in our instructional environment.




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### What is Universal Design for Learning?

UDL provides a **blueprint for creating instructional goals, assessments, methods, materials** that work for everyone--not a single, one-size-fits-all solution but rather **flexible approaches that can be customized and adjusted for individual needs.**




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### Universal Design for Learning

#### What is UDL?



CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS CLEARS THE PATH FOR EVERYONE!

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#### What is Universal Design for Learning?



[http://www.cast.org/library/video/udl\\_intro/index.html](http://www.cast.org/library/video/udl_intro/index.html)




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#### What is Universal Design for Secondary Transition?

Universal Design for Transition (UDT) was created as a framework for applying UDL to secondary transition. UDT focuses on creating accessible opportunities related to transition from school to post-school services for students with disabilities including the design, delivery, and assessment of services.



Universal Design for Learning and Secondary Transition Planning for Students with Disabilities: 101, Test and Bartholomew, 2011; NSTAC




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### What is Universal Design for Secondary Transition?

UDT creates links between academic content and transition planning, instruction, and goals. Finally, UDT expands the definition of UDL by adding (a) multiple life domains, (b) multiple means of assessment, (c) student self-determination, and (d) multiple resources/perspectives.



Universal Design for Learning and Secondary Transition Planning for Students with Disabilities: 101, Test and Bartholomew, 2011; NSTTAC



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### What is Universal Design for Secondary Transition?

UDT provides a framework for educators to merge instruction on both academic and transition education by asking such questions as:

- What are the overall goals of the lesson?
- How can multiple transition domains be addressed in this lesson?
- How can self-determination be addressed in this lesson?
- How can students be provided with multiple means of engagement, representation, and expression?

NSTTAC, 2011



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### Application

#### Provide Options for Expression and Communication

##### Microsoft Accessibility Options:

<http://www.microsoft.com/enable/training/windowsxp/>  
The options described in the tutorial, such as StickyKeys, MouseKeys, FilterKeys, and selecting cursor size and color options are examples of providing options in the mode of response.

##### Transition Application:

Teachers can use Microsoft Accessibility Options to help students compose written materials including filling out a job application or writing IEP goals/objectives.

NSTTAC, 2011



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## Recognition Network: *The What of Learning*

### Provide Multiple Means of Representation

- How am I going to ensure that key information is equally perceptible by all students . . .
- How am I going to ensure accessibility, clarity, and comprehensibility for all students . . .
- How am I going to provide the necessary scaffolds to ensure that all students have access to knowledge and can assimilate new information . . .

*so that all of my students will be successful?*




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### Strategic Networks The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

The Frontal Lobes are part of the cerebral cortex and are the largest of the brain's structures. They are the main site of the so-called "higher" cognitive functions. Associated functions of the frontal lobes include Executive processes (voluntary behavior such as decision making, planning, problem-solving, and thinking), voluntary motor control, cognition, intelligence, attention, language processing and comprehension, and many others.



**Provide Multiple Means of Action & Expression**  
Strategic, goal-directed learners

**Provide options for executive functions**

- Guide appropriate goal-setting
- Support planning and strategy development
- Enhance capacity for monitoring progress

**Provide options for expression and communication**

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

**Provide options for physical action**

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

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## Strategic Network: *The How of Learning*

### Provide Multiple Means of Action & Expression

- Have materials been provided with which all students can interact, navigate, and express what they know . . .
- Have I provided alternative modalities for expression, to level the playing field and to allow all students the opportunity to express knowledge, ideas, and concepts in the learning environment . . .
- How have I provided necessary strategies and scaffolds for students to be more plan-full and strategic . . .

*so that all of my students will be successful?*




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### Big Ideas



- Universal Design is about equity and access for everyone;
- UDL focused on Transition connects academic content and instruction to transition goals and planning;
- Self-Determination skills are a leading factor to post-secondary success, and possibly the hardest to teach.

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### Universal Design for Transition (UDT)

- Created as a framework for applying the principles of UDL to secondary transition;
- UDT focuses on creating accessible opportunities related to secondary transition;
- UDT framework is designed to merge and connect content instruction for academic and transition education (not silos of instruction and service, but united).




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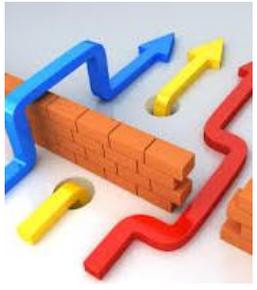
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### Getting Past the Barriers

UDT focuses on empowering students' self-determination skills, enhancing compensatory skills, and providing multiple opportunities to build and practice the skills necessary for post-secondary life in all domains—it is more than just removing potential barriers, it is practicing how to break through, go over, go under, go around those barriers (because we all know they are out there!).




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**SPECIAL EDUCATION**

Arizona's Fifteenth Annual Transition Conference

*Connecting for Success: Shared Expectations, Responsibilities, and Outcomes*



**Share out one actionable step you plan to take in your instructional or IEP development practices...**

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