

What is Universal Design for Learning

UDL provides a blueprint for creating instructional goals, methods, materials, and assessments 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

From the Higher Education Opportunity Act of 2008 ...

- The term UNIVERSAL DESIGN FOR LEARNING means a scientifically valid framework for guiding educational practice that:
- (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
- (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Why is UDL necessary

- Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

Recognition Networks

The "what" of learning

- How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



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.



Affective Networks

The "why" of learning

- How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Statistics from 2012

- Only 33% of individuals with a disability are employed
- Of those with disability who are unemployed only 27% actively search for work
- More than 70% of those not looking for work indicated past history with multiple instances of unsuccessful employment

Improving outcomes in Employment

- Job coaching and Job placement are a learning process
- By planning the process of teaching someone new job skills with UDL we increase the individuals ability to maintain and be successfully employed

The “What” of Learning

Provide multiple means of Representation

- Various ways got learners can acquire information and knowledge.
- Display information in a flexible format so that the following perceptual features can be varied:
 - The size of text, images, graphs, tables, or other visual content
 - The contrast between background and text or image
 - The color used for information or emphasis
 - The volume or rate of speech or sound
 - The speed or timing of video, animation, sound, simulations, etc.
 - The layout of visual or other elements
 - The font used for print materials

Assistive Technology

- Assistive technology is any device that helps a person with a disability complete an everyday task. Assistive technology includes many specialized devices as well, like typing telephones for people who are deaf and motorized wheelchairs for people who cannot walk. Assistive technology can be “low-tech” (something very simple and low-cost, like a pencil grip), or “high-tech” (something sophisticated, like a computer).

They “Why” Of Learning

- How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.
- Offering choices
- Using real life for examples
- Minimize threats and distractions
- Concretize goals and objectives: Use rubrics for understanding and training
- Foster collaboration and communication
- Master Feedback
- Set realistic goals
- Teach Coping strategies and self assessment

Rubistar

Student Name: _____

CATEGORY	4	3	2	1
Quality of Work	Provides work of the highest quality.	Provides high quality work.	Provides work that occasionally needs to be checked/revised by other group members to ensure quality.	Provides work that usually needs to be checked/revised by others to ensure quality.
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).
Focus on the task	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.	Rarely focuses on the task and what needs to be done. Lets others do the work.

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