

UDL Integration—Using UDL Principles to Benefit Teacher Candidates and Children

ECED 315—Infant & Toddler Development

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AIAI Grant UDL Example ~ Towson University

Title: Infant Toddler Development

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Course/Program or Department: Early Childhood

Education ECED 315

Notes: 1 Ppt. file

Context

- First semester (fifth) when all classes are taken with ECED faculty
- Lesson planning introduced in this class
- Disabilities, diagnosed or otherwise, are examined



Context

- Teacher candidates examine a disability in depth
- Teacher candidates consider how they might modify their practice to better support children with that disability



Rationale

- UDL works best when incorporated from the beginning stages of planning
- As this course introduces instructional planning, it is an ideal time to introduce UDL
- UDL can also be used better by instructor to model ways teacher candidates may use with their students



Rationale

- In some ways, course is very traditional, with emphasis upon reading, tests, and papers
- As interns begin to plan lessons, they are of course influenced by how we prepare learning experiences for them in our classes



UDL Intervention No. 1

- Provide multiple means of representation
 - Provide options for perception
- Preparation for course traditionally has emphasized reading about theorists before class sessions



UDL Intervention No. 1

- Instead of readings, teacher candidates may choose to view videos exploring same issues:
- Piaget
 - <https://towson.kanopystreaming.com/video/piaget-s-developmental-theory-overview>
- Vygotsky
 - <https://towson.kanopystreaming.com/video/vygotsky-s-developmental-theory-introduction>



UDL Intervention No. 2

- Provide Multiple Means of Action and Expression
 - Provide options for expression and communication
 - Use multiple tools for construction and composition
- Reexamine objectives for paper on disabilities



UDL Intervention No. 2

- Objectives
 - Interns should:
 - Know how to observe child's behaviors and professional resources where more information could be gleaned;
 - Understand that teachers make accommodations based upon professional literature; and
 - Be able to communicate their findings in a professional manner to parents, administrators, and colleagues



UDL Intervention No. 2

- Rather than produce a paper, teacher candidates have the option of relaying their findings via:
 - A brochure explaining the disability to parents;
 - A video where the intern role plays meeting with a parent to discuss disability;
 - A PowerPoint relaying information at a faculty meeting



UDL Intervention No. 3

- Provide multiple means of engagement
 - Provide options for recruiting interest
 - Optimize individual choice and autonomy
- Vital that interns begin to incorporate principles of UDL with their students



UDL Intervention No. 3

- Interns prepare a developmentally appropriate lesson as part of the course
- As part of this lesson, interns must provide options for children
- Goal will be quality choices that permit expression and interest on the part of the children



Outcomes Expected

- Better interaction with and understanding of material covered in class
- Earlier appreciation of how UDL principles shape our work as teachers
- Increased awareness of children's needs and ways to accommodate those needs through UDL



Outcomes Expected

- Increased awareness on my part of the various learning styles and needs of students enrolled in ECED 315
- Better quality work, as interns will be able to show their strengths



Readings and References

- Meyer, A., Rose, D. M., & Gordon, D. (2014). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.
- Hall, T. E., Meyer, A., & Rose, D. M. (2012). *Universal design for learning in the classroom: Practical applications*. New York: Guilford Press.

