

The Pursuit of Universal Design for Learning (UDL)

AIAI Grant UDL Example ~ Towson University

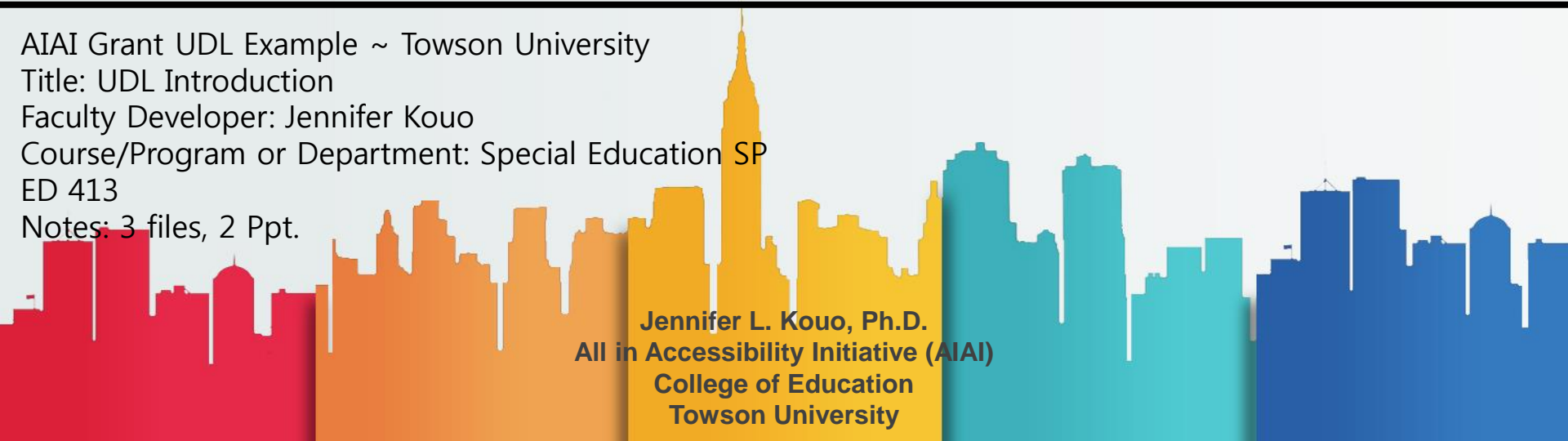
Title: UDL Introduction

Faculty Developer: Jennifer Kouo

Course/Program or Department: Special Education SP

ED 413

Notes: 3 files, 2 Ppt.

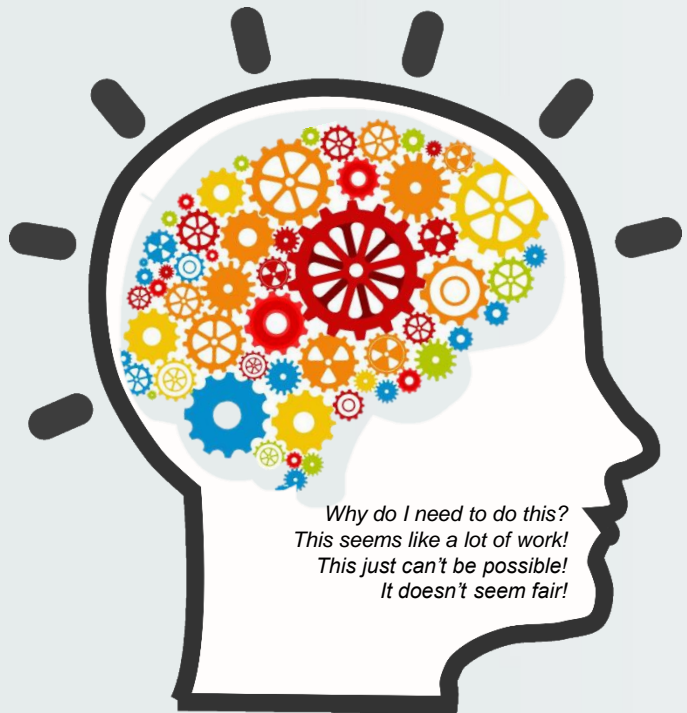


Jennifer L. Kouo, Ph.D.
All in Accessibility Initiative (AIAI)
College of Education
Towson University

On the Agenda

- ❑ Quick Review of UDL
 - ❑ *Equality vs. Equity*
 - ❑ *The Key Elements of UDL*
 - ❑ *Principles, Guidelines, and Checkpoints*
- ❑ How I Pursue UDL





*Why do I need to do this?
This seems like a lot of work!
This just can't be possible!
It doesn't seem fair!*

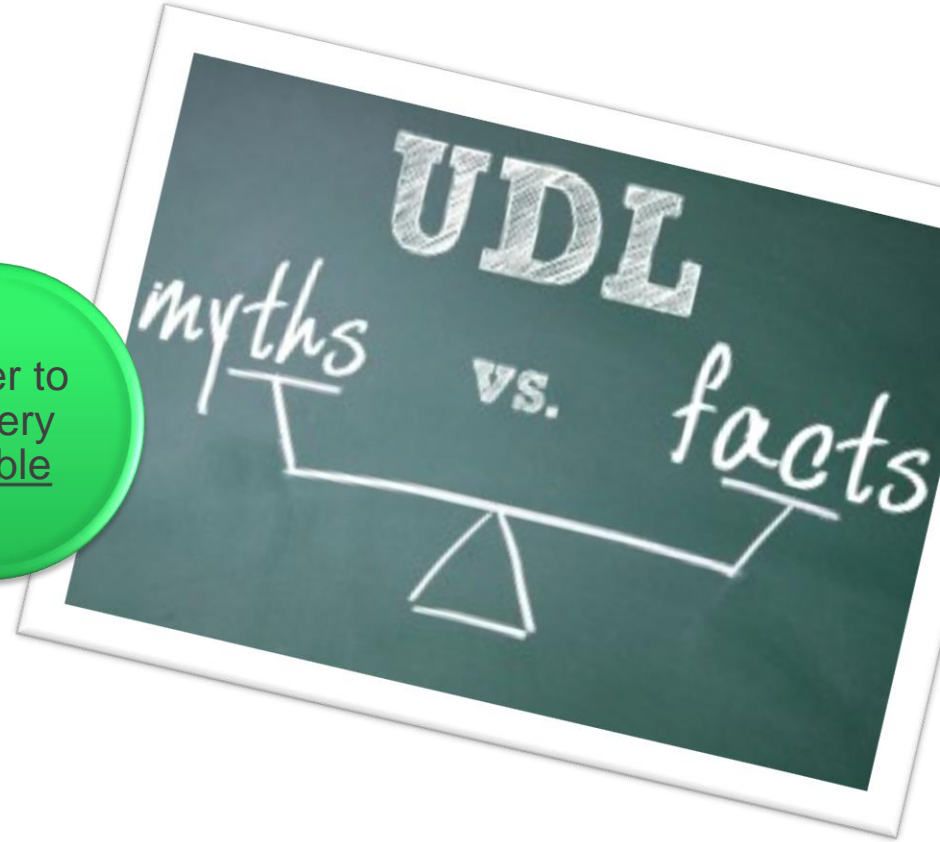
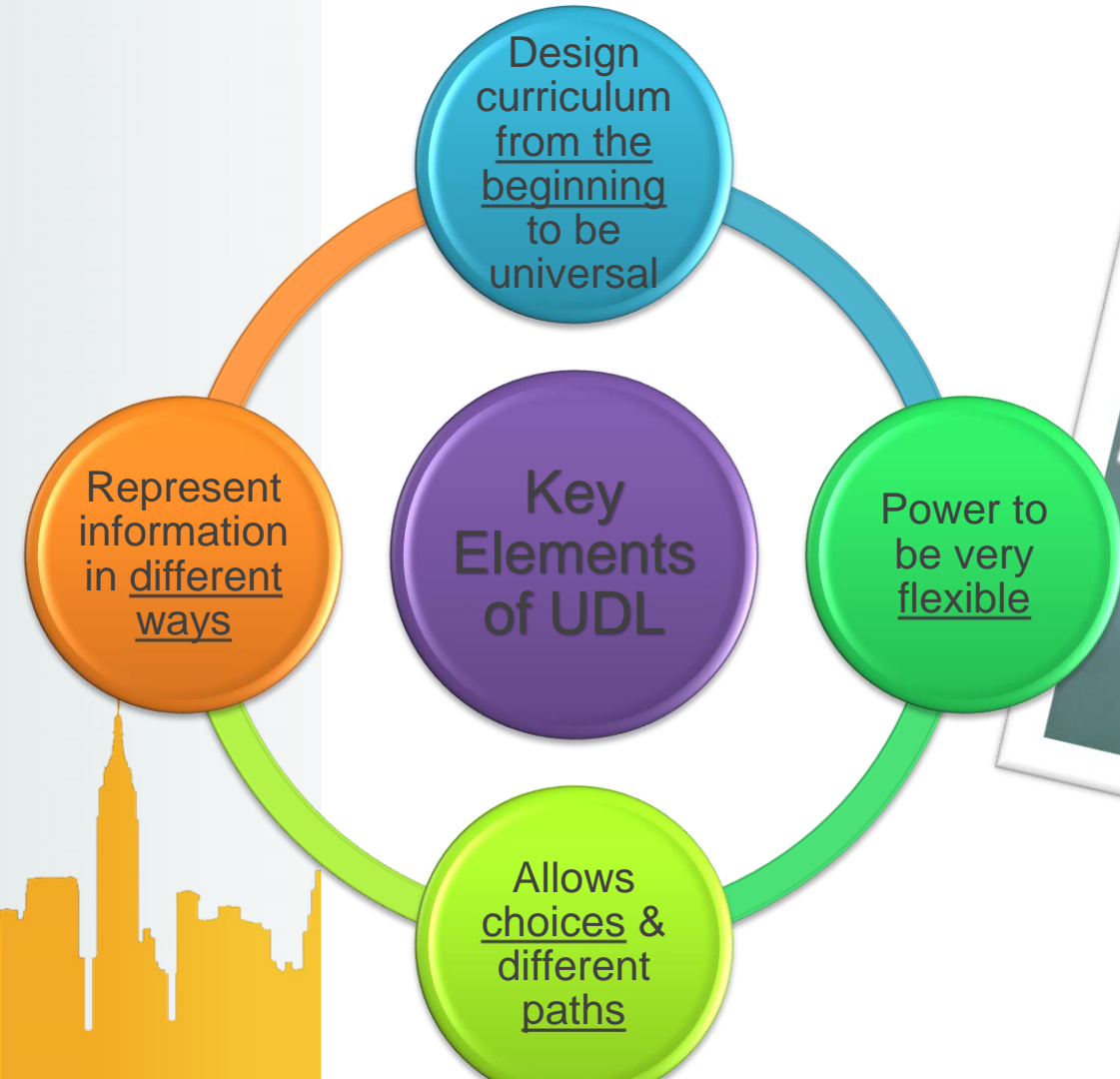
Equity is when every student
has what they need to succeed.



Source: For Partners in Equity | www.napequity.org
Illustration based on a cartoon by Audrey Selden.

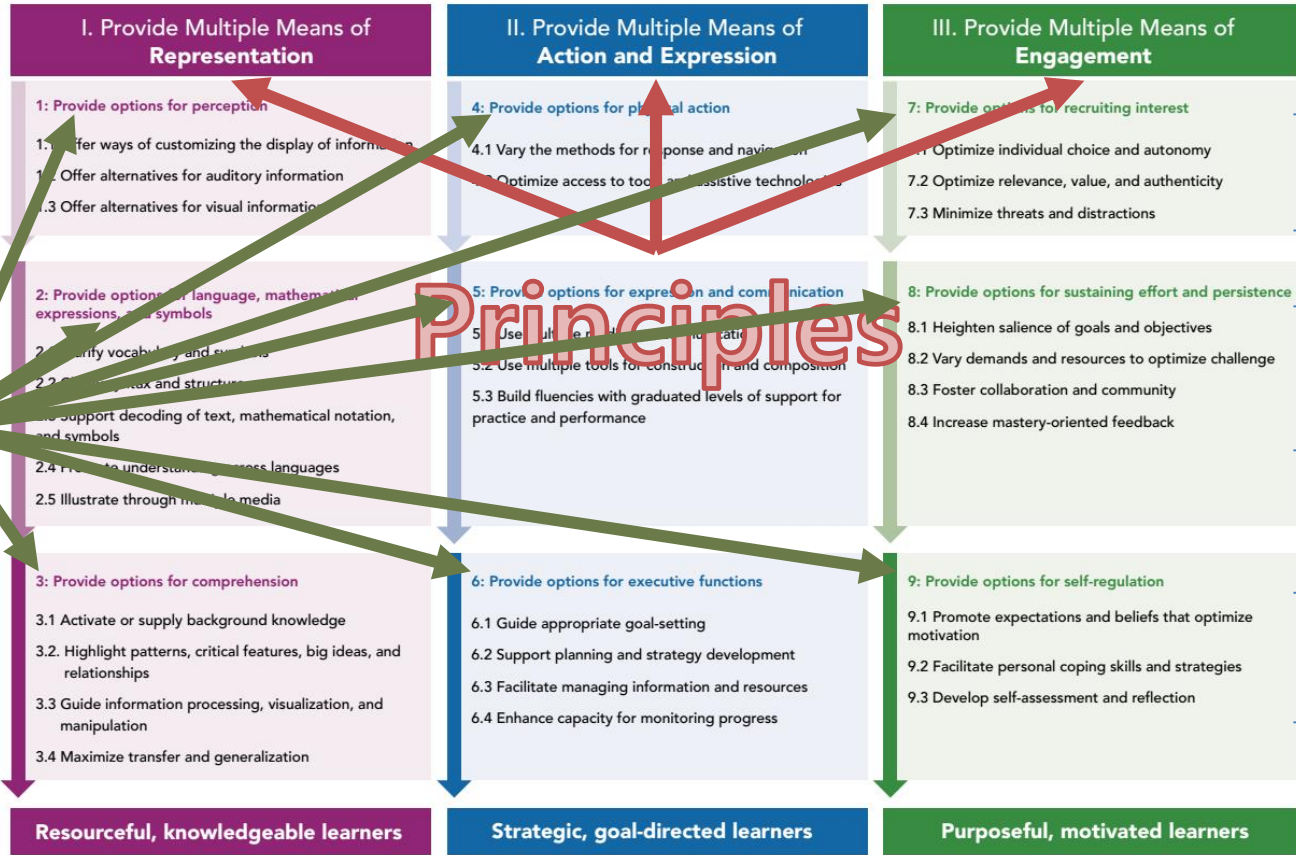
UDL is a **scientifically valid framework** for guiding educational practice that

- 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
- **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.



Universal Design for Learning Guidelines

Guidelines



Principles

Checkpoints

Text **JENNIFERKOUO820** to **37607** once to join

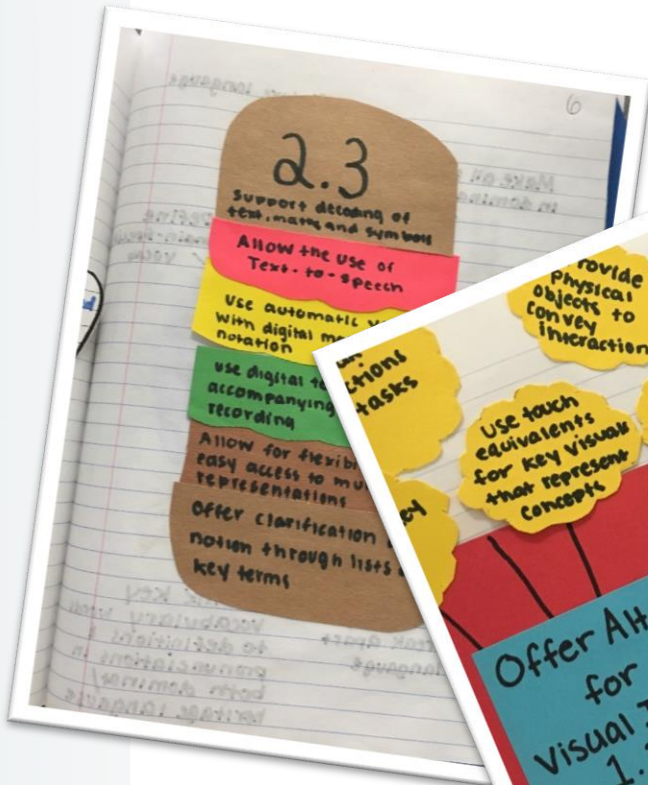
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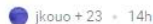
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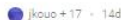






Using the Graphic Organizer Menu (i.e., On the G.O. Menu) on Blackboard, create and post graphic organizers based on the information covered in the assigned readings and the lecture.

padlet



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Week 12- Doug DeHaan
Social and Behavioral Supports for Individuals with ASD!

Smartphones are winning the race.

Women users are far more engaged

Social Behavioral Supports ASD
Ensuring Success from School through Transition

Graphic Organizer for Week 9
Word document
padlet drive

Week 8 Notes
Kelsie Rites

A. Wyler Week 12
<https://www.easel.ly/infographic/m1sg2t>

Week 10
Marissa Orichowskyj

Week 9 Notes
<https://docs.google.com/a/students.towson.edu/document/d/1HbYm1r-DLQ7cRHqBzCgP3EScmUmtwBgY0YrDRHcB/edit?usp=sharing>

Week 8 Notes
Jacqueline Hardwick

Alysia Odum Week 10

Behavioral Interventions and Supports

Build on and shape behavior

punishment
aversive stimuli

avoidance
escape
emotional backlash

Portfolio Assessment!

Students with ASD often have trouble meeting criteria for...
Teachers need to make sure they use alternative approaches when teaching...
Collaboration between general and special educator is key to creating instructional approaches and CBA that meet the needs of all students.

Week 10
Kelsie Rites

School Survival Skills and Social Skills

School survival skills are those that enable a student to meet what might be conceptualized as...
Teachers reported behavior management and self-concept goals as most important initially in the problem resolution process...

CBA and Data Collection

Initial CBA target behavior for change

1. Must be a behavior that is within the teacher's ability to change
2. May be the most problematic, though not necessarily the most "troublesome"
3. Can have positive effect

The desired ending point, or goal, for the curriculum-based assessment must be realistic to achieve

Once the goal is achieved then the student, teacher, and others involved in the CBA process can target a more ambitious goal

Training students to use their own behavior has been a successful method to transfer the initial teacher-control of the intervention to student control

It's a blank canvas

Start from scratch!

Week 7 Notes

Week 10
Molly Meredith

WEEK 10 Molly Meredith

Chapter 5
Learning Academic Skills

Reading: From 1st to 2nd grade background knowledge and comparing pre-reading activities...
Writing: Use graphic organizers, checklists, and adaptive handwriting materials...
Math: manipulatives, graph paper, word problems key words.

Chapter 9
The Importance of Data

First identify and define the target behavior. Determine what type of data to collect, and how it will be collected...
King-Sears Chapter 8

Curriculum-Based Assessment in Science

- In science that science teachers often plan to write and have inherent conceptual frameworks.
- Performance assessment is when a student completes or demonstrates their knowledge through showing or doing an activity or task.
- Authentic assessment is when a student demonstrates the final behavior in a real-world context.
- Portfolio assessment is an ongoing systematic collection of student work.
- Make sure to use the AFFECT and UDEFL framework.

Class Take Aways

- Check we've written everything out on a CBA. If we were going to try this on another person. Later we'll have that read out on the computer in order to graph easily.

<https://magic.piktochart.com/output/21625333-week-10>

Sara Vazquez

Week 9 Corrected
Jack Hennigan

<http://popplet.com/app/#/3971315>

Week 9
Jack Hennigan

<https://padlet.com/jkouu/bdu58gwk9ifp>

Curriculum Based Assessments

APPLY

1. Analyze the curriculum
• Prepare items to match curriculum objectives
• Identify data sources
• Create data using graph format
• Total to reach objectives and decisions

Week 9 Notes
easel.ly | create and share visual ideas on easel

Write it Down

I like this strategy because it allows a more free flow of assessment. I would implement this using a variety of questions and instruct students to apply all the concepts that they learned during the lesson.

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[Teacher]

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⚡ Highlight New 🔒 Show Private

Teacher Feedback: Of the examples of teacher feedback I liked the comments one the best. I can apply this to essay writings, math problems, suggest ways they can improve, give examples of new strategies, help with spelling, it is ever ending with the types of comments that can be added in the student's work. In a prior internship, I had students write questions to me at the end of a journal entry about the day's information. This is a way I can modify this that I have seen work. Students ask for clarification, or simply ask interesting questions to make you think. Then in a comment answer the question and opens that door for communication for them to see that you don't just grade their work, but also pay attention to who it is that is completing the work.

Peer Assessment: Teaching other kids is a great way to make sure students have clear understanding of what they have been taught. It is also a great source of studying for upcoming unit tests, which would most likely be the way I would implement it. However, I would modify it and combine it with other things. For example, I would focus on identifying key topics they have learned, and have them explain those topics to each other. I would also have them create a text.



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Today'sMeet gives everyone a voice

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Pick a name

Keep the room open for

one week



Open your room

Today'sMeet Teacher Tools is here!

Make managing your digital classroom even *easier* with Today'sMeet Teacher Tools, a toolbox just for teachers.

Generate transcripts and embed, pause lessons, block bad actors, and more! Get started today with an account to get

UNIVERSAL DESIGN FOR LEARNING (UDL)

A Placemat of Core Apps Serving Learning for All 2013

Barbara Welsford, M.Ed., ATP, ADE bwelsford@eastlink.ca

Multi-modes of Representation of Information

Including students with LD with Reading Difficulties

Including students with LD with Written Output Difficulties

Including students with LD with Executive Functioning Difficulties

Including students with Physical Disabilities

Including students with Vision Impairments

Including students with Hearing Impairments

Including students for Early Learning and/or Cognitive Delays / Communication Disorders

UNIVERSAL DESIGN FOR LEARNING

A Placemat of Core Apps Serving Learning for All 2013

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Multi-modes of Engagement

Including students with LD with Reading Difficulties

Including students with LD with Written Output Difficulties

Including students with LD with Executive Functioning Difficulties

Including students with Physical Disabilities

Including students with Vision Impairments

Including students with Hearing Impairments

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UNIVERSAL DESIGN FOR LEARNING

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Multi-modes of Expression

Including students with LD with Reading Difficulties

Including students with LD with Written Output Difficulties

Including students with LD with Executive Functioning Difficulties

Including students with Physical Disabilities

Including students with Vision Impairments

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Overview of UDL

Universal Design for Learning is not only a set of principles but a mindset that all professors, administrators, teachers, resource teachers and support workers are encouraged to adopt to ensure accessibility to learning for ALL students in today's classrooms and beyond. With UDL instructional goals, materials and teaching methods, including assessments, are designed to be flexible and considerate of the diversity of students and their varied learning styles and needs. The essence of UDL lies in 3 main principles including 1) providing multiple means of representation of information to students 2) providing opportunities for multiple means of expression by students and 3) providing multiple means of engagement.

Multiple Means of Representation

Considering the diversity of students in today's classrooms and our current knowledge of how the brain learns it is evident that a "one size fits all curriculum" is not suitable to meet every student's learning style. Representing information in flexible formats (i.e. digitized text vs fixed print) means that all students can access the information and thus learn in their strongest modality. UDL focuses on the curriculum as having the disability, not the student. Offering digitized text that can be magnified for learners with vision impairment, text to speech for students with learning disabilities, electronic books on iPads mounted on wheelchairs for students with physical disabilities who can't manipulate a textbook is some of the first considerations of representing information in a flexible multiple format and a good UDL practice. There are many strategies and checkpoints to consider in relation to the diversity in a teacher's current classroom that ensures access for all through Universally Designed curriculum and the appropriate strategies, materials, technology and assistive technology.

Multiple Means of Expression

The diversity being met by multiple means of representation also means that students with diverse learning strengths and needs are offered multiple means and options of expressing their knowledge. Some might write a paper while others who are more visual might capture and edit a video, still others might choose to express their knowledge in a Keynote or Powerpoint presentation accessing the iPad or laptop through assistive technology devices and mounting systems if necessary. Offering multiple means of expression and not just assessment through pen and paper means you as the teacher are tapping in to the student's strengths, optimal learning style and learning needs. You as a teacher are also practicing UDL principles and appreciating, celebrating and valuing your student's learning differences.

Multiple Means of Engagement

Student's need to be motivated to learn and then they need to be engaged. Offering a one-sized fits all curriculum focusses on one learning modality and skill set which is clearly not existent in any classroom. Offering different means to engage students whether it be through video, text, audio podcasts, painting, debates, scripting a play and utilizing various Apps (as offered in the placemat) are all ways and means to engage all learners in the classroom, and keep them motivated.

Placemat use and application

The UDL Placemat of Core Apps Serving Learning for All is a starting point to utilizing the exceptional Universally Designed iPad to meet the needs of a wide range of learners. The iPad's versatile settings and wide range of Apps is also an exceptional tool for representing information in a wide variety of formats to meet the needs of all learners. The list of Apps provided are by no means complete and they will, no doubt, be added to and change with time. The App icons provided are clickable links to descriptors of the App and what the App can do for various users. Further explanation of how to use the App in the classroom will be provided in other published documents.

References: for detailed information on UDL, UDL and Assistive Technology go to Cast.org

Please contact me if you have any further information to add or comments to provide on this document.
Barbara Welsford, M.Ed., ATP, ATS, LDATS, ADE
Assistive Technology Specialist

Reflections

How has this G.O. and Assessment Appetizer Menu worked with your students? Could these menus to be used in other courses?

The G.O. Menu was introduced across four courses in the Spring 2017 semester. These courses included both graduate and undergraduate courses, which focused on UDL, curriculum and methods of instruction, and assessment measures for students with ASD. Throughout the semester, each student was to complete a graphic organizer outlining key information from three assigned chapter readings. Following that week's course meeting, students included additional information from the lecture, and then shared the graphic organizer with their peers through Padlet. A majority of students across the courses expressed appreciation for the assignment and the G.O. Menu. The G.O. Menu introduced many veteran teachers to new, technology-based strategies for taking and organizing notes for themselves as graduate students and for their own classrooms of students. Undergraduate students found that organizing the information using one of the resources from the menu led to deeper understanding of the text. The easily accessible graphic organizers also helped students who needed to reference and review the readings.

The graphic organizers created by students for the chapter and lecture notes were comprehensive and creative. Several students even proudly shared that they had spent a number of hours on their graphic organizers and truly enjoyed the process. Since more than one student was assigned to complete a graphic organizer for each reading, all students were then able to see how different students approached organizing the same information from the text. This also demonstrated to students the true learner variability amongst their own peers.



Reflections part 2

Could these menus to be used in other courses?

In conjunction with the G.O. Menu, the Assessment Appetizer Menu will be used in the upcoming Fall 2017 semester. The rationale for adding the assessment piece was to have students (i.e., future educators) practice the creation of assessments that target key learning, implementation of the assessment, and then data collection. It would also be an important opportunity for all students to assess their own understanding of the readings and identify areas that need further review or probing with the help of the instructor. The assessment will be conducted at the beginning of each class meeting, and will provide a strong foundation for the remaining of the class, which will build off of the topics from the readings.

These menus may certainly be utilized in the manner that has been discussed. However, the menu may be altered or a specific number of items from the menus may be used in any course. Instructors may wish to create templates for students to use for notetaking during class, or create their own assessment to be administered during class meetings. At the end.



On the G.O. Menu

Piktochart

<https://piktochart.com/>

Piktochart is an easy infographic design app that requires very little effort to produce beautiful, high quality graphics.

Easel.ly

<https://www.easel.ly/>

Easel.ly is a simple web tool that empowers anyone to create and share powerful visuals (infographics, posters)... no design experience needed!

Venngage

<https://venngage.com/>

Venngage is an easy to use Infographic Maker and let you make beautiful Infographic Designs & Themes for free!

Padlet

<https://padlet.com/>

Padlets help you organize your life, from your hobby to your career, your class notes to your final exam, your mood board to your runway show.

Bubbl.us

<https://bubbl.us/>

Use **Bubbl.us**. to easily create colorful mind maps to print or share with others.

Popplet

<http://popplet.com/>

Used as a mind-map, **Popplet** helps students think and learn visually.

Showbie

<https://www.showbie.com/>

The heart of a paperless classroom, **Showbie** is a free educational app for teachers and students that makes creating and completing assignments, providing assessments, and storing grades easy.

You Pick!

Want to use a graphic organizer tool that is not on the menu?
Great! Suggest one to the professor to use for the assignment!



Share your completed graphic organizers by posting them on

On the Assessment Appetizer Menu

Plickers

<https://www.plickers.com/>

Plickers is a powerfully simple tool that lets teachers collect real-time formative assessment data without the need for student devices.

Kahoot

<https://kahoot.com/>

Kahoot! is a free game-based learning platform that makes it fun to learn – any subject, in any language, on any device, for all ages!

Socrative

<https://www.socrative.com/>

Socrative is your classroom app for fun, effective classroom engagement. No matter where or how you teach, Socrative allows you to instantly connect with students as learning happens.

Quizizz

<https://quizizz.com/>

Quizizz is a free fun multiplayer classroom review tool, that allows all your students to practice and learn together. It's super-easy to create quizzes and super-fun to play!

Poll Everywhere

<https://www.polleverywhere.com/>

Poll Everywhere is the easiest way to gather live responses in any venue... conferences, concerts, classrooms, and company off-sites — anywhere with internet.

Google Forms

<https://www.google.com/forms/about/>

Create a new survey on your own or with others at the same time. Choose from a variety of survey types and analyze results in **Google Forms**.

Quick Key

<https://get.quickkeyapp.com/teachers/>

Quick Key is an iOS/Android/scanner Quiz & Formative Assessment Grading App. Multiple choice & essay question marking/grading alternative to Scantron forms.

You Pick!

Want to use an assessment tool that is not on the menu?
Great! Suggest one to the professor to use for the assignment!

All In Accessibility Initiative

Towson University
College of Education
Department of Special Education

On the Graphic Organizer (G.O.) and Assessment Appetizer Menu

Context based Information & Introduction

These menus provide a range of options for students to organize information, show what they know, and help to assess their peers' understanding of material! Students enrolled in any type of course may benefit from one or both these menus!

Learning Objectives

The focus of the menus would be to encourage students to organize information from readings and class meetings and share these notes with peers. Creating assessments for their peers to complete is also a great opportunity to emphasize key information and ensure understanding.

Readings & Resources

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). Universal design for learning: Theory and practice. Wakefield, MA: CAST Professional Publishing, an imprint of CAST, Inc.. (Accessible here: <http://udltheorypractice.cast.org/login>)
Nelson, L. (2014). Design and deliver: Planning and teaching using universal design for learning. Baltimore: Brookes Publishing Co.
Rabalate, P. (2016). Your UDL lesson planner: The step-by-step guide for teaching all learners. Baltimore: Brookes Publishing Co.

Steps in the Process & Outcomes

Using the On the G.O. Menu, students (individually, pairs, or small groups) will be assigned each week to create a graphic organizer based on the information covered in an assigned reading. The graphic organizers should substantially summarize key information or essential takeaways from the reading. Based on the takeaways identified in the graphic organizer, student(s) will identify an assessment tool using the Assessment Appetizer Menu and create a 5-10 question assessment to administer to their peers at the beginning of that week's class session. Peers' assessment results should be e-mailed to the professor by the end of the week. Following the lecture, student(s) will add to their graphic organizer to include lecture information and class activities, and share with their peers.

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UDL and/or Accessibility related References

Engagement - Provide options for sustaining effort and persistence, Provide options for recruiting interest
Representation - Provide options for comprehension, Provide options for perception
Action & Expression - Provide options for expression and communication

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