

## Universal Design for Learning

ECHD 430

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## Goals



- 5. Create curriculum activities using authoring software, such as Boardmaker, Kidspiration or IntelliPics Studio to address diverse array of students needs within the classroom.
- 8. Compare and contrast adaptive/assistive and universally designed use of technologies and how to use them to customize activities for children (e.g., switches, text to speech readers).

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## Agenda



- Self Assessment of multiple intelligences
- Overview of UDL
- Websites to enrich curriculum content
- Inspiration/Kidspiration creating webs
- Bookbuilders

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## Early Childhood Building Blocks

Defining Features of Inclusive Environments

- Access
- Participation
- Support




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## Three Principles of UDL

Multiple Means  
of Representation  
"WHAT"

Multiple Means  
of Expression  
"HOW"

Multiple Means  
of Engagement  
"WHY"

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### Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
<p><b>1. Provide options for perception</b></p> <ul style="list-style-type: none"> <li>• Options that customize the display of information</li> <li>• Options that provide alternatives for auditory information</li> <li>• Options that provide alternatives for visual information</li> </ul>	<p><b>4. Provide options for physical action and fluency</b></p> <ul style="list-style-type: none"> <li>• Options in the mode of physical response</li> <li>• Options in the means of navigation</li> <li>• Options for accessing tools and assistive technologies</li> </ul>	<p><b>7. Provide options for recruiting interest</b></p> <ul style="list-style-type: none"> <li>• Options that increase individual choice and autonomy</li> <li>• Options that enhance relevance, value, and authenticity</li> <li>• Options that reduce threats and distractions</li> </ul>
<p><b>2. Provide options for language and symbols</b></p> <ul style="list-style-type: none"> <li>• Options that define vocabulary and symbols</li> <li>• Options that clarify syntax and structure</li> <li>• Options for encoding text or mathematical notation</li> <li>• Options that promote cross-linguistic understanding</li> <li>• Options that illustrate key concepts nonlinguistically</li> </ul>	<p><b>5. Provide options for expressive skills and fluency</b></p> <ul style="list-style-type: none"> <li>• Options in the mode for communication</li> <li>• Options in the tools for composition and problem solving</li> <li>• Options in the scaffolds for practice and performance</li> </ul>	<p><b>8. Provide options for sustaining effort and persistence</b></p> <ul style="list-style-type: none"> <li>• Options that heighten relevance of goals and objectives</li> <li>• Options that vary levels of challenge and support</li> <li>• Options that foster collaboration and motivation</li> <li>• Options that increase mastery-oriented feedback</li> </ul>
<p><b>3. Provide options for comprehension</b></p> <ul style="list-style-type: none"> <li>• Options that provide or activate background knowledge</li> <li>• Options that highlight critical features, big ideas, and relationships</li> <li>• Options that guide information processing</li> <li>• Options that support memory and transfer</li> </ul>	<p><b>6. Provide options for executive functions</b></p> <ul style="list-style-type: none"> <li>• Options that guide effective goal setting</li> <li>• Options that support planning and strategy development</li> <li>• Options that facilitate managing information and resources</li> <li>• Options that enhance capacity for monitoring progress</li> </ul>	<p><b>9. Provide options for self-regulation</b></p> <ul style="list-style-type: none"> <li>• Options that guide personal goal setting and expectations</li> <li>• Options that scaffold coping skills and strategies</li> <li>• Options that develop self-assessment and reflection</li> </ul>

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**Learning Style**

- Linguistic
- Logical and mathematical
- Kinesthetic
- Spatial
- Musical
- Interpersonal
- Intrapersonal
- Naturalist




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**Peg Board Activity**




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**How architecture informed education**

1. Equitable curriculum
2. Flexible curriculum
3. Simple and intuitive instruction
4. Multiple means of presentation
5. Success-oriented curriculum
6. Appropriate level of student effort
7. Appropriate environment for learning




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**Drawbacks of Accommodations**

- Each solves only one student's problem
- May take extra time to plan appropriate accommodation for each student
- They **highlight** different learning styles




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**What is Universal Design?**



Consider the needs of the broadest possible range of users from the beginning.

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**Quick Inquiry**

Please write, think of, or draw your responses quietly.

1. Who is the number one user of closed captioning?
2. Why do you use curb cuts?
3. What are the benefits of unisex bathrooms?




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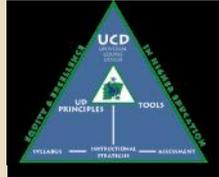
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### What is Universal Curriculum Design?

Universal Curriculum Design (UCD) includes **curriculum**, **instruction**, **assessment** and the **environment**, usable by all students, to the greatest extent possible, without the need for accommodations.



Universal Curriculum Design website:  
[www.eonline.org](http://www.eonline.org)

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### Universal Curriculum Design: UCD

- Emphasizes meeting individual needs of a broad range of students
- Provides alternative ways students can engage in the learning process
- Enhances access to the curriculum and instruction for all students
- Removes physical barriers to successful learning
- Provides flexibility without watering down the curriculum

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### Examples of UD Benefiting All Students

- **Audio books** – for students who have visual disabilities and those who are more auditory learners
- A **pictorial and literal timeline** of the day's activities – for visual learners as well as those learning to read
- Providing **work tables of different heights** ensures that children who need to can stand, and for those who have a difficulty sitting and focusing
- Building in opportunities and providing materials for a **variety of types of representation**
  - After a field trip children are asked depict their experience by writing about it **or** painting **or** using markers, collage, **or** other art materials.

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**UCD Benefits All**

The primary vehicles for children's learning, play, and language development are both child initiated and adult supported through active interaction with adults and peers, as well as through exploration of materials.



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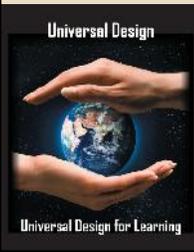
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**UCD Four Key Elements**

- Environment
- Curriculum
- Instruction
- Assessment



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**Environment**

- Create a classroom climate that is safe, caring, and nurturing.
- Build a personalized learning environment. Teach respect for all learners and all diversities.
- Use physical space to enhance student participation and engagement.



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### UCD Strategies for the Environment

- Create a **community of learners**.
- Create a classroom environment that **respects and values diversity**.
- Assure that classrooms are **accessible** to individuals with a wide range of physical abilities and disabilities.
- Be aware of ambient noise; use **amplification or captioning**.
- Ask students if they can **hear and see** when you are talking to them




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### What are the elements of a positive learning environment for all children?

- Furniture
- Materials
- Room layout
- Mobility
- Cultural
- Climate




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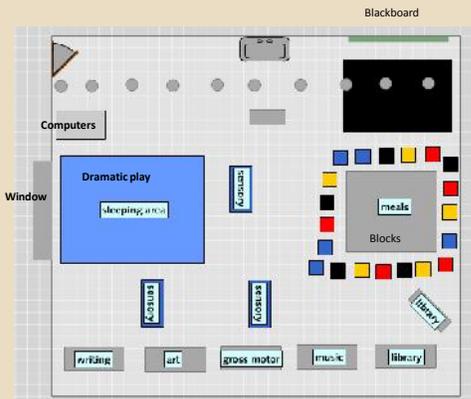
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### Room Layout




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### Creating a UCD Environment

**Include:**

- Water/Sand area
- Cubbies
- Sleeping area
- Computers
- Carpet area
- Large table
- Library
- Writing
- Art area
- Dramatic play area
- Lunch tables




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### To create your own UCD environment go to:



[http://www.lakeshorelearning.com/classroom\\_designer/cd\\_launch.jsp?popup=yes](http://www.lakeshorelearning.com/classroom_designer/cd_launch.jsp?popup=yes)



Center signs, materials, calendar, children names (Environments)  
<http://www.eichild.com/environments-resources-r>

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### Curriculum

1. Construct a meaningful and relevant curriculum.
2. Determine the specific content, skills, and strategies to be learned.
3. Ask the question, "How will the students access the information?"
4. Provide flexible media and materials to ensure access to information and to learning.
5. Motivate and engage students based on interest, experience, and application.




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**UCD Strategies for the Curriculum**

- Present each curriculum component **in more than one way.**
- Incorporate **student interests** into the curriculum.
- Value the process of **exploration and discovery.**
- Use books that have **audio** counterparts.
- Provide students with a **choice** for engaging with the curriculum.
- Create more than one activity that incorporates the same curriculum; allow students to **choose** which one they would like to work with.
- Choose books, materials, and activities that are **culturally responsive.**




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**Instruction**

- Provide multiple & flexible methods of instruction (circle time, dramatic play, working independently)
- Provide multiple models of possible performance objectives & multiple opportunities to explore and practice
- Provide activities with adjustable levels of challenge
- Ensure cultural responsiveness.




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**Assessment**

- Systematically assess children's leaning and development.
- Monitor progress consistent with specific content, skills, strategies and supports.
- Use both formal and informal assessment/observation.




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### Benefits of Universal Design

- Increases access for all
- Encourages students to participate and try new ideas
- Increases retention of all students
- Respects individual learning styles




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### How the internet can enrich curriculum

- <http://explore.org/>
- What site could you use to deepen a subject you are studying?




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### Inspiration/Kidspiration

Create a web for a topic you are studying:

1. Curriculum web – showing topic and connections to each learning center in your room.
2. Concepts web - showing the deepening concepts that you might explore in this topic (this may depend on children’s interest).




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### Social story

- Start to collect photos for your social story or other final project
- Creating an online book at <http://bookbuilder.cast.org/>




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### Conclusions

- Find one web link OR app that support a topic you are studying with children, share in a Word Document in DropBox, be sure your name is in the document.
- Create one of the two types of webs and post in DropBox.




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