Universal Design For Learning; Reaching All Children

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How can you hold thirty hands when you only have two?
Getting Started

- Welcome
- Presenter introductions
- Icebreaker activity
  - Participant introductions
- Review and revise day’s agenda
  - Getting participant needs met
Agenda/Objectives

- Description of universal design (UD) and how it leads to access, participation, and progress
- Discussion of a quality curriculum framework for young children
  - Focus on high quality activities and instruction
    - Need for common outcomes for all children
    - Overview of the principles of universal design for learning
      - Detailed features and implications of UDL principles
      - Strategies for planning and implementing UDL principles
  - Discussion of measuring the effectiveness and quality of implementation
What do you want to get out of the session?

♦ What are you hoping to do as a result of this session?
♦ What do you currently know about such topics as universal design, curriculum frameworks, and the principles of universal design?
♦ What questions do you have about the topics that will be covered?
What is Meant by Universal Design?

- Define the concept of Universal Design (UD)
  - Promotes equal access
  - Levels the playing field
  - Should be incorporated across assessment, instructional, and progress monitoring practices

- UD is necessary in the age of accountability
  - Description of accountability movement
  - Designed to increase access and participation which should lead to progress
Consider this...

Curb Cuts
- Wheelchairs
- Strollers
- Skateboards
- Walkers with & without canes

Television Captioning
- Individuals who are deaf
- Exercisers
- Diners
- Couples & Sleep
- Language Skills
- Cost $
Curriculum Framework

(DEC, 2006; Pretti-Frontczak, Jackson, McKeen, & Bricker, in preparation)
Selecting a Quality Curriculum

- Step One: Know the elements of a curriculum framework
- Step Two: Form a team/committee
- Step Three: Know who you are
- Step Four: Plug and Play
- Step Five: Ensure alignment
- Step Six: Ensure quality
- Step Seven: Seek program/board adoption
- Step Eight: Implement and evaluate
Step One

- Know the elements of a curriculum framework
  - Hundreds of definitions to pull from
  - Build upon state definitions
  - Rely on recommended practice (DEC, 2006, NAEYC, 2003)
    - Comprehensive
    - Accessible
    - Developmentally, individually, and culturally appropriate
Elements of a Curriculum Framework

- Assessment
- Scope and Sequence
- Activities and Instruction
- Progress Monitoring
Assessment

- Process of ongoing observations and documentation of children’s performance
- Use is to guide instruction
- Produces a clear understanding of all children’s current skills and abilities to ensure access and participation and also to develop appropriate learning opportunities
Scope and Sequence

- **Scope** is the breadth and depth of what will be taught/addressed
  - Refers to broad, often-integrated areas of development (e.g., motor, communication, adaptive, social) and/or content areas (e.g., mathematics, science, literacy).
  - Also refers to what is taught to all, some, and a few (universal, targeted, intensive)

- **Sequence** is the order in which learning outcomes will be taught/addressed
  - Developmental sequences
  - Pedagogical sequences
  - Logical sequences
Activities and Instruction

- For younger children the general curriculum is defined as appropriate activities. Activities therefore are where natural learning opportunities arise as well as instruction on targeted skills and concepts outlined by children’s need, local, state, and federal standards.

- For older students the general curriculum is defined as all curricular and non-curricular activities where students are exposed to and taught critical concepts and skills outlined by students’ need, local, state, and federal standards.
Progress Monitoring

- Recursive/spiral/feedback loop
- Use is for modifying and revising instruction
- Produces a clear understanding of the impact of instruction on children’s access, participation, and progress in the general curriculum
Step Two

- Form a team/committee
  - Composed of key stakeholders
  - Represent the diversity of the children and families being served
  - Be creative in seeking input
Step Three

- Know who you are
  - Review program’s mission
  - Identify priorities
  - Know population being served
  - Understand what is currently in place and working
Step Four

• Plug and Play
  – Using the DEC (2006) definition see which elements are already in place
  – Keep focus on what is common across classrooms/service providers
  – Leave special techniques/strategies for the IEP/IFSP (specially designed instruction)
Step Five

- Ensure alignment
  - Process of showing the relationship between curriculum, classroom instruction/services provided and assessment to a set of content standards/guidelines
  - Essential at the local (program) level to assure connections within and across domains of early child development and content areas/guidelines
  - Assists in identifying gaps (those areas NOT addressed in curriculum framework)
Step Six

- Ensure quality
  - Universal design
  - Developmentally appropriate practices
  - Comprehensive and integrated
  - Collaborative partnerships
  - Linked
  - Evidence-based
Activities and Instruction

- After ensuring a strong foundation –
  - Consider two critical aspects of high quality activities and instruction
    - Targeting meaningful outcomes for all learners
    - Incorporating the principles of universal design for learning
Common Outcomes

- What all children should learn
- Cover all areas of development and learning
- Can be sequenced in order to guide instruction
- High quality
  - Observable
  - Functional
  - Generative
  - Teachable
- Big Ideas are examples of common outcomes
What are Big Ideas?

- Concepts and skills that are:
  - important for successful access and participation, and subsequent progress
  - generally agreed upon and valued by most in a given state/society/community
  - representative of the focused, or critical things children should know and be able to do
Why Focus on Big Ideas in Early Childhood?

- Big Ideas…
  - Promote alignment of learning outcomes across ages/grades
  - Keep the focus on critical concepts and skills
  - Ensure equity across programs/agencies/districts
  - Aim to ensure children are entering future educational experiences with similar capabilities
  - Facilitate efficient and effective learning
  - Serve as a bridge between assessment, instruction, and progress monitoring
  - Link early childhood educational systems; early intervention, preschool, early elementary, and Head Start
## Big Ideas in Early Childhood

<table>
<thead>
<tr>
<th>Big Idea Skills</th>
<th>Big Idea Cognitive Concepts</th>
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</thead>
<tbody>
<tr>
<td>2. Comprehending</td>
<td>2. Color</td>
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<tr>
<td>3. Counting</td>
<td>3. Function</td>
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<tr>
<td>4. Creating/Expressing new objects/images, events, or ideas</td>
<td>4. One-to-one correspondence</td>
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<td>5. Inquiring</td>
<td>5. Quality</td>
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<td>7. Participating</td>
<td>7. Reliance</td>
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<td>8. Predicting</td>
<td>8. Shape</td>
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<tr>
<td>10. Recalling</td>
<td>10. Spatial Relations</td>
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<td>11. Representing</td>
<td>11. Temporal Relations</td>
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<td>12. Rhyming</td>
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<td>13. Segmenting and Blending</td>
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<td>14. Sequencing</td>
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Application Activity

- Review the Outcome Quality Rating Scale
- Review several Big Ideas or common outcomes listed
- Which meet the highest quality ratings?
- Why do some Big Ideas or common outcomes listed not meet a quality indicator?
Video Review

- Watch video segments
- As the activity progresses, can you identify which Big Ideas are being targeted?
- Which Big Ideas look to be purposefully targeted v. incidentally?
We have made the school buildings more accessible, but the curriculum inside the classroom is still unavailable to all students...

The notion of Universal Design for Learning was born...
What is Universal Design for Learning (UDL)?

Universal design for learning is an “approach to planning and developing curricula in ways that promote access, participation, and progress in the general curriculum.” (Orkwis & McLane, 1998)

With UDL, every student is an individual with unique interests, needs, and abilities.
Asking a Different Question

How can an activity address the needs of diverse learners?

Rather than

How does the activity need to be modified for a particular child?
What is Universal Design for Learning?

- Provides alternatives for all learners
- Maintains high standards for all learners
- Allows access and learning goals to be achieved
- Accommodates for differences in abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember
- Creates flexible curricular materials and activities
- Builds upon three principles
Learning and the Brain

Current Brain Research…

- Recognition Network
- Strategic Network
- Affective Network
Learning and the Brain

Recognition Network:
- Recognizing
- Identifying
- Interpreting
- Sound, light, taste, smell, touch

Classroom examples: identifying letters, formulas, maps, ideas, cause and effect relationships, etc…
Learning and the Brain

Strategic Networks:
- Planning
- Executing
- Monitoring actions and skills

Classroom examples: doing a project, composing an essay, taking a test, etc…
Learning and the Brain

Affective Network:
- Engagement
- Motivation
- Developing preferences
- Establishing priorities and interests

Classroom Examples: essential to wanting to learn
Multiple Means of Representation

Supports one’s ability to acquire information, knowledge, and skills through various and preferred means of access to achieve a targeted outcome.
Multiple Means of Representation Unpacked

- Complexity of actions, directions, expectations, materials, processes, steps, supports and/or tasks
  - Easier to more difficult
  - Single to multiple components
  - Earlier to later developmental skills
  - Familiar to novel
  - Supported to independent
Multiple Means of Representation Unpacked

- **Form**
  - Auditory
  - Kinesthetic
  - Tactile
  - Visual

Jackson, Prenzi-Fronczak, & Shuck, 2005
Multiple Means of Engagement

The use of a variety of activities and means of active learning that allows students to participate in various learning processes geared towards the same outcome.
Multiple Means of Engagement Unpacked

- Child/Student choice
- Format for instruction
- Group size
- Type of group

Jackson, Pretti-Fronczak, & Shuck, 2005
Multiple Means of Expression

Allows students to use a variety of methods to express what they know and are able to do in means appropriate for their ability
Multiple Means of Expression Unpacked

- Verbal
- Non-verbal

Jackson, Pretti-Fronczak, & Shuck, 2005
UDL Examples Form Review

- How do you see these considerations currently incorporated within activities, centers, classrooms?

- How does this represent the array of learning needs?

- What do you expect to see when teams include UDL considerations into their planning and implementation?
Video Review

- Is multiple means of **representation** present within this activity?

- What type of **engagement** opportunities are available around the outcome?

- Do the instructors support children demonstrating what they know and are able to do through various means of **expression**?
Universal, Targeted, Individualized

- High quality instruction should be tiered, layered, and dynamic
- Consider the needs of all children and what supports may be in place all of the time
- Consider the needs of some of the children, and when targeted supports may be necessary
- Consider the needs of specific children, and the individualized supports they may require
Negotiated Process

- Even though UDL is developed through the planning process, implementation requires support by both the teacher and the student.
  - Flexibility within access of information
  - Choice of engagement
  - Student guided expression
Planning with UDL in Mind

- UDL Examples Form
- Guiding Web
- Lesson/activity planning
Curriculum Planning Web

Curriculum Organizer
(theme, book, project, until, lesson)

Outcome(s)/Big Idea(s)

Multiple Means of Representation
- Complexity
- Form

Multiple Means of Engagement
- Child/Student Choice
- Group Size
- Type of Group

Multiple Means of Expression
- Opportunities For Instruction
- Nonverbal
- Verbal
<table>
<thead>
<tr>
<th>Activity:</th>
<th>Environmental setup (preparation):</th>
<th>Outcomes</th>
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<tbody>
<tr>
<td>Materials list (supplies and tools):</td>
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<td>Directions (getting started, sequence, doing):</td>
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<td>Accommodations</td>
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<td>Vocabulary/Signs</td>
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<td>Planned Variations</td>
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<td>Embedded Learning Opportunities</td>
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<tr>
<td>Ideas for Family Involvement (recipient to provider)</td>
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Activity Plan Review

- Review the completed lesson plan
- Identify the curriculum organizer, common outcomes, and multiple means of representation, engagement, and expression within the activity plan
Step Seven

- Seek program/board adoption
  - Ensure each element of a curriculum framework is included
  - Take what is common among all providers
  - Focus on evidence-based practices and resources
Step Eight

- Train those responsible for implementing the curriculum framework and provide ongoing support
- Make the curriculum framework visible to all stakeholders
- Check to make sure the curriculum framework is being implemented over time
- Conduct formative and summative evaluations regarding the curriculum framework
Implementation Rubric

- Develops an understanding of the extent to which quality instruction is being implemented to support an outcome

- 4 elements are assessed through observation

- Rubric rating range from *not implemented/low quality* to *completely implemented/high quality*
Video Review

- View video segments again
- Review the implementation rubric characteristics
- Which characteristics are visible?
- Which are strengths v. emerging skills?
- What type of training and support would the teacher/staff need to implement more fully?
Concluding Remarks?

- What needs further consideration?
- What can you take back?
- How will you share?
- What are your next steps?
- Comments & Feedback
References

- Jackson, Pretti-Frontczak, & Schuck. (2005). *Universal design for Learning Examples*. Kent State University (kprettif@kent.edu).
Handouts and PowerPoint can be accessed at
(http://fpsrv.dl.kent.edu/ecis/Web/Research/DEC%20Presentations.htm)