

**UNIVERSAL DESIGN
FOR LEARNING:
BACK TO THE BASICS**



Session 1: Affective Network

SESSION GOALS:

- Understand what is meant by “UDL”
- Increase knowledge and understanding of key UDL vocabulary and principles
- Identify methods of engaging students



WHAT DO YOU THINK YOU KNOW?

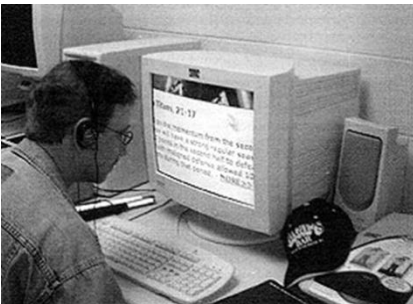
- UDL is just good teaching.
- UDL is differentiated instruction
- What else?



UNIVERSAL DESIGN FOR LEARNING

“An approach to designing instructional methods and materials that are flexible enough from the outset to adapt and allow for learner differences”

Meyer and Rose, 2006, pg. 2



UDL AT A GLANCE

CAST **25** YEARS OF
INNOVATION
1984-2009

Transforming education through Universal Design for Learning — <http://www.cast.org>

UDL at a glance



UNIVERSAL MEANS EVERYONE



Retroactively Designed



Intentionally Designed



UDL IN PRACTICE...

- UDL draws upon and extends educational approaches with which many educators are already familiar, and
- UDL emphasizes
 - Teachers as guides or facilitators
 - Learning as a process
 - Student construction of knowledge with active rather than passive engagement

Rose & Meyer, 2006



THE GOAL OF UDL

To eliminate unnecessary barriers to learning without eliminating challenges in order to ensure all learners achieve standards.

- Maintains high expectations for ALL learners
- Ensures access to academic standards for ALL learners
- Ensures student interaction and engagement with content for ALL learners

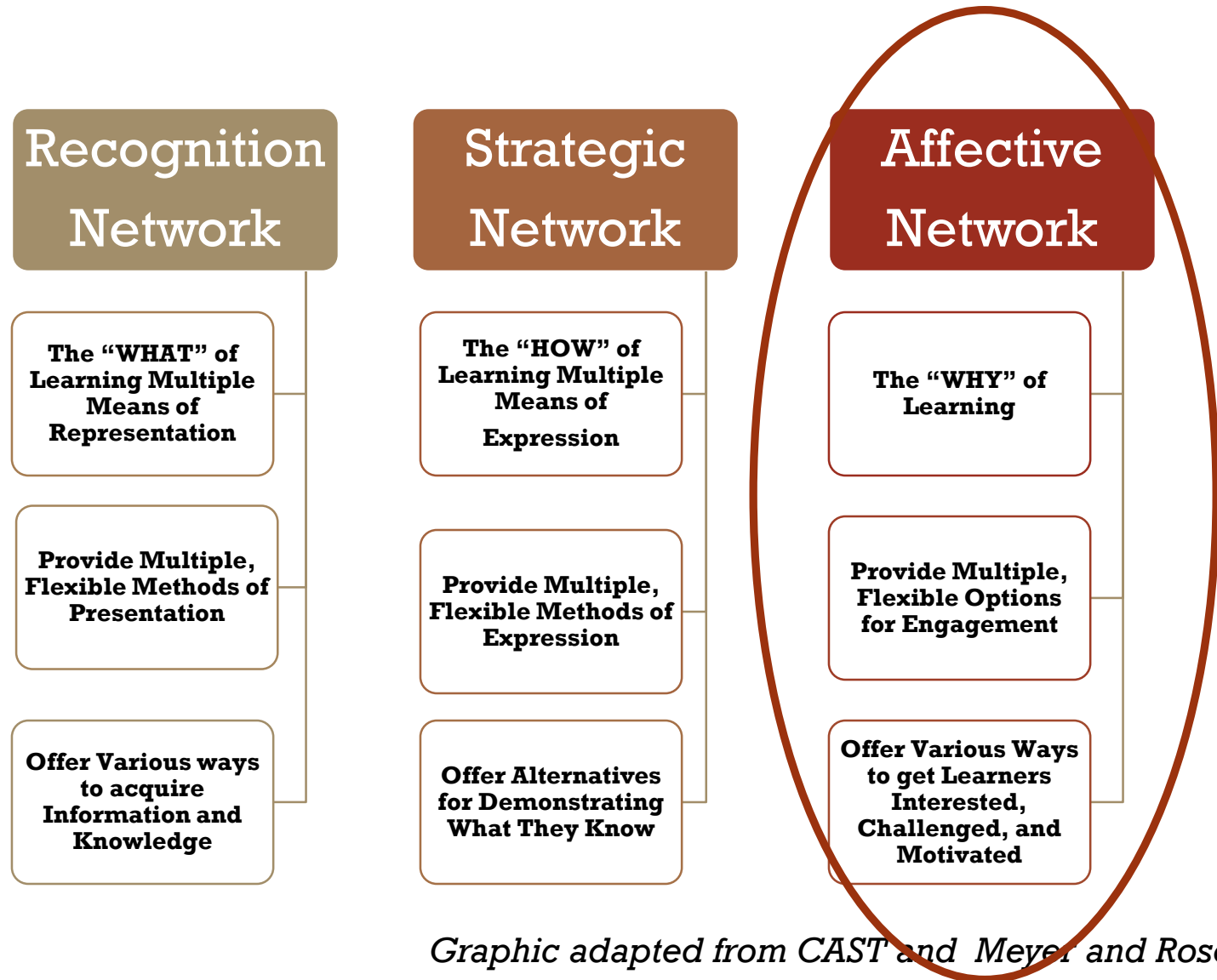


BENEFITS OF UNIVERSAL DESIGN

- Proactively addresses anticipated barriers to increase the effectiveness and efficiency of instructional planning
- Provides options for everyone, engaging and supporting all students
- Increases effectiveness of instruction, reducing the need for remediation and intervention



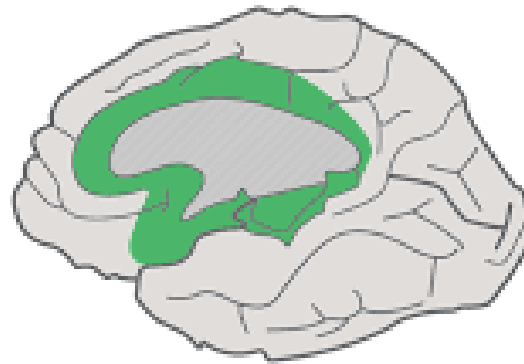
THREE PRIMARY LEARNING NETWORKS

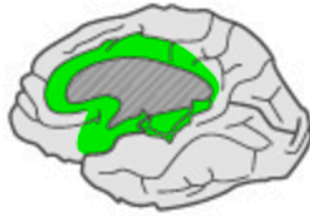


Graphic adapted from CAST and Meyer and Rose, 2006

AFFECTIVE NETWORK: THE "WHY" OF LEARNING

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING





Provide Multiple Means of **Engagement**

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



MULTIPLE MEANS OF ENGAGEMENT

- Self- Regulation



MULTIPLE MEANS OF ENGAGEMENT

■ Self- Regulation

- Promote expectations and beliefs that optimize motivation



MULTIPLE MEANS OF ENGAGEMENT

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- Facilitate personal coping skills and strategies



MULTIPLE MEANS OF ENGAGEMENT

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- Develop self-assessment and reflection



MULTIPLE MEANS OF ENGAGEMENT

- Sustaining Effort & Persistence



MULTIPLE MEANS OF ENGAGEMENT

- **Sustaining Effort & Persistence**
 - Heighten salience of goals and objectives



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MULTIPLE MEANS OF ENGAGEMENT

- Recruiting Interest



MULTIPLE MEANS OF ENGAGEMENT

- **Recruiting Interest**
 - Optimize individual choice and autonomy



MULTIPLE MEANS OF ENGAGEMENT

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 - Optimize individual choice and autonomy
 - Optimize relevance, value, and authenticity



MULTIPLE MEANS OF ENGAGEMENT

■ Recruiting Interest

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- Optimize relevance, value, and authenticity
- Minimize threats and distractions



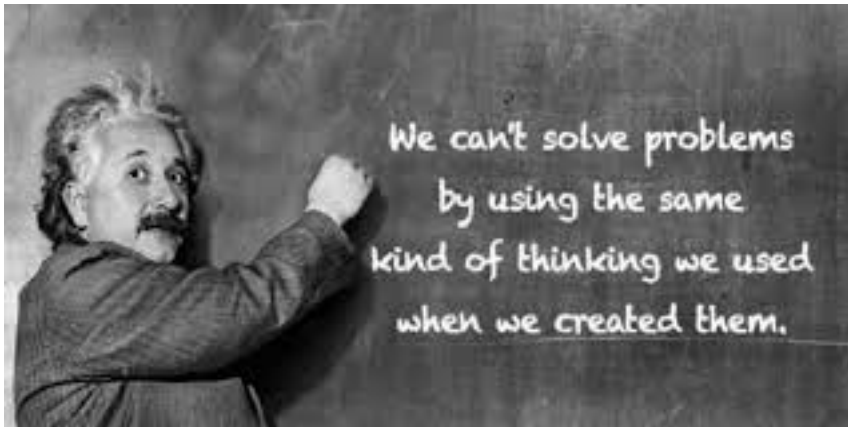
UDL AND TECHNOLOGY

- Technology can help teachers create more flexible learning environments – but they are not the only way to do so
- Educators who do not have access to the latest multimedia and computer-based technologies can still apply UDL in powerful ways



THE NEW WAY OF THINKING

“Our work taught us that when education fails, barriers to learning are likely found in the curriculum - not in individual learners, who fall along a long continuum of diverse abilities, interests, and skills. As a result, the burden to adapt must, as a first step, be placed where it belongs: on the curriculum itself.”



Rose and Meyer, 2006, pg. vii

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!



RESOURCES & CONTACT

- www.CAST.org
- <http://www.udlcenter.org/>

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