Universal Design for Learning
4th Annual Nor Cal PBIS Symposium
April 5, 2018
Overview of Universal Design for Learning

Presented By:

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Greetings & Introductions
Expectations/Norms

We are Safe & Healthy
- Make a comfortable space for yourself
- Take breaks as needed
- Move if you need to

We are Respectful
- Be an attentive listener
- Value everyone’s ideas
- Resist side conversations
- Cell phones off

We are Friendly & Kind
- Step up/Step back
- Stay on topic
- Support your team
Outcomes for Today

• Understand services provided by the Inclusion Collaborative
• Increased understanding of Multi-Tiered Systems of Support (MTSS)
• Increased understanding of Universal Design for Learning (UDL)
  – Definition and concepts
  – Planning strategies to support UDL
  – Application and best practices
Padlet
http://padlet.com/kwahl3/2018PBIS
EQUALITY vs EQUITY

In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.
Inclusion Collaborative

**Mission:**
The Inclusion Collaborative of SCCOE builds a culture that values all children by strengthening, sustaining, and ensuring inclusive practices.

**Vision:**
Our community embraces diversity and supports lifelong quality inclusion for everyone.
Inclusion Collaborative Services

- Coaching
- Technical Assistance
  - Site Meetings
  - Resource Materials
- Professional Development
  - Countywide (Make & Takes, Teaching Pyramid, etc.)
  - Annual Inclusion Collaborative State Conference
  - Available for districts & organizations for on-site training
Social Media

Website
www.inclusioncollaborative.org

Contact us at inclusion@sccoe.org

Sign up/follow Inclusion Collaborative on:
Inclusion Collaborative Services

Warm Line

(408) 453-6651
inclusionwarmline@sccoe.org

FREE support, information and referrals for including children of all ages with disabilities and other needs in your community

- Positive behavior support for parents and professionals
- Referrals to local resources, agencies, and services
- Developmental Screening for ages one month to 5½ years
- Answers to questions regarding inclusive practices
- Parent and educator resources (such as visual supports, social stories)
- Resources for transitions between programs (such as elementary to middle school)
- Technical assistance and support to increase inclusive services
- Referrals to inclusive community activities

www.inclusioncollaborative.org

Supported by:
Santa Clara County Office of Education
Warmthaven Institute for Inclusion

Santa Clara County Office of Education
Inclusion Collaborative
Inclusion Collaborative Services

“Thank you so much for the advice and support you provided for my daughter. The Warm Line truly makes a difference of the lives of people who need your help and professional advice.” – Parent
Person-First Terminology

• is the model for respectfully referring to a person with a disability by placing the person ahead of his/her label or disability.
• by placing the person ahead of his/her label or disability shows that each person has value.
• is the first step towards changing negative perceptions and attitudes about people with disabilities.
• Please join the Inclusion Collaborative in starting a wave of respectful language for people with disabilities here in our community and beyond. Pledge today!
5th Annual Inclusion Collaborative Conference

October 24-26, 2018
New Inclusion Collaborative PSA
What is inclusion to you?

Hello
my name is

Wonderful

Hello
my name is

Outstanding
What is Inclusion?
What is Inclusion?

Segregation
What is Inclusion?

Integration
What is Inclusion?
Definition of Inclusion

• An Attitude
• A Philosophy
• Promotes a sense of belonging, community and membership
• Values differences & diversity
• Builds positive social relationships & friendships
• Promotes reaching full developmental and learning potential
Inclusive Programs

• Use Evidence-Based Practices
• Creatively adapt activities so that each child can participate
• Make reasonable modifications to policies, practices and procedures
• Embed children’s developmental goals into daily routines
• Welcome all children!
A little background…
1975
PL. 94-142 Legislation requires public schools to provide free and appropriate public education (FAPE) in the least restrictive environment (LRE)

1990-1997
IDEA included the requirement that students with disabilities have access to Gen Ed and related services, i.e. Speech, OT

2004
NCLB and IDEA reauthorization further require that students with disabilities must be integrated with non-disabled peers
Endrew Case Ruling

- Unanimous ruling by the U.S. Supreme Court on March 22, 2017 in *Endrew F. v. Douglas County School District*

  “The IEP provisions [of IDEA] reflect *Rowley*’s expectation that, for most children, a FAPE will involve integration in the regular classroom and individualized special education calculated to achieve advancement from grade to grade.” (Page 11)

- The Court rejected the lower courts’ prior *de minimus* standard: “When all is said and done, a student offered an educational program providing ‘merely more than de minimus’ progress from year to year can hardly be said to have been offered an education at all.” (Page 14)

- Chief Justice Roberts wrote: “educational program[s] must be appropriately ambitious” (Page 3)
Unanimous
Least Restrictive Environment

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled; and

(ii) Special classes, separate schooling and other removal of children with disabilities from the regular educational environment occurs only when the nature and severity of the disability is such that education in regular classes with the use of supplementary aides and services cannot be achieved satisfactorily.

(34 C.F.R 300.114 [A][2])
The Law

In all cases, placement decisions must be individually determined on the basis of each child’s abilities and needs, and not solely on factors such as category of disability, significance of disability, availability of special education and related services, configuration of the service delivery system, availability of space, or administrative convenience (34 C.F.R. Part 300, Appendix A, Q.1; 64 Fed. Reg. 12471)
The Law

- Least Restrictive Environment must be offered at every IEP
- Benefits of inclusion must be discussed
- Documentation must be in NOTES of every IEP
<table>
<thead>
<tr>
<th>Frequently Identified Goals of Education by Category</th>
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</thead>
<tbody>
<tr>
<td><strong>Belonging</strong></td>
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<tr>
<td>- Having friends</td>
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<td>- Forming and maintaining relationships</td>
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<td>- Being part of the community</td>
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<td>- Feeling good about oneself</td>
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<td>- Getting along with others, including coworkers</td>
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<td>- Being a caring parent and family member</td>
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<td>- Being happy</td>
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<tr>
<td><strong>Mastery</strong></td>
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<td>- Experiencing success and becoming competent in something or some things</td>
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<td>- Being well rounded</td>
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<td>- Bring a good problem solver</td>
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<tr>
<td>- Being flexible</td>
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<tr>
<td>- Being motivated</td>
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<tr>
<td>- Having literacy, numeracy, technology and communication competence</td>
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<td>- Being a lifelong learner</td>
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<td>- Reaching one’s potential in areas of interest</td>
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<td><strong>Independence</strong></td>
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<td>- Having choice in work, recreation, leisure or continued learning</td>
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<td>- Possessing the confidence to take risks</td>
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<td>- Being as independent as possible</td>
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<td>- Assuming personal responsibility</td>
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<tr>
<td>- Holding oneself accountable for actions and decisions</td>
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<tr>
<td>- Being able to self advocate</td>
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<tr>
<td>- Being adaptable and flexible</td>
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<td><strong>Generosity</strong></td>
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<tr>
<td>- Being a contributing member of society</td>
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<td>- Valuing diversity</td>
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<tr>
<td>- Being empathetic</td>
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<tr>
<td>- Offering compassion, caring and support to others</td>
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<tr>
<td>- Being a responsible citizen</td>
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<tr>
<td>- Giving back to the community</td>
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<tr>
<td>- Exercising global stewardship</td>
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(Villa and Thousand, 2017)
Inclusive Practices Help Everyone
“No studies conducted since the late 1970’s have shown an academic advantage for students with intellectual and other developmental disabilities educated in separate settings”.

Falvey (2004)
[Students with special needs]... “educated in regular classes do better academically and socially than comparable students in non-inclusive settings” (Baker, Wang and Wahlberg, 1994 p.34)
Blackorby and colleagues (2005) found that students who spend more time in general education than their peers performed closer to grade level, had higher test scores and were less frequently absent.
The inclusion of students with disabilities has, for the large part, either neutral or positive effects on students without disabilities (Kalambouga, Farrell, & Dyson, 2007).
Who Benefits from Inclusion?

- All students (with & without disabilities)
- All families (with & without a child with a disability)
- Staff who work with students
- Communities
What is Multi-tiered System of Support (MTSS)?

Designed to proactively address the academic, behavioral, and social-emotional needs of all students.

Focuses on whole child.
**MTSS Pyramid**

**Tier 1** Core Instruction
- All students
- Preventive, proactive
- Universal Design for Learning

**Tier 2** Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

**Tier 3** Intensive, Individual Interventions
- Individual students
- Assessment-based
- High intensity
- Of longer duration

**SWPBS**

**Tier 1** Core Instruction
- All students
- Preventive, proactive

**Tier 2** Targeted Group Interventions
- Some students (at-risk)
- High efficiency
- Rapid response

**Tier 3** Intensive, Individual Interventions
- Individual students
- Assessment-based
- Intense, durable procedures

5%

15%
California Initiatives

California Scale-Up MTSS Statewide (SUMS) Initiative Technical Assistance (TA) Training Grants

- One Coherent System
- Moving Away from Silos
- Partnering with Orange County & Butte County Offices of Education and SWIFT Center
- Provides a process for Local Education Agencies (LEA) to assess their strengths, coordinate supports to their Local Control Accountability Plans (LCAP), and align their MTSS
FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE
Partner Discussion

What do you know about Universal Design for Learning?
Given 1 minute, use 4 straight lines to connect all of the dots without lifting your pen.
Ta–Da
A Box to Think Outside of:

Student
Could you please shovel the ramp?

All these other kids are waiting to use the stairs. When I get through shoveling them off, then I will clear the ramp for you.

But if you shovel the ramp, we can all get in!

Clearing a path for people with special needs clears the path for everyone!
WHY UNIVERSAL DESIGN FOR LEARNING?

Classrooms are filled with students who:

- have different needs
- come from different educational backgrounds
- have different attention spans and interests
- have different language abilities
- have different cultural backgrounds
Learner Variability is the Norm
The Average Student is a Myth

- Memory
- Language
- Knowledge
- Reading
- Vocabulary
- Curiosity
- Perceptual
- Cognitive
- Interest

Disabling?
Differentiated Instruction

Providing every child access to general education curriculum by varying:

- Learning activities
- Content demands
- Modes of assessment
- Classroom environment

Villa and Thousand, 2017
## 2 Differentiated Instruction Approaches

<table>
<thead>
<tr>
<th>Retrofitting</th>
<th>Universal Design for Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reactive</strong> “after-the-fact” differentiation based upon discovery of mismatches between facts one or more students and instructional content, process, and/or product demands.</td>
<td><strong>Proactive</strong> differentiation of instructional content, product, and process demands based on upfront assumptions of student diversity in multiple dimensions and investigation of students varying characteristics.</td>
</tr>
</tbody>
</table>
Retrofitting

1. Plan for content
2. Plan processes of learning
3. Plan for products and assessments
4. Consider facts about the learners
Avoid Retrofitting
Each retrofit solves only one local problem

Costly

Ugly

Incorporate UDL principles from beginning design
Retrofitting

1. 
2. Differentiate for content
3. Differentiate for processes of learning
4. Differentiate for products and assessments
4. Consider facts about the learners
Universal Design for Learning

1. Gather facts about the learners
2. Differentiate content demands
3. Differentiate product demands
4. Differentiate process of instruction
“Consider the needs of the broadest possible range of users from the beginning.”

Ron Mace, Architect
Universal Design for Learning

Provide Multiple Means of Engagement
Purposeful, motivated learners

Provide Multiple Means of Representation
Resourceful, knowledgeable learners

Provide Multiple Means of Action & Expression
Strategic, goal-directed learners

Provide options for:
Self-regulation

Provide options for:
Comprehension

Provide options for:
Executive functions

Provide options for:
Sustaining effort and persistence

Provide options for:
Language, mathematical expressions, and symbols

Provide options for:
Expression and communication

Provide options for:
Recruiting Interest

Provide options for:
Perception

Provide options for:
Physical action
4 UDL Design Points

1. Facts about Students
2. Content
3. Product
4. Process

Villa and Thousand, 2017
1. Facts about Students

Gather facts about each student’s:

- social and academic abilities
- strengths
- learning preferences
- interests
- cultural background
- languages
- form of communication

Villa and Thousand, 2017
2. Content Demands

Common Core State Standards
Curriculum recommendations from professional organizations
Language, social, and affective goals
Differentiating level of knowledge or proficiency
Sequence of concepts/content
Multilevel, multisensory and multicultural materials to best convey concepts and content
Technology to promote access

Villa and Thousand, 2017
2. Content Demands

GOALS

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Provide options for:

Comprehension

Language, mathematical expressions, and symbols

Perception

Provide Multiple Means of Representation

Resourceful, knowledgeable learners
3. Product Demands

**Authentic product options**

collage, mnemonics, choral responding, podcast, photo essay, simulation, oral presentation, oral history, commercial, written presentation, PowerPoint/Prezi, teaching others, interview analysis summary, portfolio, rap/song, blog, play, model, role play, dance, probes, editorial

**Multilevel assessments and criteria**
rubrics

Villa and Thousand, 2017
3. Product Demands

Provide Multiple Means of Action & Expression
Strategic, goal-directed learners

Provide options for:

- Executive functions
- Expression and communication
- Physical action
4. Process Demands

**Instructional formats:**
integrated cross-curricular thematic, inquiry-based learning, online learning, hands-on activity-based, self-directed study, group investigation, Socratic dialogue, learning stations, simulation and role play, service learning community projects

**Instructional arrangements:**
whole group, cooperative learning, partner learning and peer tutoring, teacher-directed small group, independent work, one-on-one

**Instructional strategies:**
research-based, Bloom’s Taxonomy and Webb’s Depth of Knowledge, Multiple Intelligence theory, integrating the arts

**Social climate and physical environment:**
social norms, social skills, room arrangement for collaboration, use of spaces outside classroom, positive behavior supports

**Co-teaching approaches**
4. Process Demands

Provide options for:

Self-regulation

Sustaining effort and persistence

Recruiting Interest

“That was an awesome worksheet!,” said no student ever.

adapted from someecards
## UDL Guidelines

### I. Provide Multiple Means for Engagement:

1. **Provide options for recruiting interest**
   - 1.1 Optimize individual choice and autonomy
   - 1.2 Optimize relevance, value, and authenticity
   - 1.3 Minimize threats and distractions

2. **Provide options for sustaining effort and persistence**
   - 2.1 Heighten salience of goals and objectives
   - 2.2 Vary demands and resources to optimize challenge
   - 2.3 Foster collaboration and community
   - 2.4 Increase mastery-oriented feedback

3. **Provide options for self-regulation**
   - 3.1 Promote expectations and beliefs that optimize motivation
   - 3.2 Facilitate personal coping skills and strategies
   - 3.3 Develop self-assessment and reflection

### II. Provide Multiple Means of Representation:

4. **Provide options for perception**
   - 4.1 Offer ways of customizing the display of information
   - 4.2 Offer alternatives for auditory information
   - 4.3 Offer alternatives for visual information

5. **Provide options for language, mathematical expressions, and symbols**
   - 5.1 Clarify vocabulary and symbols
   - 5.2 Clarify syntax and structure
   - 5.3 Support decoding of text, mathematical notation, and symbols
   - 5.4 Promote understanding across language
   - 5.5 Illustrate through multiple media

6. **Provide options for comprehension**
   - 6.1 Activate or supply background knowledge
   - 6.2 Highlight patterns, critical features, big ideas, and relationships
   - 6.3 Guide information processing, visualization, and manipulation
   - 6.4 Maximize transfer and generalization

### III. Provide Multiple Means for Action and Expression:

7. **Provide options for physical action**
   - 7.1 Vary the methods for response and navigation
   - 7.2 Optimize access to tools and assistive technologies

8. **Provide options for expression and communication**
   - 8.1 Use multiple media for communication
   - 8.2 Use multiple tools for construction and composition
   - 8.3 Build fluencies with graduated levels of support for practice and performance

9. **Provide options for executive functions**
   - 9.1 Guide appropriate goal setting
   - 9.2 Support planning and strategy development
   - 9.3 Facilitate managing information and resources
Class Learning Profile

<table>
<thead>
<tr>
<th>UDL Design Point</th>
<th>Students’ Strengths</th>
<th>Students’ Needs</th>
<th>Students’ Preferences/Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process (Engagement)</td>
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<tr>
<td>Content (Representation)</td>
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<tr>
<td>Product (Action &amp; Expression)</td>
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</tbody>
</table>

Always consider:
#1. GOALS of lesson
#2. VARIABILITY of learners
#3. CONTEXT matters
## UDL Strategies on Padlet

<table>
<thead>
<tr>
<th><strong>Provide Multiple Means of Engagement</strong></th>
<th><strong>Provide options for Self-regulation</strong></th>
<th><strong>Provide options for Sustaining Effort and Persistence</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize self-monitoring techniques</td>
<td>Incorporate Social/Emotional</td>
<td>Set aside time to teach class norms</td>
</tr>
<tr>
<td>Use “Looks like/Sounds like” chart to</td>
<td>Teach use of technology to chart and</td>
<td>Provide feedback in a timely manner</td>
</tr>
<tr>
<td>conceptualize behaviors</td>
<td>display data of their own behavior</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Provide options for Sustaining Effort and Persistence</strong></th>
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<tbody>
<tr>
<td>Provide checklists of steps to get started</td>
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<tr>
<td>Chart Student’s progress</td>
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<tr>
<td>- Get student input when developing the chart</td>
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<tr>
<td>- Allow student to chart his or her own progress</td>
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<tr>
<td>Assign group tasks</td>
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<tr>
<td>- Assign group roles</td>
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<tr>
<td>- Utilize Jigsaw grouping techniques</td>
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<thead>
<tr>
<th><strong>Provide options for Recruiting Interest</strong></th>
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<tr>
<td>Provide multiple means of engagement</td>
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<tr>
<td>Think-Tac-Toe Board/Choice Board</td>
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<tr>
<td>- Provide a contract or outline of choice in activities</td>
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<tr>
<td>- Allow students to choose activity</td>
</tr>
<tr>
<td>Project Based Learning- PBL <a href="http://www.edutopia.org">www.edutopia.org</a></td>
</tr>
<tr>
<td>Twenty ideas for Engaging Projects</td>
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<td>III. Provide Multiple Means for Action and Expression:</td>
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<tr>
<td>9.4 Enhance capacity for monitoring progress</td>
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### Universal Design for Learning: Four Design Points and Considerations

**Design Point 1: Facts about Students**

- Social and academic abilities
- Strengths and interests
- Learning style preferences
- Preferred form of communication (primary language, assistive technology, braille etc.)

**Design Point 2: Content (Multiple Means of Representation)**

<table>
<thead>
<tr>
<th>State Curricular Academic goals (CCSS, foundations)</th>
<th>Additional goals (language, social, affective etc)</th>
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</table>

- Child's individual goal aligned to curriculum
- Sequence and Pacing of Content
- What multi level, multi cultural, multi sensory materials best convey concepts and content?
- How will technology provide access?
Reflection

How will you use this information?
Before You Leave!

First

Clean up, clean up! Everybody do your share…

Then

Please complete and submit an evaluation, you will then be given your certificate.
Thank you!

We hope to see you at another training!

Inclusion Collaborative