

Transition and Universal Design for Learning: Parent Session

January 30, 2013: Webinar

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Objectives

- Develop a common understanding of Universal Design for Learning (UDL)
- Connect UDL to ideas about meeting the needs of diverse learners
- Identify UDL strategies and tools used in Secondary Transition

UDL: Key Points

- The purpose of a curriculum is to support students to become lifelong learners who are skillful, knowledgeable, and purposeful in their lives.
- UDL reduces barriers found in curricula, and helps support learning.
- Knowledge about diverse learners informs UDL.

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UDL Key Points

- UDL principles can be applied to all lessons or curricula to ensure that educational goals, materials, methods, and assessments are applicable to all students.
 - (National Consortium on Deaf-Blindness (Sept. 2011). Practice perspectives: Universal Design for Learning. Retrieved from <http://www.nationaldb.org/>).

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Objective: A Common Understanding of UDL

- This next section will provide basic information on UDL.

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What is UDL?

- A model that is grounded in how we approach the curriculum, so that we include all students from the beginning.
- An idea that there is no one kind of learning, so we need flexibility from the start
- A framework that assumes high expectations for all students.

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Universal Design

Examples of Universal Design in our Daily Life

- Ramp curb cuts
- Digital books with text-to-speech
- Television and video captioning
- Easy grip tools
- Electric doors and lever doorknob



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Universal Design UDL

Universal Design	Access to Information	Universal Design for Learning
<ul style="list-style-type: none"> Americans with Disabilities Act Equal opportunities in public accommodations, employment, transportation, state and local government services, telecommunications 	<ul style="list-style-type: none"> Access to media Speech to text Accessible websites/materials Captioning Telephone and videophone devices for the deaf/hard of hearing 	<ul style="list-style-type: none"> Universal Design applied to education High expectations for all students Greater resources in technology provides more flexibility

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UDL and Educational Policy

- No Child Left Behind (NCLB)
- Section 504 of the Americans with Disabilities Act
- Individuals with Disabilities Education Act (IDEA, 2004)
- National Instructional Materials Accessibility Standard (NIMAS)
- Academic Standard/Common Core Standards
 - College and Career Readiness

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Universal Design for **Learning**

- Builds in flexibility, rather than retrofitting to adapt
- Remove barriers by anticipating the needs of all students
- Eliminates a “one size fits all” approach
- Addresses changing demographics in the classroom
- Incorporates research about the brain

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UDL and Brain Research

- There is no “average student” –
 - Our brains process information in unique ways
- UDL provides “Multiple Means of Engagement”
 - recognize information,
 - use information strategically
 - respond with emotion to the learning process

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Universal Design for Learning

Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

- Present information and content in different ways

**More ways to provide
Multiple Means of
Representation**

Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

- Differentiate the ways that students can express what they know

**More ways to provide
Multiple Means of Action and
Expression**

Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

- Stimulate interest and motivation for learning

**More ways to provide
Multiple Means of
Engagement**

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UDL is all about the planning!

- Front loading

For all tasks and learners.



Objective:

- Connect UDL to ideas about meeting the needs of diverse learners

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Why UDL?

- Schools are working to improve academic performance;
- Today's classrooms include many diverse learners;
- **THUS**, schools need to find ways to better meet the needs of all students!

National Universal Design for Learning Task Force

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Benefits of UDL

- UDL helps us plan up-front for
 - Flexible and supportive curricula
 - Responsiveness to variability across students
- Students interact with the curriculum
 - Are challenged to learn
 - Are motivated to learn
 - Are encouraged to question and explore

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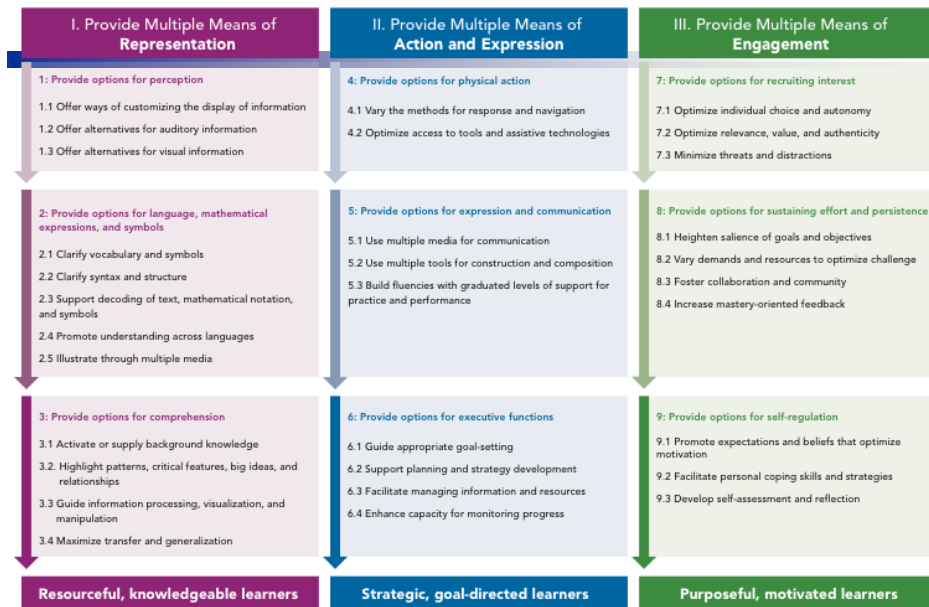
UDL Defined

“The term UNIVERSAL DESIGN FOR LEARNING means a scientifically **valid framework for guiding educational practice** that:

- A) **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
- B) 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.”

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Universal Design for Learning Guidelines



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 APA Citation: CAST (2011) *Universal Design for learning guidelines version 2.0*. Wakefield, MA: Author.

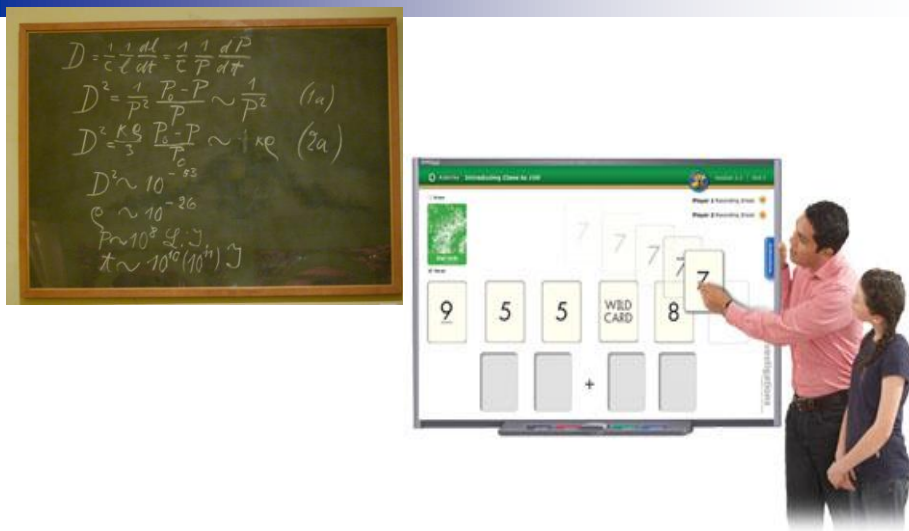
A UDL Approach

Assumes that students with varying needs will be involved in learning, and that the curriculum...

- the goals
- the instructional materials
- the instructional methods, and
- the assessments

...needs to address this diversity.

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UDL and Assistive Technology (AT)

- UDL is not the same as AT.
- UDL and AT are complementary supports.
- UDL is about instruction that eliminates barriers from the start for all learners.
- AT is about providing access for **individual** students.
 - It is still important to consider the individual student's need for AT devices and services!

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UDL and Accommodations

- Accommodations do not reduce learning expectations.
- Curriculum and assessments using UDL can reduce the need for accommodations, or dependency on an individual (e.g., teacher) to provide accommodations.
 - With UDL, teachers can plan for instruction and assessment that meets a variety of needs.

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Teaching and Learning with UDL

Teachers provide:

- Flexible ways of presenting lesson content
- Flexible methods of expression, and assessment
- Flexible options for student engagement

Students have:

- Options for how they receive content
- Options for how they demonstrate their learning
- Choices which will engage interest and sustain effort

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UDL: Key Points (Review)

- The purpose of a curriculum is to support students to become lifelong learners who are skillful, knowledgeable, and purposeful in their lives
- UDL reduces barriers found in curricula, and helps support learning.
- Knowledge about diverse learners informs UDL.

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Objective: Apply UDL to Transition

- Identify UDL strategies and tools used in Secondary Transition
 - Expands the definition of UDL
 - Merges curriculum planning for academic and transition planning
 - (a) multiple life domains (e.g., higher education and training, employment, independent living
 - (b) multiple means of assessment
 - (c) student self-determination, and
 - (d) multiple resources/perspectives.

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A Process for Addressing Transition

- Step One:** Use assessment to identify the student's post-secondary desired goals or vision.
- Step Two:** Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAFP), embedding Assessment data
- Step Three:** Establish Transition Team partnerships
- Step Four:** Design a Transition Plan that includes courses of study and Services/Activities (transition grid)
- Step Five:** Determine Measurable Annual Goals that address skill deficits and lead to post-secondary goals
- Step Six:** Monitor progress and adjust instruction based on data

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Universal Design for Transition

- Applies UDL to secondary transition
 - accessible opportunities related to transition from school to post-school services for students with disabilities
 - includes the design, delivery, and assessment of services
- Links academic content and transition planning, instruction, and goals

Multiple Life Domains for Transition

- What are the overall goals to achieve desired outcomes for
 - Higher education and training
 - Employment
 - Independent Living ?

College and career readiness are embedded in these domains.

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Multiple Transition Domains

Example: Lesson on natural disasters

- Higher education and training; employment:
 - Preparation, critical skills, and problem solving to prepare for a disaster
 - Learning to work as a team to problem solve the preparation for a disaster
- Employment:
 - Identifying and describing careers related to weather disasters
- Independent living:
 - Preparing one's home for a disaster, volunteering to help others

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Self-Determination

- How can self-determination be addressed in the lesson? Examples:
 - Students choose individual learning goals related to the lesson (e.g., research recent weather events and impact on economy)
 - Students organize main points of a presentation (e.g., steps to prepare for, survive and recover from a disaster)
 - Students communicate in a variety of contexts (e.g., present info to small group and class)

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UDL Key Points (Review)

- Lessons or curricula can apply UDL principles to ensure that educational goals, materials, methods, and assessments are applicable to all students.
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Planning Questions for UDT

- UDT provides a framework for educators to merge instruction on both academic and transition education by asking such questions as:
 - What are the overall goals of the lesson?
 - How can multiple transition domains be addressed in this lesson?

Planning Questions for UDT

How can students be provided with multiple means of representation, engagement, and expression?

Multiple Means of Representation

- Visual presentations (e.g., video on safety)
- Internet links to background information
- Access to definitions, illustrations, sound files or pictures
- Multimedia presentations (e.g., Windows Movie Maker, PowerPoint with voice over)
- Classroom discussion and brainstorming
- Text-to-speech (audible books)

Multiple means of Engagement

- Multiple options on ways to learn
 - Visual, audio, hands-on
 - Technology-driven or multimedia projects
 - Project-based inquiry
 - Group practice activities (e.g., read aloud, partner read/work,)
 - Cooperative learning activities (students work together to meet an academic goal)

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Multiple Means of Expression

- Graphic tools for outlining, compare/contrast, organizing
- Typing with spelling support and/or word prediction
- Multimedia tools (PowerPoint, Windows, Prezi)
- Product models, drawings, collages
- Graphs

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Tips for Parents

- Learn about UDL
 - Visit <http://lessonbuilder.cast.org/learn.php>
 - Videos, resources, examples
- Ask if your student's school knows about UDL
- Promote the UDL framework as an approach that impacts learning outcomes for all students
 - Ask the PTA to sponsor a session on UDL

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Tips for Parents

- Inquire at IEP meetings
 - Are goals connected to Pennsylvania's academic standards?
 - Do goals reflect the learning expectations for the students in your student's grade?
 - Is there a distinction between the goal, and the means to achieve the goal?
 - The means must be flexible

Tips for Parents

- Expect a variety of instructional approaches, an array of materials, and multiple ways to measure student learning
- Help support adoption of the UDL framework by becoming involved at your school, local, or state level

National Center for Learning Disabilities: A Parent's Guide to UDL (2008)

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Objectives (Review)

- Develop a common understanding of UDL
- Connect the UDL Guidelines with a framework for providing instruction that meets the needs of diverse learners
- Identify UDL strategies and tools used in Secondary Transition

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Resources

- National Center on Universal Design for Learning <http://www.udlcenter.org/>
- CAST www.cast.org
- National Center for Learning Disabilities <http://www.nclld.org/>
- Pennsylvania Training and Technical Assistance Network <http://www.pattan.net>

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