

2011-2012 Special Education Paraprofessional After-School Training Series

# What Universal Design ( UDL) Means to You

Webinar  
Frank Irzyk, Monica Maiese

January 24, 2012



Pennsylvania Training and Technical Assistance Network

## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

## PDE's Commitment to Least Restrictive Environment (LRE)

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Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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## District, IU, Preschool Agency Policy

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Your local district or agency's policies regarding paraprofessional job descriptions, duties, and responsibilities provide the final word!



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## Agenda

- Introductions
- What is Universal Design for Learning (UDL)?
- Can you balance Differentiated Instruction (DI) with UDL?
- What does brain research tell us about how UDL works?
- What are some examples of UDL in the General Education Curriculum?
- What ways can the special education paraprofessional team with the classroom teacher to provide UDL options?

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## Learner Outcomes

- Develop a common understanding of the Universal Design for Learning (UDL) through its three principles
- Know the impact that UDL has on curriculum and instruction for all students
- Know the unique learning profile of the student
- Understand methods of teaming with the classroom teacher to support individual student needs
- Know the resources available that highlight UDL principles

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## What is Universal Design ?

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Why do we have Universal Design?

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## Challenges

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Example:

You have a physical disability and are invited to attend a function at this location. Or you want to travel here.



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## *What is Universal Design*



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## Disability Rights and Advocacy

### Advocating for Access for All

- The Americans with Disabilities Act of 1990 (ADA) prevents discrimination in employment, transportation, public services, public accommodations and telecommunications.
  - Reasonable accommodations to perform the essential functions
  - Requires transportation services to be accessible

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## What is Universal Design for Learning? (UDL)

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UDL is a framework that allows us to meet the diverse needs of many learners through:

- Multiple Means of Representation
- Multiple Means of Expression
- Multiple Means of Engagement

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## What is Universal Design for Learning (UDL)?

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- Building in flexibility in learning situations, rather than retrofitting to adapt
- Removing barriers by anticipating the needs of all students
- Providing the materials, resources and interventions needed to access the general curriculum for student success

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## What UDL Is Not

- UDL is not one single piece of software or technology
- UDL will not eliminate the need for specially designed instruction
- UDL will not eliminate the need for differentiated instruction
- UDL is not “one size fits all”

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## What are we hoping to accomplish?

Your role as a paraprofessional:

- Know how your students learn
- Help students access the general education curriculum
- Build in flexibility with student diversity in mind
- Presume competence
- Maintain high expectations

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## A UDL Approach

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

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

...need to address this diversity with flexibility

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**Support for All Students**

**Universal Design for Learning**

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## **With Differentiated Instruction... WHY UDL?**

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## **What is Differentiated Instruction?**

Differentiated Instruction is:

- recognizing students varying background knowledge, readiness, language, preferences in learning, interests
- a process to approach teaching and learning for students of differing abilities in the same class
- maximizes each student's growth and individual success by meeting each student where he or she is, and assisting in the learning process

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## Foundation for Differentiated Instruction

- Knowing the learning preferences of your students
- Honest awareness that “one-size-fits-all” teaching does not and will not work with diverse learners
- Culture affects learning
  - Create a flexible classroom environment that is safe and productive.

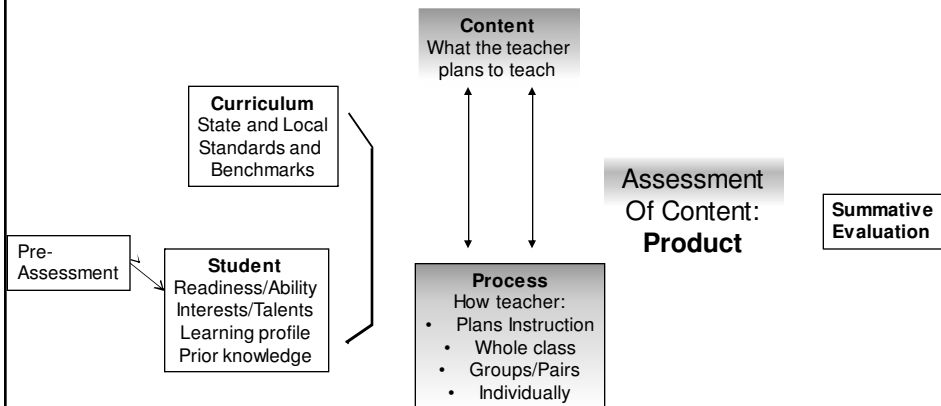
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## The Differentiated Approach to Learning

- Know the lesson’s content and objectives
- Commitment to planning/innovative thinking
- Provide appropriate levels of challenge for all learners to allow access and rigor of the lesson.
- Use various instructional delivery methods to address different learning styles.
- Break tasks into smaller, more manageable parts with structured directions for each part.

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## Differentiated Instruction



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## UDL: The "Intersection of Initiatives"

“The concept of UDL is the intersection where all of the initiatives – integrated units, multi-sensory teaching, multiple intelligences, differentiated instruction, use of computers in schools, performance-based assessment, and others come together”. Donna Palley



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## A UDL Approach

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### What, How, Why of Instruction and Learning

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## What Brain Research Tells Us

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### Learning is a Unique Process

- Students are diverse
- We are never showing or telling the same thing
  - They bring their own strengths, needs, and interests to learning

<http://www.cast.org/TeachingEveryStudent/brain>

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## The Learning Brain

### A Complex and Unique Structure

- Central role in learning
- Multiple connections help the brain organize and communicate or express our ideas flexibly along many pathways
- Activities of three smaller networks; recognition, strategic and affective, are prerequisites for learning.



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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.

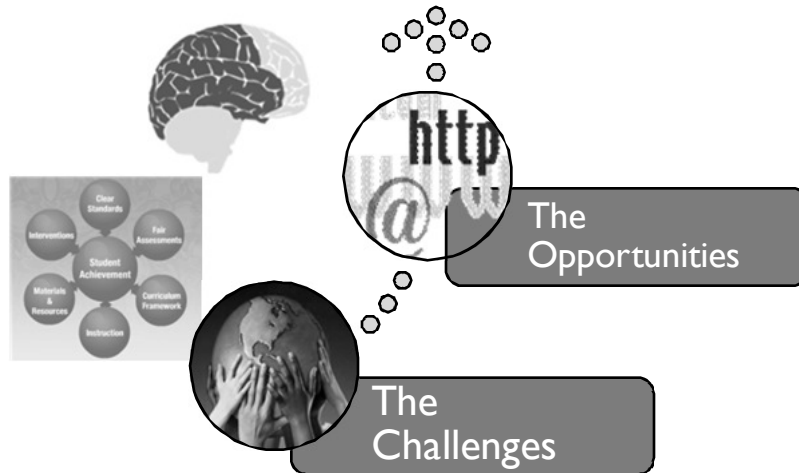


Stimulate interest and motivation for learning

More ways to provide Multiple Means of Engagement

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## Learning in the Digital Age



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## ACCESSING THE CURRICULUM THE WHAT OF LEARNING

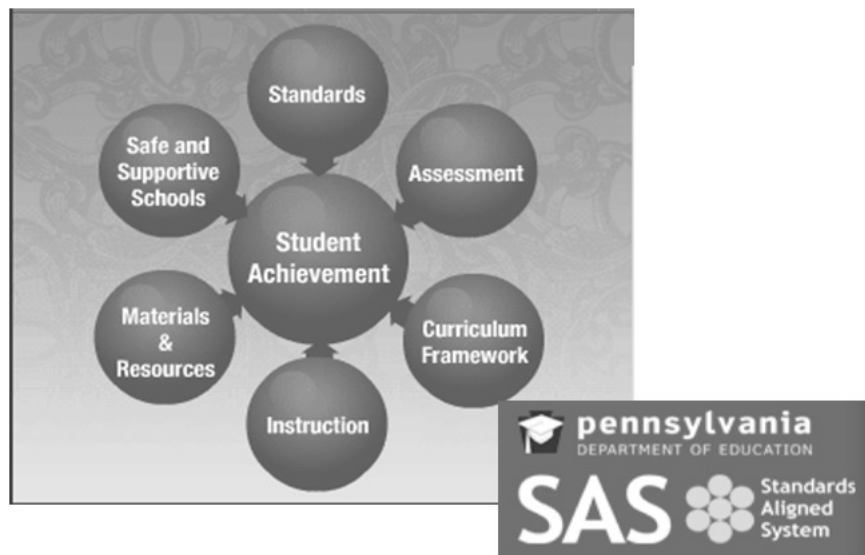
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## Accessing the General Education Curriculum

- What is meant by the general education curriculum?
  - The full range of courses, activities, lessons, and materials routinely used by ALL STUDENTS.
- What is meant by access?
  - Active engagement in learning the content and skills of the general education curriculum.
- How can we engage learners?
  - Implement instructional approaches that provide all students with choices and alternatives through UDL.

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## The Pennsylvania Standards Aligned System



## High Expectations Mean...

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### Standards Aligned Instruction

- Teaching topics that are aligned with the standards.
- Ensuring the appropriate level of challenge.
- Focusing learning based on the individual needs of each student.
- Implementing instructional strategies and interventions to increase student achievement.

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## Content That is Standards Aligned

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- Pennsylvania Standards describe what students should know and be able to do at all grade levels
- They increase in complexity and sophistication as students progress through school.

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## Appropriate Level of Challenge

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- The standards provide the targets for instruction and individual student learning
- Essential for success in all academic areas, not just language arts classrooms.

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## UDL in the Classroom: Paraprofessional's Role

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Universal design applied to teaching, learning and assessing

- Assist partner teacher to deliver instruction
- Apply instructional methods particular to the individual student
- Implement new strategies to access the curriculum as an option

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What are ways to.....

## **KNOW THE CONTENT?**

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## Know the Content

Team with the teacher

- Know the lesson goals.
- Collect important facts, vocabulary, and procedures.
- Know the critical steps that the student will need to perform.
- Provide appropriate level of challenge.

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## UDL in the Classroom



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## Curriculum – What is Learned

Curriculum helps learning when it is more individualized

Paraprofessional's role:

- Help student to access curriculum
- Clear and effective strategies
- Maximize learning/understand curriculum
- Minimize barriers

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## Paraprofessional's Role in the Curriculum



Minimize Barriers to Maximize Learning for ALL students



### Demonstrate

- Multiple Means of Representation
- Multiple Means of Actions and Expressions
- Multiple Means of Engagement

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**Know the Learner**  
**THE LEARNING PROFILE**

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## Know the Learners

- How do they learn?
- How fast do they learn?
- What interests them?
- How do they demonstrate what they know?
- How can you help the teacher know the students?
- How to record student progress on the goals?

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## UDL Classroom Supports

Principles for teaching all learners.

- Teaching in a way that will reach the learners of varying abilities requires
  - **Multiple means of representation**
  - **Multiple means of action and expression**
  - **Multiple means of engagement**

the limbic system

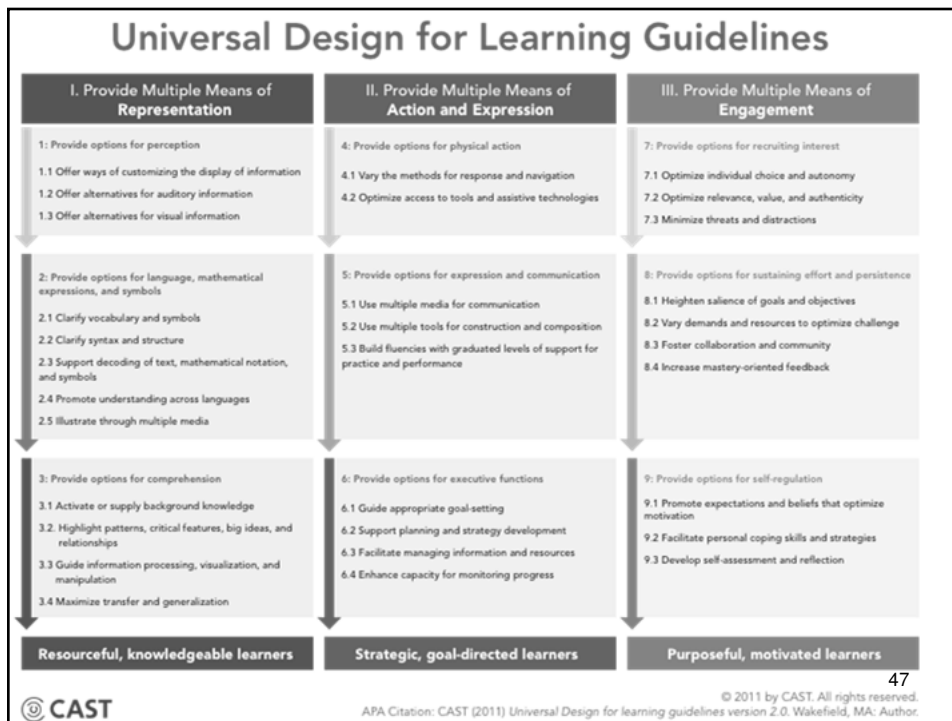
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## Offer Options

Work with classroom teacher to use:

- Modified instructional plans and materials to accommodate the learner's needs.
- Flexibility in:
  - presentation,
  - interaction
  - and responses

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Class Learning Profile

Model Template

Grade: 3 Teacher: Mrs. G. Subject: Science Standard: 6.23—Plants lifecycle

Goal: Research and present information on a flower.

Network	Students—Strengths	Students—Weaknesses	Students—Preferences/Interests
<b>Recognition</b> (Learning “what”)	<i>Elizabeth</i> —Thorough knowledge of flowers (annuals) <i>Jorge</i> —Extensive vocabulary	<i>Kevin</i> —Low vision <i>Brian</i> —Limited English proficiency <i>Kiwa</i> —Difficulty discerning key concepts when reading or listening	
<b>Strategy</b> (Learning “how”)	<i>Bill</i> —Computer wiz, familiar with electronic encyclopedia and the Web <i>Marina</i> —Very good at oral presentations <i>Jake</i> —Talented at drawing	<i>Brian</i> —Difficulty with organization when doing a project or paper <i>Sarita</i> —Poor writing mechanics—spelling, proofreading, handwriting <i>Phillip</i> —Fine motor difficulties	
<b>Affect</b> (Learning “why”)	<i>Mandy</i> —Very confident, strong self-esteem <i>Phillip</i> —Extremely persistent through challenges <i>James</i> —Leadership/works well in collaborative groups	<i>Brian</i> —Easily discouraged, afraid to take risks <i>Kiwa</i> —Looses focus and dreams or distracts other kids <i>Helen</i> —Personal concerns, often distracted	<i>Elizabeth</i> —Loves gardening, horses <i>Bill</i> —Loves computer graphics, the Web, any new software program <i>Jake</i> —Prefers hands-on activities <i>Brian</i> —Thrives with a lot of structure <i>Jorge</i> —Plays saxophone very well

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Curriculum Barriers

Model Template

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Goal: Research and present information on a flower.

Materials and Methods	Student Qualities	Potential Barriers/Missed Opportunities
Printed textbook	<i>Kevin</i> —Low vision <i>Bill</i> —Loves computer graphics <i>Brian</i> —Limited English	Difficulty seeing small text Textbook does not tap into this interest and skill Difficulty decoding and understanding the word meaning
Lecture/whole class presentation	<i>Jose</i> —Limited English <i>Helen</i> —Home problems <i>Kiwa</i> —Loses focus, dreams	Difficulty comprehending meaning May not engage with material, distracted from listening May not engage with material, distracted from listening
Library research	<i>Brian</i> —Organizational problems <i>Kiwa</i> —Trouble with key concepts	May have trouble keeping track of what he is learning May not be able to abstract the important content for project
Written report	<i>Sarita</i> —Poor writing mechanics <i>Jake</i> —Talented at drawing	Difficulty expressing her ideas effectively Does not tap into Jake’s drawing skill
Flower drawing	<i>Phillip</i> —Fine motor problems	Drawing is physically arduous—may not engage him
Oral report on flower	<i>Jorge</i> —Saxophone player <i>Brian</i> —Easily discouraged	Does not tap into Jorge’s musical talent May intimidate Brian
Independent project	<i>James</i> —Strong leadership and collaboration skills <i>Helen</i> —Distracted, personal concerns <i>Elizabeth</i> —Deep knowledge of plants	Context won’t draw on his leadership and collaboration skills. Helen could have difficulty working alone.

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## Educational Tools



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## Tools for the Recognition Network

### *The **What** of Learning*

- To give learners options for acquiring information, knowledge, skills and competencies
  - Multiple media
  - Animation
  - Highlight critical features
  - Activate background information



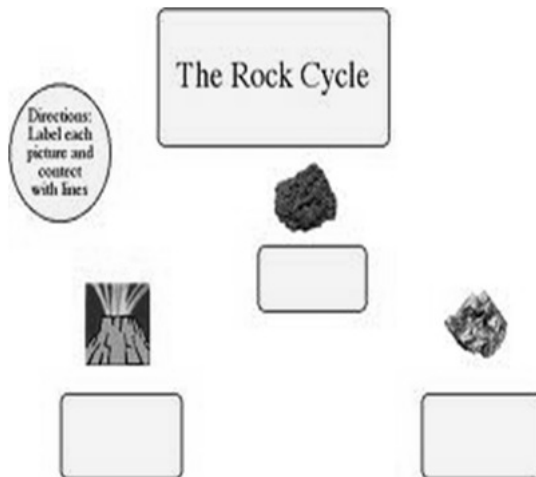
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**Example: Standard I.2.7.E:** *Read, understand, and respond to essential content of text and documents in all academic areas.*

### Word Bank

- Igneous
- Sedimentary
- Metamorphic



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### Recognition Using Multimedia

- Electronic version of the text (varying text sizes, read aloud with text-to-speech)
- CD text
- Links to subject
- Printed and electronic concept map with images, text & hyper-links
- E-text with main ideas highlighted

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## Web page before *Readability*

« Poems & Performance  
■ Find Poems  
Pre-20th Century Poems  
25 Lines and Fewer  
Poetic Forms and Terms  
Random Poem

« My Favorite Poems  
« Watch Video  
« Listen to Poetry  
« Tips on Reciting

WHAT PEOPLE ARE SAYING  
"When a poem works, as it often does, it taps you on the shoulder, gets all inside of you and says, "See me. Hear me. I'm here. I will not be ignored." That's what a poem does and, if you open up your heart and accept it, it will change you."

Shamsuddin Abdul-Hamid  
2010 NE POL  
Champion

« all poems  
**Their Bodies**  
By David Wagoner  
To the students of anatomy  
at Indiana University

★ ADD TO FAVORITES ★ PRINT ★ SHARE

That gaunt old man came first, his hair as white  
As your scoured tables. Maybe you'll recollect him  
By the scars of steelmill burns on the backs of his hands,  
On the nape of his neck, on his arms and sinewy legs,  
And her by the enduring innocence  
Of her face, as open to all of you in death  
As it would have been in life: she would memorize  
Your names and ages and pastimes and hometowns  
If she could, but she can't now, so remember her.

They believed in doctors, listened to their advice,  
And followed it faithfully. You should treat them  
One last time as they would have treated you.  
They had been kind to others all their lives  
And believed in being useful. Remember somewhere  
Their son is trying hard to believe you'll learn  
As much as possible from them, as he did,  
And will do your best to learn politely and truly.

They gave away the gift of those useful bodies  
Against his wish. (They had their own ways

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## Readability Example with UDL

poetryoutloud.org  
**PoetryOutLoud**

**Their Bodies By David Wagoner**  
To the students of anatomy  
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That gaunt old man came first, his hair as white  
As your scoured tables. Maybe you'll recollect him  
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Of her face, as open to all of you in death  
As it would have been in life: she would memorize  
Your names and ages and pastimes and hometowns  
If she could, but she can't now, so remember her.

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## Natural Reader Example



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## UDL Classroom Support

“News – 2 – You”



<http://news2you.n2y.com/Sample.aspx>

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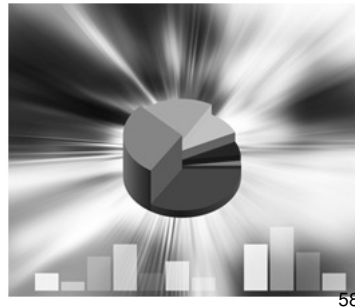
## Strategic Network

### The *How* of Learning

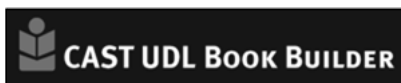
Provide learners options or alternatives for demonstrating what they know

Teaching in a manner that is designed to reach all learners

- Feedback
- Support
- Models



## Examples of Low to Mid Tech





Meaningful Participation: The Why of Learning

## **AFFECTIVE NETWORK**

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### Affective Network



#### The *Why* of Learning

The affective networks are located at the core of the brain and enable us to engage with tasks and influence our motivation to learn.

They are responsible for developing preferences and establishing priorities and interests.

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## Identify Instructional Activities

UDL Options for the Classroom		
Provide Options for Perception	Provide Options for Physical Action and Expression	Provide Options for Engagement
Supports	Vary methods of response	Maintain active participation
Multiple media (Readability), chunking, graphic organizers, pre-teach vocabulary, scaffolding, pictures with captions	Questioning/surveys, graphing/charts, think/pair/write/share, learning logs, thumbs up/down, white boards,	Familiar and usable format, choices, optimal location in room for light and sound, change type of instructional group

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## How do we use the UDL guidelines?

The UDL Guidelines provide a \_\_\_\_\_ for using three \_\_\_\_\_ in planning to reach \_\_\_\_\_ learners.

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## Summary Statement of UDL

The central underlying concept of UDL is that \_\_\_\_\_ is inherent in teaching, learning and assessing to \_\_\_\_\_ learners.

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## Another Look

### Multiple Means of Representation

#### Recognition Network

Options for:

- Perception
- Language
- Comprehension



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## Another Look

## Multiple Means of Expression

### Strategic Network

#### Options for

- Physical Action
- Expressive Skills and Fluency
- Executive Functions



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## Another Look

## Multiple Means of *Engagement*

### Affective Network

#### Options for

- Recruiting interest
- Sustaining effort and persistence
- Self-regulation



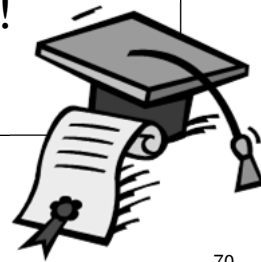
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## As a Result ?

Students are expected to gain mastery of the same concepts, principles, and skills regardless of differences.

Career and or College ready!



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## Sources of Accessible Instructional Materials

### Commercial Sources

PEARSON



HOUGHTON MIFFLIN  
**Education Place**

Mc  
Graw  
**Education**



**TumbleBookLibrary**  
e-books for e-kids



**IntelliTools™**  
A Cambium Learning Technologies Company

**Harcourt**

**Readinga-z.com** The Online Reading Program

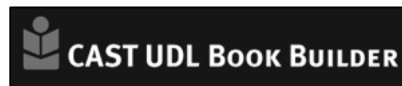
**news-2-you**

<http://alltogether.wordpress.com/2008/02/14/excellent-accessible-book-list-at-tlwmn-blog/>

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## Sources of Accessible Instructional Materials

Make Your Own:



<http://alltogether.wordpress.com/2008/02/14/excellent-accessible-book-list-at-tlwmn-blog/>

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## Contact Information

[www.pattan.net](http://www.pattan.net)

Frank Irzyk  
[firzyk@pattan.net](mailto:firzyk@pattan.net)  
1-800-360-7282  
Ext 3334

Monica Maiese  
[mmaiese@pattan.net](mailto:mmaiese@pattan.net)  
1-800-441-3215  
Ext. 7218



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John J. Tommasini, Director  
Bureau of Special Education

Patricia Hozella, Assistant Director  
Bureau of Special Education

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### Class Learning Profile

### Model Template

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# Curriculum Barriers

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