Blue Heron Middle School Family Night: Universal Design for Learning (UDL)

December 7, 2023
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OESD 114
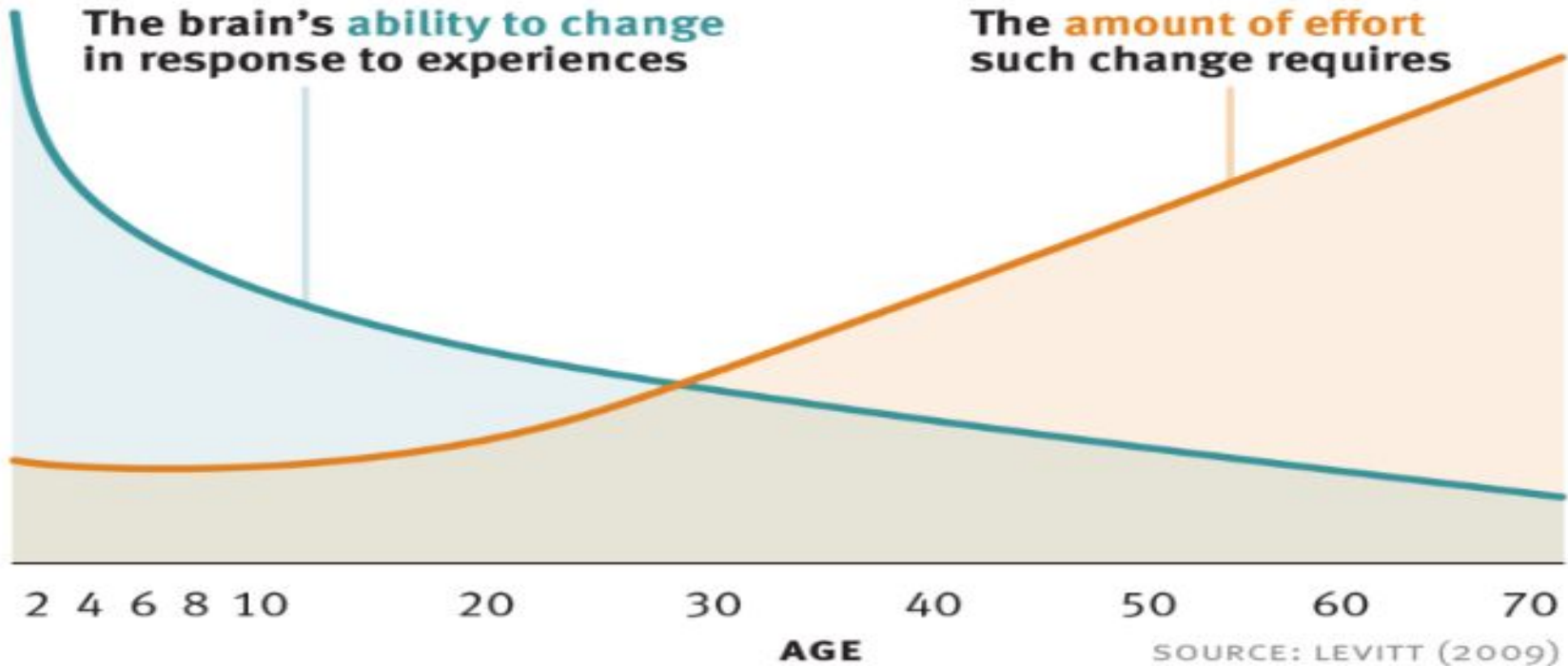
Welcome!

Learning and brain science go hand-in-hand.

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Cognitive science tells us…

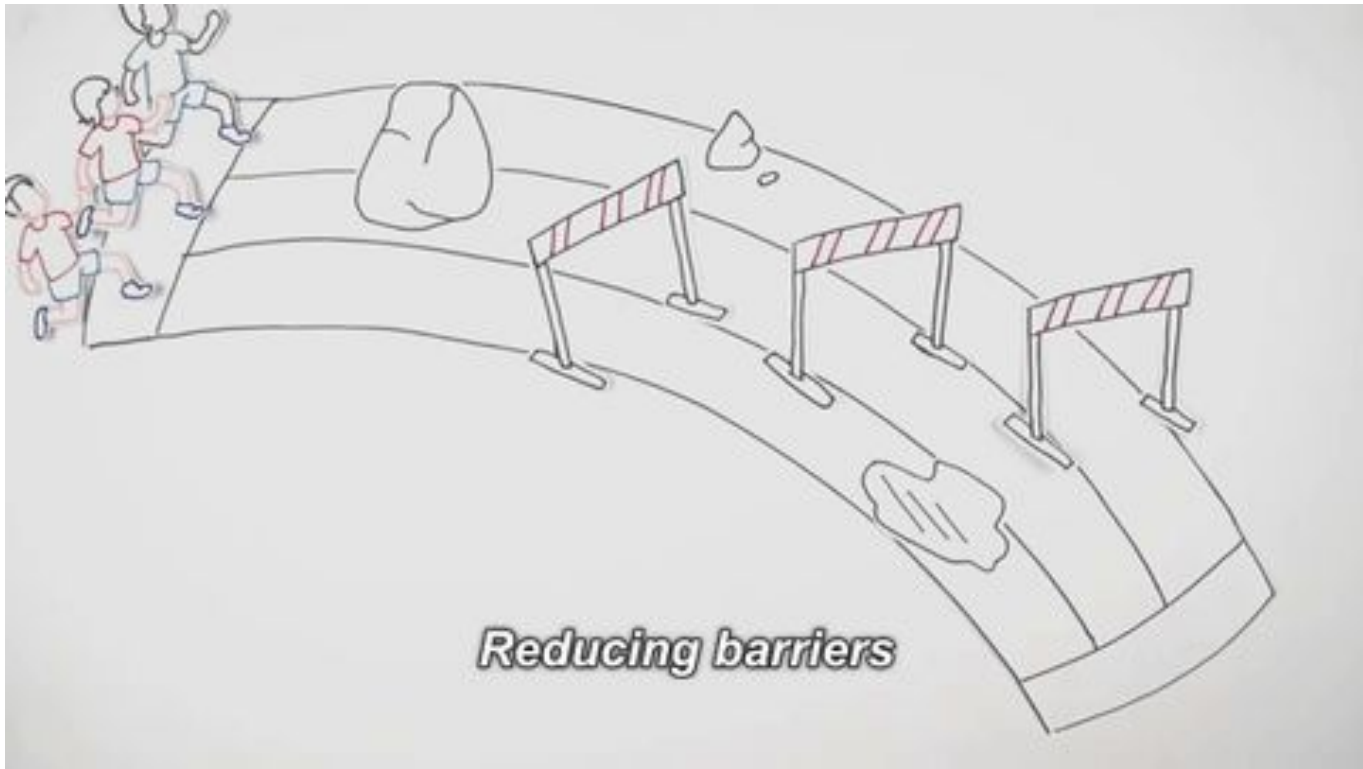The brain learns best when the Serve-and-Return interactions carry protective factors:

Reduce stress

Build core capabilities and skills

Reinforce the responsive relationship

Reducing barriers

The barrier is in the environment, **not** the learner

Think about learning in light of these three conditions…

- Firm goals, flexible means
- Practice, practice, practice
- Mistakes are a part of the learning process
- Small increments of success
- Build stamina
- Students know their data and set goals

https://youtu.be/RYtUIU8MjlY
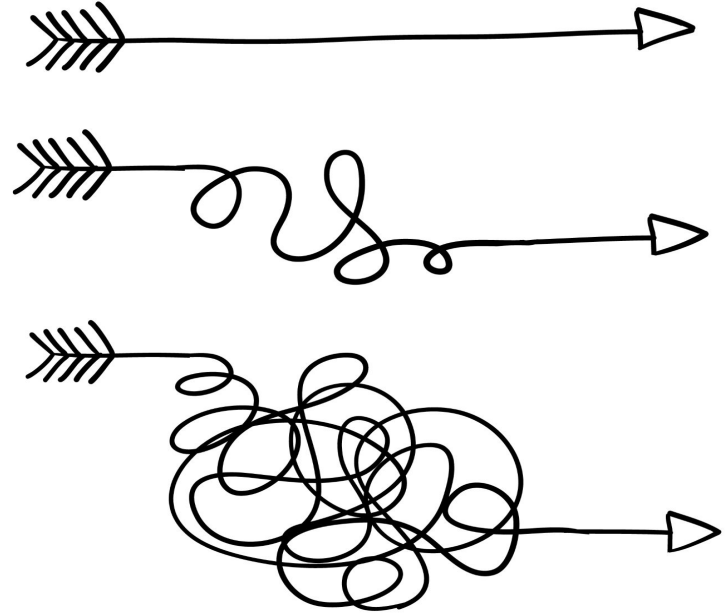
Learner variability is an important concept

- Each human has strong skills
- Each human has skill areas that are functional
- Each human has skill areas that need a great deal of development and support

The Myth of Average is a great video to watch!
https://www.youtube.com/watch?v=4eBmyttc fU4

Jaggedness or a Jagged Profile

Reading to one's self
Reading aloud
Reading non-fiction
Reading fiction
Reading for information
Reading to spark ideas

Not so great   Average   An Expert!
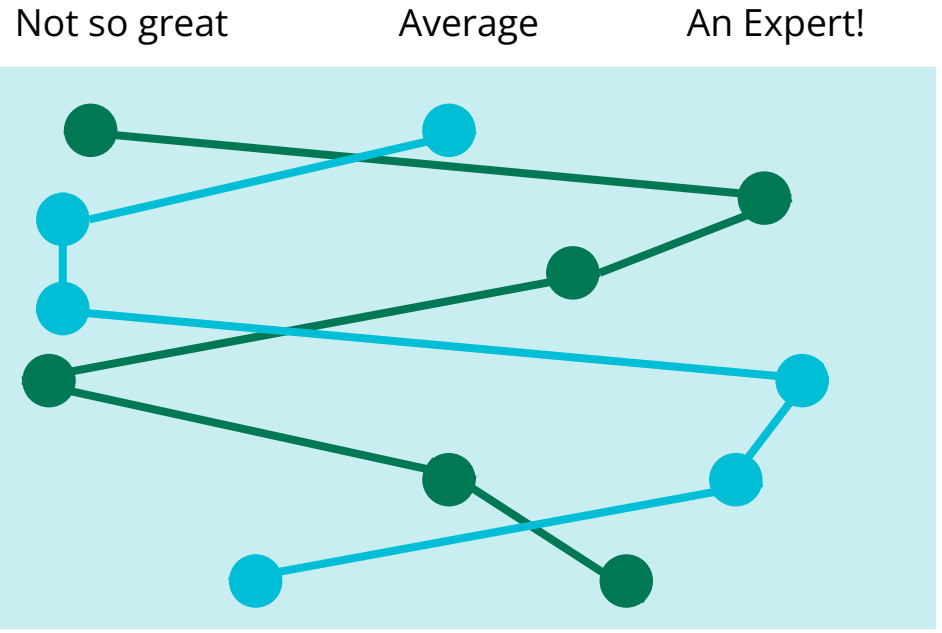
● Student A

● Student B

Provide authentic and actionable feedback with next steps included

Cognitive Science identified two factors in helping slow or sporadic learners to catch up:

1. Make sure they believe that they can improve, and

2. Persuade them it will be worth it. (Willingham 2009:183)

- *This means students need reliable instruction including substantive feedback from teachers about academic and behavioral performance.*

Two great resources for UDL Guidelines

Cast.org

Understood.org

We strive to create purposeful and motivated Learners who are knowledgeable and resourceful, as well as strategic and goal-directed

AESD ASSOCIATION OF EDUCATIONAL SERVICE DISTRICTS

Provide multiple means of
Engagement ➔
Affective Networks
The "WHY" of learning

Provide multiple means of
Representation ➔
Recognition Networks
The "WHAT" of learning

Provide multiple means of
Action & Expression ➔
Strategic Networks
The "HOW" of learning

Access

Provide options for
Recruiting Interest (7) ➔
- Optimize individual choice and autonomy (7.1) ›
- Optimize relevance, value, and authenticity (7.2) ›
- Minimize threats and distractions (7.3) ›

Provide options for
Perception (1) ➔
- Offer ways of customizing the display of information (1.1) ›
- Offer alternatives for auditory information (1.2) ›
- Offer alternatives for visual information (1.3) ›

Provide options for
Physical Action (4) ➔
- Vary the methods for response and navigation (4.1) ›
- Optimize access to tools and assistive technologies (4.2) ›

Build

Provide options for
Sustaining Effort & Persistence (8) ➔
- Heighten salience of goals and objectives (8.1) ›
- Vary demands and resources to optimize challenge (8.2) ›
- Foster collaboration and community (8.3) ›
- Increase mastery-oriented feedback (8.4) ›

Provide options for
Language & Symbols (2) ➔
- Clarify vocabulary and symbols (2.1) ›
- Clarify syntax and structure (2.2) ›
- Support decoding of text, mathematical notation, and symbols (2.3) ›
- Promote understanding across languages (2.4) ›
- Illustrate through multiple media (2.5) ›

Provide options for
Expression & Communication (5) ➔
- Use multiple media for communication (5.1) ›
- Use multiple tools for construction and composition (5.2) ›
- Build fluencies with graduated levels of support for practice and performance (5.3) ›

Internalize

Provide options for
Self Regulation (9) ➔
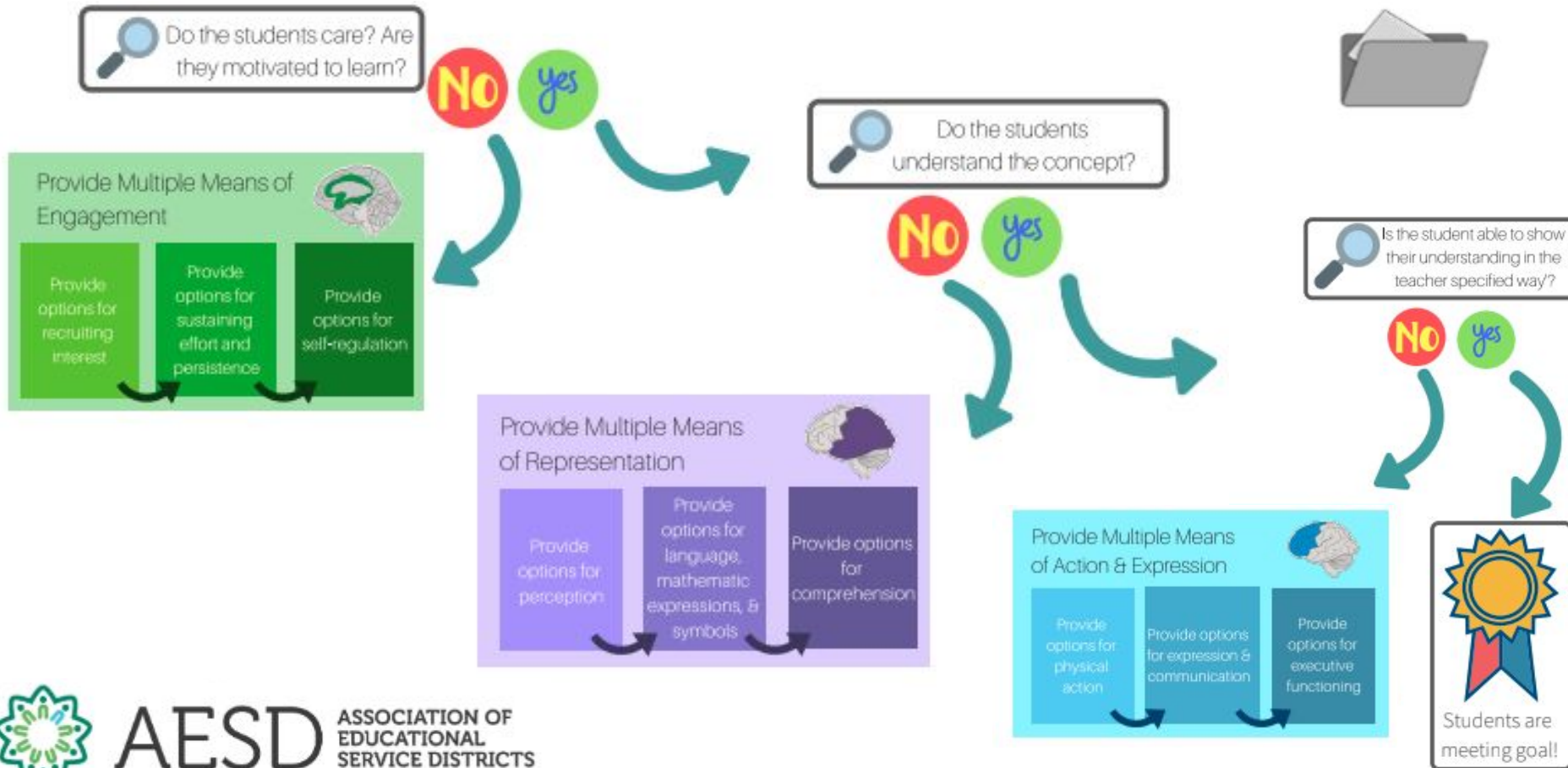- Promote expectations and beliefs that optimize motivation (9.1) ›

Provide options for
Comprehension (3) ➔
- Activate or supply background knowledge (3.1) ›
- Highlight patterns, critical features, big ideas, and

Provide options for
Executive Functions (6) ➔
- Guide appropriate goal-setting (6.1) ›
- Support planning and strategy development (6.2) ›

UDL Barrier Identification Flow Chart

Reflections? Questions?