Universal Design for Learning (UDL) Module

Presented by the
Center for Literacy and Disability Studies
University of North Carolina at Chapel Hill
UNIVERSAL DESIGN FOR LEARNING (UDL) MODULE FACILITATOR GUIDE

This guide describes the workshop preparation, flow, video segment and 3 different learning activities. Facilitators should use this narrated movie and pause when prompted during the movie to facilitate learning activities with your participants. Each learning activity has an activity guide that includes a description, objective(s), materials and facilitator instructions.

The entire workshop should take approximately 60 minutes when presented to a group.

Setting up:

- Equipment:
  - Presenter’s computer with movie version of Universal Design for Learning module and accompanying videos to be used for UDL Activity #2. The movie of the module and the accompanying videos for UDL Activity #2 should be accessed at the Dynamic Learning Maps Professional Development web site and reviewed well before the training.
  - LCD Projector with external speakers or sound system.

- Training Materials (Prior to the training create the appropriate number of packets with these materials to give to participants as they arrive at the training):
  - Agenda
  - Handouts and Worksheets
    - Student Profiles Worksheet (Activity #1: Handout)
    - Learning Networks Worksheet (Activity #2: Handout)
    - Sample IEP Goals (Activity #3: Handout)

- Learning Objectives:
  1. Participants will discuss what UDL means and some of UDL principles currently represented in their classrooms.
  2. Participants will recognize examples of the three brain networks involved in learning.
  3. Participants will discuss how well traditional educational approaches for students with significant cognitive disabilities reflect the principles of UDL.
Introduction: Approximately 2-3 minutes

- Greet Participants
- State the title of the module and briefly review the learning objectives:

  “Welcome everyone. The topic of today’s presentation is Universal Design for Learning. During the next hour, we will be learning about the principles of this educational framework, how it is represented in the Common Core and the Dynamic Learning Maps, and how Universal Design for Learning relates to traditional educational approaches for students with significant cognitive disabilities.”

- See who is in your audience.

  “As we get started, it will be helpful to know a bit about you. Raise your hand if you are a classroom teacher. How many of you are speech-language pathologists? Are there any occupational therapists here today? Physical therapists? Teaching assistants? How about school psychologists? School administrators? Did I miss anyone? (Ask anyone who raises a hand to say what job he/she does).”

- Review list of handouts.

  “I’m glad all of you could be here today. We will begin the videotaped presentation in a few minutes, but before that, please take a moment to review the handout packet you received. You should have a copy of the following documents:
  - Today’s agenda
  - Student Profiles Worksheet
  - Learning Networks Worksheet
  - Sample IEP Goals
• Make sure everyone has all of the handouts and start the module.

“Does everyone have a copy of each of these? (Supply extra handouts to anyone who needs them). You need these handouts for the 3 learning activities we will do during today’s session. Does anyone have any questions? (Pause to see if there are questions and respond as appropriate). If there are no (more) questions, let’s go ahead and get started.”
Section 1 – UDL and the Common Core: Approximately 20 minutes

- Start the movie.
- At the 5:13 time marker you will see a message on the screen to pause the movie for Activity #1.

“We’re going to pause the module for a moment now to review the profiles of 2 students. With the Universal Design for Learning framework in mind, consider what could be done to provide multiple and flexible means of representation and expression for these students. Find the handout that is titled Student Profiles Worksheet.”

- Activity #1: Participants consider how they would provide multiple and flexible means of representation and expression for 2 student profiles. The students who are profiled have either sensory, motor and/or communication challenges in addition to significant cognitive disabilities. – Refer to the attached sheet for this activity as participants locate their handouts.

Section 2 – Principles of UDL: Approximately 20 minutes

- Continue the movie.
- At the 8:41 time marker you will see a message on the screen to pause the movie for Activity #2.
- Ask participants to find the Learning Networks Worksheet. Locate your Activity Guide #2 at the same time.
- Activity #2: Analyzing videos of students to determine which learning network is highlighted in the activity – Refer to the attached sheet for this activity.

Section 3 – UDL and Education for Students with Significant Cognitive Disabilities: Approximately 15 minutes

- Continue the movie.
- At the 11:34 time marker you will see a message on the screen to pause the movie for Activity #3.
- Ask participants to find the Sample IEP Goals handout. Locate your Activity Guide #3 at the same time.
- Activity #3: Reviewing sample IEP goals to determine which ones reflect the principles of UDL – Refer to the attached sheet for this activity.
Section 4 – Links to More Information: Approximately 2 minutes
• Continue the movie and let it play to the end. It will end at the 12:09 time marker.

Section 5 - Closing: Approximately 2-3 minutes
• Wrap up the session. Have participants complete any final paperwork that is needed (e.g., an evaluation, sign out to document attendance, etc.)

“That completes the Universal Design for Learning module. Thanks for your attention and participation.”
### Universal Design for Learning (UDL) Facilitated Training

#### Agenda

<table>
<thead>
<tr>
<th>Section</th>
<th>Content</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td>2-3 minutes</td>
<td>Review of Learning Objectives and handouts.</td>
</tr>
<tr>
<td><strong>Section 1</strong></td>
<td><strong>UDL and the Common Core</strong> 20 minutes</td>
<td>Definition of UDL and description of how it is reflected in the Common Core, the Essential Elements and the Dynamic Learning Maps. Activity 1: Review profiles of 2 students and discuss what could be done to provide multiple and flexible means of representation and expression for these students.</td>
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<td><strong>Section 2</strong></td>
<td><strong>Principles of UDL</strong> 20 minutes</td>
<td>Explanation of the core principles of UDL and the learning networks. Activity 2: Analyze videos of students to determine which learning network is highlighted in the activity.</td>
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<tr>
<td><strong>Section 3</strong></td>
<td><strong>UDL and Education for Students with Significant Cognitive Disabilities</strong> 15 minutes</td>
<td>Discussion about how UDL applies to instruction for students with significant cognitive disabilities. Activity 3: Review sample IEP goals to determine which are consistent with the principles of UDL</td>
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<td><strong>Section 4</strong></td>
<td><strong>Links to More Information</strong> 2 minutes</td>
<td>Links to additional information about UDL and about the Dynamic Learning Maps.</td>
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<td><strong>Section 5</strong></td>
<td><strong>Wrap-up</strong> 2-3 minutes</td>
<td>Closing information</td>
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Universal Design for Learning (UDL) Module

Activity Guide

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ACTIVITY 1

This activity is part of the Universal Design for Learning Module

Estimated Time Needed: 15 minutes total

2 minutes to set up and explain the activity
8 minutes to discuss student profiles with a partner
5 minutes to share observations with entire group

✦ Objectives:
1) Participants review a worksheet with 2 student profiles
2) Participants discuss how they would adhere to a UDL framework by providing multiple and flexible means of representation and expression for the profiled students

✦ Materials:
• Student Profiles Handout– Activity Handout #1

✦ Facilitator Instructions:
1. Ask participants to locate the Student Profiles Handout.

2. Tell participants they will be reviewing 2 profiles of students with significant cognitive disabilities.

“Take a look at your handout. You will see short profiles describing 2 students with significant cognitive disabilities. As you read the profiles, try to think of students you have taught that have similar profiles.”

3. Ask participants to read each profile and describe multiple and flexible means of representation and expression that could be built into the learning activities to make them reflect principles of UDL for these two students.

“After you read each profile, write down your ideas about multiple and flexible means of representation and expression you might use to make the activities reflect the principles of UDL for these two students.”
4. Tell participants how much time they have to complete the task and encourage them to work with others.

“You have 8 minutes to complete this activity, and then I will ask you to share your ideas with the group. I encourage you to work with others sitting around you while completing this activity.”

5. After 8 minutes, bring the group back together. Ask participants to share their ideas.

“Everyone please wrap up your what you are working on and give me your attention. Thanks. As a group, let’s discuss some of the ideas that you had. We will start with the first profile. Is someone willing to share their ideas about multiple and flexible means of representation or expression you considered for this student?” If no one volunteers, ask who worked with a partner and ask one of those teams to begin (e.g., “How about if we start with a team? Did anyone work with a partner to complete the worksheet?”).

6. Repeat the information participants contribute so that everyone can hear, and continue to encourage additional contributions (e.g., “Those are some great ideas. Did anyone think of anything else we could add to this list?”). You may also want to write down participant contributions if you have access to a white board, smart board or chart paper.

7. After finishing the review for student profile #1, repeat the process for student profile #2.

8. Redirect participants back to the topic of Universal Design for Learning and turn their attention to the video.

“Oh obviously it would be easier to make some of these decisions with more information about the students, but the first step is really beginning to think in terms of multiple and flexible approaches in our teacher. Let’s continue the module to learn more about Universal Design for Learning.”

9. Restart the movie for section 2 of the module.
Consider the following profiles of students with significant cognitive disabilities and accompanying sensory, motor and/or communication challenges. How would you provide multiple and flexible ways of representing information and ways for these students to express their knowledge? Do you currently use these approaches with students in your classrooms, or have you used these approaches in the past?

**Student Profile 1:** This student has a medical diagnosis of cerebral palsy and an educational label of multiple disabilities. The student uses a manual wheelchair pushed by others for mobility, is unable to use speech to meet his communication needs, and does not have the motor control to write with a conventional pencil or turn the pages in a book.

**Activity:** The teacher holds a morning meeting each day with all of the students in the class. During the meeting, the students preview the day’s schedule, engage in a shared reading of a book, and do graphing related to attendance, lunch orders, or other topics determined by the teacher. *Think of two or more flexible ways you might present the information during this morning meeting. Also, determine two or more flexible ways that this student could express his understandings and ideas during the morning meeting.*

**Multiple and Flexible Means of Representing information during morning meeting:**

**Multiple and Flexible Means of Expressing understanding during morning meeting:**
Student Profile 2: This student has a medical diagnosis and an educational label of autism. He can say a few words, but cannot use speech to meet most of his communication needs. He has a communication device that he can use to make requests and lists about his favorite things. This student has difficulty following verbal directions, and this makes him anxious. He is a beginning reader who prefers to copy words in his environment when asked to write.

Activity: The teacher wants students to write a biography. She plans to spend time over the next few days having students read biographies and discuss them in small groups as a way to understand the structure of a biography before they write their own. Think of two or more flexible ways you might present the information about biographies to this student and two or more ways the student might express his understandings by writing a biography.

Multiple and Flexible Means of Representing information about biographies:

Multiple and Flexible Means of Expressing Understandings and create a biography:
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Activity 2

This activity is part of the Universal Design for Learning Module

Estimated Time Needed: 17 minutes total

2 minutes to set up and explain the activity
10 minutes to view and discuss the video clips with a partner
5 minutes to share observations with entire group

Objectives:
1) Participants view videos of students with cognitive disabilities engaged in educational activities.
2) Participants discuss the learning network in the brain that is being highlighted in the video.

Materials:
• Learning Networks Handout – Handout #2

Facilitator Instructions:
1. Ask participants to locate the Learning Networks Handout.

2. Tell participants they will be watching 4 short videos of different students with cognitive disabilities in order to determine which learning network is highlighted.

“The purpose of this activity is to get you thinking a bit more about the 3 learning networks that were just described. As you watch each of the following videos, think about which learning networks are being engaged. As a reminder, the recognition networks focus on the what of learning. The strategic networks focus on the how of learning, and the affective network focuses on the why of learning. As you watch the videos, you may find it easiest to ask yourself, “Is the student engaging in learning what is important, how to learn it, or why it is important?”
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3. Ask participants to find a partner with whom to work.

“Work with someone sitting next to you on this activity. I will show you each video clip and then give you and your partner a few minutes to decide on your response. Then we will discuss your observations and rationale as a group.”

4. Show the first clip of Corey spelling. It is a very short video that you may have to show more than once. When the video is complete, direct participants to their handout and a discussion with their partners.

“Ok. Does everyone understand the task? Turn to your partner and discuss whether you think the primary learning networks Corey was engaging was the recognition, strategic, or affective.”

5. After a few minutes, call the group back together and ask for a few volunteers to share their observations with the group.

“Can I have your attention now? Can someone please share their observations with the group?” After the first person shares, ask the group, “Does anyone have something else to add?”

6. Continue the process with each of the next three videos.

7. Repeat the information participants contribute so that everyone can hear. You may also want to write down participant observations if you have access to a white board, smart board or chart paper.

8. Provide the correct response after you discuss each video and explain the rationale for the correct response. See the table below:
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<table>
<thead>
<tr>
<th></th>
<th>Video</th>
<th>Learning Network</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Corey Spelling</td>
<td>Strategic</td>
<td>Corey is trying to figure out how to spell by listening to the sounds in the word. He even says that his strategy is to just write the sounds he knows.</td>
</tr>
<tr>
<td>2.</td>
<td>Student Reading a Letter She Wrote to Her Sister</td>
<td>Affective</td>
<td>This student understands why she is learning to write. She engages in writing to connect with her sister who lives far away.</td>
</tr>
<tr>
<td>3.</td>
<td>Connecting Personal Experience to Text</td>
<td>Strategic</td>
<td>These students are learning that connecting your personal experience to a text helps you figure out how to relate to and better understand the text.</td>
</tr>
<tr>
<td>4.</td>
<td>Scott and the Lyrics to Blue Suede Shoes</td>
<td>Recognition</td>
<td>Scott knows the lyrics to Blue Suede Shoes and how to read the words. He is trying to recognize them to put them in the proper sequence.</td>
</tr>
</tbody>
</table>

9. After you have discussed all 4 videos, restart the movie for section 3 of the module.

“Now let’s return to the module to see how UDL applies to instruction for students with significant cognitive disabilities.”
Activity #2
Learning Networks Worksheet

You have just heard about three brain networks that are engaged when learning. Look at the following videos of students and think about which learning network is being highlighted in each video. As a reminder, the recognition network focuses on the what of learning. The strategic network focuses on the how of learning. The affective network focuses on the why of learning. After you decide what network the video is highlighting, write down a few thoughts to support your response and be prepared to share.

Video #1 – Cory Spelling

Highlighted Learning Network: Recognition Strategic Affective

Support for your response:

Video #2 – Student Reading a Letter She Wrote to Her Sister

Highlighted Learning Network: Recognition Strategic Affective

Support for your response:

Video #3 – Connecting Personal Experience to a Text

Highlighted Learning Network: Recognition Strategic Affective

Support for your response:
Video #4 – Scott and the Lyrics to Blue Suede Shoes

Highlighted Learning Network: Recognition  Strategic  Affective

Support for your response:
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ACTIVITY 3

This activity is part of the Universal Design for Learning Module

Estimated Time Needed: 12 minutes total

2 minutes to set up and explain the activity
5 minutes to discuss standards with a partner
5 minutes to share observations with entire group

✦ Objectives:
1) Participants review sample IEP goals.
2) Participants discuss which sample IEP goals are consistent with the UDL principle of providing multiple and flexible means of representation and expression.

✦ Materials:
• Sample IEP Goals handout

✦ Facilitator Instructions:
1. Ask participants to locate the Sample IEP Goals handout.
2. Tell participants they will be reviewing 9 sample IEP goals.

“This handout includes 9 sample IEP goals. Take a look at them and decide which goals are consistent with the UDL principle of providing multiple and flexible means of representation and expression. For each goal, decide whether the goal leaves teachers with the ability to represent the information in multiple and flexible ways and it students can express their understanding in multiple and flexible ways.”

3. Instruct participants to work alone or with a person nearby to discuss how the sample goals.

“I encourage you to work with a partner on this. You will have 5 minutes to complete this activity. After that, we will come back together as a group and discuss your observations.”
4. After 5 minutes, bring the group back together. Ask participants to share their observations.

“Everyone please finish your conversations and give me your attention. Thanks. As a group, let’s review the sample IEP goals one by one and discuss your observations. Let’s start with the 1st sample goal. Do you think it provides multiple and flexible means of representation and expression? Why or why not?”

5. Repeat the information participants contribute so that everyone can hear what was said and continue to encourage additional contributions (e.g., “Does anyone have a different opinion? If so, can you explain why”). If you have access to chart paper or a white board, you may want to record participant observations.

6. After discussing each sample IEP goal, tell participants the correct response and the rationale for that response.

<table>
<thead>
<tr>
<th>Sample IEP Goals</th>
<th>Multiple &amp; Flexible Means of Representation?</th>
<th>Multiple &amp; Flexible Means of Expression?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student will identify at least 10 letters of the alphabet 5 or more times in naturally occurring text (e.g., in a book, in someone’s name, on a bulletin board, on a sign) during a 6-week period.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>2. Student will demonstrate knowledge of simple shapes by identifying at least 5 circles, 5 triangles and 5 square objects in the environment during a 6-week period.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>3. Student will solve 2-digit addition problems, using a calculator, with 80% accuracy on 4 out of 5 math quizzes.</td>
<td>X</td>
<td>X</td>
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<td>4. Student will demonstrate knowledge of shapes by sorting 10 objects into groups (e.g., different sized circles, squares, and triangles) with 90% accuracy on 4 out of 5 days.</td>
<td>X</td>
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</table>
5. When writing about personally selected topics, student will communicate 3 or more ideas per writing sample in at least 3 samples during a 2-week period.

6. Student will communicate using a multiple message system and/or vocalizations to comment 5 or more times in 4 of 5 shared reading sessions.

7. Student will match written vocabulary words with the correct written definition with 80% accuracy on 4 out of 5 days.

8. Student will locate 10 symbols on her augmentative communication device when requested by an adult with 80% accuracy on 4 out of 5 days.

9. Student will spell words from teacher determined word lists with 80% accuracy on weekly spelling tests.

7. Once you have completed reviewing all of the goals, remind participants that this may be a new way of writing IEP goals, but this approach allows students to demonstrate their knowledge in multiple ways and in multiple settings.

“This approach may be very different than the way you were taught to write goals, but there are many reasons that specifying multiple and flexible ways of expressing knowledge can be important for students with significant cognitive disabilities. When students demonstrate their knowledge in multiple ways and in multiple settings, they are using that knowledge for real and meaningful reasons. The generalization that has historically been so difficult to achieve with our students is a consideration from the start rather than something to target once knowledge and skills have been acquired in more isolated and decontextualized activities.”
8. Restart the movie for section 4 of the module.

“Now let’s watch the final section of the module that provides some links for additional information about UDL and the Dynamic Learning Maps Project.”
Multiple and flexible means of representation, expression, and engagement are the three primary principles of Universal Design for Learning. If these principles are central to our efforts to help students with significant cognitive disabilities achieve success with the Common Core State Standards, it means we will have to consider these principles as we write IEP goals. As you've just heard, our traditional approach to writing IEP goals has emphasized singular means of presentation and expression.

Below you will find a series of IEP goals. Read each one and decide if it makes it possible for the teacher to represent information in multiple and flexible ways and if it offers the student opportunities to express understandings in multiple and flexible ways. Be prepared to share and explain your responses.

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