Topics for Today

UDL  DI  Tips and Strategies  Application
Objectives for this Session

• Identify the principles of a universally designed classroom
• Cultivate a mindset and strategies for Universal Design for Learning and Differentiated Instruction
• Set goals for incorporating practices into planning
Resource Guide

Teach me to fish!

https://goo.gl/PKw8gP
Tip 1 – The Myth of Average

Program for Inclusive Education (PIE)
Tip 2 – Plan for Learner Variability

Program for Inclusive Education (PIE)
Tip 3 – Let’s Get Beyond Access
Tip 4 – Identify the Barriers
Program for Inclusive Education (PIE)
Program for Inclusive Education (PIE)
Tip 5 – UDL is a Framework

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!
Program for Inclusive Education (PIE)
Universal Design for Learning

“UDL presents information in ways that adapt to the learner, instead of asking the learner to adapt to the information.” —A. Morin (Understood.org)

“Process by which a curriculum is purposefully and intentionally designed right from the start to address diverse needs.” —National Center on UDL, 2011
**Tip 6 - UDL = Flexibility**

**Flexibility in the way(s):**
- Information is presented
- Students respond to or demonstrate knowledge
- Students are engaged

**Multiple Means of:**
- Representation
- Expression
- Engagement
Multiple Means of Representation

• INPUT
  – Multiple ways provides access to multiple learners
  • Only one way, only those who gain access learn
Multiple Means of Engagement

- Use many different ways to engage students in learning
  - Engage students based on interest
  - Help sustain effort and persist toward a goal
  - Help them self-regulate learning behaviors
Multiple Means of Expression

• OUTPUT
• Students showing how they know
  – Need options for
    • Physical action
    • Communication
Tip 7 – Tools to Implement UDL
Tip 8 – Tools to Implement UDL
UDL- Planning for Academic Diversity

1. Learning Barriers
2. Solutions
3. Planning Instruction
Tip 9 – UDL & DI

- Universal Design for Learning

DIFFERENTIATED INSTRUCTION

Demonstration? Internet research? A field trip?
Group work? A lecture? Hands-on experiment?
A film?

Source: Marshall, 2016
Foundational Ideas

• “Sequence of common-sense decisions made by teachers with a student-first orientation.”

• Recognition that every student is different.
Differentiated Instruction

• 5 Core Beliefs of DI
  – Students differ in their **readiness** to learn
  – Students learn best with **high expectations and support** from adults
  – Students learn best when material is **connected to their interests and experiences**
  – Students learn best in a **safe community**
  – Schools must **maximize every student’s capacity**

Garten, Murdick, Perner, & Imbeau, 2016
Proactive Differentiation

Teachers know:

Learner Needs

Teachers differentiate:

Content  Process  Product

According to Student:

Readiness  Interest  Learning Profile

Program for Inclusive Education (PIE)
## DI vs. UDL

<table>
<thead>
<tr>
<th>Differentiated Instruction</th>
<th>Universal Design For Learning</th>
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<tbody>
<tr>
<td>Content</td>
<td>Multiple Means of Representation</td>
</tr>
<tr>
<td>Process</td>
<td>Multiple Means of Engagement</td>
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<tr>
<td>Product</td>
<td>Multiple Means of Expression</td>
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</tbody>
</table>
Tip 10 — Lead with UDL

• They go hand in hand.
• When you are implementing *effective* UDL...you have *effective* DI!
Wrap-Up

• My teaching strength:
• My area for growth:
• 3,2,1
  • 3 things I’ll attempt this year
  • 2 people I’ll go to for help
  • 1 thing I’ll call to mind
Enjoy the Journey

“Teachers in the most exciting and effective differentiated classrooms don’t have all the answers. What they do have is optimism and determination.” - Tomlinson

“Even if every child looked identical, they would not learn identically.”
Questions or Additional Info...

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ace.nd.edu/inclusion

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