Universal Design for Learning

Lynn Dodge, Regional Coordinator
ND Dept of Public Instruction
Office of Special Education

Policy Roots

- Improving America's Schools Act (IASA) - 1994 (version of ESEA prior to NCLB)
- Individuals with Disabilities Education Act (IDEA) -1997

Our Professional Responsibility

To provide access to the general education curriculum. Providing access to the general education classroom can include any combination of the following: instructional supports, assistive technology, accommodations and modifications that reduce the impact of the disability.

Universal Design

Universal Design Principles

- Equitable use
- Flexibility in use
- Simple and intuitive
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and space for approach and use

Evolution of Policy on UDL

- NCLB- 2002
- IDEA - 2004
- Higher Education Opportunity Act -2008

Universal Design for Learning

IDEA '04 definition: The design of instructional materials and methods that makes learning goals achievable by individuals with wide differences in their abilities.

HEOA '08 definition: Scientifically valid framework for guiding education practice that …reduces barriers in instruction, provides appropriate accommodations, supports and challenges, and maintains high achievement expectations for all students.

Universal Design for Assessment

- Provides individualized test administration
- Does not compromise test score comparability
- Improves the match between instructional and assessment strategies and technologies
- Minimizes construct irrelevant demands
- Reduces the need for accommodations
- Improves validity, accuracy and reliability of test scores

Why UDL ?

UDL provides

"the most practical way to deliver on the great promise of NCLB, not only for students with disabilities but for all students—without exception and without retreat"

David Rose ,
founder of the Center for Applied Special Technology (CAST) and developer of UDL

Definitions

- Curriculum
- Access
- Participation
- Progress

Benefits of UDL

- General Education curriculum is print based
- Print based materials are fixed and not accessible to many students with disabilities
- NIMAS ensures the timely provision of instructional materials

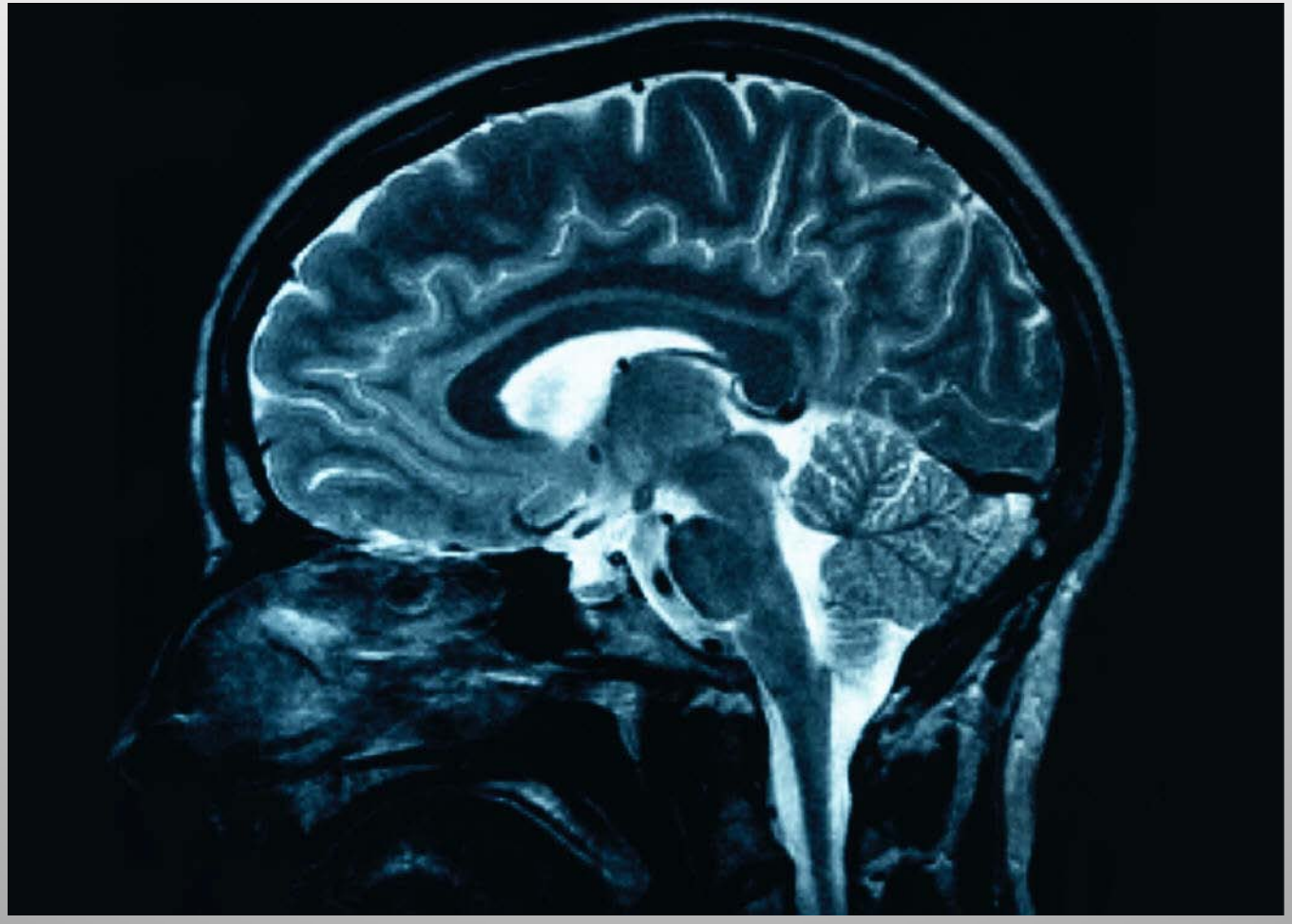
Benefits of UDL

- Research based, Interactive and learner-centered
- Maintains necessary resistance and challenge for learning

Benefits of UDL

- Builds on teacher knowledge
- Can be low or high tech

The Learning Brain

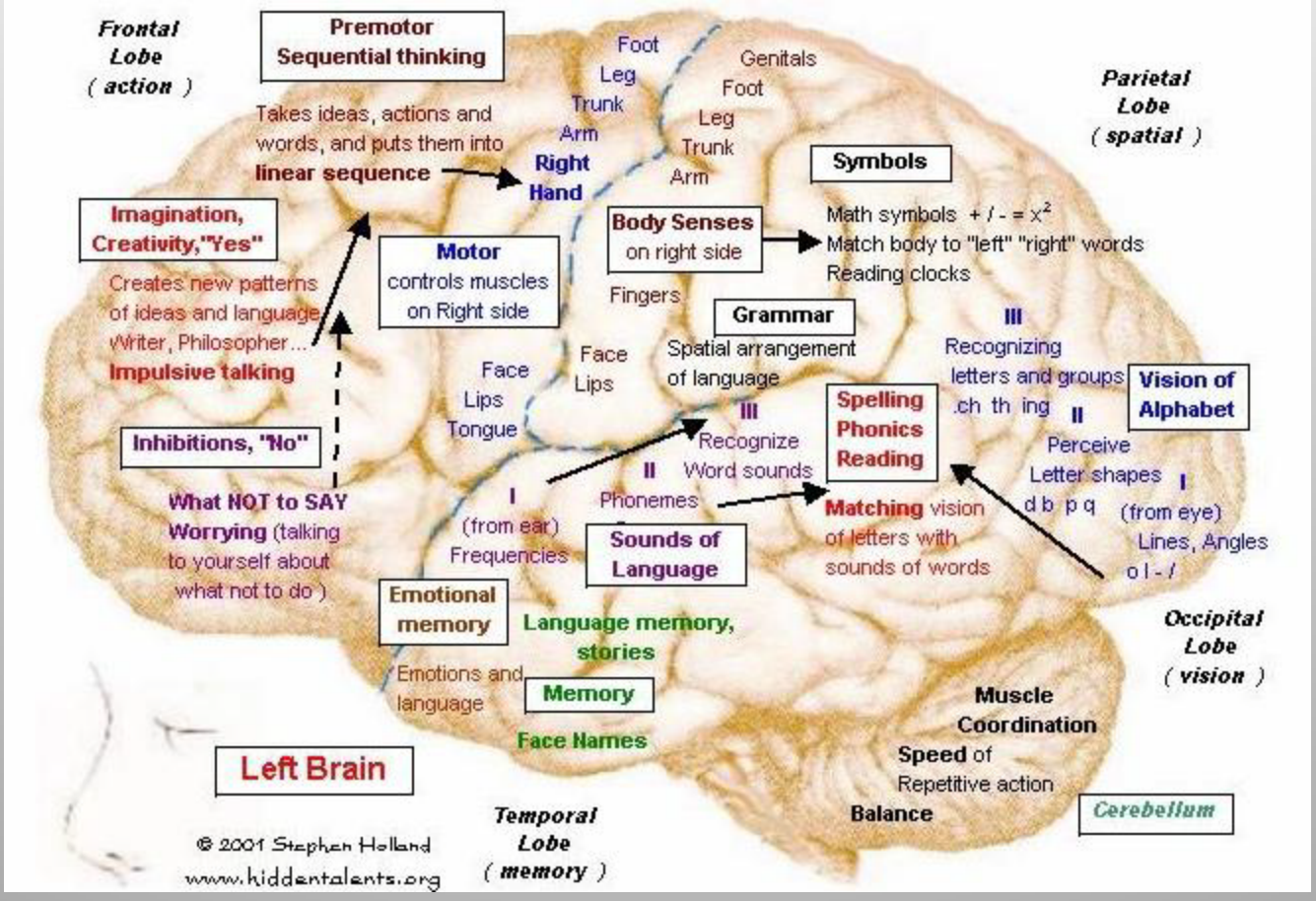


The Working Brain

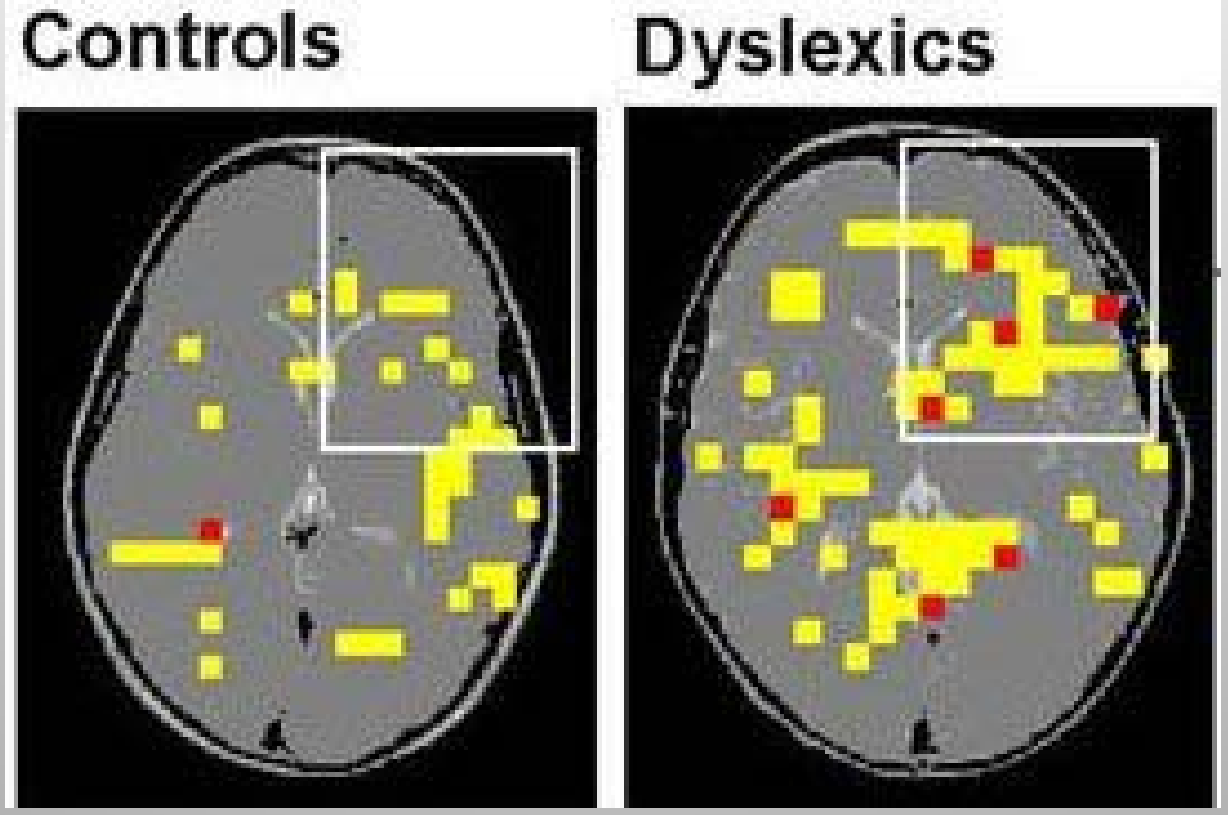
Your brain reading a book ...

... while surfing the Web

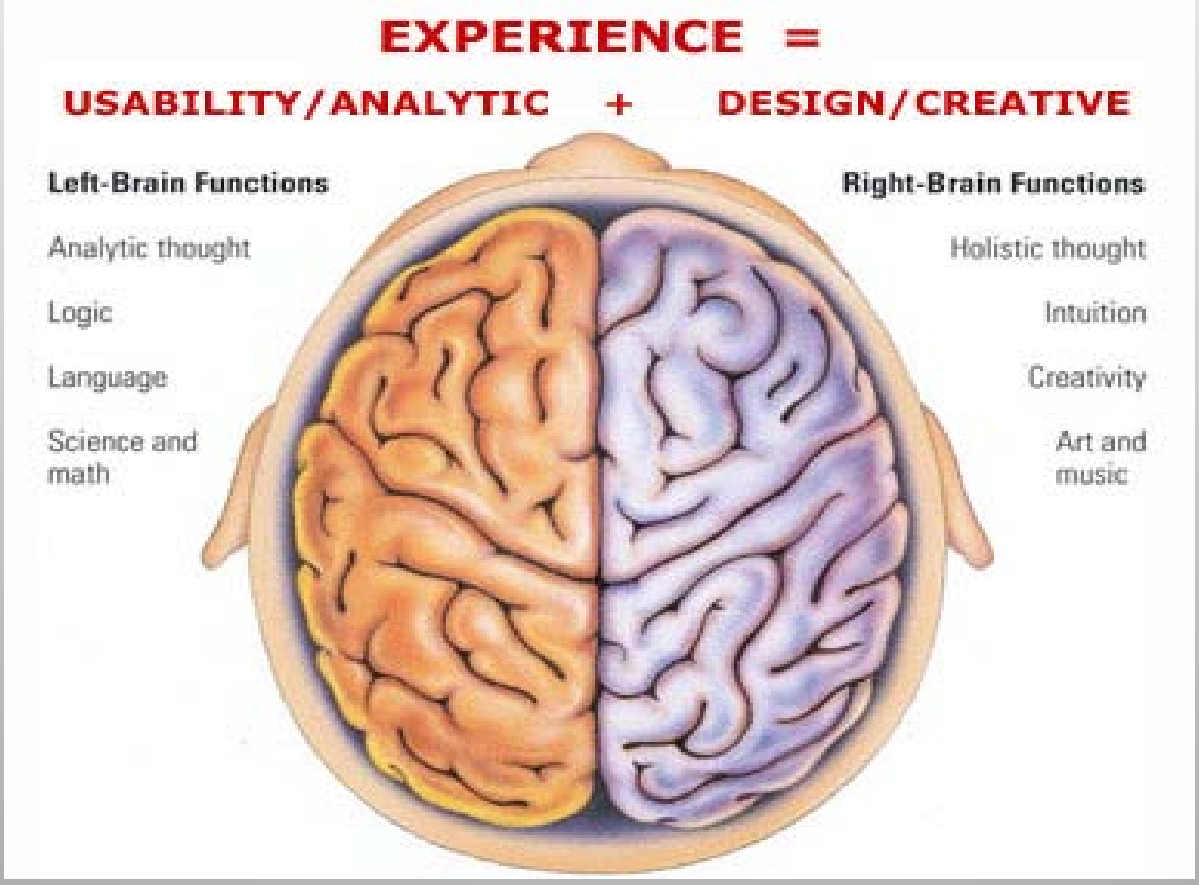
The Learning Brain



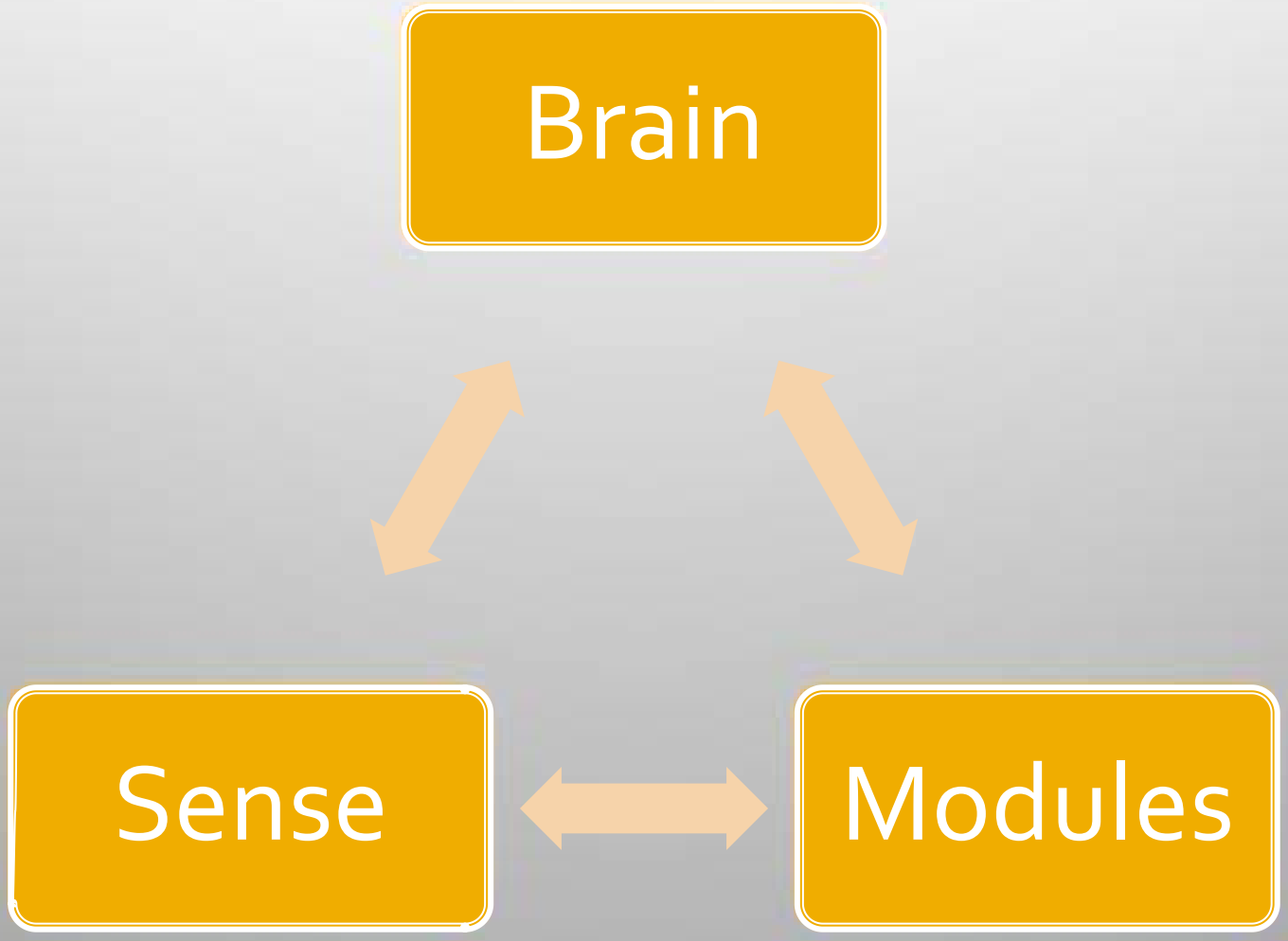
A Different Brain



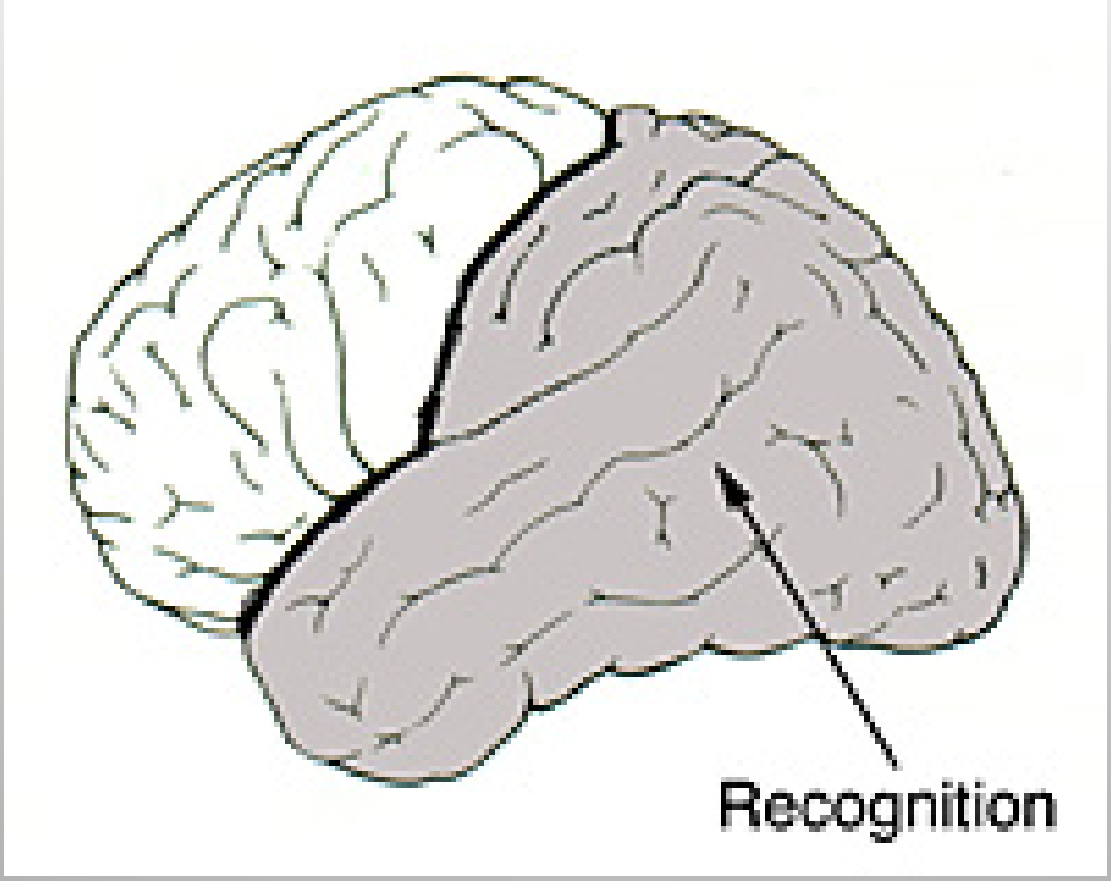
Brain Area Functions



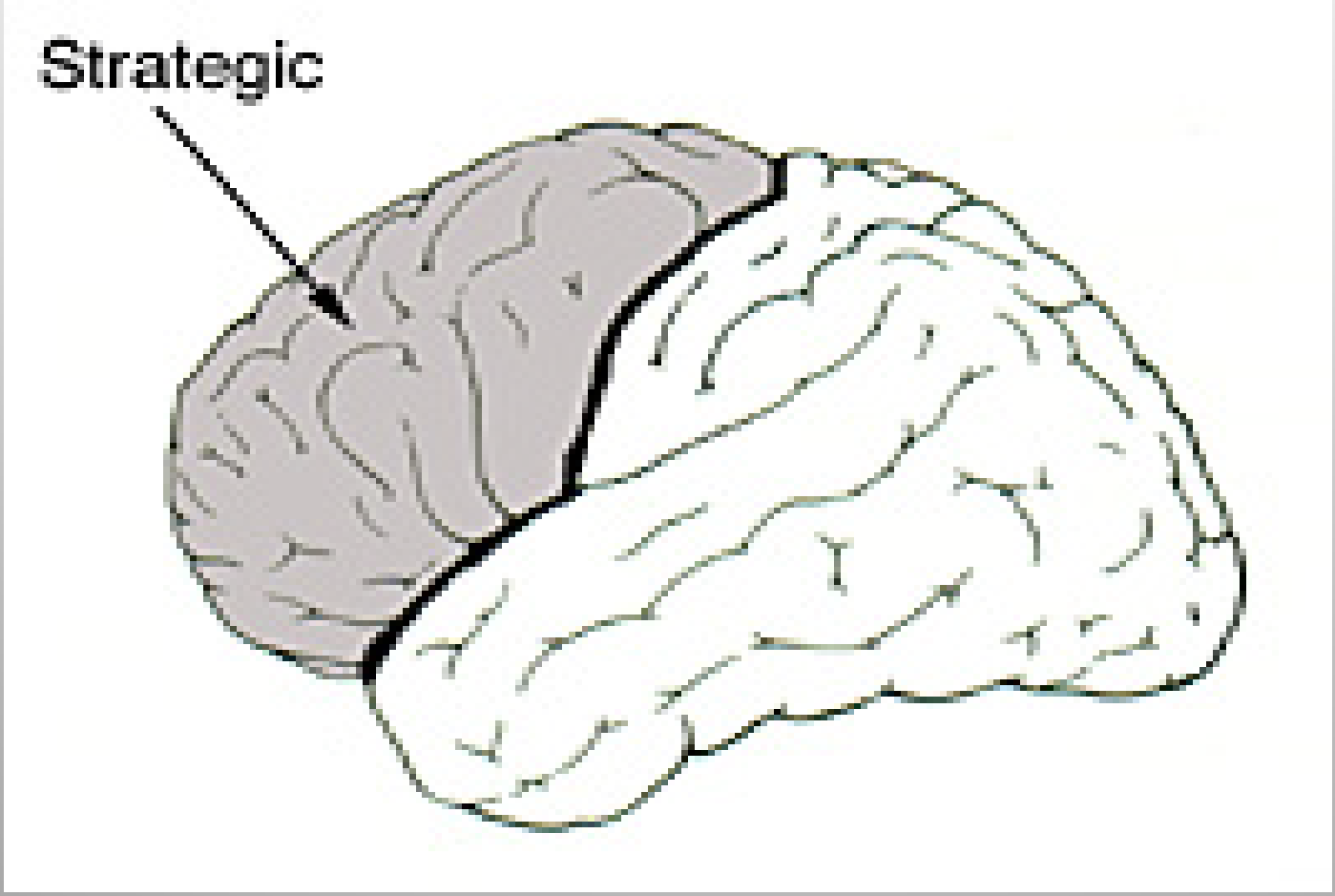
Network Structure



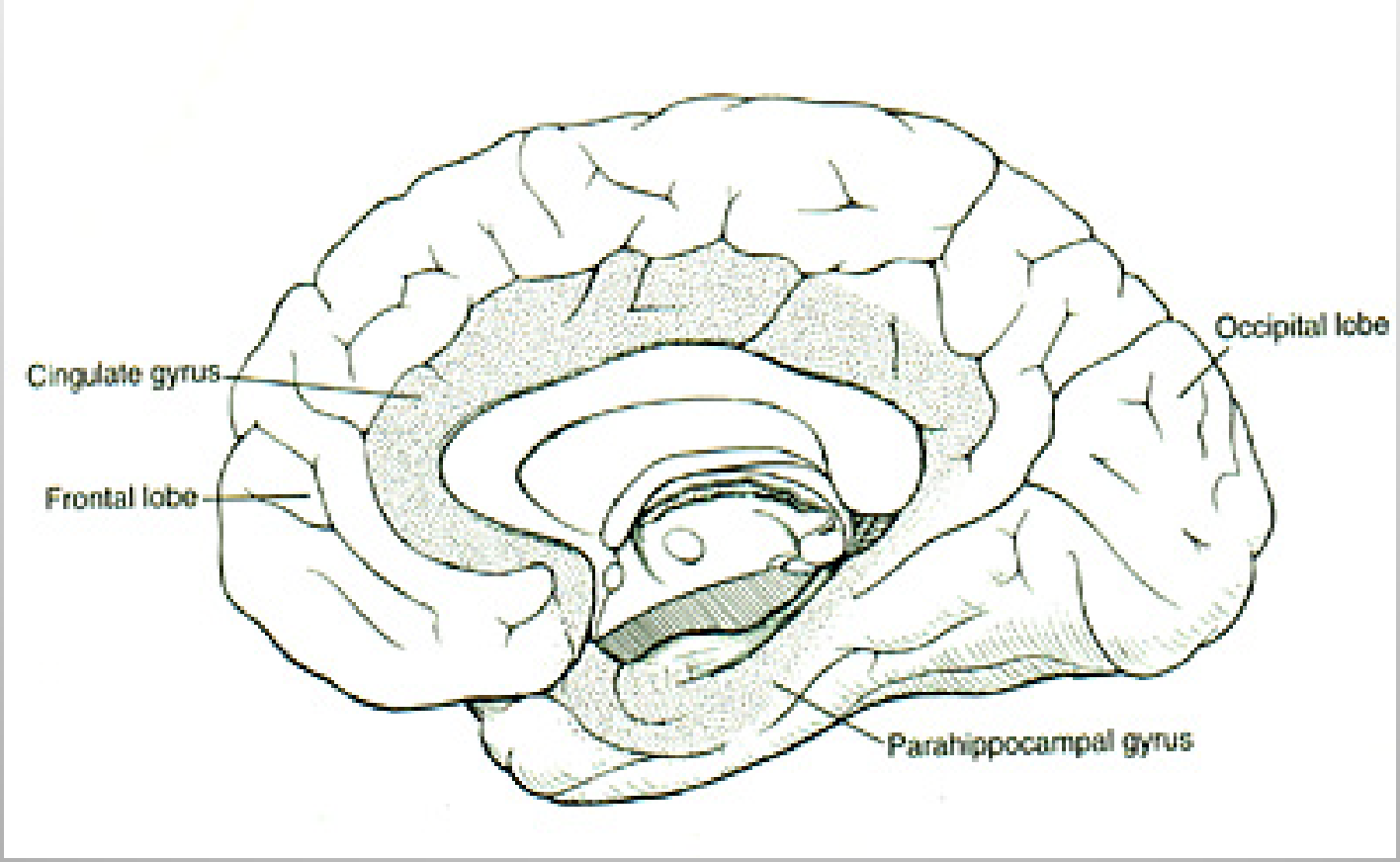
The Recognition Network



Strategic Network



Affective Network



UDL Principles

- Multiple and flexible methods of representing information- recognition learning
- Multiple and flexible methods of expression and apprenticeship- strategic learning
- Multiple and flexible means of engagement- affective learning

UDL and Assistive Technology

- UDL does not require the use of technology
- UDL harnesses the power of technology
- UDL eliminates barriers
- AT overcomes barriers in the curriculum and environment

Consider

"IEPs don't work at cross purposes with universal design but they don't support it. They support accommodation and AT.

Dr. Sheryl Burgstahler

UDL and AT

- Individual versus environmental
- Curriculum Design focused on AT may create more need and increase costs
- Curriculum Design focused on UDL ignores need for individualization

Redundancy for the Recognition Network

Say It	Show It	Model It	Different Media
Lecture/ Discussion	Diagram	Video or live demonstration	DVD
IPOD/Kindle	Transparency	Think aloud	E Book
Screen Reader	Smartboard	A concrete model or other form of visual representation	CD

Websites to Visit

- www.webaim.org
- www.digital.library.upenn.edu/books
- www.searchebooks.com
- www.TTaconline.org
- www.K8accesscenter.org
- www.ku-crl.org/downloads/ Click on Strategic Instruction Model handouts
- www.cast.org/

The Goal of UDL

From the beginning, curriculum design should plan "for the most diverse group of users… (and) encompass the diversity of characteristics of a group of people."

Dr. Sheryl Burgstahler

References

- Coyne, P., Ganley, P., Hall, T., Meo, G., Murray, E., & Gordon, D. (2006). Introduction. In D. Rose, & A. Meyer, *A Practical Reader in Universal Design for Learning.* Cambridge, MA : Harvard Educational Press.
- Devaney, L. (2009, November 1). Teaching students with autism. *eschoolnews* .
- Gordon, D. (2009). School Reform: Are We Just Getting Started? In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard Educational Press.
- Gordon, D., Gravel, J. W., & Schifter, L. (2009). Introduction. In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard Educational Press.
- Hehir, T. (2009). Policy Foundations of Universal Design for Learning. In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard Educational Press.
- Hitchcock, C. &. (2003). Assistive Technology, Universal Design, Universal Design for Learning: Improved Learning Opportunities. *Journal of Special Education Technology* , 1-24.

References

- Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2005). Equal Access, Participation and Progress in the General Education Curriculum. In D. M. Rose, *The Universally Designed Classroom.* Boston, MA: Harvard Educational Press.
- Howard, K. (2004). Universal Design for Learning: Meeting the Needs of All Students. *Learning and Leading with Technology* , 26-29.
- Jackson, R., & Harper, K. (2005). Teacher Planning for Accessibility: The Universal Design of Learning Environments. In D. M. Rose, *The Universally Designed Classroom.* Cambridge, MA: Harvard Educational Press.
- Karger, J. (2005). What IDEA and NCLB Suggest about Curriculum Access for Students with Disabilities. In D. M. Rose, *The Universally Designed Classroom.* Boston, MA: Harvard Education Press.
- Meo, G. (2006). Frequent Questions about Universal Design for Learning. In D. Rose, & A. Meyer, *A Practical Reasder in Universal Design for Learning.* Cambridge, MA: Harvard Educational Press.
- Meyer, A., & Rose, D. (2005). The Future is in the Margins. In D. Rose, A. Meyer, & C. Hitchcock, *The Universally Designed Classroom.* Boston, MA: Harvard Educational Press.

References

- Minow, M. (2009). Forward. In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard Educational Press.
- Nolet, V. &. (2005). *Accessing the General Education Curriculum.* Thousand Oaks, CA: Corwin Press.
- Rose, D. (2009). There is a Way to "Leave No Child Behind". In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard Educational Press.
- Rose, D. (2009). Universal Design for Learning: Neurology and Technology of Learning. *Ohio Center for Autism and Low Incidence.* Columbus, OH.
- Rose, D., & Gravel, J. (2009). Getting from Here to There: UDL, Global Positioning Systems, and Lesson for Improving Education. In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard Educational Press.
- Rose, D., & Meyer, A. (2002). *Teaching Every Student in the Digital Age: Universal Design for Learning.* Alexandria , VA: ASCD.
- Rose, D., Hasselbring, T., Stahl, S., & Zabala, J. (2009). Assitive Technology, NIMAS and UDL: From Some Students to All Students. In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard Education Press.

References

- Rose, D., Meyer, A., & Hitchcock, C. (2005). Introduction. In D. M. Rose, *The Universally Designed Classroom.* Boston, MA: Harvard Educational Press.
- Samuels, C. (2009). Universal Design Concept Pushed for Education. In D. G. Gordon, *A Policy Reader in Universal Design for Learning.* Cambridge, MA: Harvard University Press.
- Sopko, K. (2009, April). *Universal Design for Learning: Policy Challenges and Recommendations.* Alexandria, VA: NASDE.

NDDPI Contact Information

- Lynn Dodge, Regional Coordinator:
  701-328-2277

- NDDPI Website:
  http://www.dpi.state.nd.us/speced/resource/curriculum/index.shtm