Variability in Universal Design for Learning

Webinar
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Introducing the Presenters

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Options for Today

Options for Perception:
Large Projection
Website

Options for Action and Expression:
Stand, Sit, Walk, Stretch
Raise a hand, write in the chat, tweet #CASTPL or #udlchat

Tools Needed for Expert Learning:
Colored Pencils, Notebooks, Fidgets, Markers
Goals:

**Strengthen** the concept that the barrier is in the environment.

**Make the connection** between learner variability and the learner’s context.

**Experience** learner Variability and **Empathize** with learners.

**Plan** action steps for infusing UDL into your classroom, school, or community.
Your Own Goals

• What are your **personal** goals for today’s workshop?

• What are your **professional** goals for today?
How do we make curriculum and all Tiered Interventions accessible to all learners?
Review The UDL Core Concepts

- Architecture
- Neuroscience
- Guidelines
Review: The UDL Core Concepts

The Barrier is in the Environment

Neuroscience

Guidelines
The UDL Core Concepts

The Barrier is in
the Environment

Variability is the
Norm

Guidelines
The UDL Core Concepts

The Barrier is in the Environment

Variability is the Norm

The Goal is Expert Learning
Assessing Your Variability
The Compass Activity

North
Likes to take action, try things, and plunge in

West
Likes to know the who, what, when, where, how, and why before acting

South
Likes to consider everyone’s feelings and hear all voices before acting

East
Likes to look at the big picture and the possibilities before acting
Scenario: You are grocery shopping
Scenario: You are planning a party for friends
Scenario: You are planning a party for your boss.
Scenario: You are on a committee that is deciding which curriculum to purchase
Reflection

- What did you learn about yourself?
- Did anything surprise you?
Variability is the Norm
Reflection

Reactions to that video:

What resonated with you?

What troubled you?
The Variability Game

We will look at different profiles of students and a learning target and anticipate barriers.
Learning Target

To determine the central idea of a text and how it is conveyed through particular details.

Answer the Question: Is this task well designed for my learner
Isabella

Isabella has recently moved to the United States from Colombia. She is an only child, and is currently the only English speaker at home. Isabella:
- Is learning English quickly at school.
- Has strong reading skills in Spanish, which is her first language.
- Is very social, and loves to make up plays and dances with her peers.
- Recalls facts quickly.
- Can get agitated and nervous when asked to perform a task in front of peers with no time to prepare in advance.
- Needs support to stay focused on her work. She tends to wander/socialize when she is off task.
- Needs to resolve conflicts with close friends before moving on to learning activities.
- Loves researching and writing about her home country.
- Enjoys working on the ChromeBook.

Identify 5 key sentences from the text that you think reflect the theme of the text. Link these sentences to any song, news article, current event story, another book you’ve read.

Think about the theme of your favorite book. Be prepared to share it aloud in the next 5 minutes to the rest of the class.

With a partner you do not usually work with, make a video that shows the theme of the book acted out.
Reflection

• When you answered Yes, why did you do so?
• When you answered no, why did you do so?
• What questions do you still have about the context?
Daniel

Daniel and his older brother live with their parents in a small apartment about 45 minutes from the school. He is bilingual in English and Spanish, as are both of his parents.

Daniel:
- Is funny, outgoing, and loves to be the center of attention. He has lots of friends.
- Tells friends he strongly dislikes animals due to an unpleasant accident at a farm when he was young.
- Particularly interested in politics and current events.
- Needs lots of time to process information, and often appears bored in class.
- Needs directions repeatedly about what and when to do something to stay on task.
- Needs support for tasks that require executive function skills.
- Is easily distracted, particularly by ambient noise.
- Motivated by group work and interactions with peers.
- Likes to use the Internet.
- Loves singing and drama.

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Reflection

• How was your experience different this time?

• How would you redesign these experiences or build in options for Daniel?
Gabriel

Gabriel has 4 siblings. He lives 30 minutes from school and plays 3 sports each season—he is very athletic! Gabriel:

- Likes museums, art, and science in addition to sports.
- Loves going on field trips and loves it when a "field trip" comes to the classroom.
- Loves games and problem solving and is motivated by competition.
- Sometimes claims he is tired when he is faced with a writing task and most days he is not interested in reading assigned books.
- Prefers to do this work at home when assigned research-based activities.
- Seeks to please others but sometimes this results in conflict (e.g., during group work).

Identify 5 key sentences from the text that you think reflect the theme of the text. Link these sentences to any song, news article, current event story, another book you’ve read.

Think about the theme of your favorite book. Be prepared to share it aloud in the next 5 minutes to the rest of the class.

With a partner you do not usually work with, make a video that shows the theme of the book acted out.
Reflection

• How did it feel to be in the shoes of a specific learner?
• What insights, did this exercise give you about designing learning?
• Other thoughts and comments?
UDL Design Process

Setting Clear, Rigorous Goals

Anticipating Barriers

Designing to Minimize
Three Core Concepts of UDL: Barriers

Setting Clear, Rigorous Goals

Anticipating Barriers

Designing to Minimize Barriers
UDL: Predictable Variability

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
Keep in Mind

UDL is a **framework**, not a checklist

Think of looking at learning through a UDL lens
Use UDL to Intentionally Anticipate Barriers

- Options for **engagement**
- Options for **representation**
- Options for **action & expression**
UDL: Designing to Minimize Barriers

**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

How students will engage?
- Choice of 2 relevant texts

How students will perceive?
- Read aloud
- Individual Copies
  - paper/digital

How students will act on their understanding?
- Options
  - Podcast, Infographic, Thesis Paper, Blog
- Graphic Organizer
Activity: Looking at Current Practice

Materials: The two sided copy of the Guidelines

Activity:
● Pick your three most effective practices and place them in the appropriate guideline.

Options for Action and Expression
● Individually respond to the prompt and guiding questions.
  ○ Write, Type, Voice Record, Sketch
● Interview a colleague
  ○ Write, Type, Voice Record, Sketch
Big Idea

Learner variability is predictable and you can use the guidelines to design options based on this variability, towards the goal of expert learning.
Exploring the UDL Guidelines Site

udlguidelines.cast.org
Reflection

What questions do you have?

What concerns you?

What excites you?
Thank You!