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Designing Lessons for All:
Understanding Universal Design for Learners (UDL)
Guided Notes

UDL is a framework to help reduce students' barriers to learning and increase students' agency. A UDL approach provides flexibility in the ways information is presented, in how students respond or demonstrate knowledge, and in the ways students are engaged in learning.

Key Ideas from UDL:
1. Barriers to learning exist in the environment, not the learner.
2. Variability is predictable in learning and can be designed for.
3. What is necessary for some, can be good for all.
4. Small changes can make a big difference.
5. Pair UDL with asset-based instructional approaches.

Key Strategies to apply for UDL:
1. Use case studies in your instruction
    a. Bring in real-life examples to help draw students in. How might they use their own experiences?
2. Use prompts or sentence-starters.
    a. What other scaffolding approaches can you bring in? How might repetition help you build momentum?
3. Use video
    a. Keep videos short (2:30 minutes to 3:30 minutes)
    b. Always have captions on
    c. Use signaling to highlight important ideas or concepts
    d. Use guiding questions
    e. Integrate discussion questions
4. Use metaphors and analogies (LINCS, 2024)

RESOURCES:
https://udlguidelines.cast.org/
https://lincs.ed.gov/state-resources/federal-initiatives/udl
https://valrc.org/adults-with-disabilities-featured-instructional-resources/
LINCS, 2024. *Learning that Works from All,* created by CAST. [PowerPoint].
UDL Google Drive: https://tinyurl.com/UDLLVCA

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From VALRC's Disabilities and the Adult Learner: Webinar 2

Learning {Dis}abilities
Reading-related LD

Difficulties with:
- Letter recognition
- Letter-sound correspondence
- Working memory, retention, processing

Rely on:
- Whole-word recognition
- Phonological strategies
- Contextual strategies

Dyslexia (reading)

- Dyslexia is brain-based, genetic, and common
- Difficulty with accurate and fluent word recognition, poor spelling, and difficulty with decoding and phonological skills

Dysgraphia (writing)

- Brain-based & lifelong
- Can affect a person's ability to form letters in writing, written expression and capacity to translate ideas into written language
- Challenges relating to transcription skills, which include handwriting, spelling, typing, and drawing - all the things writing involves

Dyscalculia (math)

- Brain-based & lifelong
- Affects a person's ability to understand and manipulate quantities, numbers, and their representations
- Can affect a person's ability to read and write math problems, count change, add, and subtract

ADHD

- Brain-based & lifelong
- Affects a person's ability to focus, impulse control, and the amount of movement they require (often excessive for the setting)

ELLs and {dis}abilities

It may be difficult to determine if ELLs have a learning {dis}ability:
- May show in a new, additional language when it was not apparent in learner's home language
- Not acknowledged in some cultures→may not be familiar with strategies for self-disclosing or describing
- May be attributed to interrupted or limited formal schooling instead of LD
- May be attributed to lack of time to study and use English outside of the classroom

Accommodations, Modifications, & Instructional Strategies
General Strategies for Dyslexia (reading)
- Use simplified, explicit instructions and explain them fully.
- Complement any written instruction with verbal direction.
- Highlight, or otherwise visually emphasize, important information.
- Provide guided notes or encourage the use of an audio-recorder in class.
- Offer examples or samples of work.

General Strategies for Dysgraphia (writing)
- Allow extra time for planning & written assignments
- Provide an alternative way to complete the assignment (e.g., use of a computer, voice recording, or verbal response)
- Guided notes or an audio-recorder in class
- Focus evaluation of work based on an understanding of concepts

General Strategies for Dyscalculia (math)
- Give extra time to complete classwork
- Chunk work into fewer problems
- Guided notes or audio-recorder in class
- Highlight, or visually emphasize, important information in word problems
- Provide extra scratch paper or space between problems on handouts
- Allow: calculators, multiplication tables, formulas, or manipulatives when possible.

General Strategies for ADHD
- Use text boxes and bullet points for essential information
- Provide guided notes & frequent breaks in instruction
- Use images, color, audio, & other multimedia
- Chunk assignments into smaller sections
- Give instructions in multiple formats (oral, visual, written)

General Strategies for ELLs with {dis}abilities
- Use culturally responsive practices
- Draw on learners' preferred or stronger modalities (e.g., listening vs. reading, oral vs. written)
- Reduce information students must generate independently (e.g., providing checklists, reading and/or study guides)
- Teach study skills, self-monitoring skills, or coping strategies to support areas affected by the disability
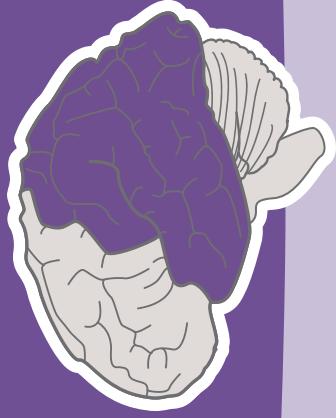
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The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.
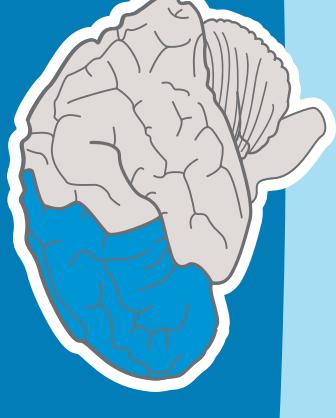
Design Multiple Means of Engagement

Access

Design Options for Welcoming Interests & Identities
- Optimize choice and autonomy
- Optimize relevance, value, and authenticity
- Nurture joy and play
- Address biases, threats, and distractions

Support

Design Options for Sustaining Effort & Persistence
- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback

Executive Function

Design Options for Emotional Capacity
- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices

Design Multiple Means of Representation

Design Options for Perception
- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways

Design Options for Language & Symbols
- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across languages and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media

Design Options for Building Knowledge
- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Organize information and resources
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization

Design Multiple Means of Action & Expression

Design Options for Interaction
- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools

Design Options for Expression & Communication
- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication

Design Options for Strategy Development
- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices