

# Using Universal Design for Learning (UDL) to Change Our Perspectives on Teaching Positive Behavior



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# Guiding Questions

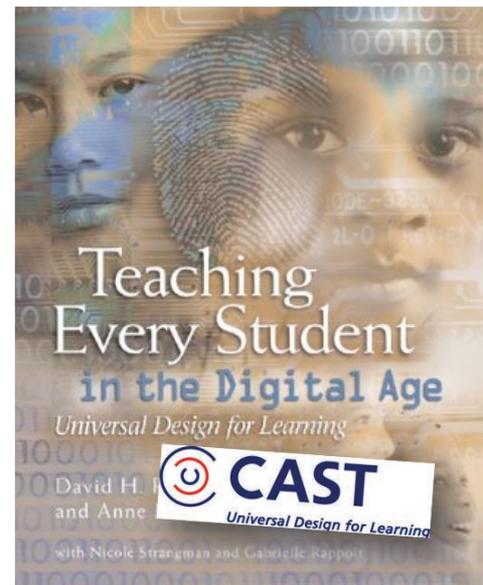
- ◆ ***Explain*** that the UDL framework is based on brain research defined across three core neural networks and includes principles, guidelines and checkpoints.
- ◆ ***Identify*** the core components of a UDL behavioral or academic curriculum as including clear goals, flexible methods, flexible materials and effective formative assessment and *be able to locate* which components currently exist in schools and/or divisions.
- ◆ ***Explain*** that the goal of UDL is to remove barriers in an academic or behavioral curriculum while deliberately building learner expertise.

# Universal Design for *Learning*



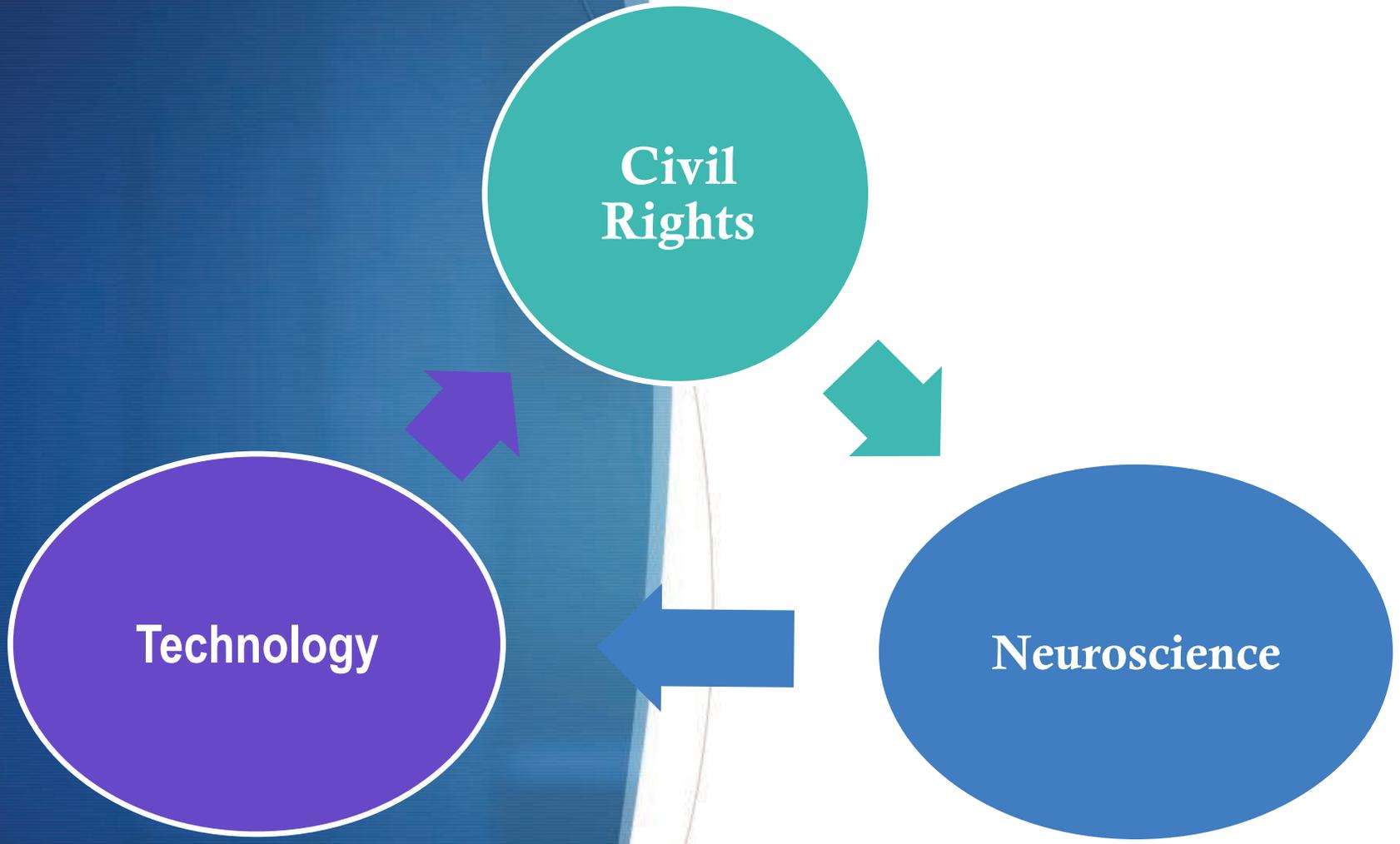
- The Future is in the Margins

(Meyer & Rose, 2000)



# UDL– The Higher Education Opportunity Act of 2008

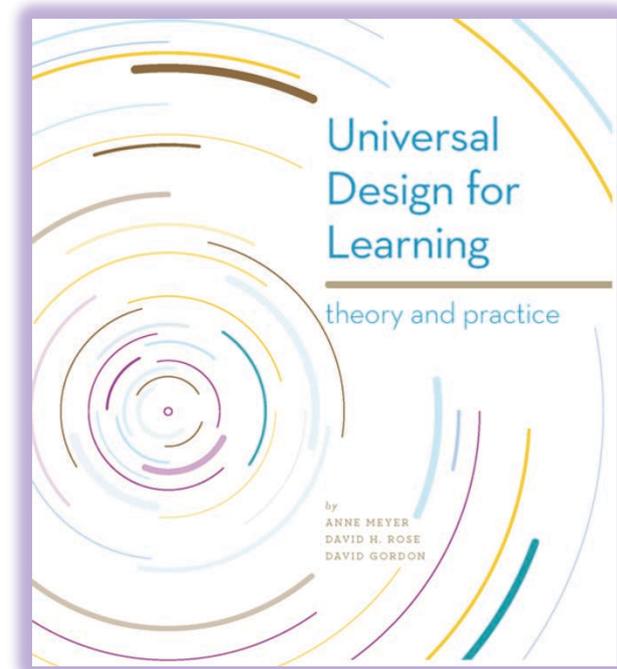
- ❖ Section 103(24) **UNIVERSAL DESIGN FOR LEARNING**.--  
The term 'universal design for learning' means a scientifically valid framework for guiding educational practice that—
  - ◆ ``(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
  - ◆ ``(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient."



**Emergence of UDL**

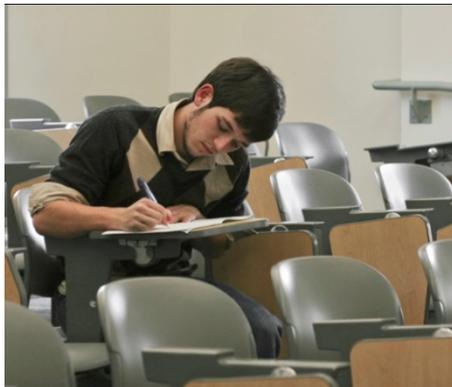
# What is Universal Design for Learning? UDL...

- Is *a framework* for designing curricula that enable all individuals to gain knowledge, skills, and enthusiasm for learning.
- Provides *rich supports for learning* and *reduces barriers* to the curriculum *while maintaining high achievement standards* for all.
- Recognizes *variability as the norm*.



## Why UDL?

Designed from the outset to systematically plan for the learning needs of all students



# UDL Assumptions

- ◆ Learners in any classroom represent a range of variability
- ◆ The goal of instruction is to develop "expert learners"
- ◆ Curriculum needs to reflect the variability of all learners
- ◆ Learning occurs in the dynamic interaction of the individual with the environment



## Recognition Networks

The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

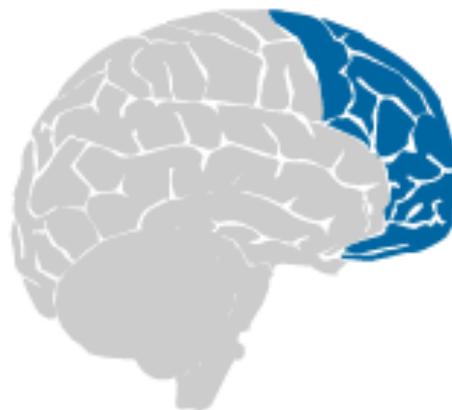


Present information and content in different ways

More ways to provide  
**Multiple Means of Representation**

## Strategic Networks

The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know

More ways to provide  
**Multiple Means of Action and Expression**

## Affective Networks

The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

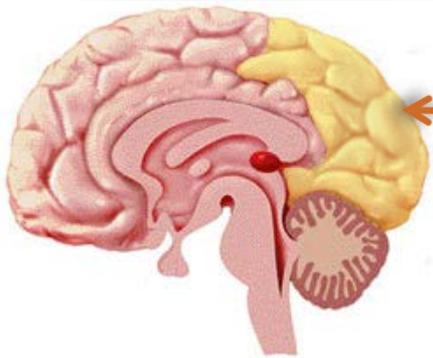
More ways to provide  
**Multiple Means of Engagement**

# Universal Design for Learning Guidelines

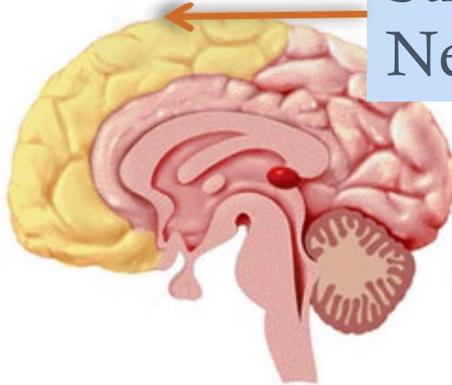


# The Neurological Foundation

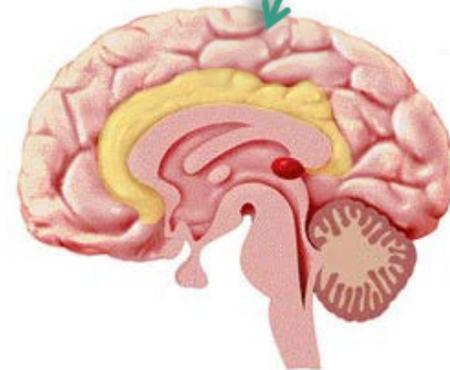
Recognition  
Network

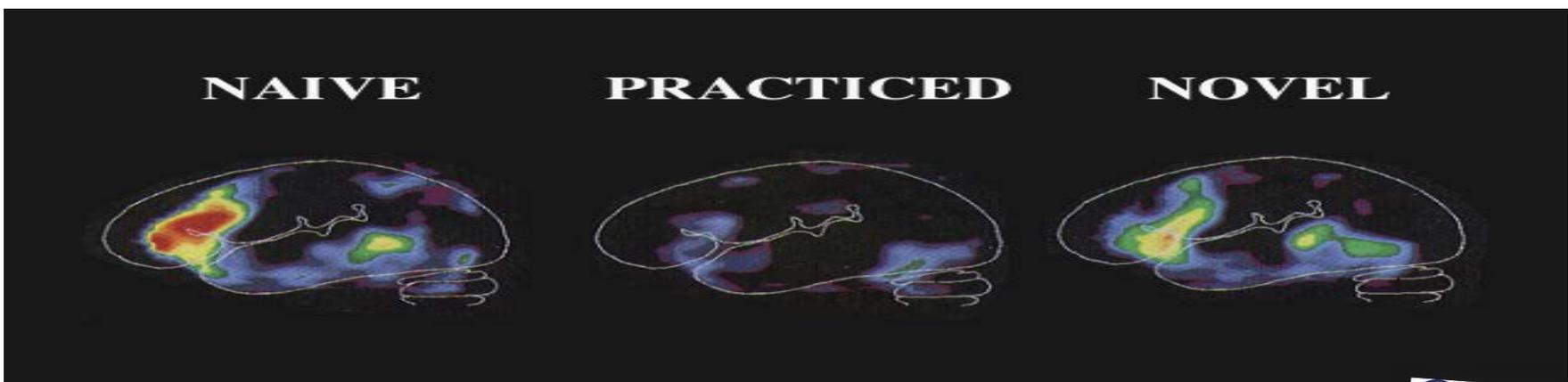
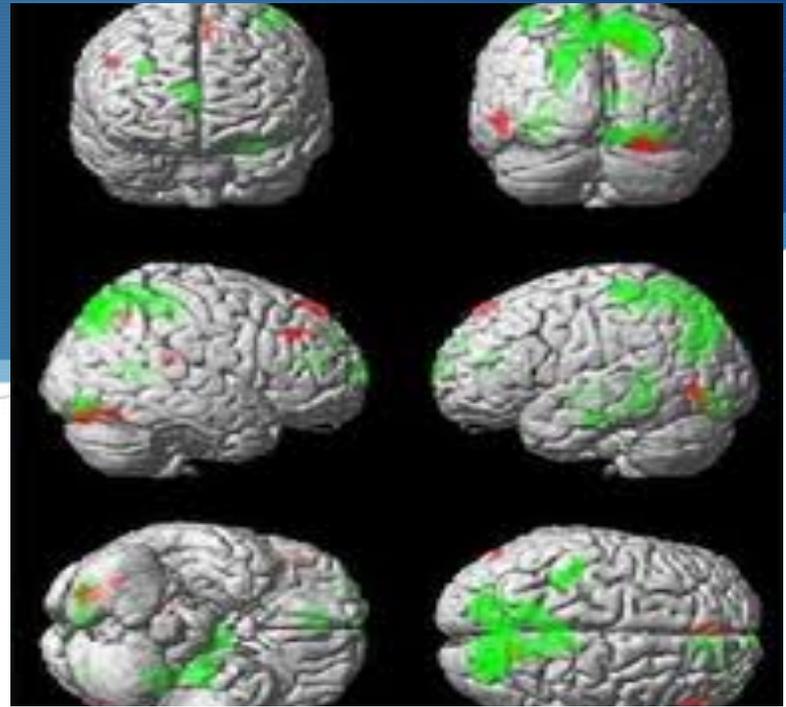
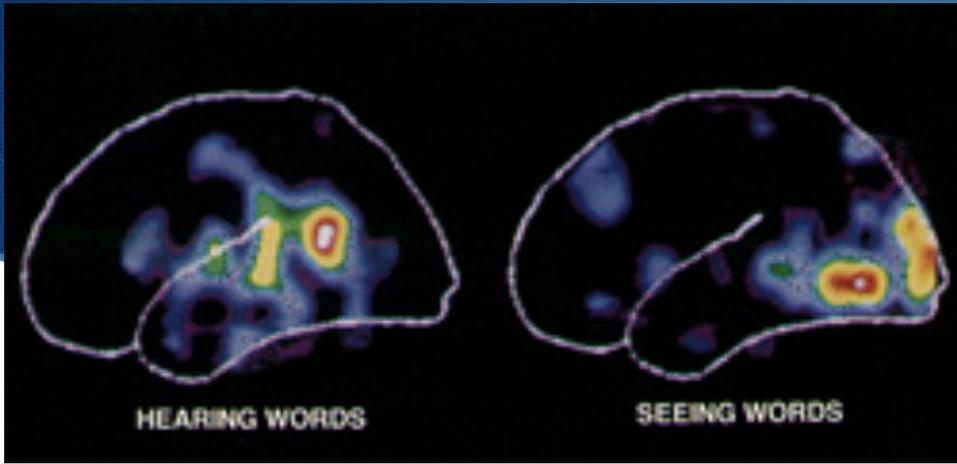


Strategic  
Network



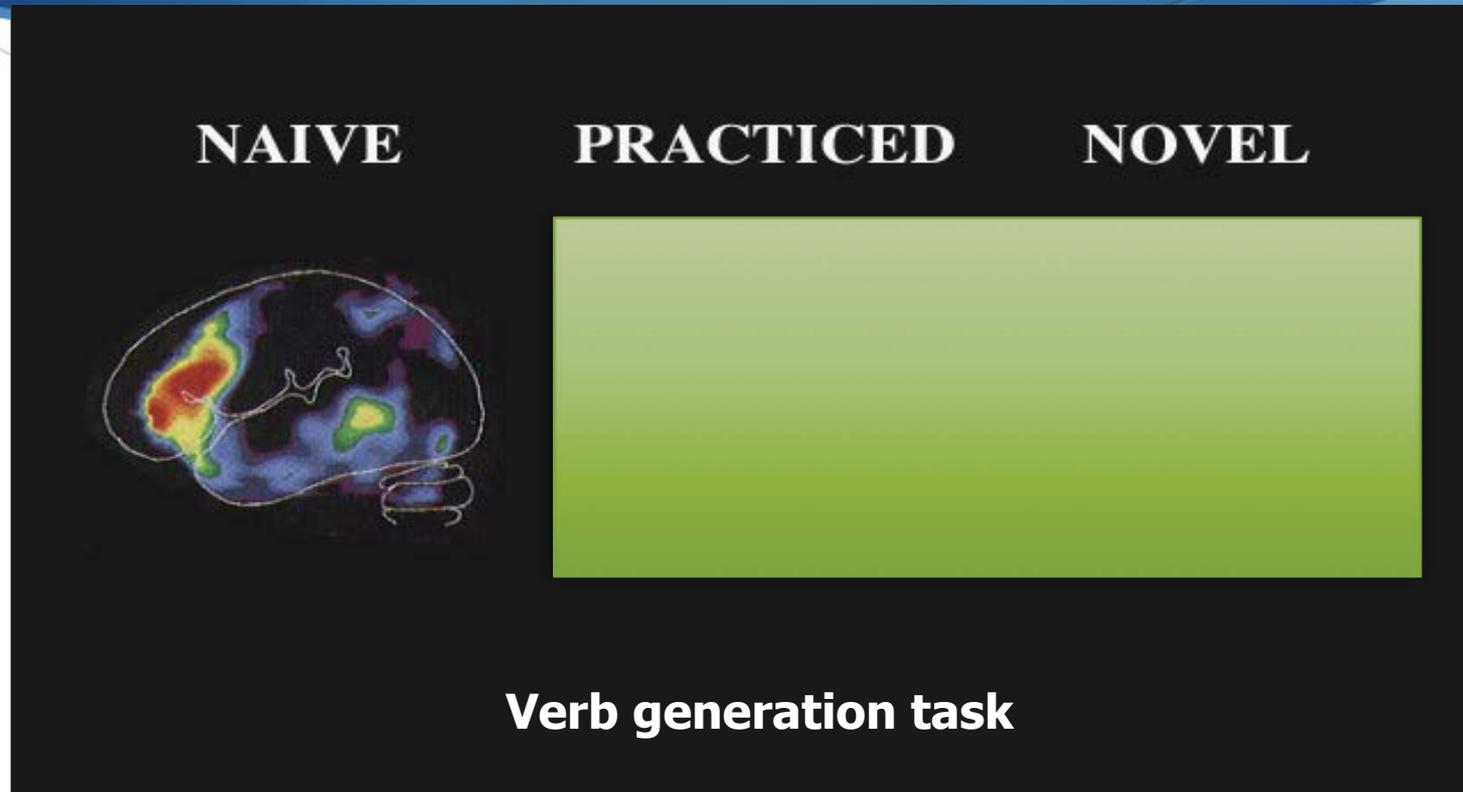
Affective  
Network





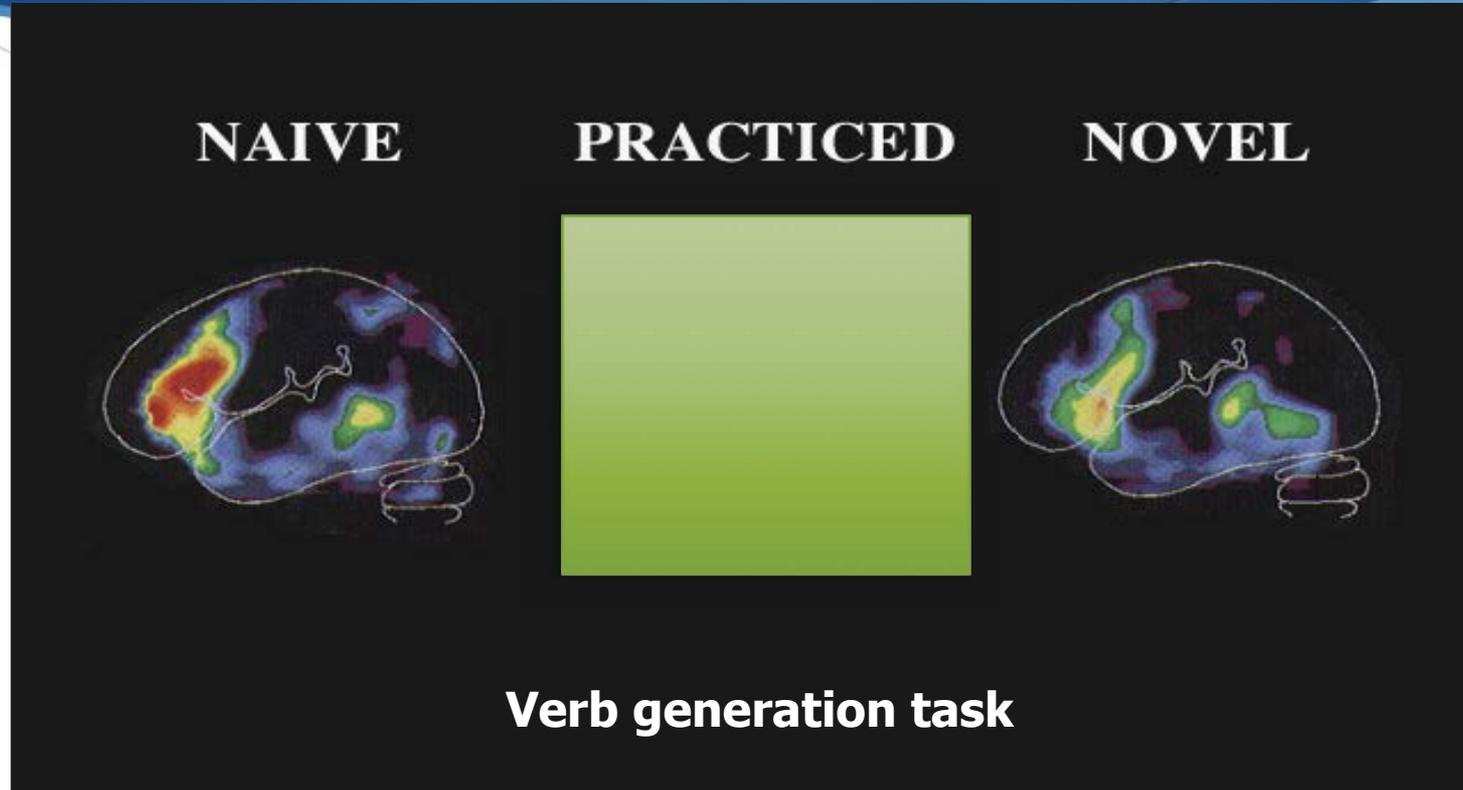
Verb generation task

# Naïve (novice) learners



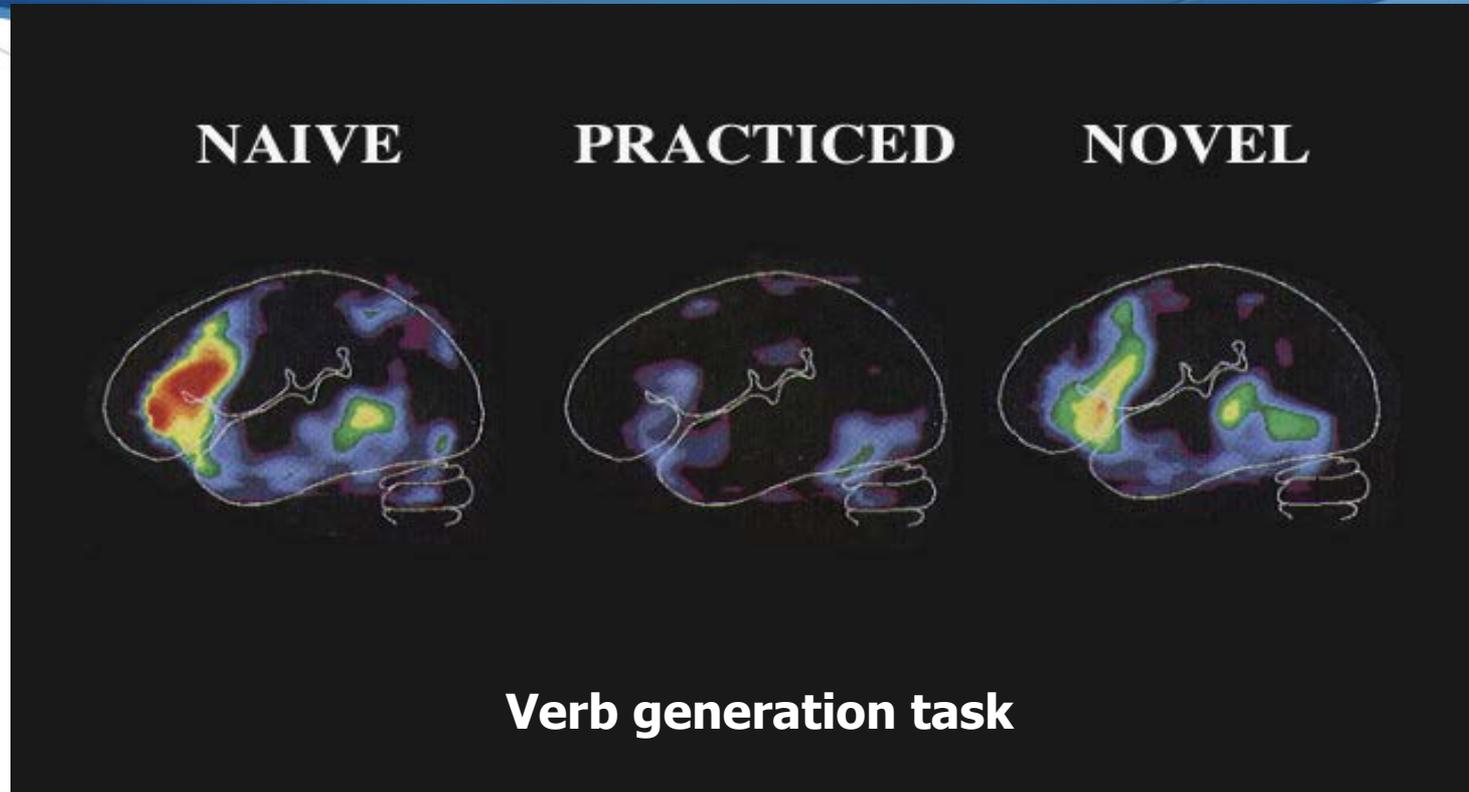
Peterson, S. E., Mier, H. V., Fiez, J. A., \* Raichle, M. E.

# Novel learners:



Peterson, S. E., Mier, H. V., Fiez, J. A., \* Raichle, M. E

# Practiced learners:



Peterson, S. E., Mier, H. V., Fiez, J. A., \* Raichle, M. E

# Brewing a Perfect Cup

- ☘ Recognize the essential elements needed to make a cup (Recognition Networks)
- ☘ Know the steps required to make and brew a cup (Strategic Networks)
- ☘ Appreciate the completion of perfect cup (Affective Networks)



# Learner variability



- **Learners vary in the ways they take in information**
- **Learners vary in their abilities and approaches**
- **Learning changes by situation and context**
- **Learners vary across their development**

# The Value of Learner Expertise

**Dr. Jon Mundorf**



Meyer, A., Rose, D. H., & Gordon, D. (2014). Universal design for Learning: Theory and practice. Retrieved <http://udlvideo.org/ch2/24>

# Universal Design for Learning Guidelines



[http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2\\_0.pdf](http://www.udlcenter.org/sites/udlcenter.org/files/updateguidelines2_0.pdf)

# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

### 1: Provide options for perception

- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information

### 2: Provide options for language, mathematical expressions, and symbols

- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media

### 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

**Resourceful, knowledgeable learners**

## II. Provide Multiple Means of Action and Expression

### 4: Provide options for physical action

- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

### 5: Provide options for expression and communication

- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

### 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

**Strategic, goal-directed learners**

## III. Provide Multiple Means of Engagement

### 7: Provide options for recruiting interest

- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions

### 8: Provide options for sustaining effort and persistence

- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

### 9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

**Purposeful, motivated learners**

# UDL and Expert Learners



From the UDL perspective, expert learners are...

## Resourceful & knowledgeable

- Bring considerable prior knowledge to new learning
- Activate that prior knowledge to identify, organize, prioritize, and assimilate new information
- Recognize the tools and resources that would help them find, structure, and remember new information
- Know how to transform new information into

To learn more about developing resourceful and knowledgeable learners, [go to Principle I](#)

## Strategic & goal-directed

- Formulate plans for learning
- Devise effective strategies and tactics to optimize learning
- Organize resources and tools to facilitate learning
- Monitor their progress
- Recognize their own strengths and weaknesses as learners
- Abandon plans and strategies that are

To learn more about developing strategic and goal-directed learners, [go to Principle II](#)

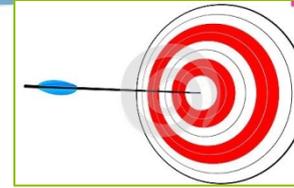
## Purposeful & motivated

- Are eager for new learning and are motivated by the mastery of learning itself
- Are goal-directed in their learning
- Know how to set challenging learning goals for themselves
- Know how to sustain the effort and resilience that reaching those goals will require
- Monitor and regulate emotional reactions

To learn more about developing purposeful and motivated learners, [go to Principle III](#)

# Apply UDL to the Curriculum

**G** GOALS



**M** METHODS

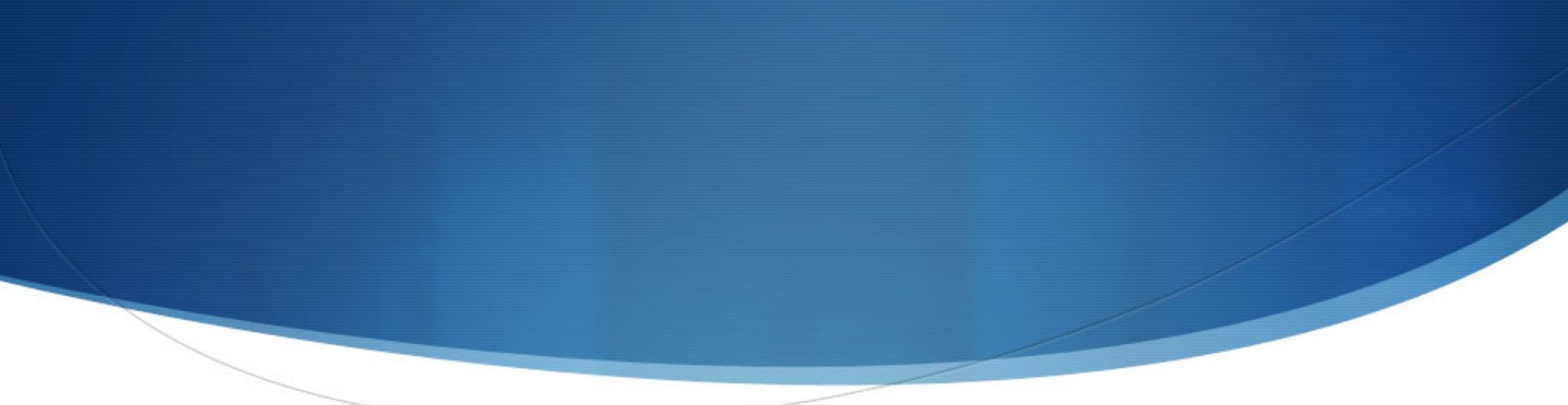


**M** MATERIALS



**A** ASSESSMENT





**“Firm Goals –  
Flexible Means”**

# TIER I: Core, Universal

GOAL: 100% of students achieve at high levels!

Implementing well researched programs and practices demonstrated to produce good outcomes for the majority of students

Tier 1 is effective if *at least* 80% are meeting benchmarks

Guiding questions for Tier 1:

1. What do we expect ALL students to learn?
2. How will we know if and when a student has learned core curriculum?
3. How will we respond when some students aren't successful?
4. How will we respond when some students have already demonstrated success with the curriculum?

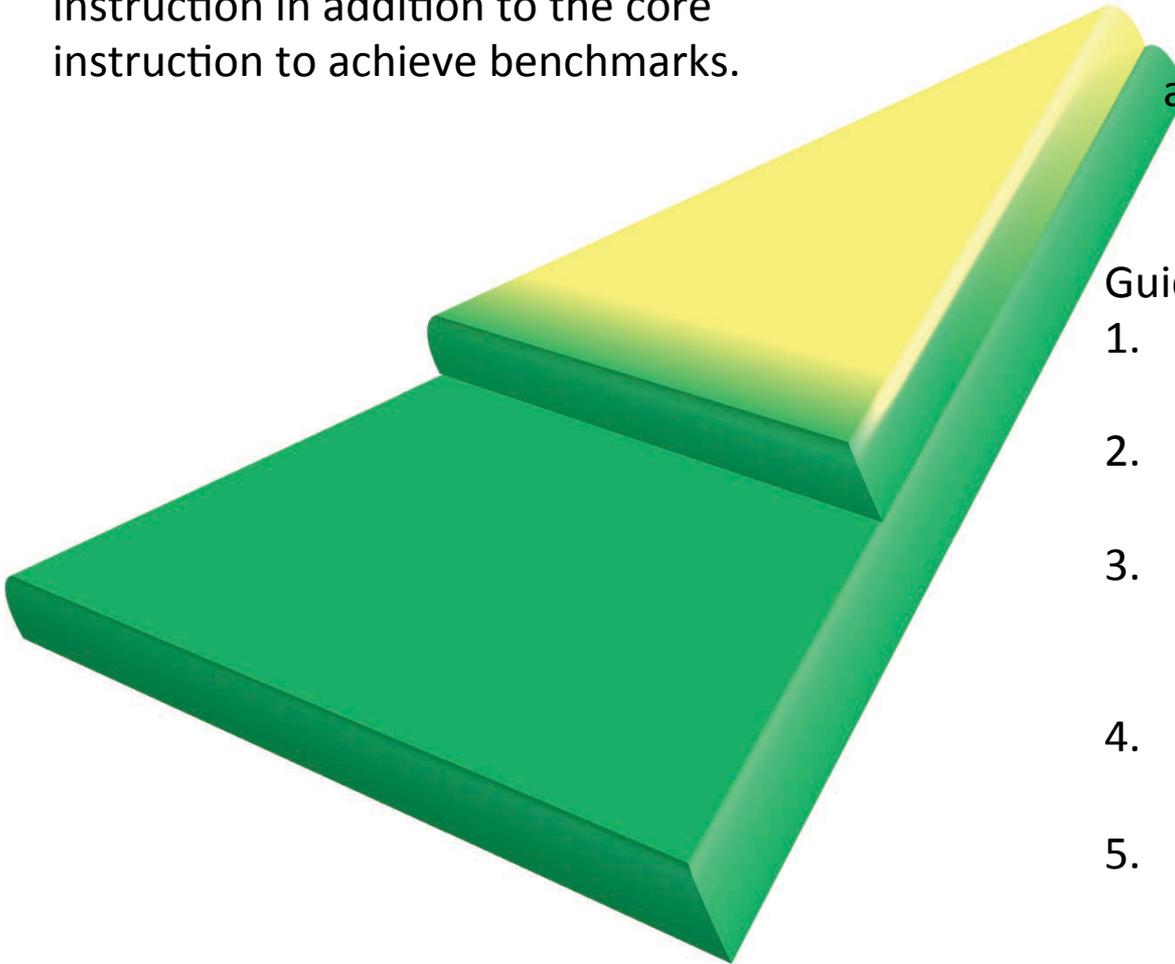
# TIER II: Supplemental, Targeted

GOAL: No more than approximately 20% of students needing supplemental instruction in addition to the core instruction to achieve benchmarks.

Tier II is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)

Guiding questions for Tier II:

1. Where are students performing now?
2. Where do we want the students to be performing?
3. How long do we have to get the students to meet their achievement goals?
4. How are we going to progress monitor skill attainment?
5. What resources do we need to build skills at an acceptable rate?



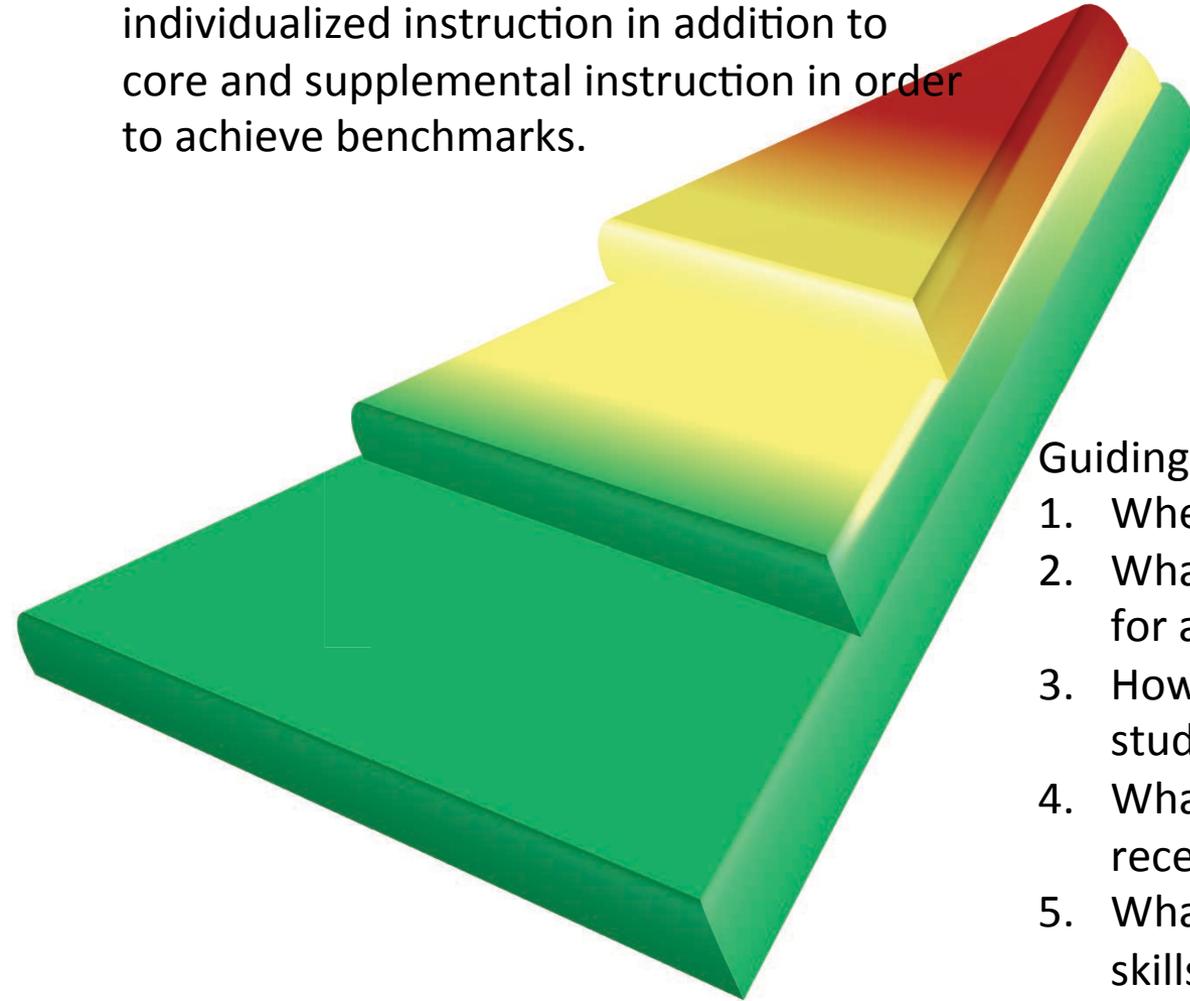
# TIER III: Intensive, Individualized

GOAL: 0-5% of students needing intensive, individualized instruction in addition to core and supplemental instruction in order to achieve benchmarks.

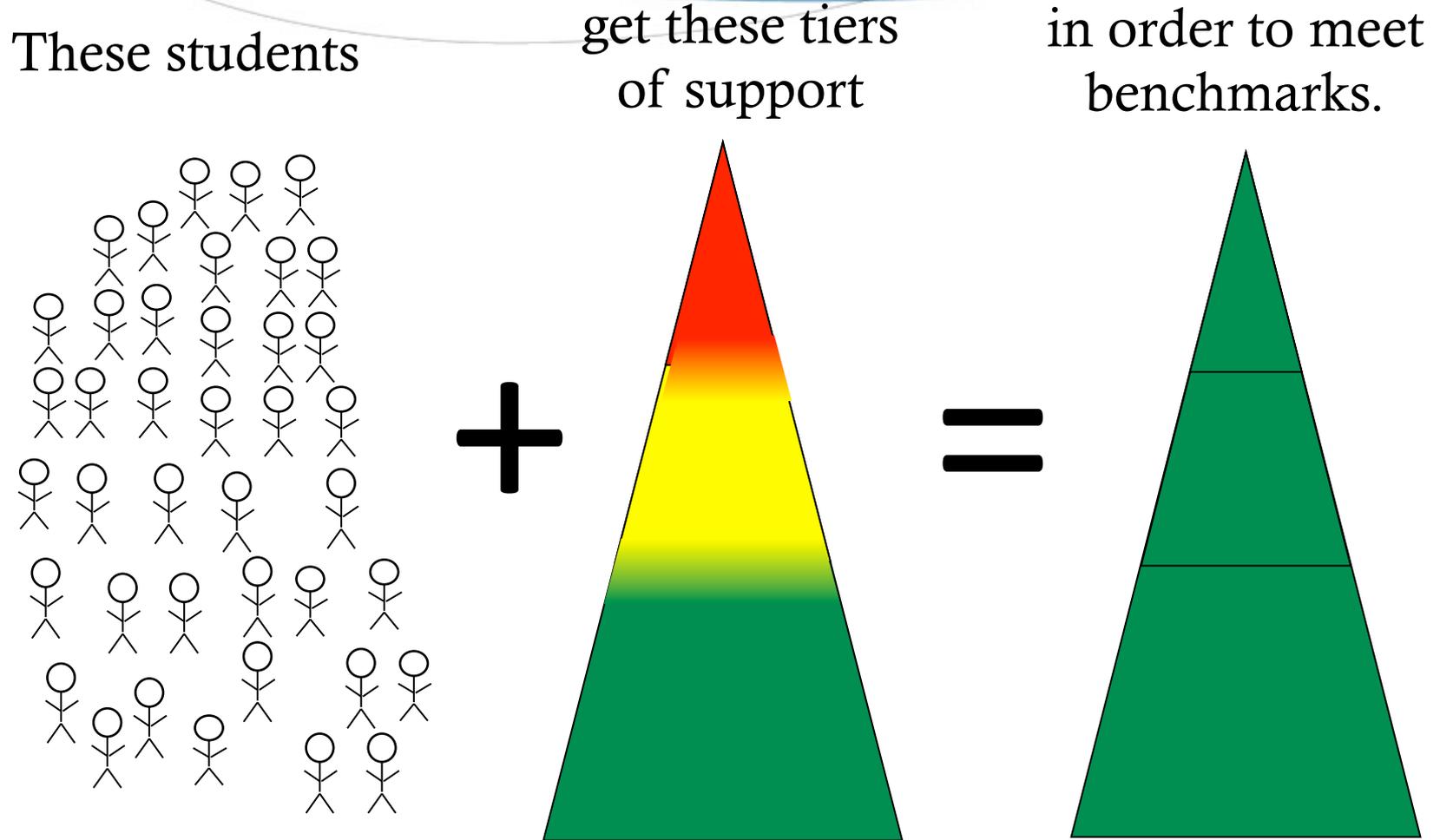
**Tier III:** is effective if at least 70-80% of students improve performance (i.e. gap is closing toward benchmark and/or progress monitoring goals)

Guiding questions for **Tier III**

1. Where is the student performing now?
2. What is a realistic and attainable goal for achievement for the student?
3. How long do we have to get the student to meet that goal?
4. What supports has the student received prior to Tier III?
5. What resources do we need to build skills at an acceptable rate?



# Three Tiered Framework of Student Supports



**The goal of the tiers is student success, not labeling.**

You Tube



PBIS Good and Bad Examples

[Retrieved from https://youtu.be/HO-M\\_QpiG5o](https://youtu.be/HO-M_QpiG5o)

# The Framework of Universal Design for Learning



## I. Provide Multiple Means of Representation

Perception

Language and symbols

Comprehension

## II. Provide Multiple Means of Action and Expression

Physical action

Expressive skills and fluency

Executive function

## III. Provide Multiple Means of Engagement

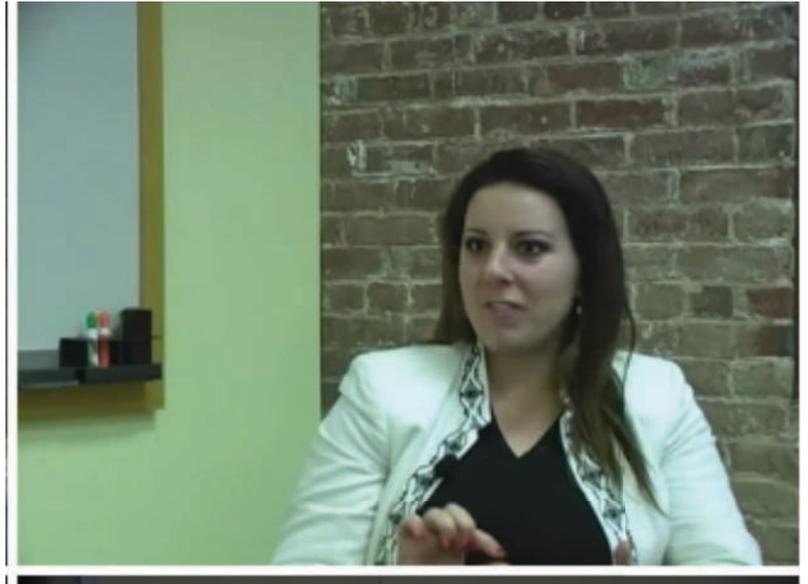
Recruiting interest

Sustaining effort and persistence

Self-regulation

# UDL Implementation

- *A Tale of 4 Districts: The Impact of UDL*



# Additional Resources

- ◆ The UDL Guidelines

- ◆ <http://www.udlcenter.org/aboutudl/udlguidelines>

- ◆ UDL and the Curriculum

- ◆ <http://www.udlcenter.org/aboutudl/udlcurriculum>

- ◆ UDL Implementation: A Tale of 4 Districts

- ◆ <http://www.udlcenter.org/implementation/fourdistricts>

- ◆ UDL and Expert Learners

- ◆ <http://www.udlcenter.org/aboutudl/expertlearners>

- ◆ UDL and Learner Variability

- ◆ <http://udlseries.udlcenter.org/categories/explore.html>