

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

Note: To write directly on this, you will need to go to “file” and hit “make a copy”

### Objectives:

- Identify learner variability
- Identify strategies and tools for learner variability
- Understand the framework for Universal Design for Learning
- Create UDL-supported activities

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 Concept 1:

UDL Reduces barriers in instruction by identifying and adapting to learner variability.

- What barriers might students face?
- How do we identify barriers?
  - Student records
  - Ask the student

### Notes:

### Key Concept 2:

Variability is predictable in learning and can be designed for. UDL provides a framework to design for variability

### 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. The goal of UDL is student agency.
4. What is necessary for some, can be good for all.
5. Small changes can make a big difference.
6. Pair UDL with asset-based instructional approaches.

### Notes:

The framework for UDL considers the ways in which we provide different ways for students to access the work (action/expression), show their knowledge (representation), and connect with the work (engagement)

- Multiple means of engagement (the why)
  - How are we helping students understand why this material is important to them?
- Multiple means of representation (the what)
  - How are we customizing our lessons to meet our students' needs?
- Multiple means of action and expression (the how)
  - How are we considering the ways students can demonstrate their knowledge to best suit their needs?

Notes:

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)

Notes:

## 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. \[PowerPoint\].](#)

[“What is UDL?” YouTube](#)

## 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

NOTES: