Meeting the Needs of All Learners:
Rethinking the Classroom Experience

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Opportunities for Learning

- Learn how Universal Design for Learning (UDL) can enhance engagement across in-person, hybrid, and virtual settings
- Explore ways to design activities that allow children to represent their learning in a way that is authentic and individual
- Identify resources and instructional strategies they can use to effectively and intentionally ensure content is targeted to learners' needs

2

Reflection

How do you learn new information?

- Think about what strategies work best for you to help you learn new information during a training.

- What types of learning strategies support your learning process?

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Universal Design for Learning

CAST 25 YEARS OF INNOVATION 1984-2009

Transforming education through Universal Design for Learning — http://www.cast.org

UDL at a glance

Universal Design for Learning (UDL) is an approach to teaching, learning, curriculum development, and assessment that... [responds] to a variety of individual learner differences. UDL is based on the fact that children learn in different ways. The focus then is on why they learn, what they learn, and how they learn.
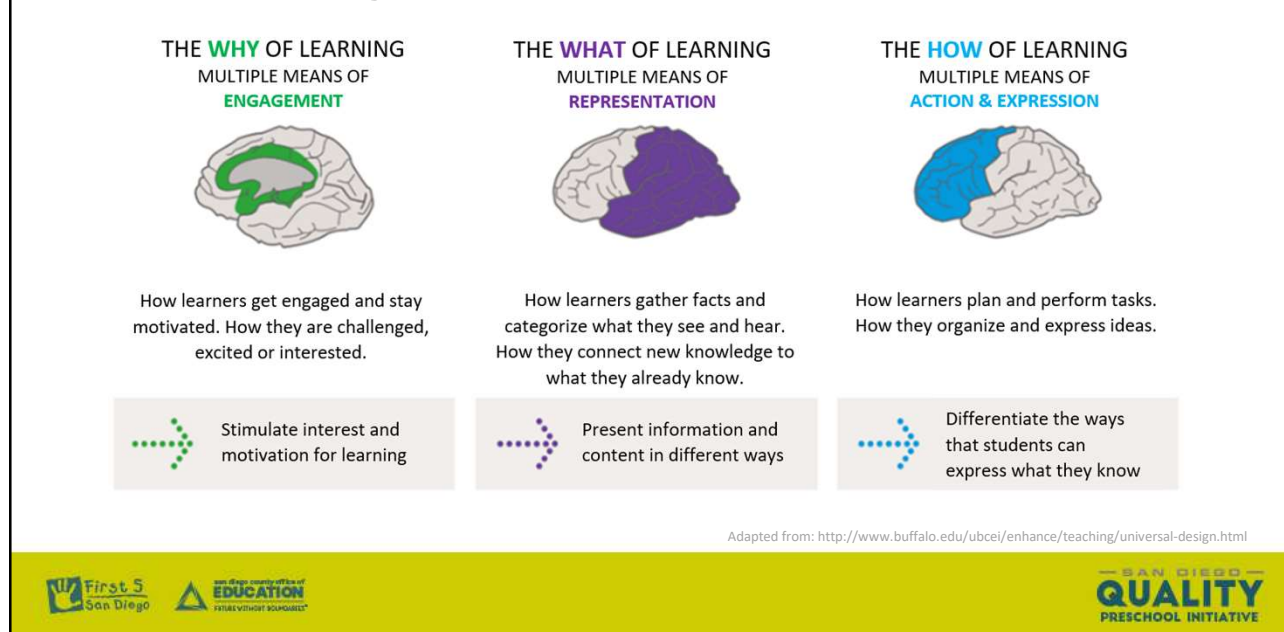
- Inclusion Works! 2nd Edition, p. 30

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Universal Design for Learning

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The Learning Brain

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Aidan

- What is getting in the way of Aidan learning how to write?

- What messages does he tell himself because of those learning barriers?

https://www.youtube.com/watch?v=PD-BhCE9cxA&t=161s

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Multiple Means of Engagement

THE **WHY** OF LEARNING
MULTIPLE MEANS OF
ENGAGEMENT

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

→ Stimulate interest and motivation for learning

THE **WHAT** OF LEARNING
MULTIPLE MEANS OF
REPRESENTATION

Goal:
We want learners who are

How learners gather facts and categorize what they see and hear. How they connect new knowledge to what they already know.

→ Present information and content in different ways

THE **HOW** OF LEARNING
MULTIPLE MEANS OF
ACTION & EXPRESSION

How learners plan and perform tasks. How they organize and express ideas.

PURPOSEFUL and MOTIVATED

→ Differentiate the ways that students can express what they know

Adapted from: http://www.buffalo.edu/ubcei/enhance/teaching/universal-design.html

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Multiple Means of Engagement

"providing choices in the setting or program that facilitate learning by building on children's interests"

In Person	Hybrid	Virtual
• Field Trip • Role Play • Centers (real life materials) • Free choice • Varied groupings • Invitation to Play • Feedback and Encouragement	• Video: asynchronous with family member • "Hook": in person • Materials at different skill levels (in person, sent home) • Feedback and Encouragement	• Video • Role Play • Movement Break (Yoga) • Scavenger Hunt for materials • Activity BINGO • Fidgets • Feedback and Encouragement (families)

Adapted from: http://teccenter.erikson.edu/wp-content/uploads/2017/10/UDL-1.pdf

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Reflection Questions

Multiple Means of Engagement

Barriers to Motivation and Purpose:

• Do I have a clear learning objective?
• What are children's interests and talents?

• Are there times when children can figure things out all on their own?

• When you step back and just watch, what materials do children show the most interest in?

• How do you provide clear expectations around the use of materials? How do you think those rules will impact how the child engages?

• How do you provide feedback that encourages children to persist through challenges?

• How do you adapt materials or activities for children at different skill levels?

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Multiple Means of Representation

THE **WHAT** OF LEARNING
MULTIPLE MEANS OF
REPRESENTATION

How learners gather facts and categorize what they see and hear. How they connect new knowledge to what they already know.

Present information and content in different ways

THE **WHAT** OF LEARNING
MULTIPLE MEANS OF
REPRESENTATION

Goal:

We want learners who are
RESOURCEFUL and **KNOWLEDGEABLE**

How learners gather facts and categorize how they see and hear. How they connect new knowledge to what they already know.

Present information and content in different ways

THE **HOW** OF LEARNING
MULTIPLE MEANS OF
ACTION & EXPRESSION

How learners plan and perform tasks. How they organize and express ideas.

Differentiate the ways that students can express what they know

Adapted from http://www.buffalo.edu/ubcei/enhance/teaching/universal-design.html

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Multiple Means of Representation

"providing information in a variety of ways so the learning needs of all children are met"

In Person	Hybrid	Virtual
• Art area: painting, drawing, playdough • Block area • Outdoors: sand drawing	• Videos • Google slides to explore • Transition to in-person small group project, or individual work • Research with a family member	• Videos • Pictures • Utilizing their own materials

http://teccenter.erikson.edu/wp-content/uploads/2017/10/UDL-1.pdf

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Reflection Questions

Multiple Means of Representation

Barriers to Information and Content:

- What background knowledge do the children have about this?
- What are the languages and cultures?

- Look at the materials in your classroom from the perspective of a child who has trouble understanding things or communicating. How can adaptations to materials help each child participate at his or her own level?

- Assess the images and messages found in the books, puzzles, games, toys, music, dramatic play, and other learning materials in your classroom to see if they can make every child's experience part of the school day (e.g., language, culture).

- Ask each child about their celebrations, favorite meals, how they spend time together, music they listen to, traditions, and toys/songs/games so you can incorporate these things throughout the school environment.

- How are students able to construct meaning and generate new understanding of information? How do you connect this learning to what they already know?

- How are students able to interact with the content in ways that don't depend on a single sense (e.g., visual, touch)?

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Multiple Means of Expression

THE **HOW** OF LEARNING
MULTIPLE MEANS OF
ACTION & EXPRESSION

How learners plan and perform tasks. How they organize and express ideas.

Differentiate the ways that students can express what they know

THE **WHAT** OF LEARNING
MULTIPLE MEANS OF
REPRESENTATION

Goal:
We want learners who are
STRATEGIC and **GOAL-DIRECTED**

How learners gather facts and categorize what they see and hear. How they connect new knowledge to what they already know.

Present information and content in different ways

THE **HOW** OF LEARNING
MULTIPLE MEANS OF
ACTION & EXPRESSION

How learners plan and perform tasks. How they organize and express ideas.

Differentiate the ways that students can express what they know

http://www.buffalo.edu/ubcei/enhance/teaching/universal-design.html

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Multiple Means of Expression

"allowing children to use alternative ways to communicate or demonstrate what they know or what they are feeling"

In Person	Hybrid	Virtual
• Mural • Check in system • Dramatic play (acting out a story)	• Create a story (virtual group, revisit in person) • Portfolio (in person, virtual) • Weekly planning	• Songs • Create a story • Journal • Photo storytelling (family collaboration) • Visual response signs

http://teccenter.erikson.edu/wp-content/uploads/2017/10/UDL-1.pdf

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Reflection Questions

Multiple Means of Expression

Barriers to Student Expression:

• What skills do they need to be able to complete the activity?
• What should they be able to do at the end of the activity?

• Can every person in your classroom communicate with each other? Are there ways for everyone to talk and for everyone to understand what is being said to them?

• How will children of different cultures best demonstrate what they know? Do you understand the cultural expectations for participation from a child from this culture?

• Have you made it easy for children with different needs to physically complete the activity and participate with peers without adult assistance?

• What have you done to teach (or have someone else come in and teach) all the students in the classroom words and phrases in the languages of all the children in the classroom?

• What opportunities do children have to develop plans and carry them out?

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Unlocking Children's Potential

3 Things you want to remember

2 Things you want to try

1 Thing you want to share with a colleague

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