

# Clips and Conversations



Thinking about Universal Design for Learning

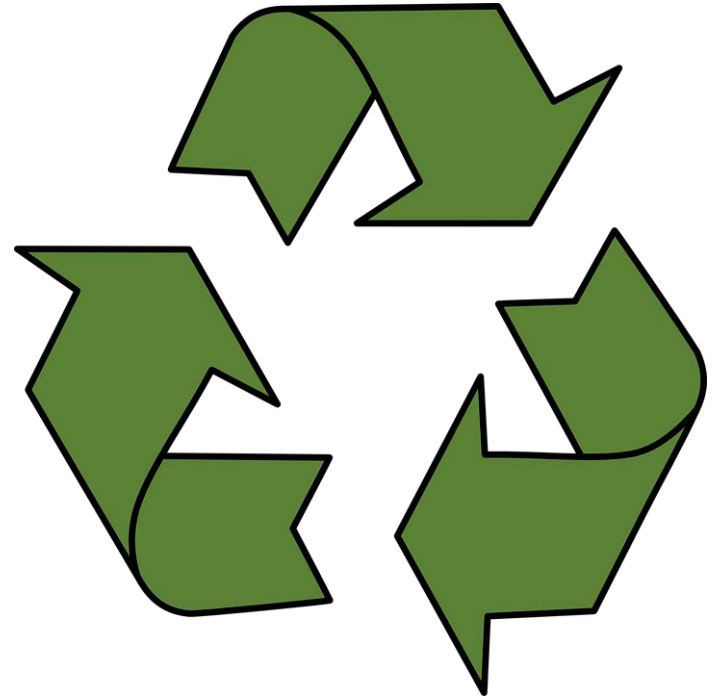
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@louilordnelson

## Today's goal:

To investigate Universal Design for Learning as a framework to improve the outcomes of all students, including students who are exceptional.



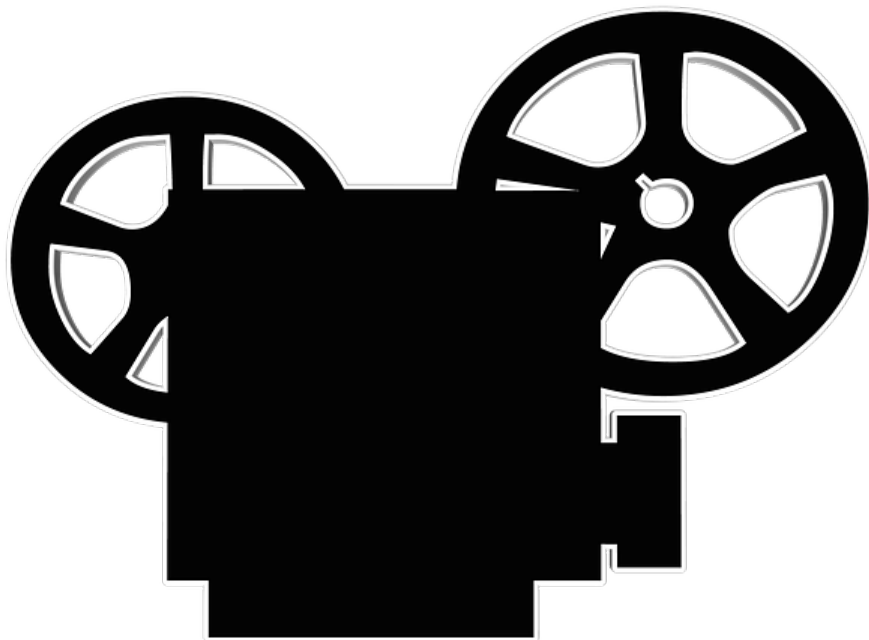
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Why UDL?

# Meet Shelly Moore



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## Shelly Moore video reflection

1. In light of bowling, write down the overall aim of education in your system and how do students with disabilities fit within that aim?
2. What if the aim shifted?
3. What would it take to shift the aim just a tiny, little bit?

# Myths and Facts

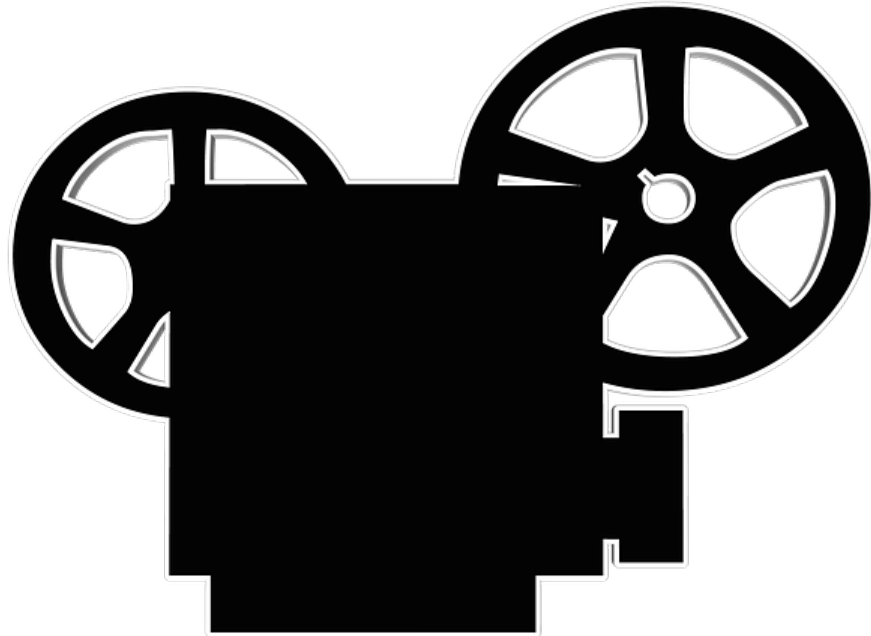
# Myths and Facts

1. With your group, read the statement.
2. Converse and decide whether it's a myth or a fact. (45 seconds).
3. Open the folder and read the information.
4. What surprised you? What new information did you learn? What confirmed your previous thoughts? What information will you take with you? (2 minutes)



Variability

# Todd Rose - Variability Matters



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<https://todaysmeet.com/UDLVariability>

How does variability shift the conversation about disability?

- 6 minute discussion
- 2 minutes to refine response
- Enter into Today's Meet



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# Expert Learners

# Universal Design for Learning Guidelines



## Provide Multiple Means of Engagement

*Purposeful, motivated learners*

### Provide options for self-regulation

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

### Provide options for sustaining effort and persistence

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

### Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



## Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

### Provide options for comprehension

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

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

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

### Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



## Provide Multiple Means of Action & Expression

*Strategic, goal-directed learners*

### Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

### Provide options for expression and communication

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

### Provide options for physical action

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

## TRENDING TOPICS

- [Employment First](#)
- [Advisory Committee on Increasing Competitive Integrated Employment for Individuals with Disabilities](#)
- [Federal Contractor Requirements](#)
- [Employers](#)
- [Federal Employment](#)
- [Accessible Technology](#)
- [State Policy](#)
- [Youth in Transition](#)
- [Publications for Order and Download](#)

## DISABILITY STATISTICS

### August 2017 Disability Employment Statistics Ages 16 years and over

#### Labor Force Participation

- People with disabilities: 20.5%
- People without disabilities: 68.8%

#### Unemployment Rate

- People with disabilities: 8.4%
- People without disabilities: 4.4%

## POLICIES IN PRACTICE



**Charlene at Work >>**  
**[View more policies in practice](#)**



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# “National Snapshot of Individuals with Intellectual Disabilities in the Workforce”

<https://goo.gl/JK7NoC>

Commissioned by Special Olympics

Conducted by the Center for Social Development and Education at the University of Massachusetts Boston

Administered by Gallup

# Study Findings

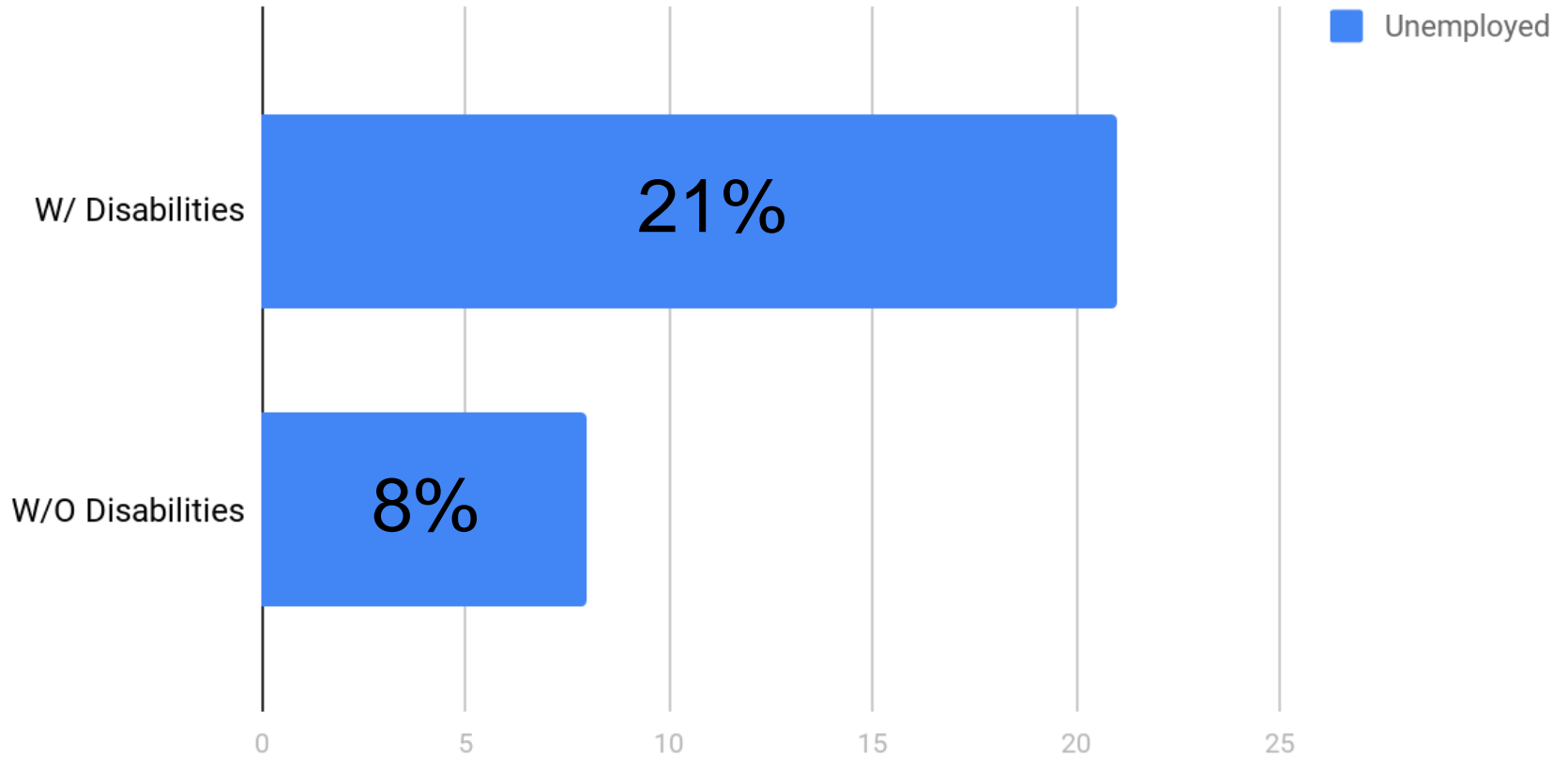
- Only 44% of adults with ID aged 21-64 are in the labor force.
  - This is compared to 83% of working-age adults without disabilities who are in the labor force.

The unemployment rate for adults with ID is more than twice as high as those without disabilities.



# Unemployment Rate

Percentage



# Study Findings

28% of working age adults with ID have never held a job.

Only 34% of adults with ID aged 21-64 are employed, and an approximately equal number work in a sheltered setting as a competitive setting (where most people do not have disabilities)

Regardless of the setting in which they work, almost all adults with ID are underemployed (are not full time and earn less than the minimum wage)



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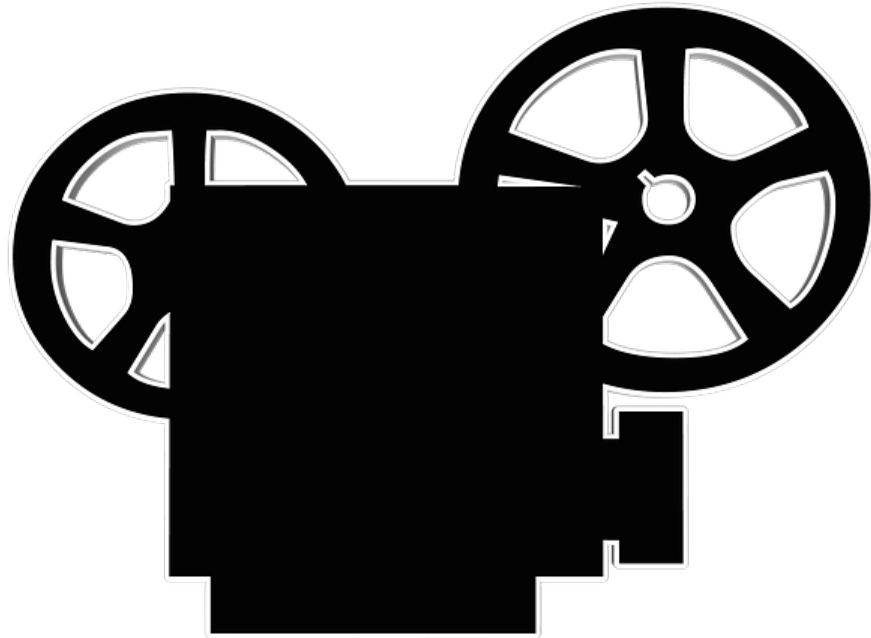
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Training Institute

UDL

Implementation

# SWIFT - “Whatever it Takes” clip



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# The intentionality of design

- UDL Implementation takes place when you use the framework to design lessons and your learning environment.
- UDL means the intentional inclusion of all learners across all learning environments.
- UDL helps us facilitate learning for all students.

# Universal Design for Learning Guidelines



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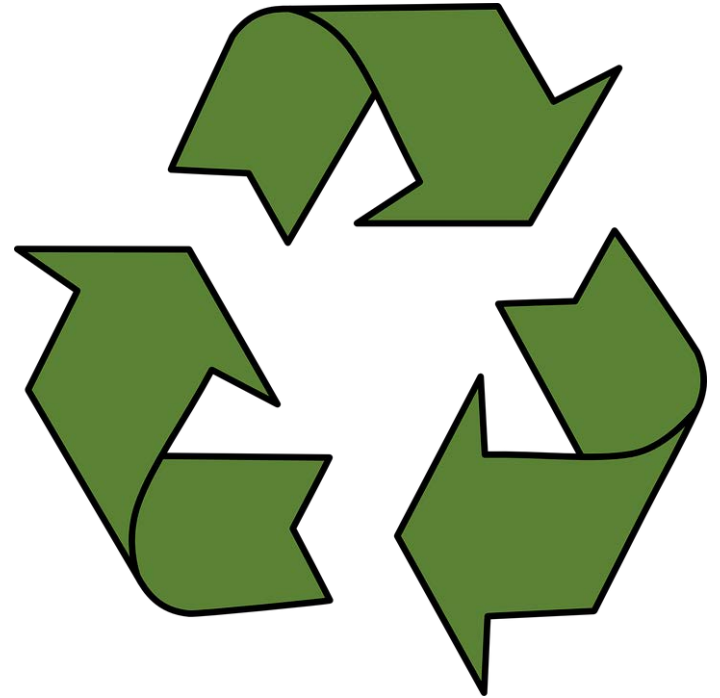
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Thank  
you!

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## Want to learn more about variability?

<http://udltheorypractice.cast.org/login>

[http://udlseries.udlcenter.org/presentations/learner\\_variability.html](http://udlseries.udlcenter.org/presentations/learner_variability.html)

<http://www.swiftschools.org/talk/embrace-learner-variability>

<http://files.eric.ed.gov/fulltext/EJ1061020.pdf>

Design and Deliver: Planning and Teaching Using Universal Design for Learning