

# Universal Design for the Inclusive Classroom



**WAVES session  
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# Learning Objectives

- Rethink designing for the “average”
- Challenge educational assumptions not backed by science
- Understand the basics of universal design for learning (UDL) including the two key principles.
- Identify the three UDL networks
- Link UDL to the Wyoming Coherent Path to Quality
- Learn the benefits of backward design and how to apply them

# Designing for “average”

As you watch the video look for answers to the following questions:

- What can we learn from the Air Force cockpit example?
- What is wrong with designing for “average”?
- What should we be designing for instead?

[Todd Rose The Myth of Average](https://www.youtube.com/watch?v=4eBmyttcfU4)

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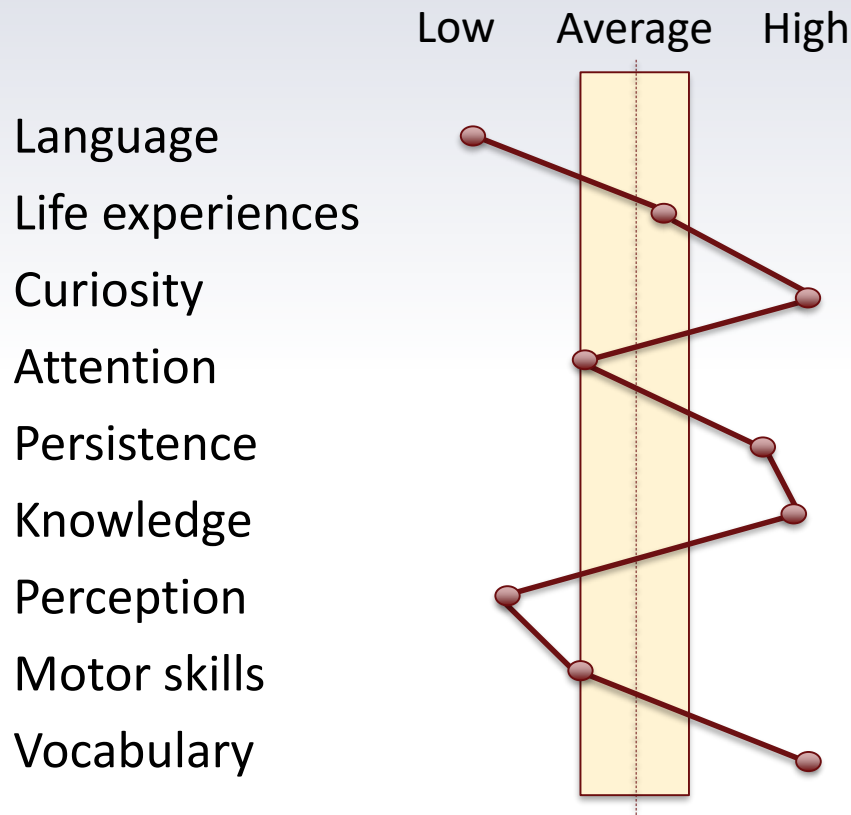
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# Designing for “average” in education

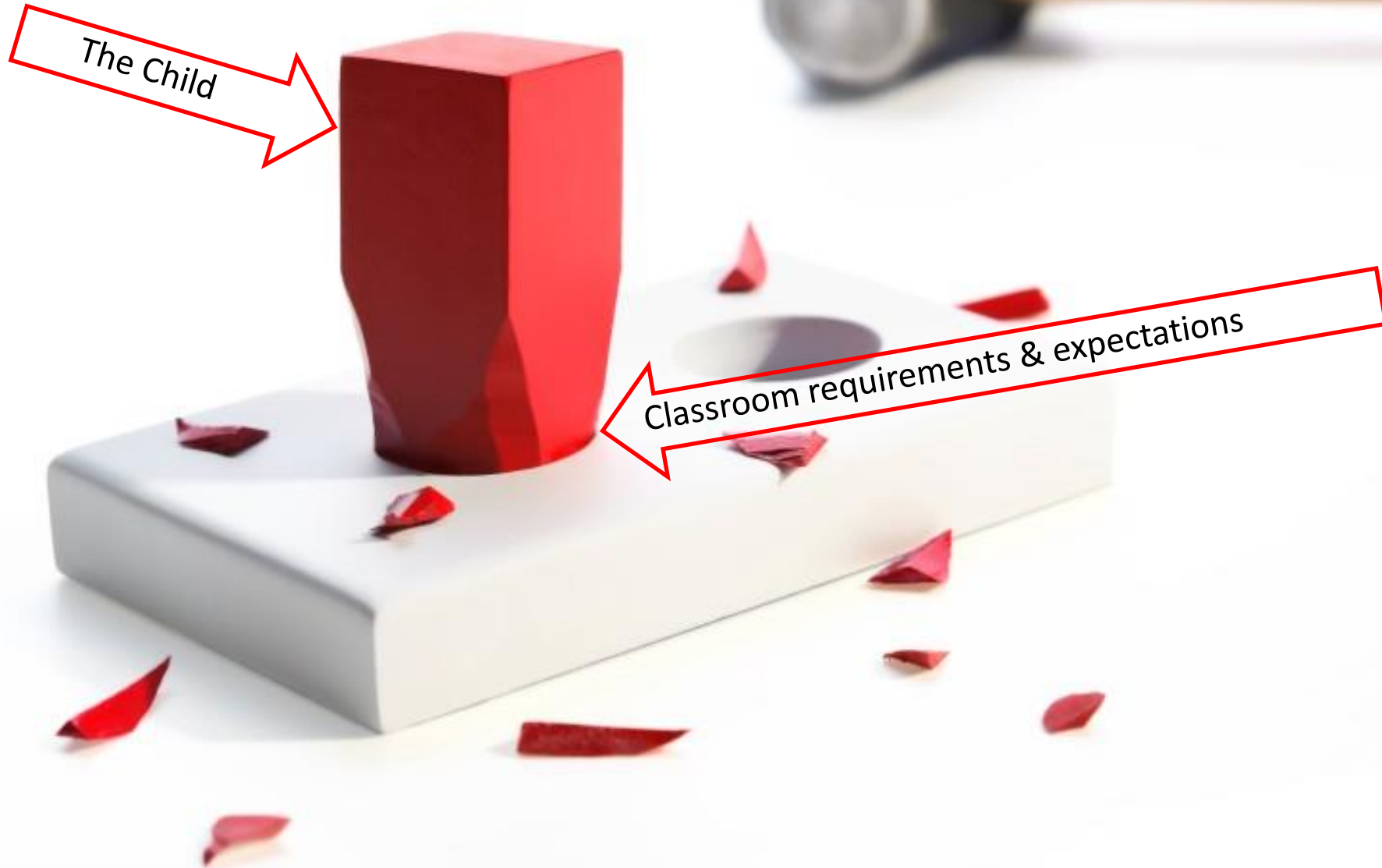
- Language
- Life experiences
- Curiosity
- Attention
- Persistence
- Knowledge
- Perception
- Motor skills
- Vocabulary



# Designing for “average” in education



# Our current model



# The Least Dangerous Assumption

Assume that the child is **competent** and **able to learn**. Assume that poor performance is due to **instructional inadequacy** rather than student deficits.

Dangerous assumptions:

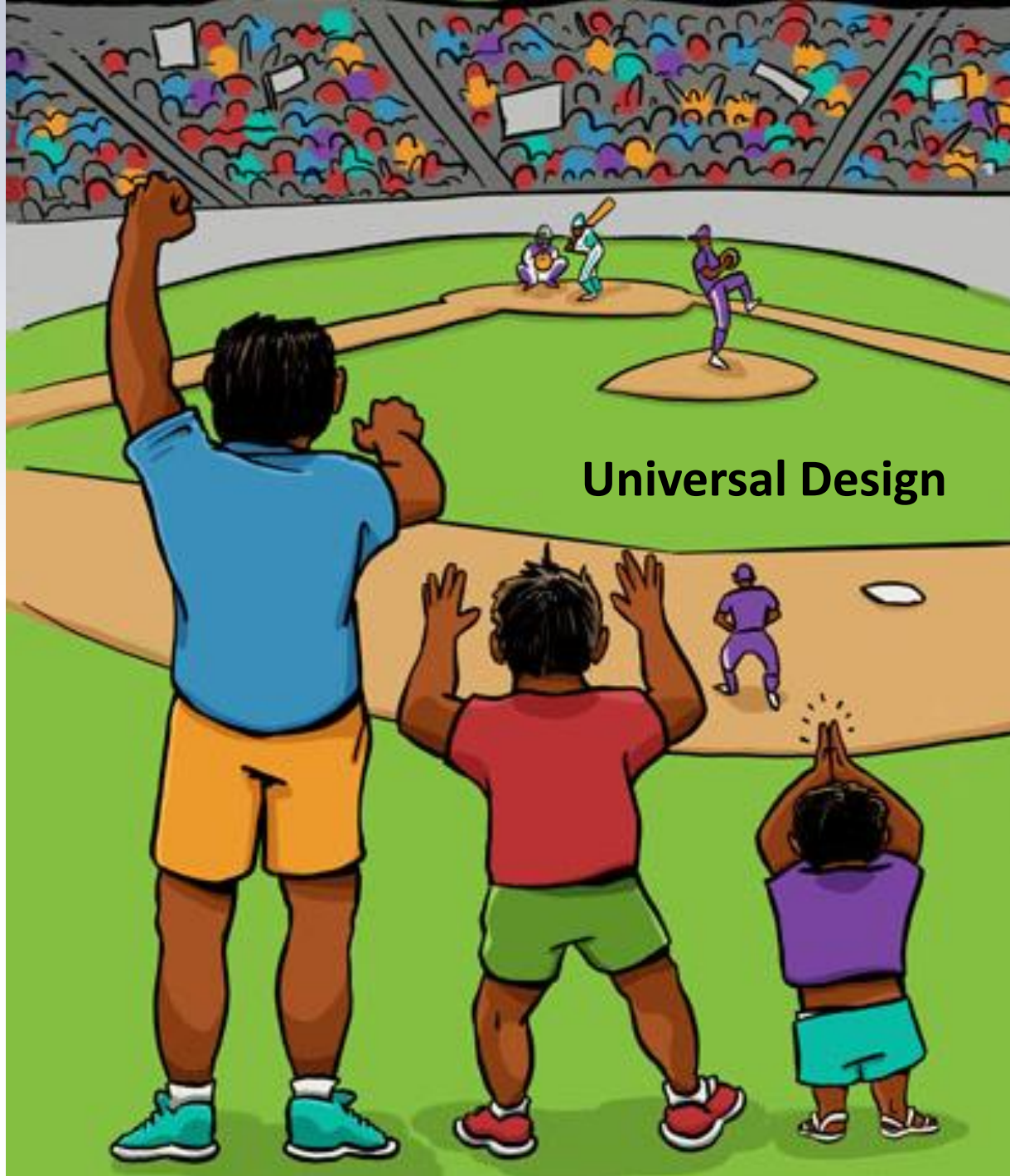
- This child does not want to learn.
- Gaps are a sign of lack of intelligence.
- Students with disabilities cannot learn general education content.
- Teaching must focus on deficits.
- Children that are learning English are not as intelligent as their peers.
- Tests give us more relevant information about a child than everything else we know.
- Diverse families are a problem for schools and teachers.

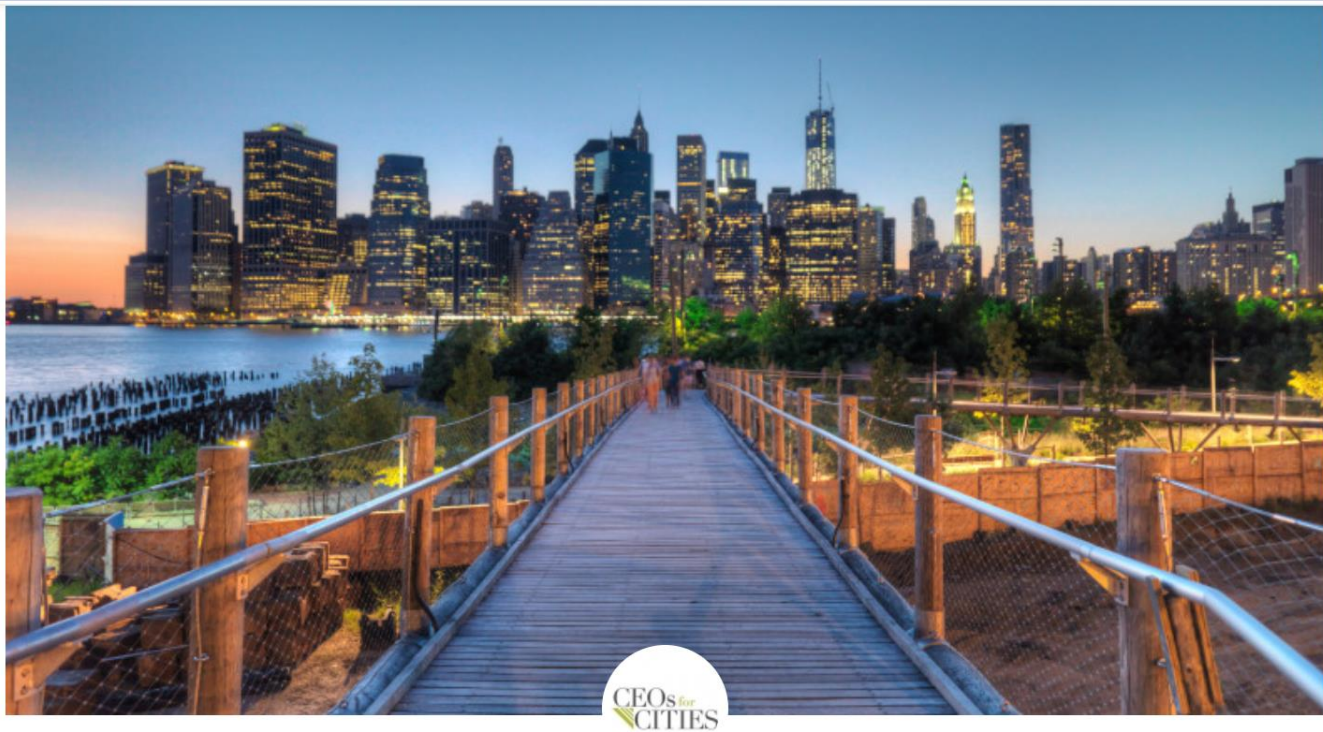


# Educational beliefs NOT based in science

- Multiple intelligences
- “Learning styles”
- Teacher-proof curricula
  - Successful teaching requires “fidelity” to curriculum
- Educators are the experts on learning







## UNIVERSAL DESIGN: WHY PUBLIC SPACES MUST BE ACCESSIBLE FOR ALL

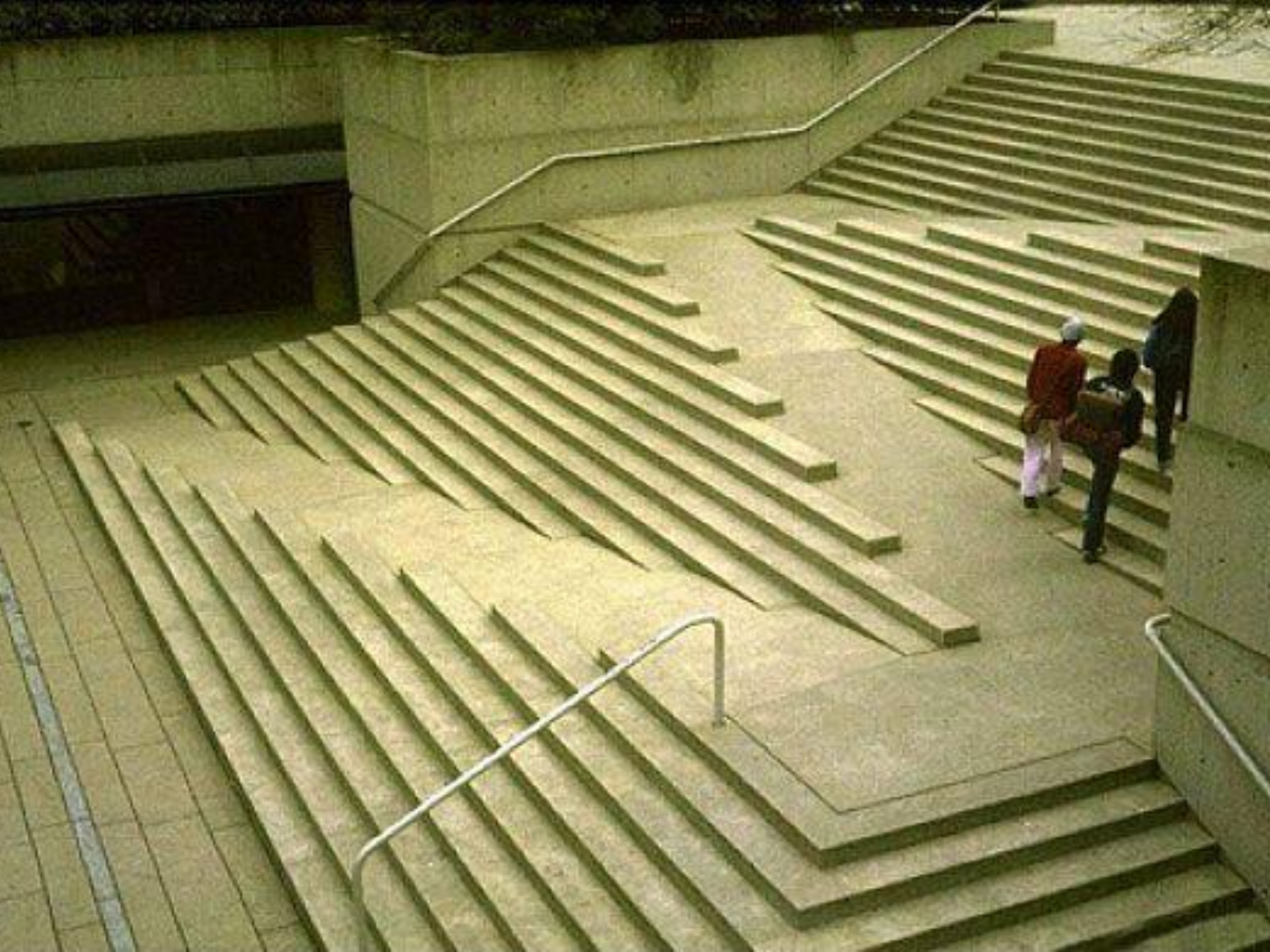
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By Steve Wright, Communications Manager, [PlusUrbia](#) //

*Universal Design: “The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.*

*— Ronald L. Mace, the Center for Universal Design at North Carolina State University.*



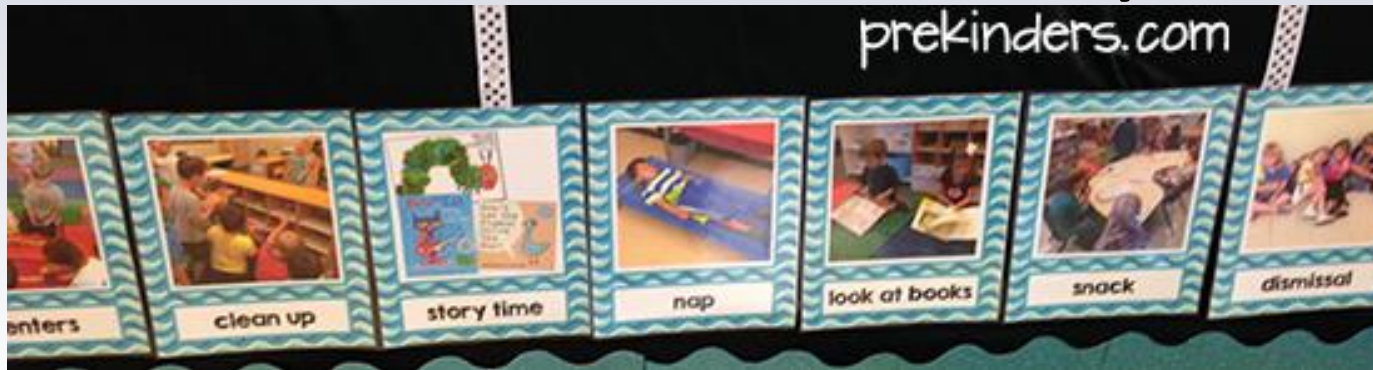


# Universal Design is good for everyone!

- A push button door helps:
  - Someone in a wheel chair
  - A parent with a child in his or her arms
  - Young children that can't reach the door handle
  - A delivery person with a large delivery



# Universal Design for Learning in classrooms benefits everyone!



- A visual classroom schedule helps:
  - A child with autism
  - A child who had a difficult drop-off
  - A parent curious about what happens during their child's day
  - An English language learner
  - Any child wanting to know what's coming up next
  - A guest or teacher that is new to the classroom



# Where we need to begin

A young child's future success is built upon current success.



A child's success in the **now** is our goal.

# Where we need to begin

We must meet the young child where she is, not where we think she should be.

- Language
- Life experiences
- Curiosity
- Attention
- Persistence
- Knowledge
- Perception
- Motor skills
- Vocabulary



(( Struggle, challenge, potential for failure ))

Instruction,  
expectations,  
demands

Instruction, expectations, demands

Goal



# Our Objective

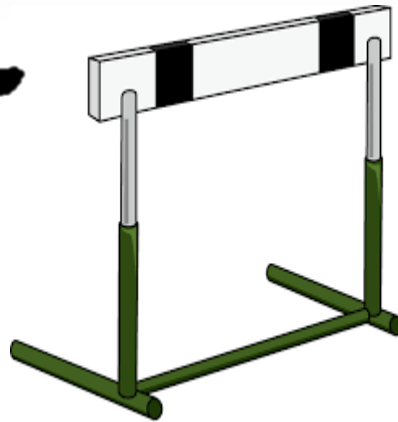
- Help children experience success now.
- Meet children where they are.

## Universal Design Principles

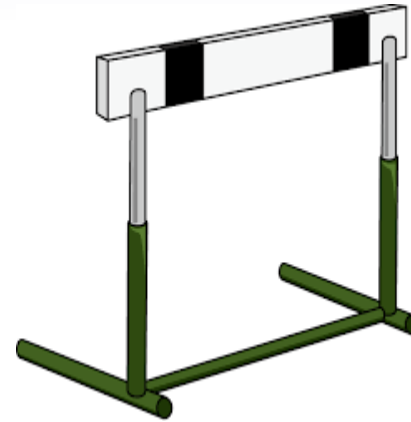
1. Remove barriers to children's success.
2. Provide options to increase the likelihood of success.

# Universal Design Principle #1

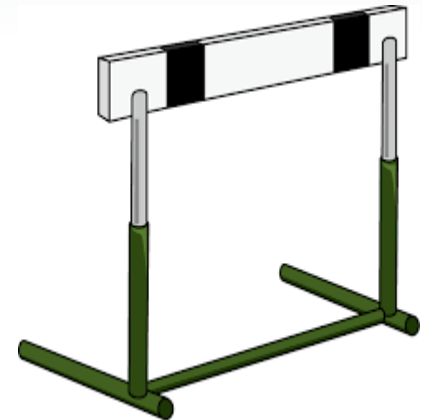
- Identify barriers to success and remove them



Language  
differences



Experiences in school  
settings



Fine motor skills

# Universal Design Principle #2

- Provide multiple options for:
  - Recruiting and maintaining children's interest and motivation
  - Presenting instruction and information
  - Observing what children can do

# Universal Design for Learning Guidelines

Visit the UDL Guidelines 

## AFFECTIVE NETWORKS: THE **WHY** OF LEARNING



### Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

## RECOGNITION NETWORKS: THE **WHAT** OF LEARNING



### Representation

For resourceful, knowledgeable learners, present information and content in different ways.

## STRATEGIC NETWORKS: THE **HOW** OF LEARNING



### Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

<http://www.cast.org/our-work/about-udl.html#.Xbpj45pKhyx>

# “Multiple means”

<b>Provide multiple means of ENGAGEMENT</b> (use multiple ways to motivate learners)	<b>Provide multiple means of REPRESENTATION</b> (present content in different ways)	<b>Provide multiple means of ACTION &amp; EXPRESSION</b> (give learners different ways to show what they know)
Provide options for recruiting interest	Provide options for perception	Provide options for physical action
Provide options for sustaining effort & Persistence	Provide options for language & symbols	Provide options for expression and communication
Provide options for self-regulation	Provide options for comprehension	Provide options for executive functions

Remember that Universal Design for Learning involves changing what we do for ALL children

# Wyoming's Coherent Path to Quality



## **+ Educators**

- Reflection guide
- Goal setting
- Professional and program

## **+ Families**

- Program search tool
- Strengthen home/school partnerships
- Support own child(ren)'s development

## **+ Public Stakeholders**

- Consistent language & messaging across systems
- Advocacy
- Increase understanding

# **Wyoming's Coherent Path to Quality**

Creating a “holdable” vision of quality in early childhood for Wyoming.



How can we use the  
CP2Q to put UDL into  
practice?

# Universal Design for Learning

## 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

## 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

## 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

FIG. 4.5. The brain networks ©2013 CAST, INC.

# Relationships and Interactions + The Affective Network

Simple Rules:

#1 Authentic-honest, real, sincere

#2 Responsive-connect in real time

#3 Reciprocal-two-way, equal respect and value

#4 Consistent-predictable responses and actions

Relationships  
are the  
foundation for  
all learning.

-All the scientists



# The “Why”

Affective Network

## Questions to ask yourself:

What are my students interested in (as a group and as individuals)?

What gets my student(s) excited to learn about something?

What motivates the child(ren) I teach and care for to learn?

# Emotional and Physical Environments + The Recognition Network

Simple Rules:

#1 Safe-protected physically and emotionally

#2 Respectful-students and adults feel welcome, involved, empowered

#3 Predictable-reliable and organized

#4 Accessible-easily navigated, success is supported

By offering students a space in which content can be viewed and experienced in several ways (styles), we support the recognition network.



# The “What”

Recognition Network

## Questions to ask yourself:

In what ways do I currently present information to children?

Am I presenting information in multiple ways?

What are some presentation methods I could add?

# Learning Opportunities + The Strategic Network

Simple Rules:

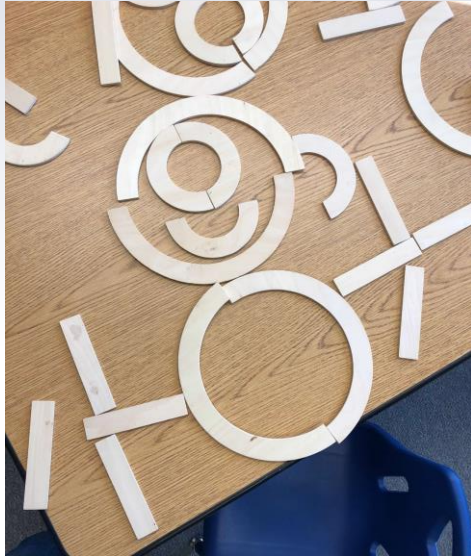
#1 Meaningful-connect the new to the familiar

#2 Exploratory-engage learners in hands-on investigation and exploration

#3 Actionable-learner can use what is learned for a purpose

Experiences that directly relate to students lives and allow them to be their own best resource lead to learning.





# The “How”

Strategic Network

## Questions to ask yourself:

Do I give children multiple ways to demonstrate their learning?

Do I favor one way for children to show me their learning over another?

How can I incorporate more methods for children to express and demonstrate learning?



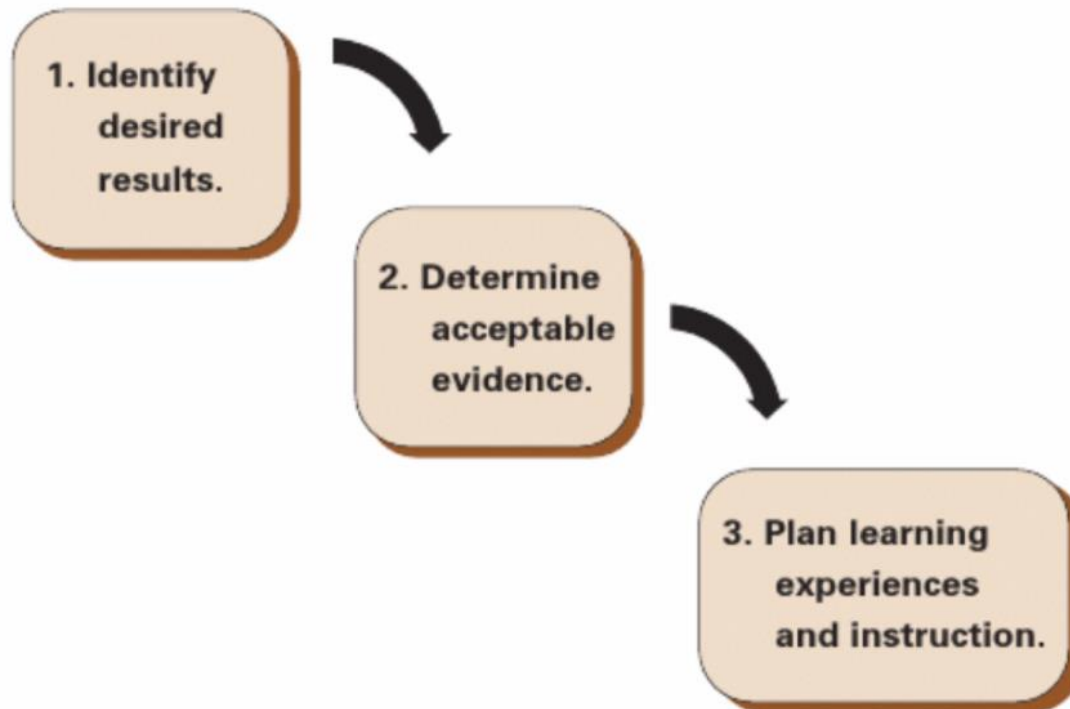
If we truly know our students and details about their lives, and reflect that knowledge in our physical and emotional environments, learning will become meaningful and achievable for all.

# Backward design

Figure 1.1

## **UbD: Stages of Backward Design**

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# References

- Center for Applied Special Technology (CAST).  
<http://www.cast.org/our-work/about-udl.html#.Xbpni5pKhyw>.
- Rose, Todd (2013). *The Myth of Average*. TEDxSonomaCounty.