

INTRODUCTION TO UNIVERSAL DESIGN

PRESENTED BY AIMEE JULIAN, PHD

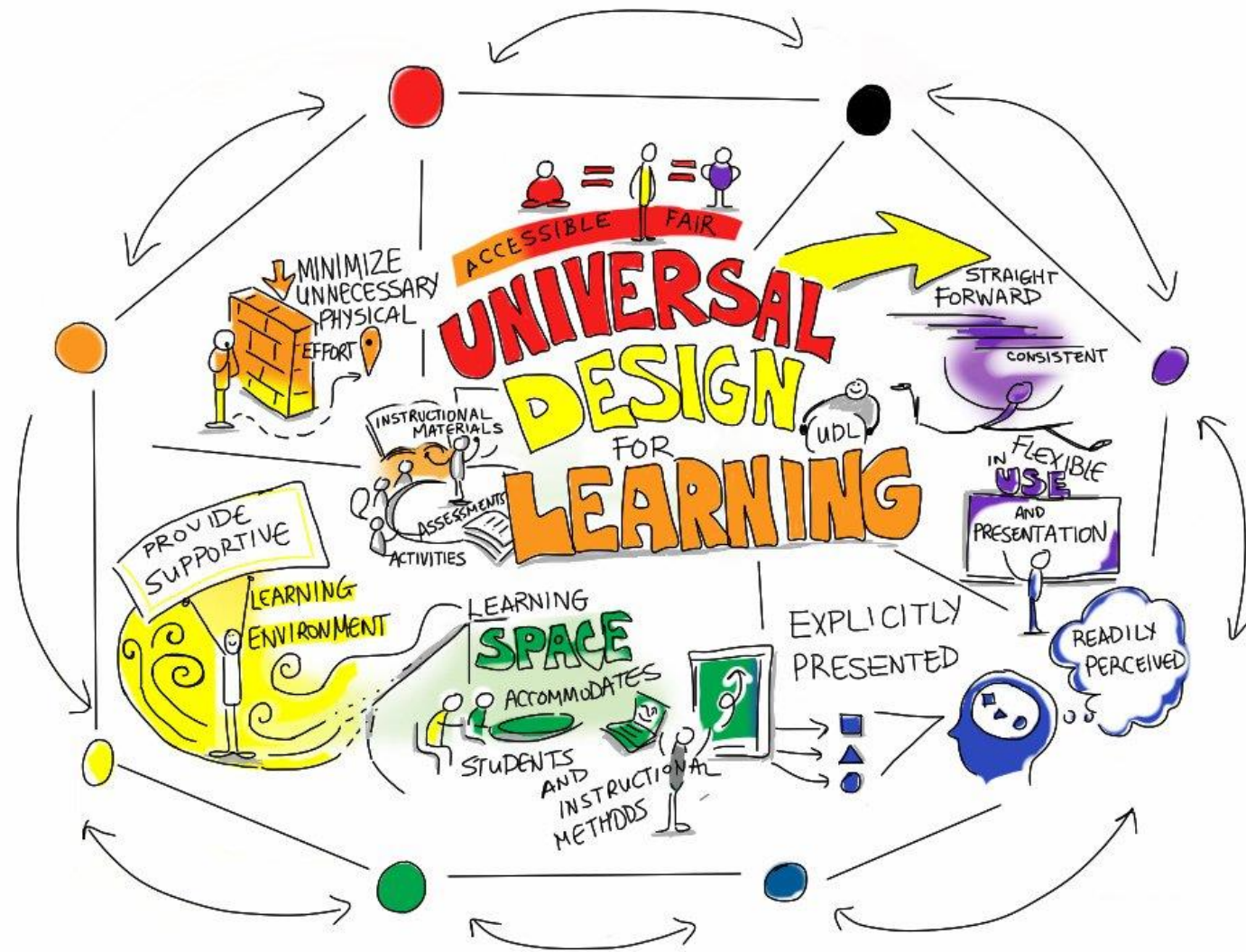
DIRECTOR, ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT



**CAREER &
TECHNICAL
EDUCATION**

Career Connected Learning
for All Students

icsps impacting
educational
equity





ILLINOIS CENTER FOR SPECIALIZED PROFESSIONAL SUPPORT (ICSPPS)

Creates, supports, and delivers professional development for career, technical and adult education professionals across Illinois. ICSPPS provides technical assistance, develops publications, and facilitates program improvement strategies for our partners as they relate to college transition, recruitment, retention, and completion—encouraging achievement of special populations learners.

PURPOSE OF PERKINS V

- The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study by....
 - building on the efforts of states and localities to develop challenging academic and technical standards;
 - promoting the development of services and activities that integrate academic, career, and technical instruction, and that link secondary and postsecondary education for participating CTE students;

PURPOSE CONTINUED...

- increasing state and local flexibility in providing services and activities designed to develop, implement, and improve CTE.;
- disseminating national research, and providing professional development and technical assistance, that will improve CTE programs of study, services, and activities.
- Conducting technical assistance that promotes leadership and professional development to improve the quality of CTE teachers, faculty, administrators and counselors;
- Providing individuals with the opportunities and skills to keep the United States competitive
- **increasing the employment opportunities for populations who are chronically unemployed or underemployed, including individuals with disabilities, individuals from economically disadvantaged families, out-of-workforce individuals, youth who are in, or have aged out of, the foster care system, and homeless individuals.**

PERKINS V SPECIAL POPULATIONS

- Individuals with Disabilities (both cognitive and physical)
- Individuals from Economically Disadvantaged Families – including low income youth and adults
- Individuals Preparing for Nontraditional Fields
- Single parents, including pregnant and parenting teens
- Out of Workforce Individuals
- English Learners
- Homeless individuals
- Youth who are in, or have aged out of, the foster care system
- Youth with a parent who is a member of the armed forces and is on active duty

FUN HIGHLIGHTS THAT IMPACT EQUITY...

- Universal Design for Learning.—The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that—
 - 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
 - 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.’’ (From HEA)



WHAT IS UNIVERSAL DESIGN?

WHAT IT IS... WHAT IT IS NOT...





UNIVERSAL DESIGN IS...

- A way to optimize teaching to effectively instruct a diverse group of learners.
- Based on insights from the science of how people learn.
- Flexible in how students access material, engage with it and show what they know.

UNIVERSAL DESIGN IS NOT...

- A curriculum or technology platform.
- One method of teaching all students. A variety of methods are used to give all students an equal opportunity to succeed.
- An “us” vs. “them” resource. UDL benefits all kids, not just those who struggle.

SEVEN PRINCIPLES...

- **Equitable Use.** The design does not disadvantage or stigmatize any group of users and is marketable to people with diverse abilities.
- **Flexibility in Use.** The design accommodates a wide range of individual preferences (i.e. left or right handed) and abilities and provides choice in methods of use.
- **Simple and Intuitive Use.** Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills or current concentration level; eliminates unnecessary complexity.

Ron Mace, the Center for Universal Design at North Carolina State University

PRINCIPLES CONTINUE...

- **Perceptible Information.** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities; uses pictures, audible or tactical methods.
- **Tolerance for Error.** The design minimizes hazards and the adverse consequences of accidental or unintended fatigue; elements most used should be most accessible, or fail-safe features included.
- **Low Physical Effort.** The design can be used efficiently and comfortably and with a minimum level of fatigue.
- **Appropriate Size and Space.** The appropriate size and space is provided for approach, reach, manipulation and use, regardless of the user's body size, posture or mobility.



UNIVERSAL DESIGN FOR LEARNING



THREE CORE PRINCIPLES HELP OPTIMIZE LESSON PLANS FOR ALL LEARNERS

- **Representation:** Provide information in more than one format—like audio, video and hands-on learning—to help students access material in ways best suited to their learning strengths.
- **Action and expression:** Offer flexibility in how kids interact with the material and show what they've learned, such as choosing to take a test, give an oral report or do a group project.
- **Engagement:** Look for different ways to motivate students and sustain their interest, like letting them make choices and giving them assignments that feel relevant to their lives

A FUN INTRODUCTION...

- <https://www.youtube.com/watch?v=bDvKnY0g6e4#action=share>

Universal Design 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

Affective Networks

The "why" of learning

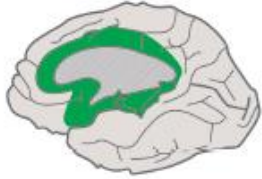


How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning

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

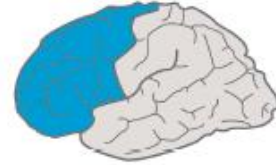
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

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



THANK YOU!

QUESTIONS AND COMMENTS...

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