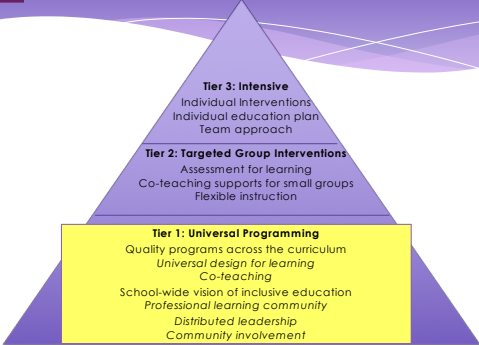# Universal Design for Learning (UDL)

RTI & UDL

Tier 3: Intensive
Individual Interventions
Individual education plan
Team approach

Tier 2: Targeted Group Interventions
Assessment for learning
Co-teaching supports for small groups
Flexible instruction

Tier 1: Universal Programming
Quality programs across the curriculum
Universal design for learning
Co-teaching
School-wide vision of inclusive education
Professional learning community
Distributed leadership
Community involvement

What is UDL?
A lens, not a list

- Create **accessibility** for all
- Originally in architecture, referred to things like ramps, curb cuts
- "Designed for some, of benefit to all"
- We added the "L" for learning
- Question is: what are the "ramps" in a classroom?
- In other words what strategies can we use in our classrooms that support students with exceptional needs, and benefit ALL learners?

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Why UDL?

- **Designed for some, of benefit to all**
  - ❖ Classroom teacher buy in
- Designing to the edges
  - ❖ Eliminate idea of "average"
- Strength based, environment is disabling, rather that locating problem in the child
  - ❖ Someone somewhere is doing it, so it is possible
  - ❖ Same student does well in one teacher's class – not the student – need to build capacity

CAST's Model

- ◆ Originators of UDL
- ◆ Three main guidelines
  - ❖ Engagement
  - ❖ Action & Expression
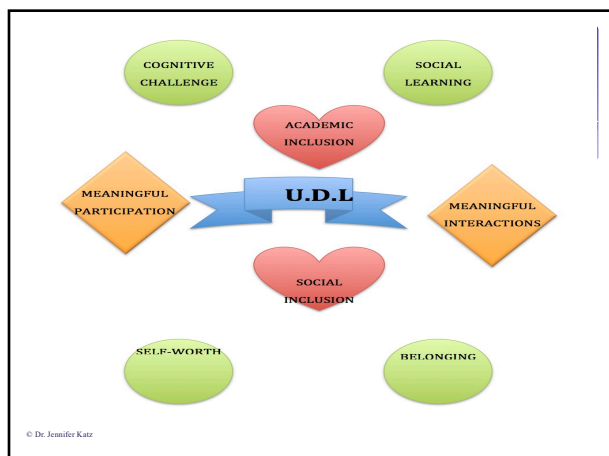 - ❖ Representation

🔗 www.cast.org

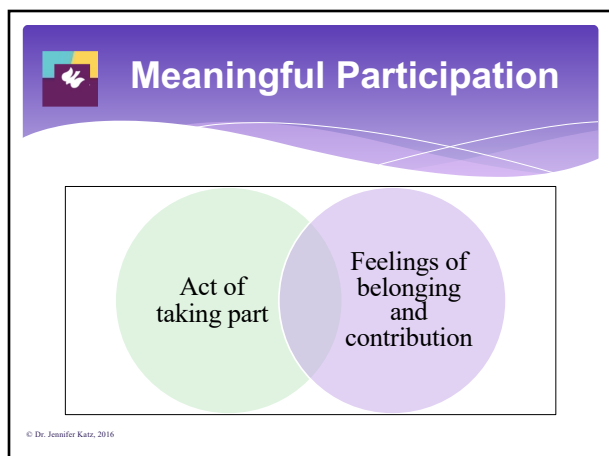© Dr. Jennifer Katz

What is the Three Block Model of UDL?

- ◆ The Three Block model of UDL was developed in inclusive classrooms. As such it is practical and grounded in a realistic process teachers recognize as "possible" and "real."
  - ❖ Block On: *Social and Emotional Learning* involves building compassionate learning communities,
  - ❖ Block Two: *Inclusive Instructional Practice*, a step-by-step planning and instructional framework is outlined that allows students of diverse abilities, learning profiles, and backgrounds to work in teams to master complex curricular concepts and skills.
  - ❖ Block Three: *Systems & Structures*, delineates the service delivery, roles, budgeting, staffing, etc. that best support implementation of inclusive education.

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THE 3 BLOCK MODEL OF U.D.L.

Systems and Structures
- Inclusive Policy – No "Except!"
- Visionary, instructional leadership
- Distributed leadership
- In-depth professional development
- Staffing for collaborative practice
  - Team planning time
  - Scheduling in cohorts/teams
  - Resource/EA allocations to classrooms
  - Co-planning/teaching/assessing
- Budgeting changed from segregated practices/funding allocations
  - Assistive technology available to all
  - Multi-leveled resources
- School and district culture of care and inclusivity
- Curriculum designed for diversity
- Flexible learning environments

Inclusive Instructional Practice
- Integrated Curriculum – Cross-Curricular Connections
- Student Choice and Autonomy
- Flexible Groupings/Cooperative Learning
- Differentiated Instruction and Assessment
- Self-Regulated Learning
- Assessment for Learning/Class Profiles
- Technology
- Discipline-Based Inquiry
- Meta-Cognition
- Understanding by Design
- Problem-Based Learning
- Inquiry
- Social & Academic Inclusion as Guiding Principle for Tier 2/3 supports

Social and Emotional Learning and Well-Being:
Developing Compassionate Classroom Communities
- Developing Self-Concept
  - Awareness of and pride in strengths and challenges
- Sense of Belonging
- Self-Regulation
  - Goal setting and planning
  - Emotional regulation, mindfulness
- Valuing Diversity
  - Awareness of the strengths and challenges of others
  - Valuing of diverse contributions to community
  - Sense of collective responsibility for well-being, achievement of all
  - Empathy, perspective taking, compassion
- Democratic Classroom Management
  - Collective problem solving, recognition of rights and responsibilities
  - Promotion of independent learning, student choice and empowerment, leadership
- Positive Mental Health for Teachers and Students
- Resiliency and Distress Tolerance
- Indigenous Perspectives on Health, Healing, and Reconciliation
- Service Education – developing meaning and purpose
- Programming
  - Respecting Diversity Program (RD), Spirit Buddies, Class Meetings, Brain Unit, DBT, Mindfulness,
  - TRC programming

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Meaningful Participation

Act of taking part — Feelings of belonging and contribution

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Meaningful Interactions

Friendship
Equal Status
Common Interests

Tutor / Helper
Hierarchical
Tutorial

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Effect Sizes

◆ How big a difference was there, clinically?
◆ Interpreting Effect Sizes
  ❖ Cohen's d
    ▪ Small = .2 = worth doing if minimal effort
    ▪ Medium = **>.5** = **worth doing**
    ▪ Large = **>.8** = **MUST DO**

Student Outcomes
(Cohen's d)

	Elem.	Secondary	Indigenous	CLD	DIS
Intellectual Engagement	2.24	2.24	1.82	2.06	1.78
Achievement / Critical Thinking	2.04	2.98	2.92	2.03	.81
Positive Interactions	2.32	2.16	1.0	.46	2.76
Self-Concept	1.20	1.65	.48	.75	2.78
Inclusivity	.52	2.61	.05	.27	2.71
Student Autonomy	.48	1.13	.13	.18	2.82
Class Climate	1.3	1.43	1.12	.53	2.44
Challenge	.44	.64	.56	.48	2.54
Belonging	.94	1.32	.82	1.65	1.32

Student Outcomes
(Cohen's d)

	General	Indigenous	CLD	DIS
Coping	1.35	1.35	1.35	1.91
Self-Concept	1.05	1.05	1.05	1.53
Social Support	1.00	1.00	1.00	,86

Reading Outcomes

OVERALL (ALL STUDENTS)		
	Treatment	Control
PreIntervention	2.49	2.33
PostIntervention	3.24	2.67
EFFECT SIZE: d = .13		

STRUGGLING READERS		
	Treatment	Control
PreIntervention	1.66	2.32
PostIntervention	3.07	2.57
EFFECT SIZE: d = 2.80		

TEACHER PERCEPTIONS	
Supportive of Philosophy	• I completely believe in teaching this way. It takes a tough class to really realize the positive effect it has on all students and adults in the classroom
Increased Self-efficacy	• We have become more confident and competent in our ability to plan
Improved Assessment	• Made assessment quicker and smoother
Organization	• Focuses the unit and instruction
Reduced workload	• Thank you for giving me strategies and ideas that will make my job easier and enhance the school lives of my students
Increased Job Satisfaction	• I find I enjoy teaching more than ever before in my career. I can honestly say that this course has allowed me to see myself staying in teaching for many years to come, whereas previously I was trying to find alternatives
Reduced Challenging Behavior	• We don't have the behaviour issues we did in the past • Office referrals are down significantly
Students benefitted	• Increased self-esteem and quality of friendships • Attendance: The difference is that "Johnny" actually wants to attend school and is willing to take risks • Leadership: I think it is almost magical to watch some students, who have always been very shy, quiet, or "weak" come out of their shells and blossom into class leaders • Learning: Our students are progressing rapidly in reading, writing and basic math skills

Challenges to Implementation

Themes	Quotes
Planning Time	• *Need school wide cross-grade planning, and this takes time*
Collegial Resistance and the Need for PLC's	• *Not everyone is open to it* • *Ongoing guidance is essential*
Resource Availability	• *Need Resources – multi-leveled books, hands on materials*
Government and Divisional Barriers	• *Our scheduling format makes collaboration and in depth study impossible* • *We are required to report grades every two weeks – how is that inclusive?*
Public Education	• *Parents want the traditional things they are used to like spelling tests and worksheets*