



Design a **System of Scaffolded Supports**

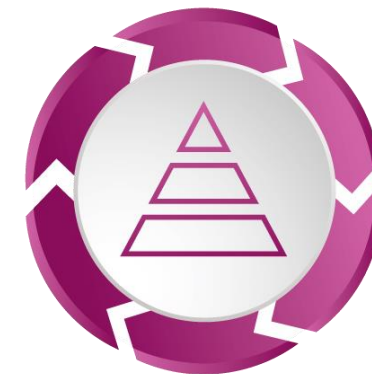
Foundational Supports – Universal Design

Overview

- Define Universal Design for Learning (UDL)
- Identify key components of UDL
- Describe how UDL may be used to support all learners, with examples



Why use UDL?



- Everyone learns differently.
- Learning uses three brain networks (affective, recognition, strategic) but
- the way each person's brain uses these networks to process information is unique.
- Educators can support the diverse ways students learn by designing instruction to engage all three brain networks.

(PaTTAN Desk Reference, Universal Design for Learning, 2021)

What is UDL?



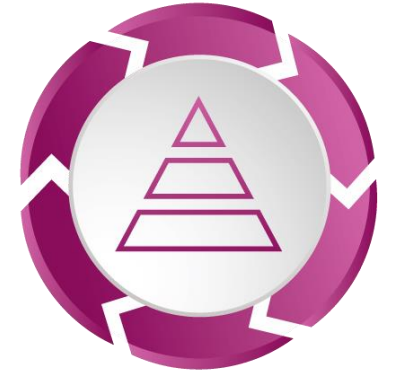
- UDL applies neuroscience to provide a framework to guide educators in designing learning environments and experiences that meet the need of variable learners (CAST, 2021).
 - Framework
 - Based on neuroscience
 - Supporting all learners

UDL is a Framework



- Meant to be used in proactive planning, not as a reactive measure
- Offers flexibility in instructional design
- Is not a checklist or step-by-step instructions

UDL is based on neuroscience



- Supported by research on how areas or networks of the brain are engaged in specific aspects of learning
- Identifies a principle of universal design that corresponds to each brain network

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Principle

Access

Provide options for Recruiting Interest

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

Provide options for Perception

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

Provide options for Physical Action

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

Build

Provide options for Sustaining Effort & 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 Language & 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 Expression & Communication

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

Internalize

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 Comprehension

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

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

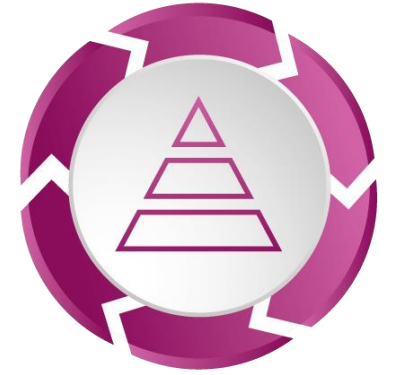
Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

UDL supports *all* learners



- Designed to meet the diverse needs of all learners (learner variability)
- Focuses on creating and improving learning environments and activities, not “fixing” or changing the learners
- Empowers students to be self-sufficient (expert learners)

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest

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

Provide options for Perception

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

Provide options for Physical Action

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

Build

Provide options for Sustaining Effort & 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 Language & 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 Expression & Communication

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

Internalize

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 Comprehension

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

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Expert Learners



How to leverage UDL?



- Coupled together, explicit systematic instructional practices and UDL support teachers in differentiating and scaffolding their instruction for diverse learners (Hall, 2014; Archer & Hughes, 2010; PaTTAN Desk Reference Universal Design for Learning, 2021; PaTTAN Desk Reference Effective Instruction, 2019).
- UDL ensures that all learners can access and participate in meaningful, challenging learning opportunities by:
 - Prioritizing student-directed instead of teacher-directed learning
 - Eliminating barriers
 - Building in flexibility (providing multiple means of...)

Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest

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

Provide options for Perception

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

Provide options for Physical Action

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

Build

Provide options for Sustaining Effort & 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 Language & 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 Expression & Communication

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

Internalize

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 Comprehension

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

Provide options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

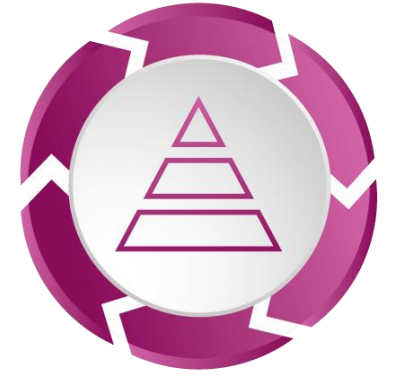
udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

I do

We do

You do

Provide multiple means of...



Engagement

- Becoming interested and sustaining effort

Representation

- Accessing and engaging with content

Action & Expression

- Demonstrating learning

Questions to consider

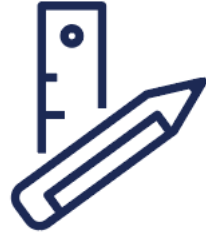
- How will you motivate students and stimulate their interests? (**engagement**)
- How will you provide students with ways to interact with content in flexible ways? (**representation**)
- How will you provide students with flexible options to demonstrate their learning? (**action and expression**)
- How does using UDL in instructional planning ensure learning is equitable?



Steps to Consider for English Learners –The WIDA “Can Do” Approach

1. Build a portrait of each English learner’s strengths, interests, and cultural and linguistic backgrounds.
2. Think about different ways to engage your English learners by tapping into what you found out in Step 1.
3. Provide feedback that builds on what English learners *can do* and that scaffolds, rather than rescues, learning.

Resources



CAST (2021). [Universal Design for Learning.](#)

[Center for Exceptional Children \(2021\). High Leverage Practices for Students with Disabilities.](#)

Fritzgerald, A., (2020). *Antiracism and universal design for learning. Building expressways to success.* CAST.

Ralabate, P. K., & Nelson L. L. (2016) *Culturally responsive design for English learners: The UDL approach.* CAST Inc.

[PaTTAN Supporting Students with Disabilities in Virtual Environments \(SSDVE\) Technology Tools & Resources](#)



5/11/2021

Scaffolded Supports: Foundational Supports - Universal Design

Submit your attendance for this session using this Google Form: [tinyurl.com/PDEaccelerate](https://forms.gle/PDEaccelerate)

If you are unable to open the tinyurl link, use: <https://forms.gle/KcwcPxxgT5gXguaKSA> (case sensitive)

You may also access the attendance form by scanning this QR code with your smartphone.

Both links and the QR code direct you to the same form.

The exit code for this session is: 9 3 7 4 1

