



# Universal Design for Learning and Inclusion: Teacher Training

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Developed in collaboration with Eliot-Pearson Children's School

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# Agenda

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**1**

Universal Design for  
Learning and Inclusion  
(UDLI) Definitions

**2**

Key Concepts and  
Examples

**3**

BREAK  
(5 minutes)

**4**

UDLI Principles in  
Practice

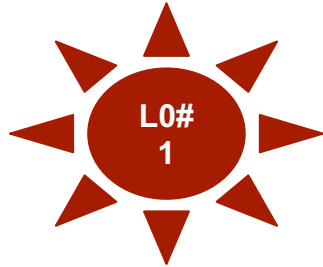
**5**

Discussion and  
Questions

**6**

Additional Resources

# Learning Objectives



**Reinforce  
understanding  
of fundamental  
principles of  
UDLI.**



**Strengthen  
ability to apply  
UDLI principles  
through practice  
and discussion.**



**Share resources  
to support  
further  
exploration of  
UDLI principles  
and practices.**



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# 1

## Universal Design for Learning and Inclusion

# Universal Design for Learning (UDL)

- **Evidence-based framework for teaching and learning**
- Guides educators in meeting the **diverse** needs of **all** students
- **Improves accessibility and opportunities for participation and performance**



# Another Perspective on UDL

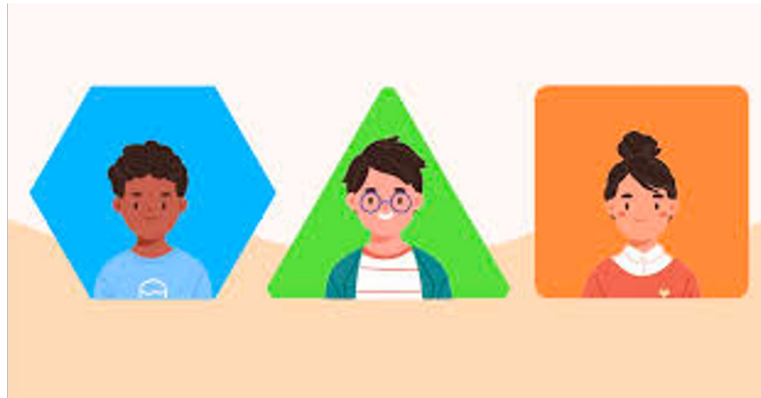
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# Differentiated Instruction vs. UDL

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**Differentiated instruction:** instructional approaches and curricula are adapted **in response to** students' diverse needs



# Inclusion

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- **Involvement of all individuals** in a particular activity or setting
- In **early childhood education** settings, inclusion **empowers all children** to **actively participate** in their **natural learning environments**





# Inclusion

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## Diversity



Diversity is the different characteristics and identities of individual people in a community. Sources of diversity can include and are not limited to race, religion, ethnicity, age, ability, and culture.



## Equity



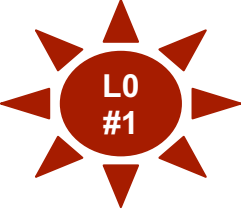
Equity happens when individual people have access to what they need so they can achieve their highest potential.



## Inclusion



Inclusion happens when all individual people are genuinely welcomed, valued, and have their needs met in ways that demonstrate respect for each person.



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# 2

## Key Concepts and Examples

# Fundamental Principles of UDL



## Engagement

Multiple ways to **motivate** students that are **personally meaningful**.

“**WHY**” we learn.



## Representation

**Multiple modalities** to proactively accommodate all **learning styles**.

“**WHAT**” we learn.



## Action and Expression

**Choice and flexibility** in interacting with learning materials and **demonstrating knowledge**.

“**HOW**” we learn.

# Multiple Means of Engagement (**WHY**)

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*“Having **different ways** for students to be **involved** in an activity so it fits their **needs and interests**.”*

*“**More than one method** of gaining the **attention and interest** of students in the curriculum.”*

## Examples:

- Children **select** activities offered during choice time
- Involve children in **designing** activities
- Flexible and/or alternative seating
- Display the **goals** of activities
- Involve children in a **collaborative discussion**

WHAT DO YOU  
THINK YOU  
KNOW ABOUT  
THE OCEAN?

WHAT DO YOU  
WANT TO  
LEARN ABOUT  
THE OCEAN?

Sharks spray water.  
Whales spray water out of their backs.  
Some sharks eat sting rays.  
Sharks are in the ocean.  
Sharks try to catch fish or other animals - whales try too.  
There are lots of fish.  
Seahorses live in the ocean.  
Sharks eat fish.  
Sting rays sleep in the water.  
Some divers like to feed the fish.  
Pufferfish blow up and float.  
Fish swim in the water.  
Penguins climb slides on their bellies and go into the water.  
Dolphins are in the sea.  
Big kids eat fish.  
Whale tails make a big splash.  
Speed sharks eat salt sharks.  
Turtles and pufferfish blow up in the sea.

Jan 9, 2024

WHAT DO FISH EAT?  
WHAT DO TURTLES EAT?  
DO BABY SHARKS LIVE IN THE DARK SEA?  
WHAT DO JELLYFISH EAT?  
CAN PEOPLE TAKE FISH HOME?  
WHAT DO SHARKS EAT?  
WHY DO DOLPHINS STAY WITH THEIR FAMILIES?  
ARE THERE FAMILIES OF SHARKS?  
WHAT DO OCTOPUS EAT?  
WHY DO DOLPHINS SPLASH IN THE WATER?  
WHAT DO DOLPHINS EAT?  
WHAT DO SHARKS EAT?  
CAN WHALES EAT WHALE SHARKS?  
WHY CAN SOME FISH FLY?  
DO SHARKS LIVE WITH THEIR FAMILIES?  
CLOWN FISH  
WHY DO FISH EAT THE DIRTY THINGS THAT GO DOWN THE DRAIN?

Jan 10, 2024

K

W

L

KWL display for Ocean Unit

# Multiple Means of Representation (**WHAT**)

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*“Presenting information to students in **different formats**.”*

*“When we do math, some [children] take really well to the representation of animals to demonstrate addition and subtraction, while others don’t, but do respond really well to the 10’s block counters.”*

## Examples:

- Multisensory presentation of materials
- Signage with **both** words and pictures
- Varied approach to support **social emotional learning**
- **“Chunk”** information presented
- Make **explicit connections** to children’s background knowledge



Sample cubby routines

# Multiple Means of Action and Expression (HOW)

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*“Offering learners **different ways to express knowledge gained.**”*

*“Express learning through art, through words they have picked up, counting & matching with toys, encouraging storytelling.”*

## Examples:

- Variety of ways in which children can **respond**
- **Model different approaches** of reaching the same goals
- Access to **multiple learning choices**
- Engage children in discussions of **their strengths**
- Lesson goals reflect **different ways** to demonstrate knowledge





Classroom rules, drawings of rules (with accompanying dictation to teacher), and signed classroom agreement for rules.



Manipulatives for clock activity

# Inclusion Strategies and Examples

- Discussion of **similarities, differences, and intersections** between individuals and identities
- Learning materials that reflect **different backgrounds**
- Language considerations
- Quiet space AND area to seek additional **sensory input**
- All children have the same **opportunities** to assume **different roles**
- **Physically accessible** classroom spaces
- **Predictable routines** and **visual schedules**



Sample break area



# 3 BREAK

5-10  
minutes



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# 4

## Practice

UDLI Principles in Action!

# Practice Workshop: Two Options

- • In your teaching teams, select **one** of the following two options on the next slides
  - *Note: advanced workshop option available for higher-level conversation*
- 15 minutes to discuss with group
  - Make note key takeaways (e.g., physical notes, shared slide deck, etc.)
- After, we will come together to discuss our workshop ideas as a larger group

# Practice Workshop Option 1 (Literacy Activity)

— A teacher is considering how their students' diverse academic skill sets impact their abilities to participate in literacy activities. In this scenario, the teacher is reading a story book aloud to the class. How can the teacher account for multiple levels of complexity and honor UDLI principles in the following activities:

- Listening comprehension
- Exploring vocabulary words
- Exploring concepts of social emotional learning
- Sounding out and reading words
- Writing letters
- Assessing student understanding of the story



## Practice Workshop Option 2 (Choice Time)

- Reflect on the toys and materials available to your students during choice time:
  - Do the toys available uphold the principles of UDLI?
    - Multiple means of engagement, multiple means of representation, multiple means of action and expression, and inclusion
  - How can you be more intentional in determining the options available for choice time?

# Advanced Practice Workshop (Assessing Classrooms)

— Reflect on your methods for understanding and assessing the unique needs of the children in your classrooms. Choose from the following prompts to guide your conversation:

- Based on your assessment:
  - How do you structure your classroom environment to be accessible and inclusive?
  - How do you build flexibility and choice into your curriculum and/or individual lesson plans?
- How do you ensure all children benefit from learning activities?

## Advanced Practice Workshop (cont.)

- • How do you determine when differentiated instruction is appropriate for supporting children? Can these adaptations be proactively reflected in choices for all children by applying UDLI?
- How do you consider UDLI in your interactions with grown-ups to strengthen your understanding of their children and to cultivate collaborative relationships with EPCS families?



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# 5

## Discussion and Questions

# Discussion

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**Share:** Key themes or takeaways from your conversations?



**Questions?**



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# 6

## Resources

# Fact Sheets

- • Overview of Universal Design for Learning and Inclusion (UDLI)
- Multiple Means of Engagement
- Multiple Means of Representation
- Multiple Means of Action and Expression
- Inclusion Guidelines and Strategies
- UDLI and Transitions
- UDLI Resource for Grown-ups



# Additional Resources

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- [CAST Website](#)
- [UDL at a Glance](#) Video (CAST)
- [UDL and Inclusive Early Childhood Education](#) Video (CIDDL Center)
- [Checklist](#) for “Planning and Implementation” of UDL in Early Childhood Programs
- UDL Recommendations for the [Physical Environment](#)
- UDL Recommendations for the [Social-Emotional Environment](#)
- UDL Recommendations for the [Temporal Environment](#)
- [UDL and Outdoor Learning](#)

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# Thank you!

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