

Name: _____

An tSraith Shóisearach do Mhúinteoirí

Junior **CYCLE** for teachers

Special Schools 2020-21

Universal Design for Learning

L1LPs L2LPs



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills





1 What changes would you make to make this building more accessible?



Reflection on task

- Was it easy to generate accessibility ideas? Why/why not?
- What were some of your group's thought processes when you were creating solutions?
- Would it be easier to incorporate the ideas generated when the building was built or to go in and make alterations later?



Activity **2**



Activity **11**

Craft a representation (text, pictorial, demonstration graphic) of your current concept of UDL



Activity **3**

Variabilities in our Classrooms

The Three Brain Networks represent students' pathways to learning

| | | |
|--|--|--|
|  <p>Affective Network</p> | <p>ENGAGEMENT</p> <p>Stimulate interest and motivation for learning in different ways</p> | <ol style="list-style-type: none"> 1. Are there different options to recruit the learner's interest? 2. Are there different options to sustain the learner's efforts to achieve his goals? 3. Are there different options for self regulation? |
|  <p>Recognition Network</p> | <p>REPRESENTATION</p> <p>Present information and content in different ways</p> | <ol style="list-style-type: none"> 4. Is clear info about goals and organization available online and beforehand? 5. Can information be absorbed by different senses? 6. Can the learner comprehend the subject matter in different ways? |
|  <p>Strategic Network</p> | <p>ACTION AND EXPRESSION</p> <p>Differentiate the ways that learners can express what they know</p> | <ol style="list-style-type: none"> 7. Can the learner work actively with the subject matter in different ways? 8. Can the learner show what he has learned or achieved in different ways? 9. Are there various options for goal-setting and prioritizing? |

Universal Design for Learning: Putting it All Together

| BRAIN NETWORKS | UDL GOALS | GUIDING PRINCIPLES | LEARNER OUTCOMES |
|---|--------------------------------------|--|--------------------|
| Recognition Network <i>What am I learning?</i> | Resourceful & Knowledgeable Learners | Multiple Means of Representation | Comprehension |
| Strategic Network <i>How will I learn?</i> | Strategic and Goal Directed Learners | Multiple Means of Action & Expression | Executive Function |
| Affective Network <i>Why am I learning?</i> | Purposeful & Motivated Learners | Multiple Means of Engagement | Self-Regulation |



Activity

4

Universal Design for Learning Notes



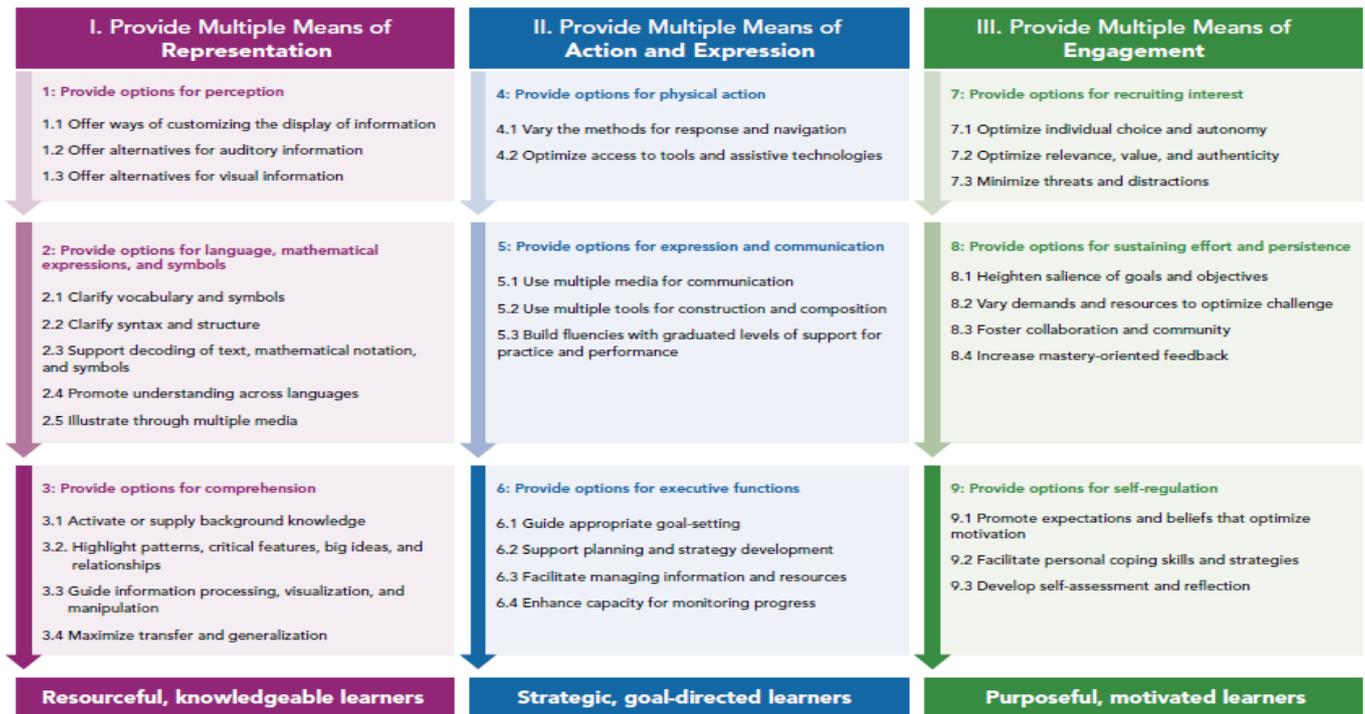
Activity

5

Principles of UDL in my Classroom

| | |
|---------------------------------------|--|
| Multiple Means of Representation | |
| Multiple Means of Action & Expression | |
| Multiple Means of Engagement | |

The Universal Design for Learning Guidelines explained



6

Activity

| UDL Guideline | UDL Checkpoints |
|---------------|-----------------|
| | |



Activity **7**

UDL in my Classroom

A large, empty rounded rectangular box for writing notes or reflections related to the 'UDL in my Classroom' activity.



Activity **8**

High Expectations for Learning

A large, empty rounded rectangular box for writing notes or reflections related to the 'High Expectations for Learning' activity.



Activity **9**

Reduce Barriers for Learning



Activity **10**

Applying UDL Principles to a Lesson

| PLU L2LP | Element | Learning Outcome | PLU L1LP | Element | Learning Outcome |
|----------|---------------------------------|---|----------|---------|---|
| Numeracy | Developing an awareness of time | Identify key times during the day, on the hour, half hour and quarter hour. | Numeracy | Time | Use instruments such as timers, visual timetables, objects of reference or clocks functionally. |

Miss Murphy is a teacher in a Special Class (Rang Joyce) for students with GLD (Mild to Low Moderate). She is aware that her students have a range of interests and abilities, and she is finding it difficult to meet all their learning needs. Miss Murphy has six students in her class, with different individualised learning goals. She questions whether her forms of instruction and practices are adequate, meaningful, motivating, and engaging for her students. She also wonders whether there is a better way to provide instruction to help her students to be more successful. She has researched Universal Design for Learning (UDL) and considers that the UDL framework will help her design a curriculum and classroom environment that will address and support ALL of her students' needs. She plans to implement the three principles of UDL into her instruction of the following lesson to target the needs of the four students profiled below:

Kyle has a diagnosis of global developmental delay. He finds it difficult to process information and to communicate with others. Kyle responds to his name and is learning to express himself by using a communication folder with approximately 120 vocabulary items. He is working within L1LP of the Junior Cycle curriculum with priority goals targeting numeracy, literacy, and participating in classroom routines. He receives specialist support from a speech-language therapist (SLT), and an occupational therapist (OT). They have helped the class teacher with strategies for keeping Kyle engaged and settled in the classroom and learning alongside his peers.

Percy has a hearing impairment and ASD. He has hearing aids and is supported by the Visiting Teacher for the Deaf. He uses a small amount of spoken language to express himself. He also uses some gestures such as thumbs up or down when responding to a yes/no question. In class, Percy uses social cues from the Special Needs Assistant and teacher, for what to do and when. He is working within L1LP of the Junior Cycle curriculum, his number range is 1–30, and his counting sequences forwards and backwards are not always consistent.

Joan has multiple challenges that have implications for how she learns and the support she requires. They impact on her ability to communicate, to process information, and to attend to and stay on task. Joan is mainly non-verbal and uses a communication board to express herself. She has a walker and a wheelchair for mobility. She has very high needs. She has a SNA who is helping Joan's peers to become more confident communicating with her using her

communication board. The classroom team is supported by a multidisciplinary team.

Frances has difficulty processing and retaining information, associated with an intellectual disability. She is working within L2LP of the Junior Cycle curriculum in most learning areas, whilst working within L1LP for numeracy and communication, language and literacy. She is still trying to master writing simple sentences with correct syntax. Her communication skills are weak, especially in expressive vocabulary, syntactical expression, and comprehension of figurative and abstract language concepts. She has a particular interest in the visual arts and photography. Acquiring the mastery of basic numeracy concepts and skills is a challenge for Frances, who has emerging skills in reading and writing. She has very high needs and has an IEP and Care Plan.

| Students with SEN | Multiple means of representation (Recognition) | Multiple means of action and expression (Strategic) | Multiple means of engagement (Affective) |
|--------------------------|--|--|---|
| Kyle | | | |
| Percy | | | |
| Joan | | | |
| Frances | | | |
| All students | | | |



Activity **12**

Action Points

What would be the benefit of using UDL in your school?

How would you implement UDL?

GLOSSARY OF TERMINOLOGY RELATED TO UNIVERSAL DESIGN FOR LEARNING

Framework: Universal Design for Learning is a framework – not a checklist. It is the interior frame around which you build the structure that is to become your lesson. Just like a steel or metal building frame, the UDL framework has been carefully calibrated and tested to ensure that it will stand the test of time.

Learning Environment: When we talk about the learning environment as it relates to UDL, we're talking about both the space/location of your lesson, and the way the students can use the space. In an ideal scenario a teacher has the opportunity to tailor space to meet the needs of students for each lesson, and to provide access to tools, resources, and strategies for learning. Further, the tools and resources are flexible in a UDL environment, meaning their use is not specifically prescribed by the teacher.

Lesson Goal: In the UDL framework the lesson goal is the most important thing. A well-planned lesson goal will describe what the student is supposed to learn, but not how the student is going to learn. Goals should be observable and measurable, but the means of achieving the goal should be flexible.

Access: When we use the term “access” in a conversation about UDL we can be referring to a student’s physical ability to access the information, and/or to a student’s ability to connect with the information. If students have access it means that they are given a reason to emotionally attach to the lesson; they know they will have a variety of opportunities to interact with the topic; and they will have multiple chances to demonstrate their understanding of the topic.

Barriers: A barrier in UDL is anything that inhibits a student’s ability to fully engage with the lesson. It can be a physical barrier, a lack of background knowledge, difficulties with learning, or difficulties regarding emotionally connecting with the lesson or the instructor.

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