

Universal Design for Learning and Access for all Learners



WYOMING
**ACCESSIBLE
EDUCATIONAL
MATERIALS**

Presenter Info

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Definition of UDL

- UDL is a framework that guides the development of flexible learning environments to accommodate individual learning differences.
 - Originated from architectural concepts of universal design
 - To provide all students with an equal opportunity to succeed
- UDL Guidelines are divided into three principles- multiple means of:
 - Engagement
 - Representation
 - Action and Expression
- Guidelines are “concrete suggestions”



Why UDL?

- Every student can participate in meaningful and challenging learning opportunities
- Greater flexibility in learning, understanding, and expression
- Increased access to education
- Fewer barriers to learning
- UDL honors learner variability- the “average” learner does not exist
- Aims to shift perception that learning barriers lie within the student





Core Principles of UDL

- **Multiple Means of Engagement:**

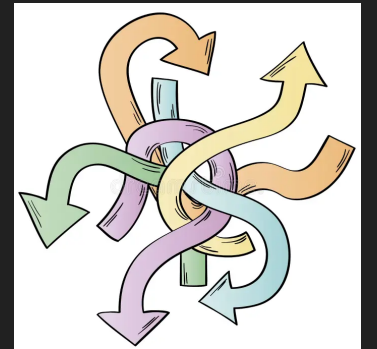
- Address diverse student motivations and interests.
- Promote self-regulation and enthusiasm for learning.

- **Multiple Means of Representation:**

- Present content in different ways to accommodate varied perception and comprehension.
- Use visuals, text, audio, and multimedia.

- **Multiple Means of Action and Expression:**

- Allow students to demonstrate knowledge through various methods.
- Encourage diverse approaches like writing, speaking, drawing, etc.



Universal Design for Learning Guidelines

The goal of UDL is [learner agency](#) that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Multiple Means of Engagement

- What sparks a learner's motivation and enthusiasm for learning?
- Learners' multiple and intersecting identities influence interest and engagement
- Learners should find connections to their authentic selves in their learning environments
- Preferences might vary from week to week or day to day, depending on context
 - Spontaneity/novelty vs. routine, independent vs. group work



Engagement: Access

- **Design Options for Welcoming Interests and Identities**
- Optimize choice and autonomy
- Optimize relevance, value, and authenticity
 - Social and cultural relevance
 - Age and ability appropriate
- Nurture joy and play
- Create space for learners to explore and discover
- Address biases, threats, and distractions



Engagement: Support

- **Design Options for Sustaining Effort and Persistence**
- Clarify the meaning and purpose of goals
- Optimize challenge and support
- Foster collaboration, interdependence, and collective learning
- Foster belonging and community
- Offer action-oriented feedback
- Allow room for, and acceptance of, mistakes



Engagement: Executive Function

- **Design Options for Emotional Capacity**
- Recognize expectations, beliefs, and motivations
- Develop awareness of self and others
- Promote individual and collective reflection
- Cultivate empathy and restorative practices



Multiple Means of Representation

- Everyone perceives and makes meaning of information differently.
- Our backgrounds and experiences influence how we approach information
 - Sensory disabilities
 - Learning disabilities
 - Non-dominant cultures
- Consider how people, cultures, individual and collective identities, perspectives, and ways of knowing are represented within the content



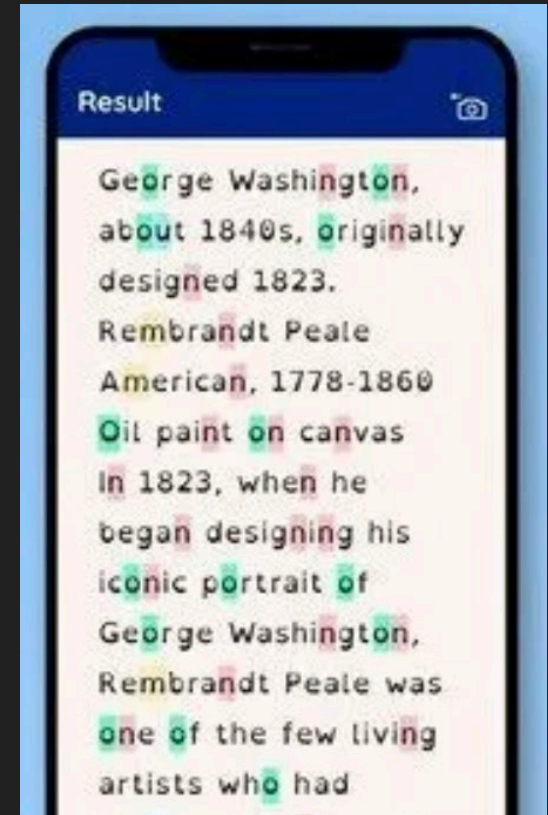
Representation: Access

- **Design Options for Perception**
- Support opportunities to customize the display of information
- Support multiple ways to perceive information
- Represent a diversity of perspectives and identities in authentic ways



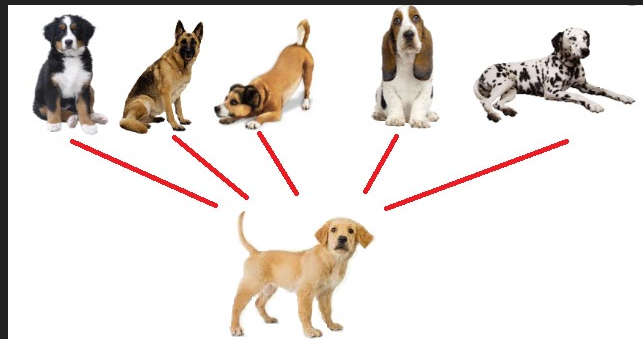
Representation: Support

- **Design Options for Language and Symbols**
- Clarify vocabulary, symbols, and language structures
- Support decoding of text, mathematical notation, and symbols
- Cultivate understanding and respect across language and dialects
- Address biases in the use of language and symbols
- Illustrate through multiple media



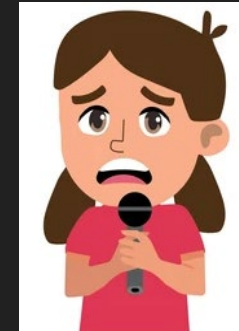
Representation: Executive Function

- **Design Options for Building Knowledge**
- Connect prior knowledge to new learning
- Highlight and explore patterns, critical features, big ideas, and relationships
- Cultivate multiple ways of knowing and making meaning
- Maximize transfer and generalization



Multiple Means of Action and Expression

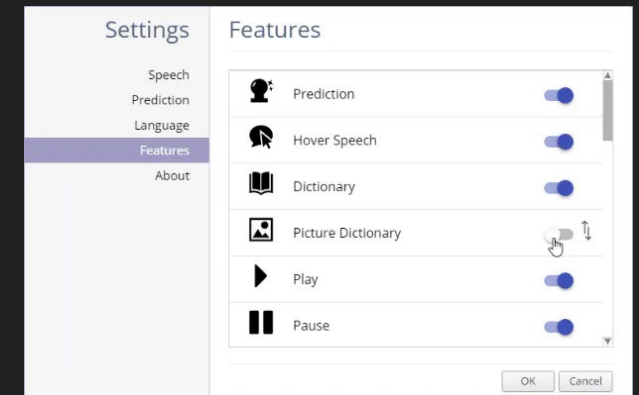
- Everyone navigates learning environments and approaches the learning process differently
- Learners may feel more comfortable expressing their knowledge gain in one format or another
 - Written text
 - Speech
 - Art
- Action and expression requires strategy, practice, and organization



Action and Expression: Access



- **Design Options for Interaction**
- Vary and honor the methods for response, navigation, and movement
- Optimize access to accessible materials and assistive and accessible technologies and tools



Action and Expression: Support

- **Design Options for Expression and Communication**
- Use multiple media for communication
- Use multiple tools for construction, composition, and creativity
- Build fluencies with graduated support for practice and performance
- Address biases related to modes of expression and communication



Action and Expression: Executive Function

- **Design Options for Strategy Development**
- Set meaningful goals
- Anticipate and plan for challenges
- Organize information and resources
- Enhance capacity for monitoring progress
- Challenge exclusionary practices



Key Takeaways

- The UDL Guidelines are a set of suggestions
- Intended to be used as considerations, not a checklist
- There is not one means of approaching the UDL that will be suitable for every learner in every situation

Up Next

- Next training:
 - Tuesday, November 19, 3:30pm
 - Creating Accessible Documents
- Please reach out if you would like a certificate of attendance
- Recorded sessions will be posted on AEM website: uwyo.edu/wind/aem