

# 2017 Teacher Leader Summit 1st Draft

## Universal Design for Learning (UDL)- A Hands on Approach

### Employer:

LATI Central and South Central AT Centers

### Presenters:

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### The Session Description:

Learn how to create engaging learning environments by utilizing Universal Design for Learning (UDL) and Assistive Technology (AT). Participants will engage in a hands-on exploration of UDL principles and current AT tools by examining multiple examples of differentiation.

### Session Objectives:

- Provide an overview of Assistive Technology and the Universal Design for Learning Framework
- Provide a hands-on exploration of activities created with UDL principles and sample current AT tools
- Provide multiple examples of differentiation using UDL principles and AT

### What specifically will participants be able to do as a result of session?

Participants will be able to apply UDL principles to create flexible instructional environments that provide access and reduce barriers for **ALL** students.

### Presentation Frame:

Beginning: <b>Why UDL and AT</b>		
<b>AT Overview</b> Whole Group  Engage	15 min	<ul style="list-style-type: none"><li>• Challenge perceptions</li><li>• ESSA and UDL</li><li>• Define UDL and AT</li></ul>
Middle: <b>Hands on</b>		
<b>AT Exploration</b> Rotating Groups  Explore Explain Elaborate	60 min	<ul style="list-style-type: none"><li>• Participants rotate through three UDL inspired stations.</li><li>• Led by AT Facilitators, each station will provide multiple activities employing UDL principles and multiple examples of current AT tools.</li></ul> <p><b>Stations:</b></p> <ol style="list-style-type: none"><li>1. The <b>WHAT</b> of learning: how to present information/content in different ways<ol style="list-style-type: none"><li>a. <b>Perception:</b> <i>customizing display of information</i></li><li>b. <b>Language/Expressions/Symbols:</b> <i>clarify vocab; embed support for vocab</i></li><li>c. <b>Comprehension:</b> <i>guide information processing, visualizations, manipulation</i></li></ol></li><li>2. The <b>HOW</b> of learning: differentiating the ways students show what they know<ol style="list-style-type: none"><li>a. <b>Physical Action:</b> <i>methods of response/navigation</i></li><li>b. <b>Expressive Skills and Fluency:</b> <i>multiple media, tools for construction</i></li><li>c. <b>Executive Function:</b> <i>guide strategy development for planning, managing, and monitoring information/resources</i></li></ol></li></ol>

		<p>3. The <b>WHY</b> of learning: stimulating interest and motivation for learning</p> <ol style="list-style-type: none"> <li>a. <b>Recruiting Interest:</b> <i>optimize choice, autonomy, relevance, value, authenticity</i></li> <li>b. <b>Sustaining Effort and Persistence:</b> <i>optimize challenge, vary demands/resources, foster collaboration/communication, increase mastery oriented feedback</i></li> <li>c. <b>Self-regulation:</b> <i>promote expectations/beliefs, optimize motivation, facilitate coping skills/strategies, self-assessment/reflection</i></li> </ol>
End: <b>Review &amp; Reflect</b>		
<b>AT Reflection</b> Whole Group  <i>Elaborate</i> <i>Evaluate</i>	15 min	<ul style="list-style-type: none"> <li>• Review UDL and AT</li> <li>• Answer questions</li> <li>• Reflection: Answer Garden</li> <li>• Closing thoughts Video</li> </ul>

All presentation and resources will be provided here: [UDL SymbalooEDU Webmix](#)

Resource Links:

UDL Exchange: <http://udlexchange.cast.org/home>

UDL Guidelines Ex w/ Links: <https://sites.google.com/site/udlguidelinesexamples/>

UDL Interactive Wheel: <http://udlwheel.mdonlinegrants.org/>