Universal Design for Learning and Students with Significant Cognitive Disabilities

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Agenda

• UDL Definition
• UDL Principles
• UDL Applications

What is Universal Design for Learning?

Universal design for learning is a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

(U.S., Higher Education Opportunity Act)
The term ‘comprehensive literacy instruction’ means instruction that— ‘includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas; ... incorporates the principles of universal design for learning,...’

Students come to the classroom with a variety of needs, skills, talents, and interests.

The typical curriculum—which includes goals, instructional methods, classroom materials, and assessments—has many barriers and roadblocks.
Students and teachers are expected to make all of the necessary adjustments.

UDL places the burden to adapt on the curriculum itself.

Principles of UDL

• Provide multiple, flexible means of:
  ➢ Representation
  ➢ Expression
  ➢ Engagement
Addressing Various Learning Networks

- **Recognition Network**
  - What?

- **Strategic Network**
  - How?

- **Affective Network**
  - Why?

UDL and the Learning Brain

**Recognition networks:** “the what of learning”

- Identify and interpret patterns of sound, light, taste, smell, and touch

UDL and the Learning Brain

**Strategic networks:** “the how of learning”

- Plan, execute, and monitor actions and skills
UDL and the Learning Brain

Affective networks: “the why of learning” evaluate and set priorities

http://www.cael.org CAST® 2003

How do the principles of Universal Design for Learning Relate to Students with Significant Cognitive Disabilities?

Multiple and Flexible Means of Representation
Multiple and Flexible Means of Representation

Videos/Multimedia

Multiple and Flexible Means of Representation

Manipulatives

Multiple and Flexible Means of Representation

Real-life examples
Multiple and Flexible Means of Expression

Consistency vs. Flexibility
Core Vocabulary

- Words we use every day.
- Supported by years of research.
- Small set of powerful words.
- Featured in most commercially available augmentative and alternative communication devices and apps

Universal Core Vocabulary

- all
- can
- different
- do
- finished
- get
- go
- good
- he
- help
- here
- I
- in
- it
- like
- look
- make
- more
- not
- on
- open
- put
- same
- she
- some
- stop
- turn
- up
- want
- what
- when
- where
- who
- why
- you
Example of Universal Core

Conceptual

like  want  not  go
**it versus Earth**

- it
- Earth

**he versus Pinocchio**

- he
- Pinocchio
Multiple and Flexible Means of Engagement

Activity

Sample IEP Goals
Additional Modules

• Process, Change, and Tools
• English Language Arts Instructional Implications
• Mathematics Instructional Implications

THANK YOU!

For any additional information or questions, please contact:

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