



New Jersey
Special Education

ANNUAL SUMMIT



Universal Design, Disproportionality, and Social Justice

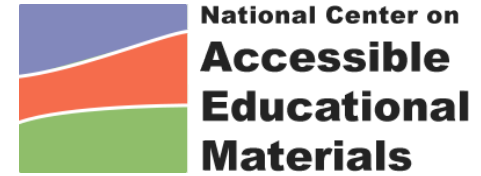
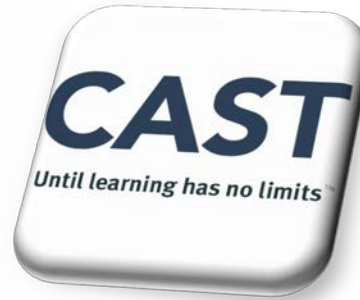
Other Title slide options are available.



Agenda

- Introduction
- Quick overview of “Universal Design for Learning”
- Addressing disproportionality through the four Pillars of UDL
 - Clear goals, Flexible Means
 - Variability is the Norm
 - Context matters
 - Essential for some, good for all
- New Jersey UDL implementation

About the Presenter



TEMPLE
UNIVERSITY®



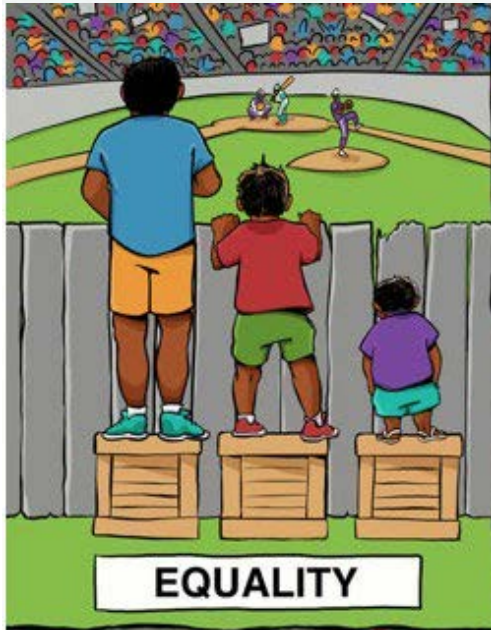
California State University
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EQUALITY VERSUS EQUITY

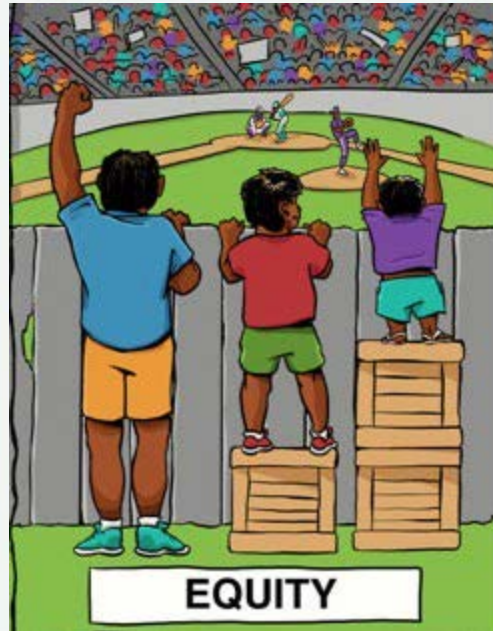


In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.

EQUALITY VERSUS EQUITY



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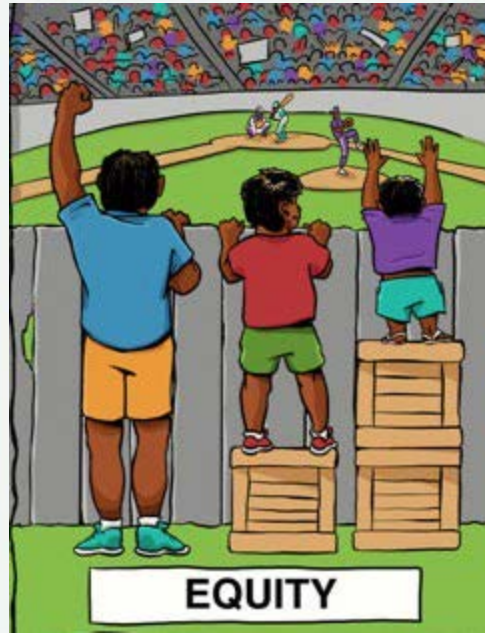


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

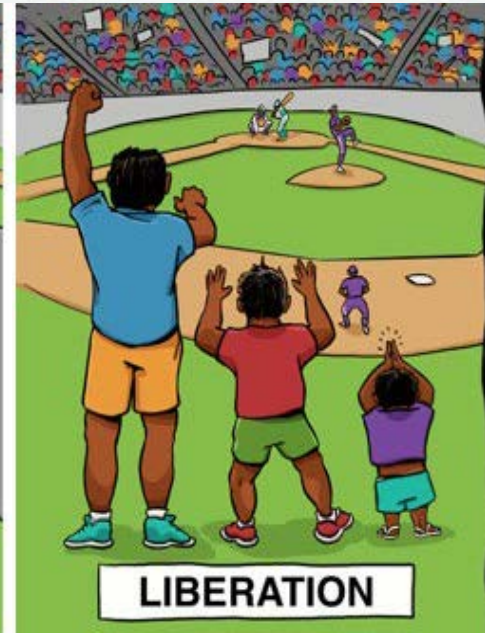
EQUALITY VERSUS EQUITY



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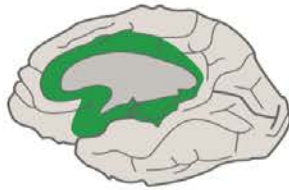


In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

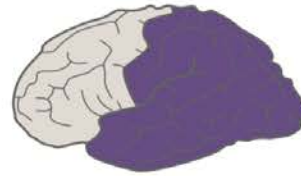
- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster growth and community
- + Provide timely feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

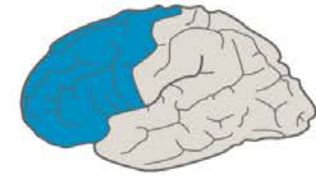
- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and application

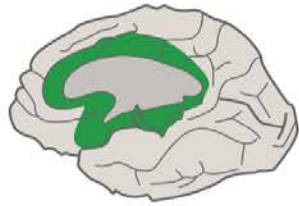
Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

Access

Teacher Led

Universal Design for Learning Guidelines

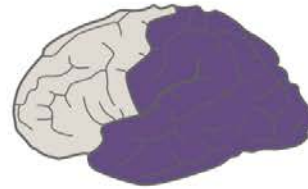


Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal learning skills and strategies
- + Develop self-monitoring and reflection

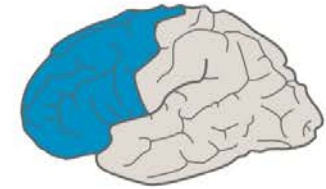


Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

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Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance self-monitoring progress

process

Teacher + Student

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

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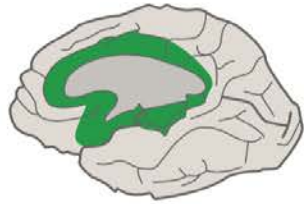
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Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

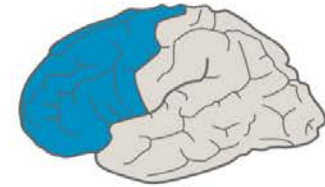
Engaged learners

Internalize



Provide Multiple Means of Representation

Resourceful, knowledgeable learners



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Student

Provide options for self-regulation

- + Set appropriate expectations and beliefs that optimize motivation
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Goal of Expert Learners



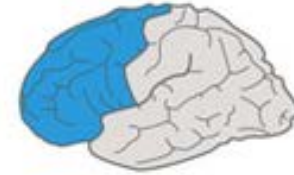
Provide Multiple Means of
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Purposeful, motivated learners



Provide Multiple Means of
Representation

Resourceful, knowledgeable learners



Provide Multiple Means of
Action & Expression

Strategic, goal-directed learners

Provide options for self-regulation

Provide options for comprehension

Provide options for executive functions

INTERNALIZE

(background, executive function, self regulation)

+ Maximize transfer and generalization

Provide options for sustaining effort
and persistence

Provide options for language,
mathematical expressions, and symbols

Provide options for expression
and communication

PROCESSING

(feedback & collaboration, vocabulary, models)

+ Illustrate through multiple media

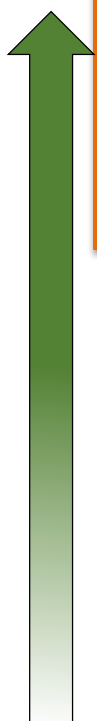
Provide options for recruiting interest

Provide options for perception

Provide options for physical action

ACCESS

(choice, perception, action)



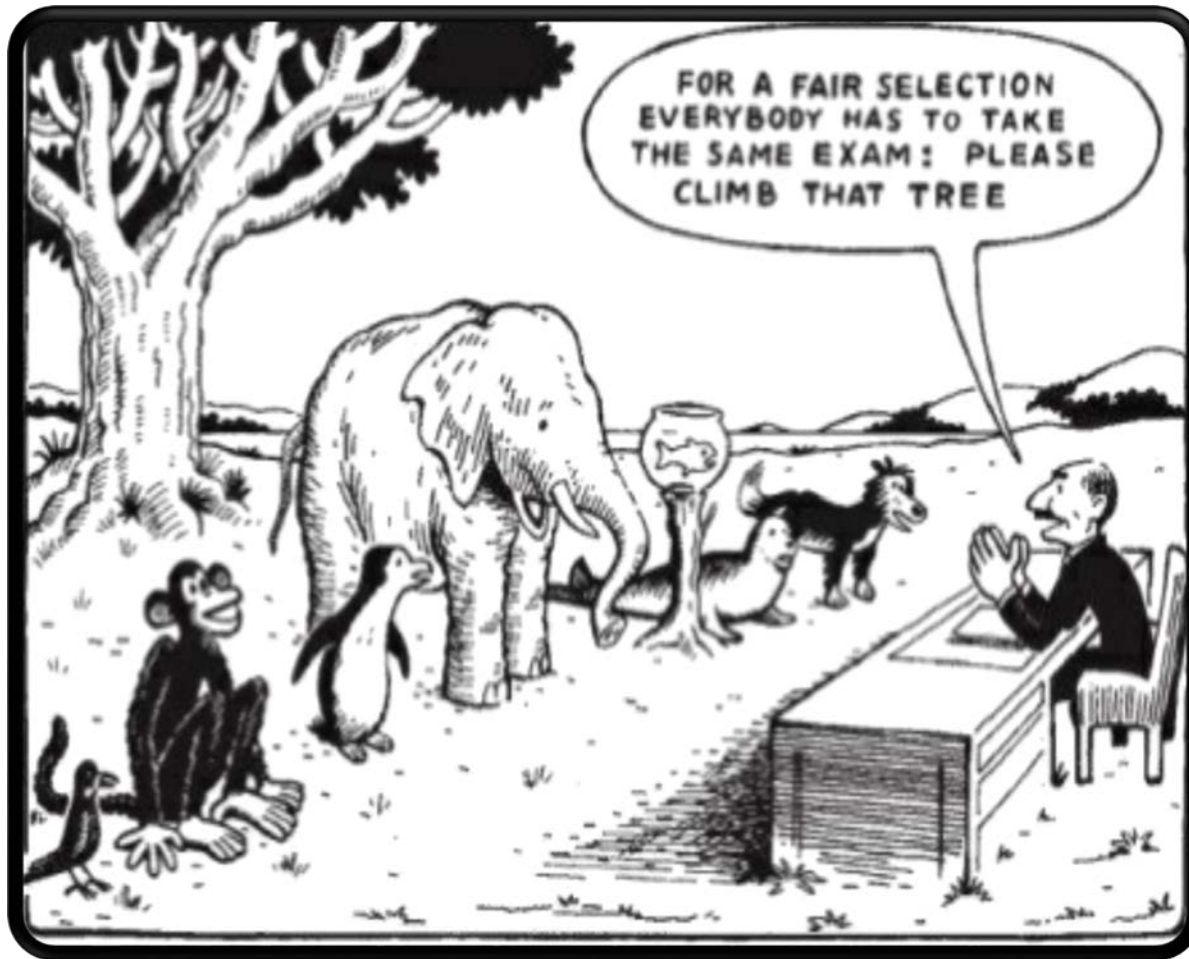


Clear goals,
flexible means.



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“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”
~Albert Einstein

UDL Concept #1 Clarify the goal

When you know the **goal...**



UDL Concept #1 Clarify the goal

When you know the **goal**,
you know how to be flexible



Table Discussion

- What is your goal in presenting UDL to your colleagues?
What does success look like?
How will you know?
- What are other strategies for presenting the idea “Tight on goals, flexible on means?”

2

Variability is
the Norm.

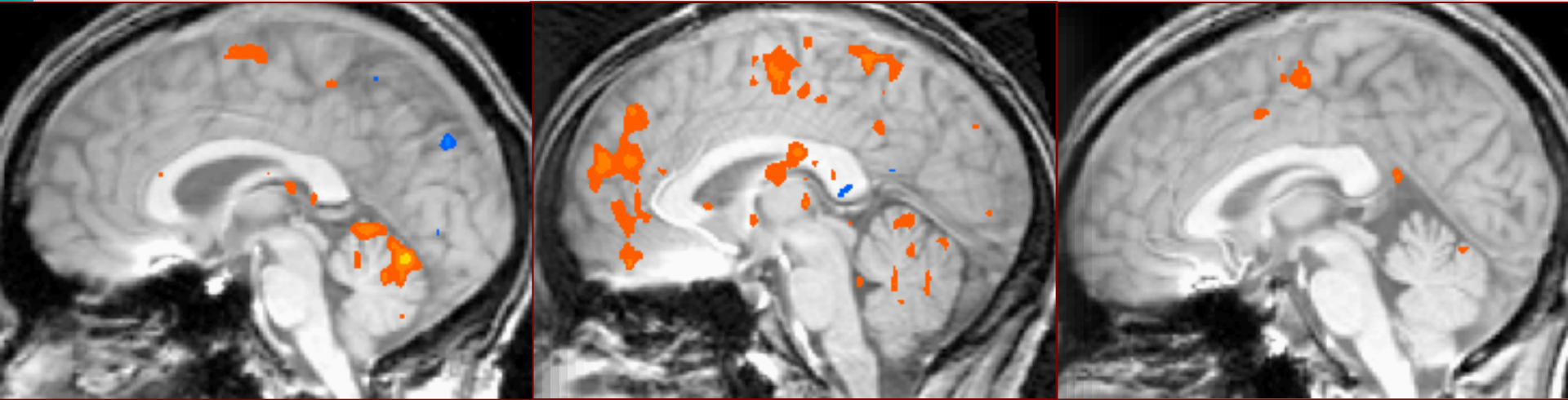


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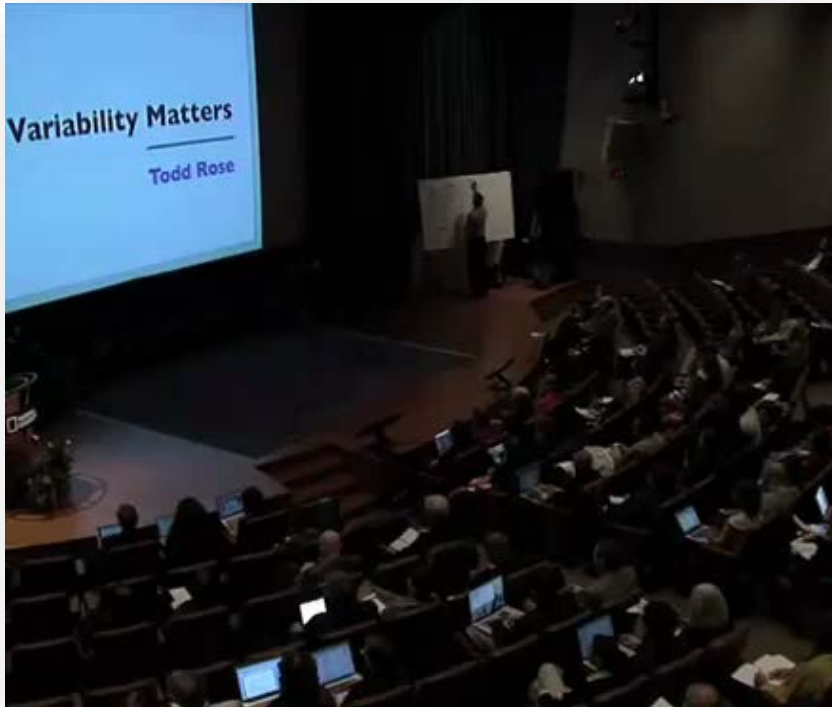
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New understanding: Variability



Recommended Videos



Variability Matters

<https://www.youtube.com/watch?v=8WClnVjCEVM>



The Myth of Average

<https://www.youtube.com/watch?v=4eBmyttcfU4>

Table Discussion

- How will you consider learner variability among ALL your participants?
- What ideas can you include to help coach teachers to consider learner variability, especially around disproportionality?

3

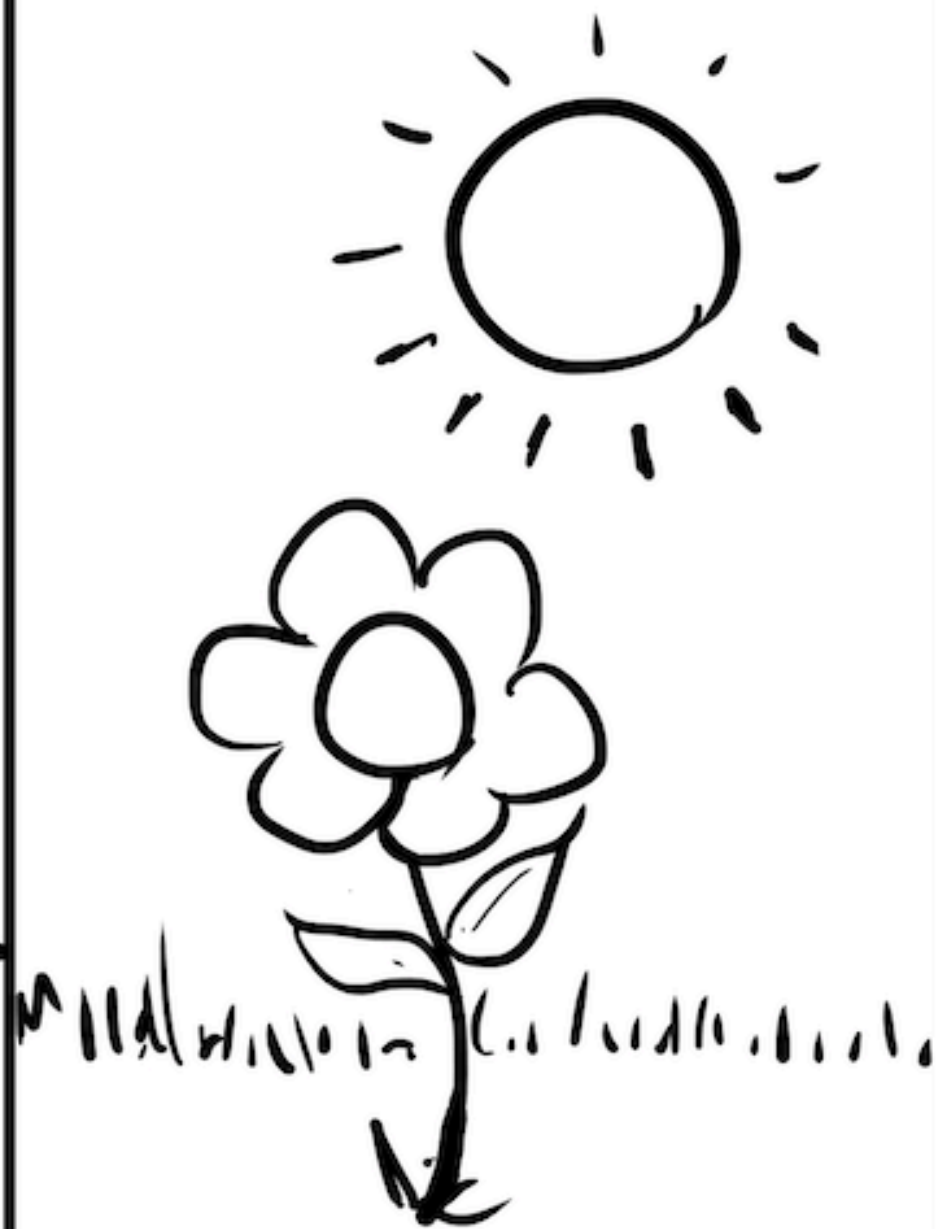
Context
changes
everything.



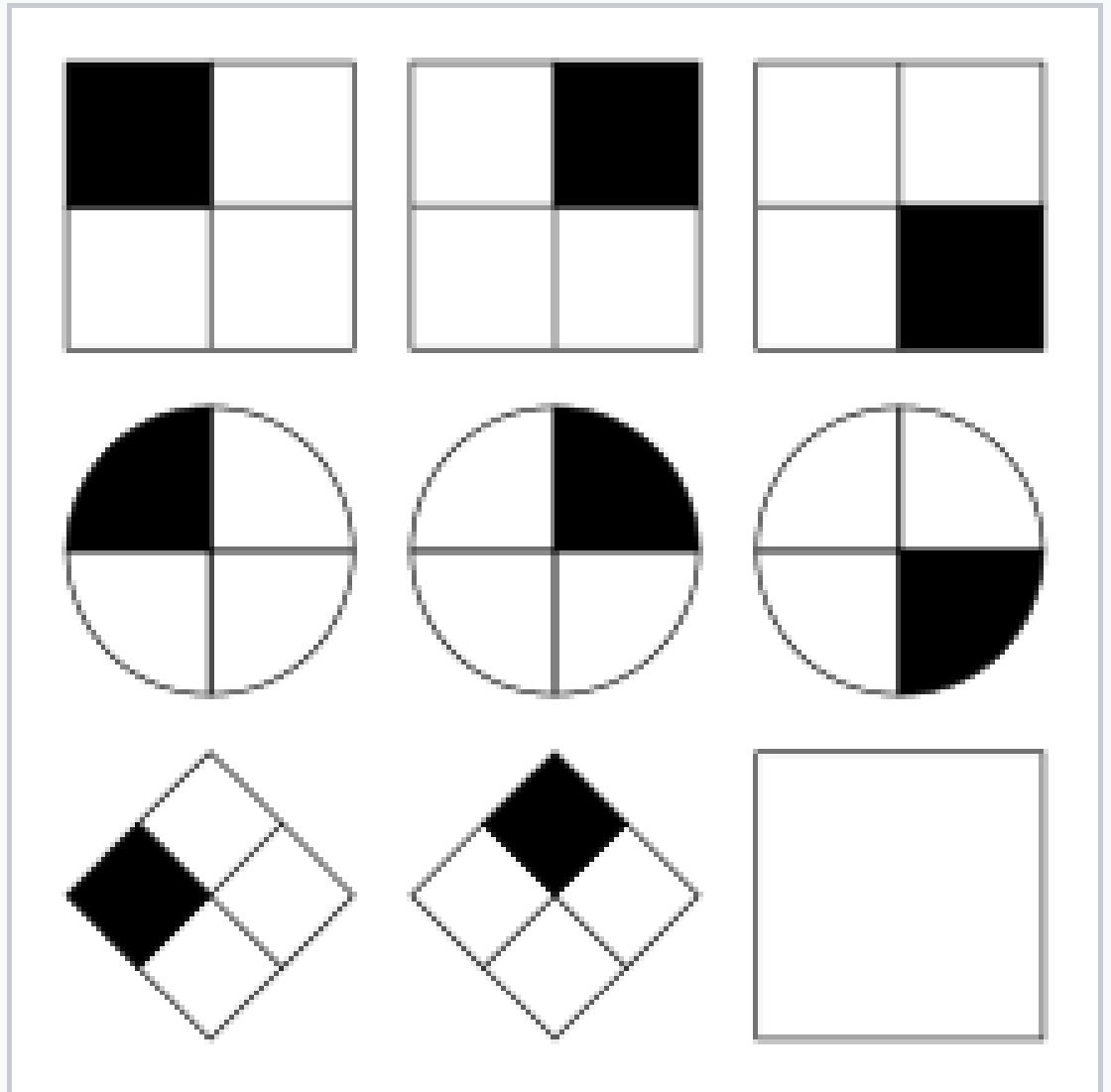
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“When a flower doesn't bloom
you fix the environment
in which it grows, not the flower.”
-Alexander den Heijer



Raven's Progressive Matrices



Classroom Examples

Consider Context

- Environment
- Curriculum
- Materials
- Routines

<http://www.youtube.com/watch?v=6IDPGUSQNeS>



Table Discussion

- What is your professional development “context”/environment that you will be sharing this information?
- What other strategies can you use to help teachers understand the importance between the intersection of the learner and his/her environment?

4

Essential for
some,
good for all.



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INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



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MYTH: UDL is just for special ed

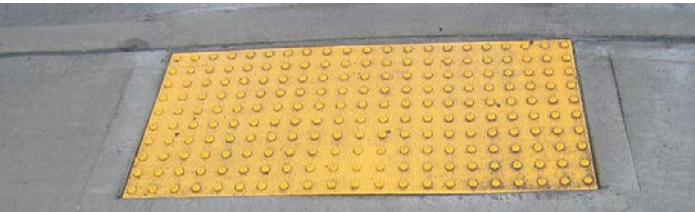
<https://overcomingbarriers.wordpress.com/2011/10/16/udl-cartoon/>

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

Inspired by Universal Design

... “all new environments and products, to the greatest extent possible, should be usable by everyone regardless of their age, ability, or circumstance.”

Inspired by Universal Design



Curb cut (Photo: Brett VA)



Close caption (Video: Edutopia)



Door handle (Photo: Kathryn Apland)



Pedestrian ramp (Photo: Limongi)

Table Discussion

What ideas can you include to help teachers understand the idea “Essential for some, good for all”?



Connecting UDL and Social Justice

- **Universal Design for Learning** looks to make the learning environment as flexible and accommodating as possible for **ALL** learners.
- **Appropriate supports and services** look at the specific barriers an individual learner may face in whatever environments they find themselves.
- **Together** they provide a means to insure the access, participation & progress of **ALL** learners

New Jersey Implementation

NJ Department of Education



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Time for Reflection

- Talk to a learning partner or post a response to Padlet one of the following....
 - What is your take-a-way about UDL?
 - Explain which pillar of UDL resonates with you the most and why.
 - Draw a representation that helps you remember UDL as a framework

<https://padlet.com/kbehnke/NJD17>

Contact Information

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