UDL: Assistance for Teachers in Today’s Inclusive Classroom

# Be Proactive: Give our students the opportunity for empowerment

3 Core Principles

1. Representation (how to teach)

* Graphics, videos, kinesthetic activities, background knowledge, linking the new with the old

1. Expression (show what you learned)

* Providing choices that meet a student’s learning style, writing and performing plays, painting, power point, creating posters, presenting orally
* Allowing students to develop metacognition
* Separate skill from knowledge

1. Engagement ( how to motivate)

* Providing options. Independent, small or team work
* Minimizing or reducing threat
* Feedback that rewards effort

STATS

1. More than 88% of LD students spend at least 40% of the day in general ed.
2. 67% of all public schools include some English learners (more in urban schools)
3. 6% are gifted learners

What Does that Mean? – Who will be your class?

1. Learning Disabilities
2. Gifted and Talented
3. Students with attention problems
4. Autism
5. Emotional problems
6. Non-English Speaking
7. Average learners

UDL – Was developed to be PROACTIVE

* Builds differentiation into their lesson plans from the beginning thus reducing the barriers for students with disabilities.

Typical teacher – make content accessible for struggling learners after it has been planned.

UDL – Put the work in before you start a lesson to reach as many learners from the BEGINNING!

BENEFITS

* Identifying barriers to learning
* Recognize instructional deficits to instruction rather than to students
* Use of technology
* Reduces inappropriate behavior by providing motivating options
* A variety of choice provides students the chance to demonstrate their strengths
* Creates independent learners
* Making learning accessible to all learners

