Supporting Behavior through Universal Design for Learning

State Personnel Development Grant

(Grant No. H323AO50005)

REACH MS: Realizing Excellence for ALL Children in Mississippi

- Mississippi's State Personnel Development Grant (SPDG)

- Awarded to the Mississippi Department of Education in 2005, refunded in 2010 and 2016.

- Operated by the University of Southern Mississippi's Department of Curriculum, Instruction and Special Education.

- Refunded initiative has two Parts: PBIS and UDL

UDL in Federal Statute and Policy

- Higher Education Opportunity Act (2008)

- National Education Technology Plan (2010)

- Every Student Succeeds Act (2015)

- National Education Technology Plan (2016)

- Ed Tech Developer's Guide (2015)

Mississippi's Challenges

- Majority of MS schools are negatively impacted by poverty and economic challenges.

- MS has a larger than expected percentage of children in foster care and juvenile detention centers.

- Severe discrepancy between the annual recorded literacy growth for general education students and students with disabilities from 2008-2013.

- Both UDL and PBIS are needed to help teachers reach ALL students and decrease drop out rates in our state.

UDL IN MISSISSIPPI

Mississippi has 13 schools from 6 districts throughout the state that have participated in the UDL initiative thus far:

Aberdeen School District

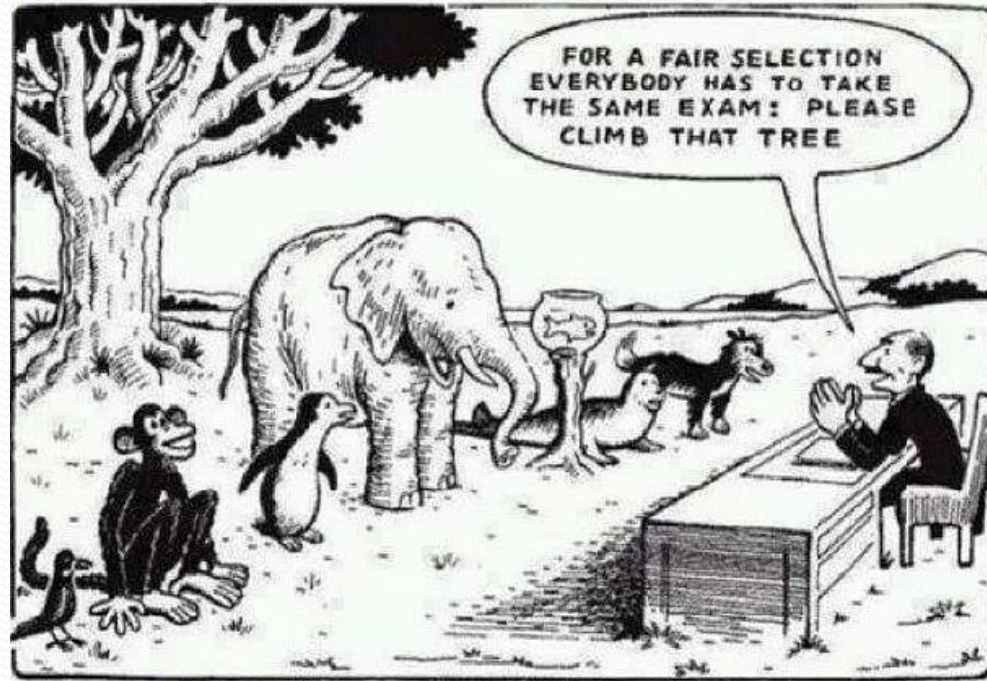Biloxi School District

Forrest County School District

George County School District

Greenwood School District

Meridian School District

Vicksburg-Warren School District

Universal Design for Learning

Universal Design for Learning (UDL)

- An educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate learner variability.

- Designs curriculum around learner variability from the beginning rather than accommodating disabilities retrospectively.

Three Brain Networks

Universal Design for Learning Guidelines

GO TO THE UDL GUIDELINES

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.
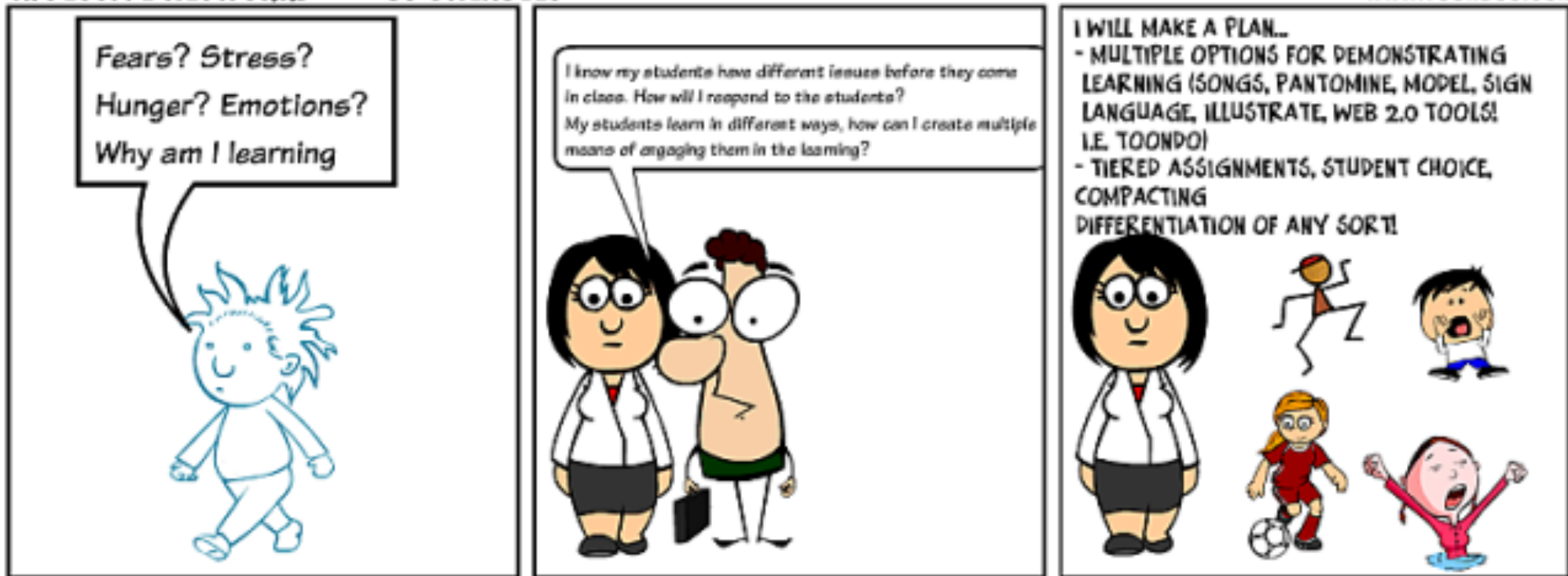
STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Three Brain Networks: At a Glance

BIG QUESTION: WHAT IS BEHAVIOR?

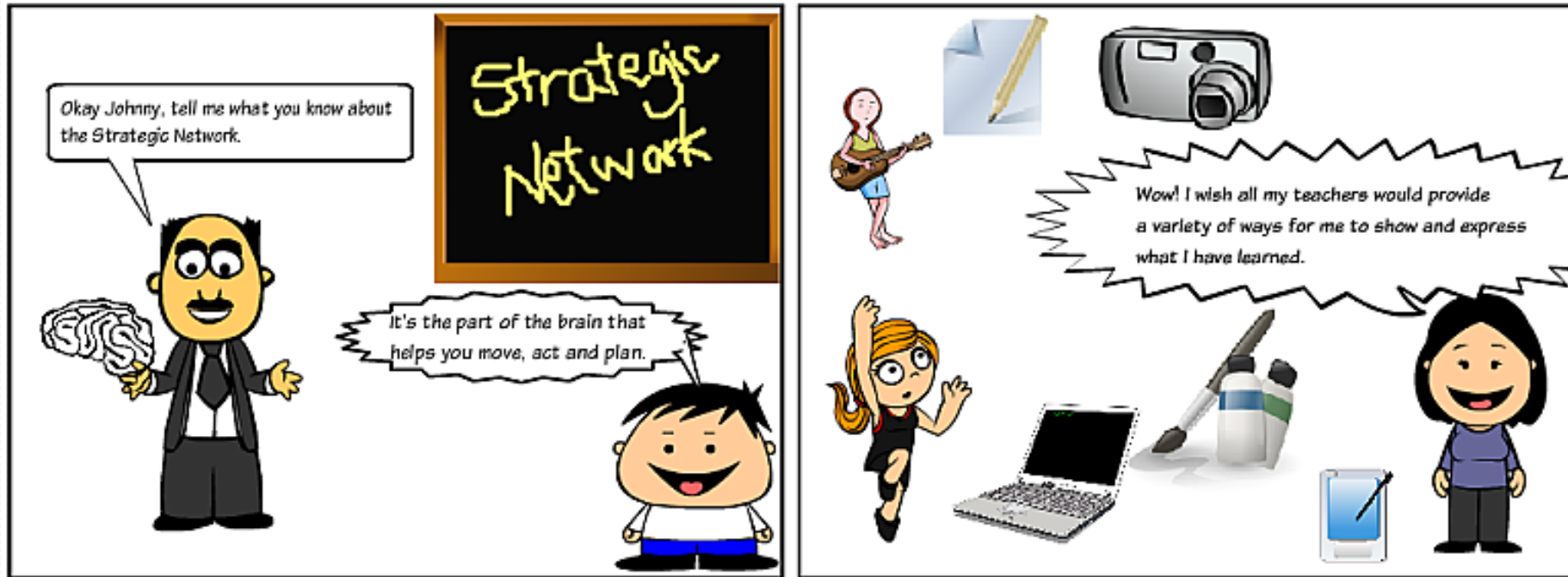# Three Brain Networks: At a Glance
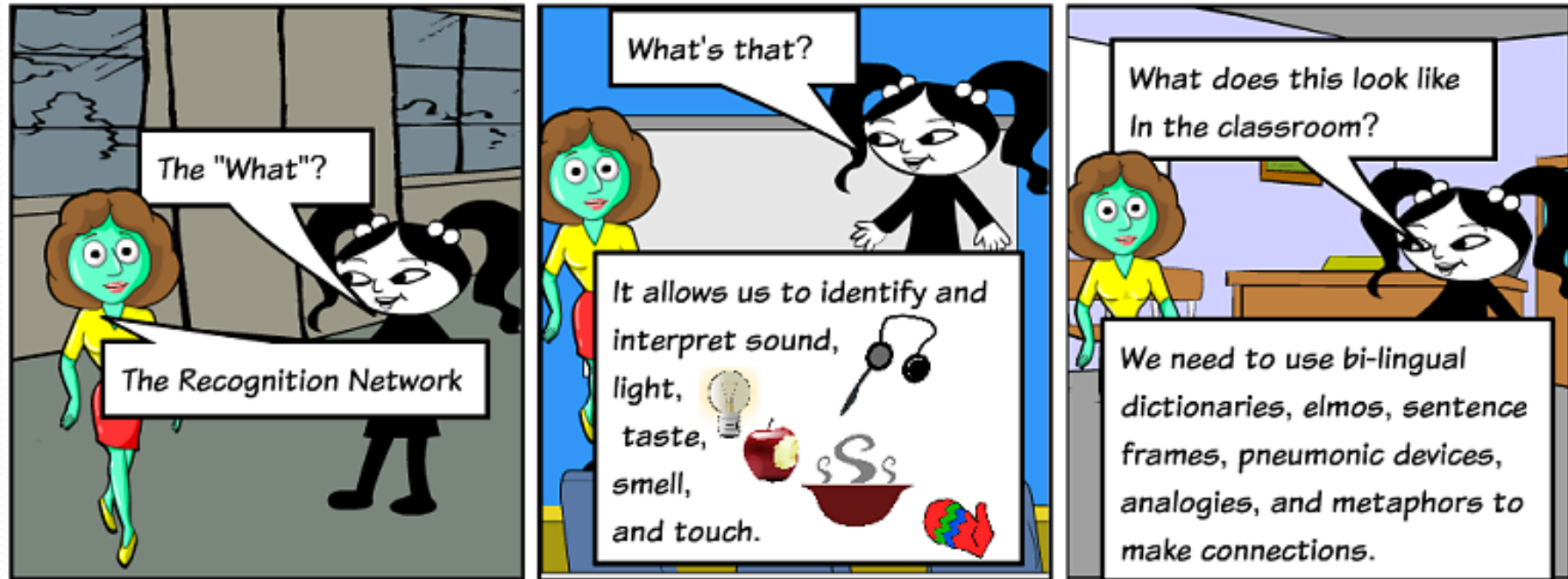
BIG QUESTION: DO WE ALL TAKE IN INFORMATION IN THE SAME WAY EVERY TIME?
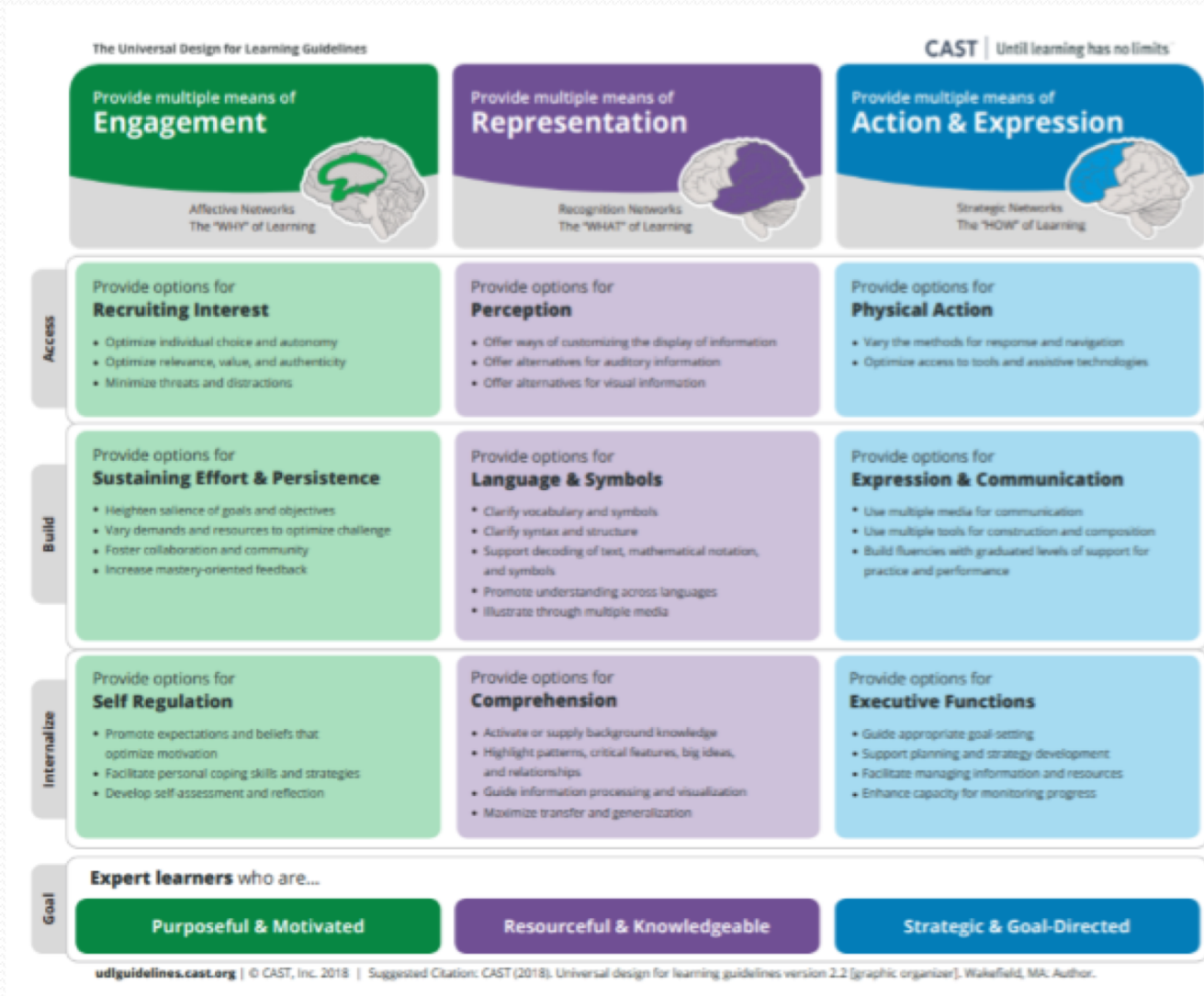
Three Brain Networks: At a Glance

BIG QUESTION: HOW CAN WE SUPPORT STUDENTS' ABILTY TO DEMONSTRATE WHAT THEY'VE LEARNED?

UDL Principles- Quick review

- ❑ Each UDL Principle consists of three corresponding guidelines

- ❑ Each Guideline is broken down into checkpoints

- ❑ Each Checkpoint has resources and examples available

http://udlguidelines.cast.org/

The Edges in Classrooms: Learner Variability

- Most curricula are designed for the illusory 'average' student.
- Cognitive neuroscience has shown that an average student does not exist.
- Learners have high variability at every age and in every environment.
- Variability is contextual.
- Systematic variability is predictable and can be designed for proactively.

Which One Are You?

North
Likes to take action, try things, and plunge in

West
Likes to know the who, what, when, where, how, and why before acting

East
Likes to look at the big picture and the possibilities before acting

South
Likes to consider everyone's feelings and hear all voices before acting

Scenario:

You are grocery shopping in a market you know well.

North
Plunge in

West
Pay attention to detail

East
Look at big picture

South
Consider Feelings

Scenario:

You are planning a party for your best friend's birthday.

North
Plunge in

West
Pay attention to detail

East
Look at big picture

South
Consider Feelings

Scenario:
You are on a committee that is deciding which curriculum to purchase.

North
Plunge in

West
Pay attention to detail

East
Look at big picture

South
Consider Feelings

WHY IS UNIVERSAL DESIGN NECESSARY FOR STUDENT SUCCESS?

Did your direction change? Why?

VARIABILITY IS CONTEXTUAL!

UDL vs Differentiated Instruction
A Buffet for Learners

http://katienovakudl.com/udl-vs-di-dinner-party-analogy/

REDUCING PROBLEM BEHAVIORS WITH UDL
Providing Multiple Means of Engagement

- Finding different ways to hook a variety of learners creates a more conducive learning environment to sustain interest and reduce distractions.

- Offering more appropriate options for engagement reduces frustration in both high and low learners minimizing threats and boredom that lead to disruptive behavior.

- Creating relevant content that is meaningful to students will aid in fuller understanding of topics.

- Providing support for student's development of coping and self-regulation skills leads to a purposeful, motivated learner.

REDUCING PROBLEM BEHAVIORS WITH UDL
Providing Multiple Means of Representation

- Provide learners various ways of acquiring information through visual display, auditory, kinesthetic, and experiential means so that student participation is not compromised due to an inability to access needed information.

- Clarify symbols and vocabulary taking into account language and cultural barriers.

- Activate and/or frontload prior knowledge to help students make sense of content, recognizing that students who do not understand content are likely to act out in class.

REDUCING PROBLEM BEHAVIORS WITH UDL
Providing Multiple Means of Action and Expression

- Provide learners with alternative means for demonstrating what they know.

- Giving students options for demonstrating understanding of the content provides the teacher with a more accurate assessment of skills

- Alternative methods strengthens student recall and ability to apply skill in various situations

- By allowing various means of expression, teachers can often reach the student who would normally "check out" on a traditional assignment.

UDL in the Classroom
How does it look?

Video credit: CAST
Photo credit: North Bay Elementary Biloxi, MS

UDL Implementation:
What's the Difference?

https://youtu.be/UyUfo-vIQvo?t=79

Promising Practices: BCSC and the Journey to UDL
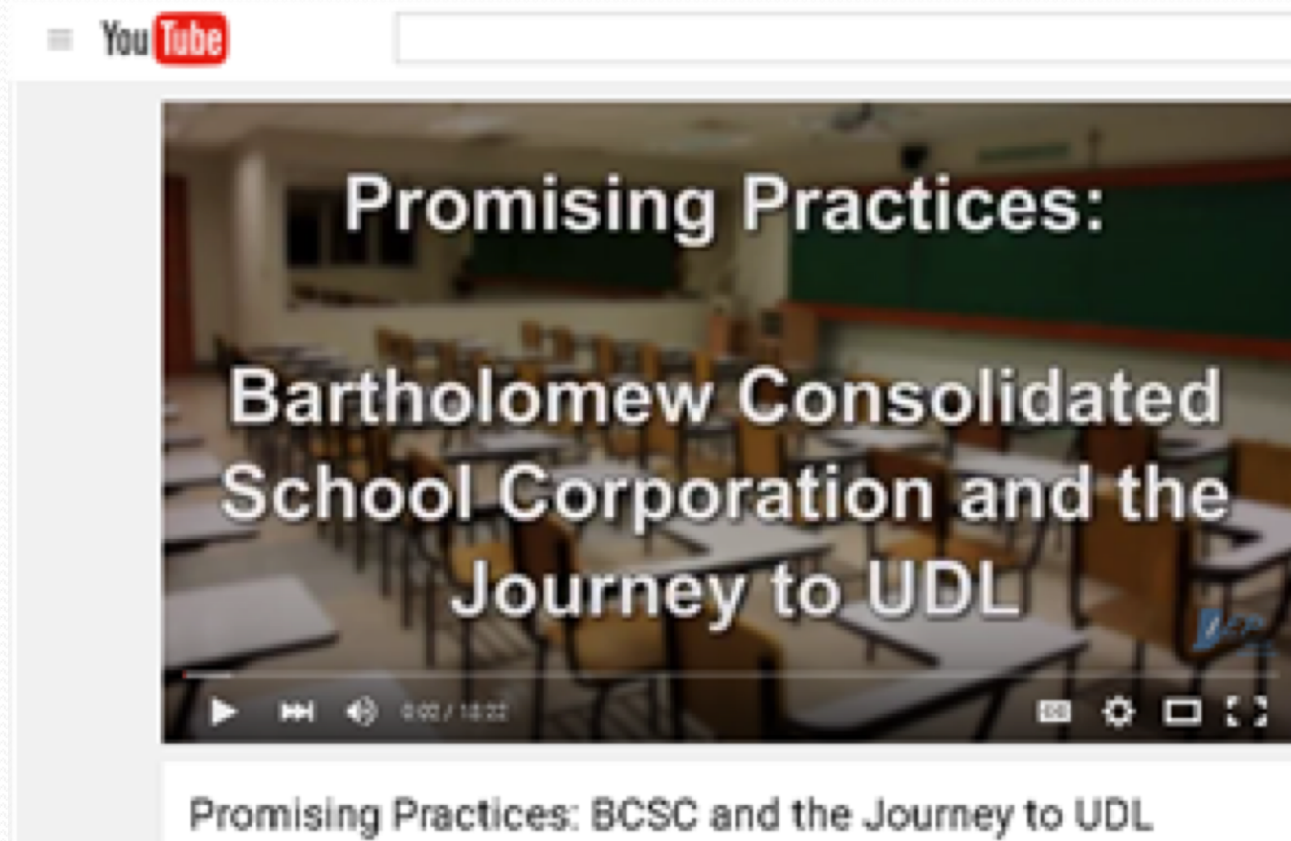
QUESTIONS?

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