Inclusive, Universally Designed, and UDL Pedagogy

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How do we respond to stories like

Perla's and Christian's?

Where do we locate classroom struggles and problems? Related, who is *responsible* for providing learning supports?

This is the foundation of UDL

Who is at CUNY?

How do we support students like Perla and Christian before they come into our

classes?

Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation

- 1: Provide options for perception
- 1.1 Offer ways of customizing the display of information
- 1.2 Offer alternatives for auditory information
- 1.3 Offer alternatives for visual information
- 2: Provide options for language, mathematical expressions, and symbols
- 2.1 Clarify vocabulary and symbols
- 2.2 Clarify syntax and structure
- 2.3 Support decoding of text, mathematical notation, and symbols
- 2.4 Promote understanding across languages
- 2.5 Illustrate through multiple media
- 3: Provide options for comprehension
- 3.1 Activate or supply background knowledge
- 3.2. Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and
- 3.4 Maximize transfer and generalization

II. Provide Multiple Means of **Action and Expression**

- 4: Provide options for physical action
- 4.1 Vary the methods for response and navigation
- 4.2 Optimize access to tools and assistive technologies

III. Provide Multiple Means of **Engagement**

- 7: Provide options for recruiting interest
- 7.1 Optimize individual choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Minimize threats and distractions
- 5: Provide options for expression and communication
- 5.1 Use multiple media for communication
- 5.2 Use multiple tools for construction and composition
- 5.3 Build fluencies with graduated levels of support for practice and performance

- 8: Provide options for sustaining effort and persistence
- 8.1 Heighten salience of goals and objectives
- 8.2 Vary demands and resources to optimize challenge
- 8.3 Foster collaboration and community
- 8.4 Increase mastery-oriented feedback

- manipulation

- 6: Provide options for executive functions
- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

- 9: Provide options for self-regulation
- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Resourceful, knowledgeable learners

Strategic, goal-directed learners

Purposeful, motivated learners

Who benefits from universalized

supports?

Who is harmed?

Individual accommodations and legal compliance are the floor.

What is the ceiling?
What is the space between?
How do we raise the ceiling?

How do we reach all segments of the faculty, including adjuncts? What kind of creative tools exist? How do we crack open what we think of as participation?

<u>UDLforTeachers.com</u> - just a gateway

niversal	Design	is ar	Iterative	Process.

Final Thought:

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