WHAT DOES UNIVERSAL DESIGN FOR LEARNING HAVE TO DO WITH EARLY EDUCATION?

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SO WHAT DOES UNIVERSAL DESIGN HAVE TO DO WITH TEACHING AND LEARNING?

◆ Supporting children who present challenges has often been addressed by:
  • Making changes and adaptations
  • Providing individual instruction

◆ Changes were “added” to the regular environment to accommodate or include the child with special needs

Turning Our Perspective Around Says:

◆ Design learning environments so all children have a variety of ways to access and process information, and demonstrate what they are learning.
◆ Rather than only making accommodations and modifications for an individual child on a case by case basis
But Remember that . . .

UDL in Early Childhood?

• UDL addresses not just the design of physical space and materials to support access BUT the . . .

• Design of curriculum, teaching strategies, and assessment such that from the start our planning supports the widest diversity of learners.

Consider the following:

• What about the physical environment?

• What about the curriculum and teaching strategies?

• What about the assessment practices?
What about the Physical Environment?

Can all children:
• Move easily around the environment both indoor and outdoor
• Enter learning spaces and learning groups
• Access toys, learning materials, and their belongs
• Use these materials independently and appropriately
• See their family and families culture reflected in the environments decorations, books and materials

What about the Curriculum and Teaching Strategies?

Do they:
• Reflect the learning goals for all children
• Provide for goals that are achievable but challenging
• Offer flexible materials and a variety of choices
• Include varied approaches to presenting and supporting learning (i.e., verbal, auditory, physical, visual)
• Follow children’s interest
What about the Assessment Practices?

Are there ongoing opportunities:

• For children to show what they know and can do in a variety of ways?
• To assess children’s learning progress and make adjustment to the curriculum in response

Three **Essential** Qualities of Universal Design for Learning

**Multiple Means of Representation**
Ensures instruction, questions, expectations, and learning opportunities are presented in a variety of formats and at different levels of complexity to address a range of ability levels and sensory processing needs.

**Multiple Means of Engagement**
Ensures that a range of strategies are used to arouse children’s attention, curiosity, & motivation, thus matching a range of child interests, preferences, & personal styles. Engagement is maintained by providing a range of levels of scaffolding, repetition, & appropriate challenges to support all children’s learning.

**Multiple Means of Expression**
Ensures that all children have a range of formats for responding, demonstrating what they know, and to express their ideas and preferences. Furthermore, child have a variety of options in the materials, toys, and resources that they use such that they reflect their individual preferences & abilities.
Understanding UDL in the Context of Early Education Recommended Practices

Multiple Means of Representation
- Pairing words and gesture
- Modeling instructions while verbally describing them
- Pairing verbal and visual cues

Multiple Means of Engagement
- Use of concrete materials
- Connect to child’s experience
- Follow child lead

Multiple Means of Expression
- Children have choices
- Acceptance of various levels of complexity of responses are celebrated
- Scaffolding of children’s responses

Strategies for Implementation

<table>
<thead>
<tr>
<th>Multiple Means of Representation</th>
<th>Multiple Means of Engagement</th>
<th>Multiple Means of Expression</th>
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<tbody>
<tr>
<td>1. Multiple ways to receive or perceive information (i.e., auditory, visual, concrete objects)</td>
<td>1. Use effective methods for recruiting child interest – i.e., following child lead; providing choice; balance between novel and familiar; connecting to child experiences</td>
<td>1. Provide multiple ways for making a physical response (i.e., verbal, pointing, drawing, writing).</td>
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<tr>
<td>2. Multiple forms of communication including format (pictures, signs or gestures) and levels of complexity</td>
<td>2. Use effective methods for sustaining child attention and persistence – i.e., zone of proximal development; monitoring child to provide scaffolding as needed</td>
<td>2. Support multiple levels of responding (i.e., length &amp; complexity of response)</td>
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<td>3. Multiple levels of comprehension of the key concepts</td>
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<td>3. Provide scaffolding to support responding (i.e., independent response, choral responding, responding following a peers response; responding follow an adult model)</td>
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