



University of Idaho

College of Education,
Health and Human Sciences

**UNPACKING
“UNIVERSAL” IN
UNIVERSAL DESIGN FOR
LEARNING-
IMPLICATIONS FOR
STUDENT WITH THE
MOST COMPLEX
LEARNING NEEDS**

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A LITTLE BIT ABOUT ME...





TODAY'S OBJECTIVES:

- I Unpack the word “universal” in UDL
- I Determine who UDL is intended for
- I Introduce the idea of unnecessary barriers
- I Begin with engagement



OPENING ACTIVITY

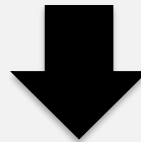
Please consider the following:

1. What is your goal for this webinar series?
2. How will you achieve your goal?
3. What materials will you use to achieve your goal?
4. How will you know that you met your goal at the end of the conference?

INTRODUCTION

- NCLB/ ESEA (2001)/ ESSA (2016) & IDEA

(2004):



- High Expectations + Active Engagement
 - Student Learning Outcomes

INTRODUCTION CONT'D:

- Since the passing of NCLB continued conversations on educational reform
- Universal Design for Learning (written in 7 places in ESSA)
- Common Core State Standards (CCSS) Initiative (2009)



ALL students making academic progress

WHY IS ACADEMIC ENGAGEMENT IMPORTANT?



- Active engagement is critical for academic and social outcomes for students with and without disabilities (Carter, Sisco, Brown, Brickham, & Al-Khabbaz, 2008; Holifield, Goodman, Hazelkom, & Heflin, 2010; Iovanne, Dunlap, Huber, & Kincaid, 2003; Klem & Connell, 2004)
- Federal legislation of No Child Left Behind (2001) and the Individuals with Disabilities Education Act (2004) emphasize **high expectations** and **active engagement** as critical factors for student learning achievement. While other factors influence student outcomes, these two factors are particularly important because supporting students' academic engagement is critical as it is directly related to learning and, therefore, improved academic and post secondary outcomes (Carter et al., 2008; Iovanne et al., 2003).

HOW DO YOU DEFINE ENGAGEMENT?



WHAT IS ENGAGEMENT IN LEARNING?

- ❖ Most research identifies academic engagement as on-task and on-schedule behavior:
 - ✓ Attending to learning tasks
 - ✓ Staying on task for a predetermined period of time
 - ✓ Self-monitoring on-task behaviors
 - ✓ Taking turns without prompts
 - ✓ Following directions
 - ✓ Physical approach: calm body, eye contact, hands down

(Agran et al., 2005; Bryan & Gast, 2000;

Carnahan, Musti-Rao, & Bailey, 2009; Hollingshead, Carnahan, Lowrey, & Snyder, 2017; Holifield, Goodman,

Hazelkom, & Heflin, 2010; Pelios, MacDuff, & Axelrod, 2003)



REDEFINING ENGAGEMENT: MULTIPLE COMPONENTS

- Engagement is a complex construct consisting of behavioral, cognitive, and emotional components (Christensen, Reschly, & Wylie, 2012; Fredricks, Blumenfeld & Paris, 2004; Skinner & Belmont, 1993)
- Historically, engagement for students with severe intellectual disability remained strictly behavioral (Hollingshead et al., 2017)
- Engagement as a complex construct must be addressed as the conversation about instructional practices for these learners continues

ENGAGEMENT: PROCESS OR PRODUCT OF LEARNING?

- ❑ Engagement as a facilitator of learning and NOT a final goal
- ❑ Importance of learning outcomes!

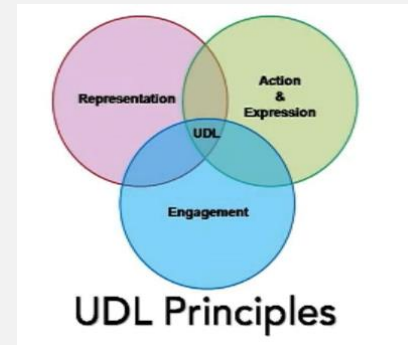
HOW DO I KNOW THAT MY STUDENT IS ENGAGED?

- A student is:
 - *Physically* oriented towards the task
 - *Cognitively* involved by responding to directions, providing answers to questions, and completing academic tasks
 - *Emotionally* invested shown by motivation, happiness, or otherwise expressed pleasure in task

WHY IS ENAGEMENT SO HARD TO ACHIEVE?

- The myth of average (<https://99percentinvisible.org/episode/on-average/>)
- Student diversity
- Disabled curriculum and practices

UDL FRAMEWORK



“The term ‘universal design for learning’ means a scientifically valid framework for guiding educational practice that:

(A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (U.S.C. § 1001)

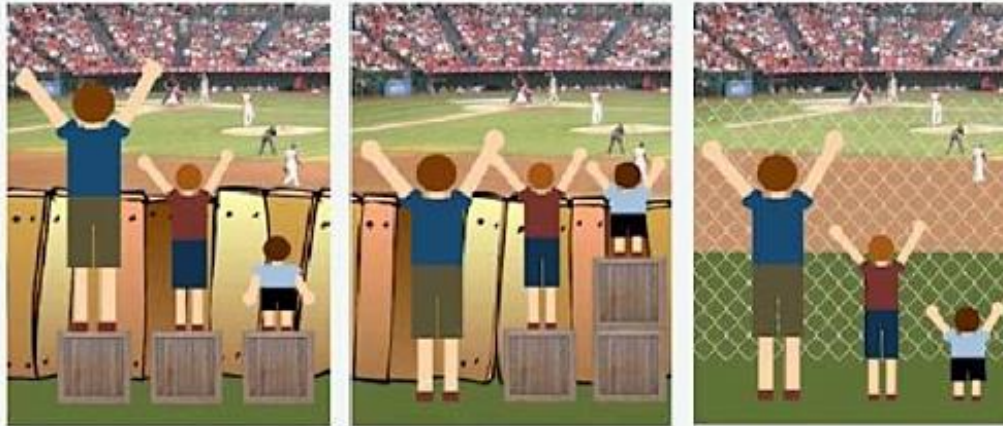
LEARNER VARIABILITY



OFTEN CURRENT STATUS OF INCLUSION VERSUS UDL-BASED LEARNING...



OVERCOMING BARRIERS





WHAT ARE SOME POSSIBLE BARRIERS TO STUDENT ENGAGEMENT?



**ARE THESE BARRIERS ANY
DIFFERENT FOR STUDENT WITH
THE MOST COMPLEX LEARNING
NEEDS?**

POTENTIAL BARRIERS TO ENGAGEMENT (LOWREY &

HOLLINGSHEAD, 2016)

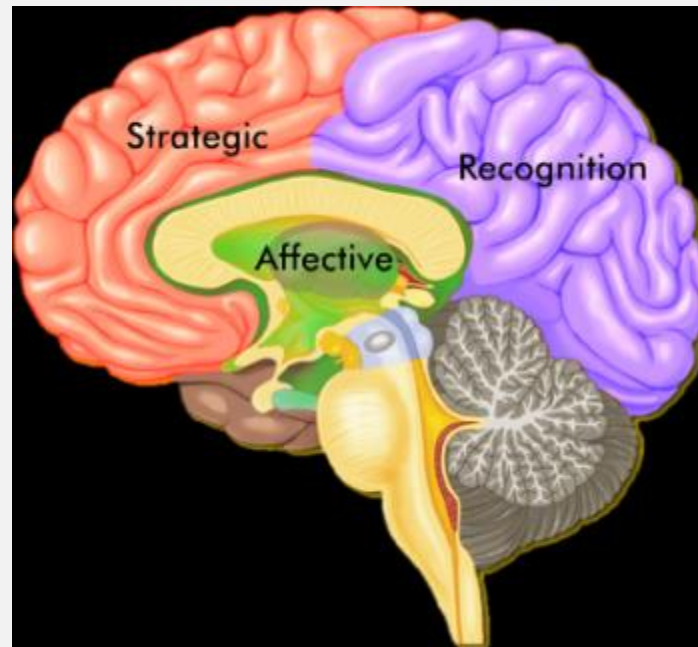
- ❑ Too much text/task appears too formidable.
- ❑ Directions provided:
 - too long/too many steps.
 - delivered too quickly.
- ❑ No entry point—seems too hard
- ❑ No cognitive supports used
 - Graphic organizers
 - Visual supports
 - Peer Supports

POTENTIAL BARRIERS TO ENGAGEMENT

CONT'D (LOWREY & HOLLINGSHEAD, 2016)

- No ability to choose or customize
- Not relevant to student; student doesn't know why they are doing this (goal)
- Feedback not clear/not frequent enough
- Not challenging enough
- No support system for when learner gets frustrated.
- No expectations for success (internally/externally)

INTENTIONAL





IMPORTANT RESOURCES

UDL and Charlotte Danielson framework crosswalk:

http://www.udlcenter.org/sites/udlcenter.org/files/FFT_UDL_Crosswalk_20141115.pdf

Implementation examples:

<http://www.udlcenter.org/implementation/examples>

FREE UDL book: <http://udltheorypractice.cast.org/login>



RESOURCES:

CAST <http://www.cast.org/udl/index.html>

CAST online modules: <http://www.udlcenter.org/implementation/modules>

IRIS Peabody Module on UDL:

<http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm>

National Center on Accessible Instructional Materials-

http://aim.cast.org/learn/historyarchive/backgroundpapers/differentiated_instruction_udl

Learning Designed at UDL-IRN: <https://www.learningdesigned.org/>



THANK YOU!

THANK YOU

GRACIAS
ARIGATO
SHUKURIA
GOZAIMASHITA
EFCHARISTO
JUSPAXAR
DANKSCHEEN
TASHAKKUR ATU
YAQHANYELAY
SUKSAMA
EKHMET
MEHRBANI
PALDIES
BOLZIN
MERCY
BIYAN
SHUKRIA

SPASSIDO
SNACHALHUYA
NUHUN
CHALTU
WABEEJA
MAITEKA
HUI
YUSPHAGBETAM
UNILCHEESH
ATTO
ANHA
MERSI
SPASIBO
DENKAUJA
NEHACHALHYA
UNILCHEESH
HATUR
GUR
EKOJU
SIKOMO
MAKETU
MINMONCHAR
MAAKE
DHAHYABAD
SINCO
MERASTAWHY
GAEJTIO
LAH
KOMAPSUMNIDA
TAVTAPUCH
MEDAWAGSE
BAIWA
AGUYJE
FAKAALUE