

Nebraska Inclusive  
Education Advocacy  
Institute 2016

## Universal Design for Learning and Students with Disabilities



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It was a cold, snowy  
February at Souhegan High  
School in Amherst, New  
Hampshire...

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## “We Didn’t Start the Fire” by Billy Joel

- '49 Harry Truman, Doris Day, Red China, Johnny Ray, South Pacific, Walter Winchell, Joe DiMaggio
- '50 Joe McCarthy, Richard Nixon, Studebaker, Television, North Korea, South Korea, Marilyn Monroe
- '51 Rosenbergs, H-Bomb, Sugar Ray, Panmunjom, Brando, The King and I, and The Catcher in the Rye
- '52 Eisenhower, Vaccine, England's Got a New Queen, Marciano, Liberace, Santayana Goodbye
- We didn't start the fire. It was always burning since the world's been turning.
- We didn't start the fire. No we didn't light it but we tried to fight it.



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## Essential Questions

- What is the fire?
- Who started the fire?
- Have any fires been put out?
- Are any fires still burning?



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## We Didn't Start the Fire

- 3 week unit integrating English, history, and technology
- Students in groups of 3-6 - self-selected
- Public performance demonstration
- Products: essays, artistic presentations (drawings, photo essays), plays, slide shows, songs, reenactments
- Rubric grading system for product and process

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## How Did This Unit Accommodate Diverse Learners?



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**The unit reflected the principles of Universal Design for Learning that accommodate many forms of student diversity.**



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### **What is Universal Design for Learning?**

In terms of learning, universal design means the design of instructional materials and activities that makes the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember. Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials – they are not added on after-the-fact.

Source: ERIC/OSEP, 1998

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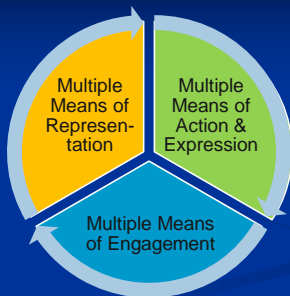
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### **Three UDL Principles**



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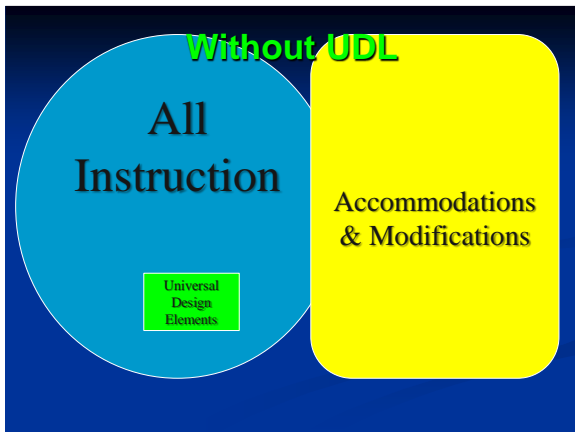
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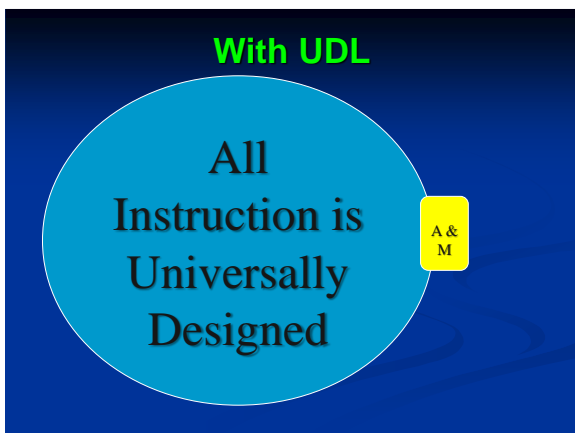
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**UDL in a Nutshell**

- Vary instructional formats frequently
- Provide options for solitary, paired, & group work and choice of what to learn and with what materials
- Make materials accessible to all:
  - ❖ Provide all text in digital format.
  - ❖ Provide captions for all audio.
  - ❖ Provide educationally relevant descriptions for images & graphical layouts.
  - ❖ Provide captions & educationally relevant descriptions for video.
- Provide cognitive supports for content & activities
  - ❖ Summarize big ideas.
  - ❖ Provide scaffolding (supports that are diminished or removed as students gain competence) for learning & generalization.
  - ❖ Include explicit strategies to make clear the goals and methods of instruction.
  - ❖ Build fluency through practice.
- Provide varied ways for students to show what they know.

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