Universal Design For Learning

Idea's, Tips and Strategies

ecac
exceptional children's assistance center
Students differ in the ways that they perceive and comprehend information that is presented to them. Universally Designed subject/course content provides alternative ways for teachers to present, and for students to receive vital concepts. Some students may grasp information through visual means while other may require auditory methods of instruction. There is no one means of representation that will be optimal for all students, providing options in representation, is essential to meet different students learning style.

Books on tape, CD, MP3
Large print (the size of text and images)
Fewer items per page on worksheet and tests
Record or video tape instruction or lectures
Braille devices
Tactile graphics for key visuals (Sandpaper letters and numbers)
Guided Notes
Read aloud text to student or text to speech reader software (Kurzweill, Wynn)
Placing notes on website
Color, contrast and call-out boxes to highlight critical information
Directions and/or lessons re-taught to student one to one
Auditory trainer, amplification devices, or sound effects
Books, lessons and lectures on Tape, CD or MP3
Highlight word families \((\text{cAT}, \text{sIT})\) and syllables \((\text{HAP} - \text{PY}, \text{DOG} - \text{GIE})\)
For ESL students information presented in both dominant and native language (i.e., ASL sign language/English, Spanish/English)
Adjust the speed or timing of video, animation, sound, simulations, etc.
Text equivalents in the form of captions or automated speech-to-text (voice recognition) for spoken language
Lectures and vocabulary taught from presentation software (PowerPoint, Keynote)
Talking and/or Computerized Books (My Own Bookshelf, Bookworm)
Provide electronic translators, spell checkers, and dictionaries

Sources - Universal Design for Learning Guidelines - www.cast.org
Universal Design for Learning – www.ada.osu.edu/resources/fastfacts/
Expression

Students differ in the ways that they can navigate a learning environment and express what they know. Universally designed subject/course content allows for flexible and multiple methods of expression to demonstrate mastery of material. Some students may be able to express themselves well in writing text, but not oral speech, and vice versa. There is no one means of expression that will be optimal for all students; providing options is essential for success.

Online concept mapping software (Inspiration, DraftBuilder)
Speech to text programs or software (Dragon Naturally Speaking)
Scientific and Graphing Calculators (Regular & Online)
Cooperative Learning (demonstrate knowledge in small groups)
Think Aloud (encourage student to talk about what they are learning)
Coaches and peer-mentors
Oral or Computerized Tests
Video-taped presentations, oral reports and projects
Laminated Maps (Use dry-erase pens to label and graph latitude and longitude)
Word Processing (With or without word prediction software)
Augmentative Communication Devices and Software (Boardmaker, Text to Speech Readers)
Joysticks, single switches, adapted keyboards, and touch screens
Drawing and illustrating, sculpture, music, 3-D models
Multimedia (Storyboards, comic strips, web-designs, CAD - computer aided design)
Embedded prompts to “stop and think” before acting
Checklists and project planning templates for setting up prioritization, sequences and schedules of steps
Guides for breaking long-term goals into reachable short-term objectives
Guides for note-taking (Guided Notes)
Representations of progress (e.g. before and after photos, graphs and charts showing progress over time)
Self-monitoring and self-assessment strategies

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Engagement

Universally designed subject or course content maintains for a varied skill levels, preferences, and interests by allowing for options. Students differ in the ways in which they can be engaged or motivated to learn. By using flexible teaching strategies, and subject/course content, students are given a choice of methods that support both interest and skill level. Students differ in the ways in which they can be engaged or motivated to learn, providing multiple options for engagement is essential.

Provide or remind child of prior-learned knowledge, using visual cues, models, graphic organizers, objects, analogies and metaphors.
  • Rules of math operations on visual cue cards
    o Please Excuse My Dear Aunt Sally – Percents, Exponents, Multiply, Divide, Add & Subtract
    o Keys of Math functions

Reduce clutter of unimportant features on worksheets and electronic lessons

Provide graphic organizers to emphasize key ideas and relationships.

Provide cues and prompts that draw attention to the most important facts.

Highlight key elements in text, graphics, diagrams and formula’s.

Provide visual and auditory prompts for each step in a process;
  • Steps of: hand-washing, cleaning up toys, cooking an egg, writing a story or essay, solving a multi-step math problem, saving a file on a computer.

Use chunking of a task or assignment
  • Reading a chapter in a textbook
    o Define amount of time to complete the reading.
    o Chunk by topic and sections of a chapter
    o Encourage student to paraphrase each chunk after they complete the reading.

Use checklists, sticky notes, flags, and electronic reminders to remind child of the task they need to complete

Books and Novels on CD, MP3 or on a computer

Reading Assignments (Novels or Book) provided on students reading level
  • Start to Finish Books by Don Johnston
  • Adapted Books – both visually and physically
  • Books on Computer – My Own Bookshelf

Instruct through games and songs

Peer-Tutoring

Performance-Based Assessment

Interactive Software (Click-It, Writing with Symbols, Boardmaker)

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