

# Applications to Support Student Achievement: Universal Approach

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- Evolutional Components
  - Diversity
  - Federal Policy
  - Achievement Gap
  - Technology Use
  - Universal Design for Learning
  
- So, Why Can't Johnny Read?
  - Barriers?
    - Low reading scores-what could it be?
  - Standards:
    - Use appropriate "technology" to access information
    - Read age-appropriate materials Read with understanding & fluency
    - Provide opportunities that support intellectual social and personal development - Write to communicate
  
- Apply Technology to Facilitate Learning?
  - Where to begin
    - Integration
    - Differentiation
    - Diverse Learner needs
  - Empower the student
    - Pro-active planning
    - Flexible design to fit most, not one size fits all
  
- How can I...?
  - Provide opportunities...
  - Create learning experiences...
  - Use appropriate technology...
  - Meet these standards?
    - Answer: UDL

Underlying Premise of Universal Design for Learning (UDL):

"The central, underlying premise behind the concept of UDL is that flexibility is inherent in teaching, learning, and assessment to accommodate all learners. Access to the curriculum can be further facilitated with the integration of technology to ensure that students with disabilities have every opportunity afforded their non-disabled peers to progress in the general education curriculum," [CEC, 2005]

- UDL Gestation Through Mandates
  - ESEA of 1965
  - PL94-142 in 1975
  - Assistive Technology Act 1998-defines UD

- Re-alignment of IDEA w/NCLB in 2005
  - CAST (Center for Applied Special technology) Tech for Sp.Ed. & OSEP
- UDL-defined
    - UDL is "a research based set of principles that together form a practical framework for using technology to maximize learning opportunities for every student," [Rose & Meyer 2002]
  - Traditional vs. UDL\*
  - Good Teachers Already Do This
    - Provide multiple examples
    - Highlight critical features
    - Provide multiple media and formats
    - Support background knowledge
  - UDL-Key Principles
    - Multiple, flexible means of presentation (students have the opportunity to determine how they learn)
    - Multiple, flexible Options Of engagement (how they respond to the material)
    - Multiple, flexible methods Of expression (how they practice and demonstrate their learning)
  - UDL Methods to Support Student Learning\*
    - Provide:
      - Flexible models
      - Adjustable levels of challenge
      - Opportunities to practice
      - Ongoing, relevant feedback
    - Offer:
      - Flexible opportunities to demonstrate skills
      - Choices of content and tools
  - Steps to Plan a Unit Using UDL:
    - Establish a goal
    - Plan instruction, key concepts and schedule of activities
    - Examine any barriers or issues
    - Specify class and individual characteristics
    - Identify strategies and tools based upon barriers and characteristics- link these to activities
  - Instructional Tools: UDL Approach
    - Converted or translated text
      - Text-to-speech, Text-to-audio files
      - Text-to-symbol
      - Modified text/tiered text
    - Concept mapping

- Inspiration/Kidspiration
- Multi-media tools
  - Power Point
  - HyperStudio
  - Kidpix
- Text Modifications
  - Microsoft Word - Auto summarize feature
  - Start-to-finish books (Don Johnston)
  - Tiered Texts
    - Microsoft Word
    - <http://www.windows.ucar.edu/>
    - <http://bensguide.gpo.gov/>
- Text-to-Speech
  - Talking word processors
    - WriteOutloud
    - Premier A.T.
    - Mac: speech on
  - Freebie downloads
    - [www.readplease.com](http://www.readplease.com)
    - [www.naturalreaders.com](http://www.naturalreaders.com)
  - Text-to Audio conversions
    - WYNN, Premier A.T.
    - Scan-and-Read
    - WYNN, TextPlus Read & Write, Kurzweil, Premier A.T.
- Concept Mapping
  - Graphic organizers
    - Low tech-webs/outlines
    - Inspiration/Kidspiration
    - Draftbuilder (Don Johnston)
- UDL Planners and Assists
  - Unit planners-CEC article-Jan/Feb 2006
  - Forms-CAST-online @ [www.cast.org](http://www.cast.org)
  - Planning Pyramid
  - Equalizer Model (sliders)- "The Differentiated Classroom,"-Tomlinson
  - More...
- In Summary:
  - UDL promotes engaged learning...by...
  - Maximizing learning opportunities...through...
  - Technology and flexibility
- UDL Goal-Curriculum with built-in flexibility
  - Like sliders or toggle switches to adjust for learner differences

## References

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- <http://www.ed.gov/index.jhtml>
- <http://www.premier-programming.com/>

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\*I am working on my doctoral and am looking for any district or school currently using UDL. Please contact me if you can assist me with this or have any questions regarding this presentation. MLH