

UNIVERSAL DESIGN FOR LEARNING (UDL)

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Clearing a Path



CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

What is UDL?

- Diversity is viewed as the norm and as an asset.
- The intentional design of lessons that acknowledges and plans for individual differences.
- Modifications and adaptations are not an afterthought.

Think about UDL this way.....

- Instead of....
 - “I have four students with disabilities in my class.”
.....think.....
 - “I have a class where everyone learns differently.”
- The modifications and adaptations planned for students with disabilities are best practices in teaching and learning for everyone.

UDL is about

Flexibility and Creativity



Uniformity

Why use UDL?

- Every class has a diverse set of students with varying skills and abilities, needs, interests, and learning styles.
- All students are included in the activity .
- Content is accessible for all students.
- Student are successful yet, challenged.
- Promotes, respect, equity and understanding and acceptance.

3 UDL Basic Principles

- **Multiple means of representation**

What are different ways to present information?

- **Multiple means of action and expression**

How can students show what they know?

- **Multiple means of engagement**

What are student's interests, what motivates them, how are they challenged?

Representation

- Demonstrate, narrate while demonstrating. Teacher, students or paraeducator.
- Include visuals to support instruction. A picture, video, or diagram, signs with cue words.
- Offer a variety of equipment, sizes, textures, colors, and weights

See it

Hear it

**Students
should**

Do it

Feel it

- Size of text or images
- Background Contrast
- Color for emphasis
- Information Layout
- Video Speed

Visual Information

- Cue words with pictures
- Visual sequence of directions
- Vocabulary words
- Label equipment and stations
- Graphic Organizers *

Graphic Organizers

Activity Sequence

Get
equipment



Find a
space



Practice
Bowling

Equipment

1 Spot
Marker



3 Bowling
Pins



1 Ball



Equipment Choices

- Slanted net (Mosston slanted rope theory)
- Scarves for juggling
- Racquets/Bats



Equipment Choices

- Basketball nets
- Ball choices
- Targets



Instruction

- Students have an opportunity to be leaders.
- Feedback visual, auditory, tactile.
- Chunk information into smaller segments – be concise
- Plan and Practice transitions *
- Visual Schedule *

Plan and Practice Transitions

- Tell student how much time before the change “1 minute to stop”



- Use a sound source

- Visual clock or timer



- Countdown “5 4 3 2 1 STOP”

- Hand or sign signals




Visual Schedule






Basketball Lesson

Order	Activity		Time	Finished
1	Warm up		10 min.	
2	Dribbling Individual		10 min	
3	Passing to a partner		10 min	
4	Team Juggle Game		15 min	
5	Review		5 min	

Visual Schedule Soccer Lesson

 **EXAMPLE**

SOCCER DAY!!!! DRIBBLE, PASS, SHOOT, SCORE

SOCCER SKILLS	ORDER	CHECK WHEN DONE
 WARM-UP	1 10 MIN.	
 DRIBBLING	2 10 MIN.	
 PASSING	3 10 MIN.	
 SHOOTING	4 10 MIN.	
 GAME	5 10 MIN.	

GUIDE TO INCLUSIVE PHYSICAL EDUCATION

Action and Expression

- Show what you know
 - Describe verbally
 - Teach a peer
 - Draw a picture
 - Create a video
- Use a prop or equipment with a demonstration
 - Write a description

Engagement

Everyone is motivated to participate...

- Focus on student interest, colors, preferences
- Use popular music.
- Use current events as a lesson or activity theme.
- Student as teacher.

Engagement

- Students create their own games, activities, and dances.
- Know student's sensory needs and preferences for sound, touch, color, texture, surfaces, groups.



Planning

- Know the Needs and Strengths of your students.
- Identify clear objectives. What do you want students to learn?
- Plan for variations and modifications that are matched to the student's learning needs.
- Be proactive.

Space Modifications for Everyone

- Access to gymnasium and fields
- Noise level
- Organized and labeled equipment
- Clear boundaries
- Take a break space



Take a Break Space

- Used when student is frustrated, tired or overwhelmed.
 - Quiet area
 - Favorite toy or book
 - Reduced distractions
- Student can return when ready.



Offer Student's Choices

- Levels of challenge
- Type of rewards or recognition
- Order of tasks
- Goal setting
- Length of task, breaks



Offer Student's Choices



- Equipment (color)
- Interests
- Responsibilities

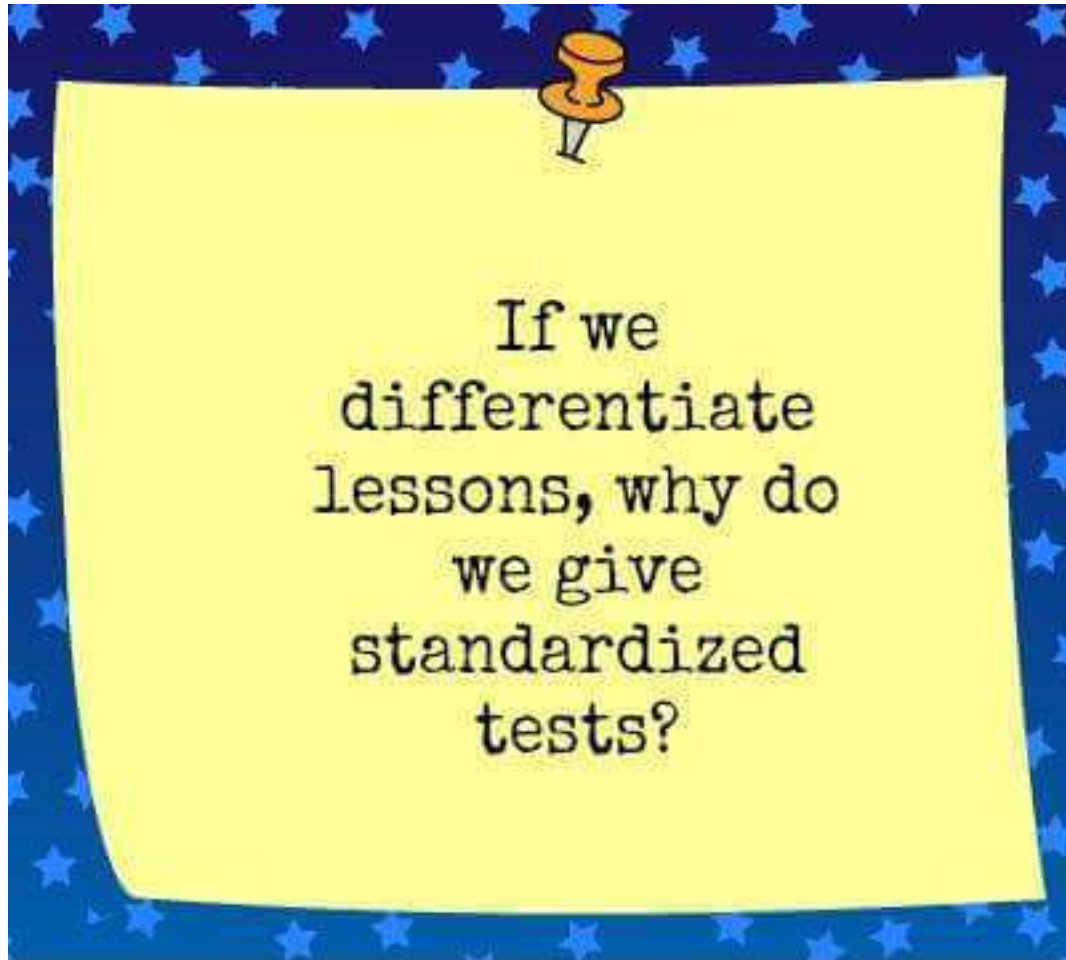
Activity Modifications

There are many ways to play a game.....

- Pace of the game
- Remove rules
- More chances
- All players involved
- Remove defenders
- Boundaries
- Points scored



Assessment



Assessment

Modifications for the assessment instrument...

Overhand Throw –

- Target Size
- Ball size and texture
- Distance
- Number of trials
- Accuracy vs Form
- Pictures

Overhand Throw



Overhand Throw

OVERHAND Throwing Rubric

Grade	Criteria	Core	Consistent 4	Developing 3	Emerging 2	Needs Experience 1
K	The student will be able to demonstrate the proper skills of overhand throwing with teacher verbal cues.	Communicate basic throwing skills.	Starts by pointing non-throwing side to target, throwing arm back behind head. Steps with opposite foot toward target consistently. Follows through by letting throwing arm come across opposite side of body.	Starts by pointing non-throwing side to target, throwing arm back behind head. Steps with opposite foot toward target most of the time. Follows through by letting throwing arm come across opposite side of body.	Starts by pointing non-throwing side to target, throwing arm back behind head. No evidence of stepping with opposite foot.	Does not start by pointing non-throwing side to target. No step towards target.
1	The student will be able to demonstrate the proper skills of overhand throwing without teacher verbal cues.	Communicate throwing and catching.	Starts by pointing non-throwing side/shoulder to target with throwing arm back behind head. Steps with opposite foot toward target consistently. Follows through by letting throwing arm come across opposite side of body.	Starts by pointing non-throwing side to target, throwing arm back behind head. Steps with opposite foot toward target most of the time. Follows through by letting throwing arm come across opposite side of body.	Starts by pointing non-throwing side to target, throwing arm back behind head. No evidence of stepping with opposite foot.	Does not start by pointing non-throwing side to target. No step towards target.

NAME _____ DATE _____ TOTAL SCORE _____

Overhand Throw

Skill

Skill Elements/Teaching Cues



Throwing

Description: Throwing is a skill where the hand(s) is used to propel an object like a ball, Frisbee, or beanbag.

Essential Elements: The student should remember –

1. ___ Body sideways, non-throwing shoulder faces the target
2. ___ Elbow high
3. ___ Step in opposition
4. ___ Rotate hips with follow-through

Resources

- **Creating Equal Opportunities for Children and Youth With Disabilities to Participate in Physical Education and Extracurricular Athletics**
(<http://www2.ed.gov/policy/speced/guid/idea/equal-pe.pdf>)
- **Let's Move Schools** (<http://www.letsmoveschools.org/>)
- **PE Central: Adapted PE**
(<http://www.pecentral.org/adapted/adaptedmenu.html>)
- **Project Inspire** (<http://www.twu.edu/inspire/physical-education.asp>)

Resources

- **CAST** (<http://www.cast.org/our-work/about-udl.html#.VskEkPnyvIU>)
- **National Center on Universal Design for Learning** (<http://www.udlcenter.org/>)
- **UDL in PE, JOPERD articles on a Wiki** (<http://udlideas2.pbworks.com/w/page/45359530/UDL%20in%20Physical%20Education>)