Special Needs Inclusion Project (SNIP)

TIPSHEET #2: Universal Design for Learning

An Inclusion Resource Sponsored by: CVS CAREMARK Charitable Trust

"In all learning environments…individual variability is the norm, not the exception."
-National Center for UDL

To create learning environments and lessons that reflect this variability in order to raise achievement for *all* learners, educators use Universal Design for Learning (UDL). Out-of-school time staff can use this framework to expand programming in three ways: how staff *represent* knowledge or skills that are being taught, how children *express or show* their learning, and how to *engage* many different kinds of students in the material. When a child is not learning, or not participating fully, consider the following common barriers to learning and UDL solutions:

REPRESENTATION:

How does the teacher represent information (knowledge or skills) to the learner?

Barrier: Staff give information in only one format, usually verbal.	**Example:** "Good afternoon everyone, be sure you take out your pencils, put away your backpacks, take out your homework, oh, pass up your permission slips …."
Solution: Staff give information in more than one modality (ex: visual, auditory, kinesthetic, and tactile).	**Example:** Laminate a list of "Ready for HW" steps and read it while modeling the steps. Use dry-erase markers to add an unusual item, like a fire drill.

Find more information about the Special Needs Inclusion Project (SNIP) at: www.SNIPSF.org
SNIP is a program of:

SUPPORT FOR FAMILIES OF CHILDREN WITH DISABILITIES
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EXPRESSION AND ACTION:

How does the child show learning? What is the child doing?

Barrier: Students are expected to show understanding in one single modality, that may not be a strength.	**Example:** "Please explain the rules of the new game to me."
Solution: Students are invited to show understanding through multiple modalities.	**Example:** "Please show me you understand the rules of the new game. You can explain them, draw them, or act them out."

ENGAGEMENT:

How does the material relate to and maintain the child's interest? How are effort, persistence, and self-regulation built in to the lesson?

Barrier: Staff plan lessons/activities without considering students' interests or background knowledge.	**Example:** Providing math drill worksheets with no context or authentic purpose.
Solution: Staff get to know students through chats, surveys, observation and then plan lessons/activities that incorporate student interest. Offer deliberate, intentional choice.	**Example:** Generate math word problems based on video game characters (students can even create the problems themselves!)

ARE YOU PLANNING ACTIVITIES OR LESSONS? Ask yourself:

How many different ways could students receive information (multiple means of representation) and give information (multiple means of action and expression) to achieve the lesson's purpose?

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