

Universal DESIGN DAILY

365 Ways to Teach, Support, & Challenge All Learners
by Dr. Paula Kluth



**Session 1:
UDL keynote**

★ Use Multiple Tools for Construction & Composition



Day 233

Teach Many Tools

In years past, students had just a few tools to use for composition and the creation of products. Today, they can use grammar checkers, presentation software, graphic organizers, paragraph frames, manipulatives, and more.

In order to be skilled independent learners, students need to know how to use a range of tools and they need practice using them across activities. They also need to become savvy at choosing which ones to use for different tasks (CAST, 2018). Teachers can support students by

- ★ *providing spellcheckers, grammar checkers, and word prediction software;*
- ★ *providing text-to-speech software or human dictation;*
- ★ *providing calculators, geometric sketchpads, or pre-formatted graph paper;*
- ★ *providing writing supports (e.g., sentence starters, paragraph frames);*
- ★ *using story webs, outlining tools, or concept-mapping tools;*
- ★ *providing Computer-Aided-Design (CAD), music notation software, or mathematical notation software;*
- ★ *providing virtual or concrete mathematics manipulatives (e.g., tangrams, snap cubes, algebra blocks); and*
- ★ *introducing and using web applications (e.g., animation, presentation).*

★ Build Fluencies with Graduated Levels of Support for Practice & Performance



Day 250

Expand The Offerings

Assessments should help us determine what students need. To get the best information, however, we need to employ multiple measures, tools, and strategies across the week, month, and school year. All teachers know students who struggle on traditional assessments, but “show up” very differently when working on projects, engaging in a discussion, or creating a model.

Begin by doing a quick survey of your plans to get an idea of how many different tools you are already using. Then, review books, websites, and blogs to get ideas for new assessments you would like to try.

Consider trying one of these assessment tools in your next lesson. In fact, to make this recommendation more meaningful, put a (*) by one or two ideas you have not tried, but might want to try; a (+) by one or two ideas you would just like to learn more about; and a (#) by one or two ideas that you used in the past, have not used lately, and would like to try again:

- | | | |
|---------------------------|------------------------|----------------------------|
| ★ annotated bibliography, | ★ focus group, | ★ newspaper, |
| ★ art exhibit, | ★ learning station, | ★ photo essay, |
| ★ blog post, | ★ literary analysis, | ★ podcast, |
| ★ bulletin board | ★ magazine, | ★ poster session proposal, |
| ★ case study, | ★ musical performance, | ★ student interview, |
| ★ data analysis, | ★ newscast, | ★ survey. |

- ★ Offer Alternatives for Visual Information



Day 299

Offer Objects & Audio

Visuals are often the best way to present content in the classroom. Unfortunately, pictures, diagrams, maps, animations, and text are not equally accessible to all students especially those with visual disabilities, therefore, educators need to offer alternatives for visual information (CAST, 2018).

Alternative supports give students with unique learning characteristics access to learning, but they can also enhance the material and boost comprehension of concepts for all. Exploring real fossils will be more memorable than seeing pictures of them and all students may profit from interacting with tactile letters as they learn to write and spell. To ensure that learners have equal access to information, it is essential to provide non-visual alternatives in daily lessons (CAST, 2018). Examples of these alternatives include

- ★ *descriptions for all images, graphics, video, or animations (e.g., discussion of illustrations during lecture, use of audio descriptions on videos);*
- ★ *touch equivalents for visuals that represent concepts (e.g., 3-D numbers, realia, puppets, relief maps);*
- ★ *auditory cues;*
- ★ *reading partners and audio books; and*
- ★ *access to text-to-speech software.*

- ★ Vary Demands & Resources to Optimize Challenge



Day 126

Differentiate Demands

In UDL-focused lessons, all learners need to be challenged, but not necessarily in the same way. Different students may have different learning targets and personal goals during the same classroom tasks; therefore, teachers need to regularly vary classroom demands (CAST, 2018). This can be accomplished in many ways:

- ★ *Differentiate the degree of difficulty in an activity. All students may be learning multiplication at the same time, but some will be tackling single digit problems while others are attempting double- or even triple-digit problems.*
- ★ *Provide helpful scaffolds and supports. Some students will be able to complete a five-paragraph essay without any tools and others will need paragraph frames, graphic organizers, and peer assistance.*
- ★ *Expect and allow variation in the performance of skills and competencies. During a unit in physical education, some students will be working on throwing a football just a few feet, while others may be learning to throw the ball to a classmate in motion several yards away.*
- ★ *Emphasize process, effort, and improvement instead of external evaluation. Help students see how their skills are progressing. Work with them to set goals beyond tests and grades.*

Session 2: UDL “hacks”

- ★ Offer Alternatives for Auditory Information



Day

290

Add Captions

PowerPoint has added a live captioning feature and it is a powerful accessibility tool for the diverse, inclusive classroom. It transcribes words in real time and displays them on the screen and can do so in several different languages.

There are many uses for live captions:

- ★ *Present with them. Use captions during your presentations and lectures to boost students' understanding of your material. This support may be especially helpful for your students who are Deaf or hard of hearing and for those learning English.*
- ★ *Turn them on during discussions. Use captions during daily work (morning meeting, circle time) to support your emerging readers. Captioned media can help listening comprehension, word recognition, and decoding skills.*
- ★ *Go it alone. Use the captioning feature even when you don't have slides to go with it. Just create a single slide—it can be blank or include an image related to your content—and share it as you are teaching and working with students.*
- ★ *Support language and communication goals. If you are encouraging students to use an audible voice or speak in a target language, the captions might motivate students to practice those goals.*

There are other ways to access captions beyond PowerPoint, of course. Google Slides also has live captioning, but as of the print date of this book, does not have a translation function. YouTube and most DVDs also allow users to add captions.

You can also add captions to your own videos. YouTube will caption clips you upload and you can use an app like Clips [Apple] to make captioned videos with your phone.

* Vary the Methods for Response & Navigation



Day 201 **Use AAC For All**

If some of your students use augmentative and alternative communication (AAC), why not ask all students to use it at some point? Give everyone the option to either speak or write a response during a group sharing activity. Incorporate a few American Sign Language words into your lessons. Have all students hold up communication cards instead of shouting out answers. Let learners occasionally dialogue on paper with a partner in lieu of participating in group discussions.

This strategy will not only give AAC users opportunities to communicate effectively in a broader range of situations, but will also provide them with communication models as they learn new systems, tools, and devices.

- ★ Facilitate Personal Coping Skills & Strategies



Day 187

Take A Break

Engage your learners by integrating brain breaks into daily instruction. A brain break is an energizing activity that lasts less than five minutes, but helps students wake up, focus, and have a little fun. Breaks can be connected to content, but don't necessarily have to be.

Examples of brain breaks include

- ★ *jumping jacks,*
- ★ *hot potato,*
- ★ *arm circles,*
- ★ *toe touches,*
- ★ *YMCA dance,*
- ★ *running in place*
- ★ *Simon Says,*
- ★ *conga line,*
- ★ *yoga poses,*
- ★ *Rock-Paper-Scissors,*
- ★ *stretching,*
- ★ *pattern claps,*
- ★ *three-step-handshake,*
- ★ *one-song dance party,*
- ★ *the wave,*
- ★ *charades,*
- ★ *air spelling or air drawing,*
- ★ *freeze dancing, and*
- ★ *beach ball toss,*
- ★ *thumb wrestling,*
- ★ *one-minute walk and talk.*

To learn more about brain breaks in the classroom and to find many examples, visit Energizing Brain Breaks (www.brainbreaks.blogspot.com) and GoNoodle (www.gonoodle.com).

★ Illustrate Through Multiple Media



Day 323 **Show This & That**

In years past, students learned primarily by listening to teachers and accessing textbooks. Today, we have so many other resources to complement lessons and to give support to learners who might struggle to follow a discussion or read from a book or website.

When possible, concepts should be illustrated in more than one way (CAST, 2018). You can have students read a passage from *The Diary of Anne Frank* and have the group act out a scene from the play. You can give a mini-lecture on nitrogen and let students watch a video about it on Periodic Visuals (www.periodicvideos.com). You can show students how to solve a subtraction problem and give them props to create a matching story problem.

Explore a wide range of options to support students and illustrate ideas. Use comics, storyboards, animation, photographs, anchor charts, physical models, movement, diagrams, maps, interactive websites, and videos.

★ Optimize Individual Choice & Autonomy



Day
57

Choose Choices

Every day and throughout the year, all students should be given choices about the type of work they do, their activities, and the ways in which they spend their time. Choice gives students a feeling of control in their lives and provides an opportunity for them to learn about themselves. Students often know when they are most creative, productive, and energetic; what materials and supports they need; and in what ways they can best express what they have learned.

Choice can be integrated into almost any activity. Give your fourth graders a choice of five different ways to practice their multiplication tables. Let your high school biology classes choose some of the labs they will conduct. Allow your preschoolers to select where they want to sit during work time (e.g., in the loft, at a table).

Other choices that might be given include

- ★ *work alone or with a peer;*
- ★ *conduct your research in the library or stay in the room and work;*
- ★ *type on your laptop or write in your notebook;*
- ★ *use a calculator, count on your fingers, use manipulatives, or solve the problems in your head;*
- ★ *choose any topic for your research paper;*
- ★ *start your homework or find an educational game to play; and*
- ★ *complete half of the problems on the page.*

To help students learn to make wise choices, provide some guidance and modeling. Ask follow-up questions when possible (e.g., "Were these choices helpful?" or "Why did you choose ___ instead of ___?") to gain insight into their motivation and needs.