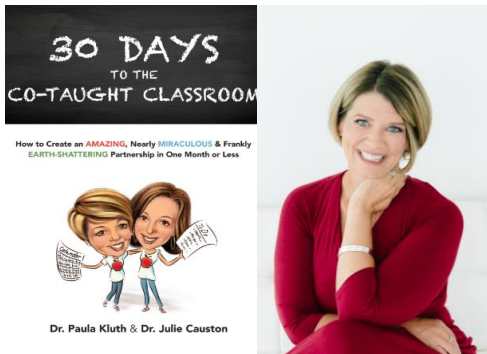




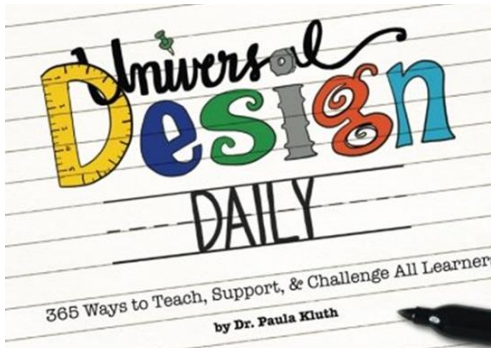
**Paula Kluth, Ph.D.**  
**[www.inclusionrules.com](http://www.inclusionrules.com)**  
**@paulakluth**  
**2023**

1



**Paula Kluth,**  
**Ph.D.**

- [www.inclusionrules.com](http://www.inclusionrules.com)
- researcher/consultant & author
- author of 14 books on inclusive ed (e.g., UDL, co-teaching, autism)
- former professor of education & K-12 inclusion facilitator



2

# UDL...

- provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged;
- reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high expectations for all students, including those with disabilities and those [learning English].



Higher Education Opportunity Act of 2008

3

## Why UDL?

- To help students become expert learners
- To break barriers
- To open doors wider



4



5



6

Bloomberg the Company & Its Products | Bloomberg Anywhere Remote Login | Bloomberg Terminal Demo Request

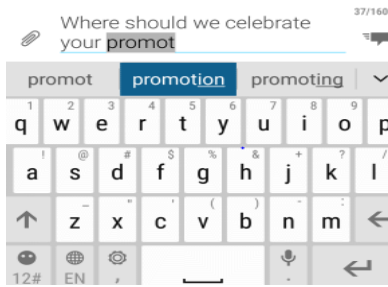
**Bloomberg** Markets Tech Pursuits Politics Opinion Businessweek Sign In  
Subscribe to Businessweek

# How Tech for the Disabled Is Going Mainstream

Designs conceived for the handicapped, such as voice commands for PCs, often lead to products for the masses

Reena Jana  
September 23, 2009, 11:00 PM CDT

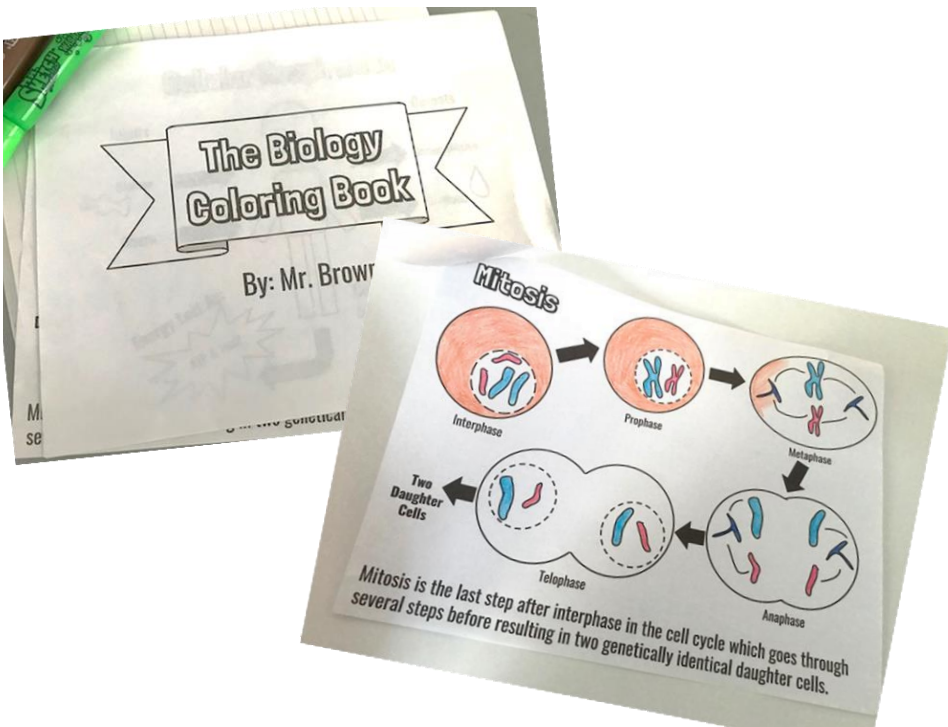
7



8



9



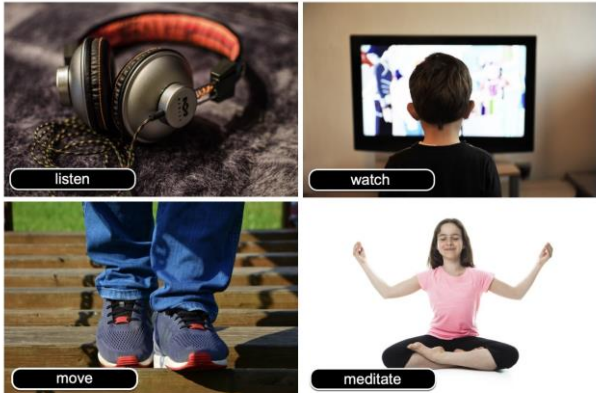
10

[www.virtualcalmcorner.com](http://www.virtualcalmcorner.com)

listen watch meditate move

### Virtual Calm Corner

IT'S TIME TO TAKE A BREAK!

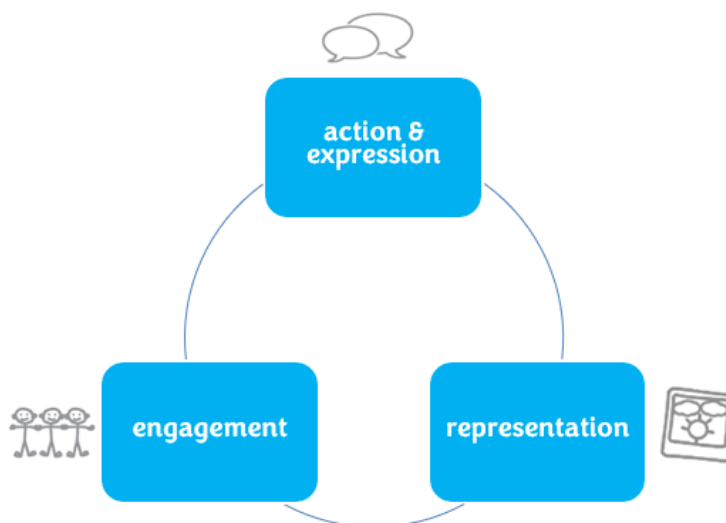


The interface features a black header with the text "listen watch meditate move" in small white font. Below this is the title "Virtual Calm Corner" and the subtitle "IT'S TIME TO TAKE A BREAK!". The main content area is a 2x2 grid of images, each with a white button at the bottom. The top-left image shows headphones with the button "listen". The top-right image shows a person watching TV with the button "watch". The bottom-left image shows a person's feet on wooden stairs with the button "move". The bottom-right image shows a person in a yoga pose with the button "meditate".

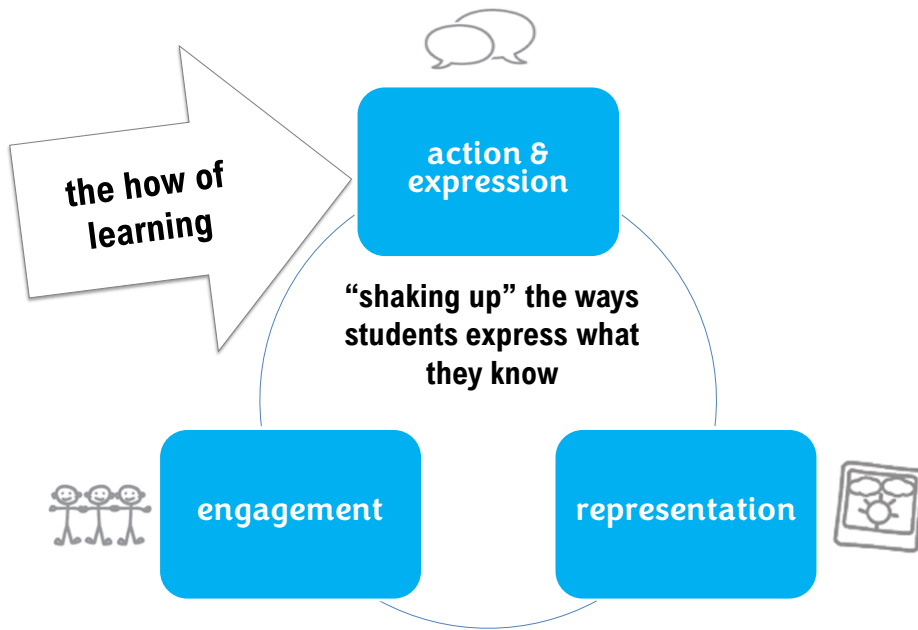
11

## UDL principles

[www.cast.org](http://www.cast.org)



12



13



14

“Alexa, what’s 3 squared?”  
“Alexa, what is the fact of the day?”



15

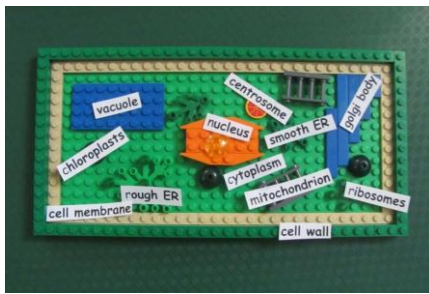


16

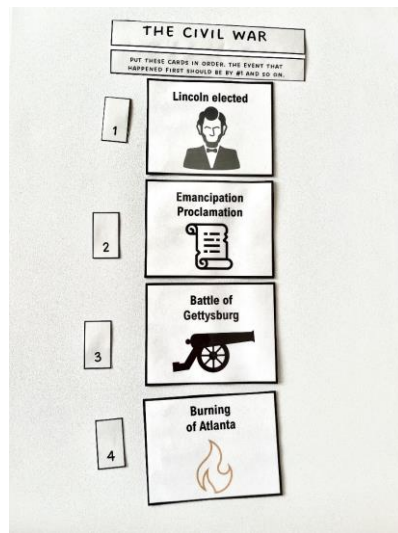


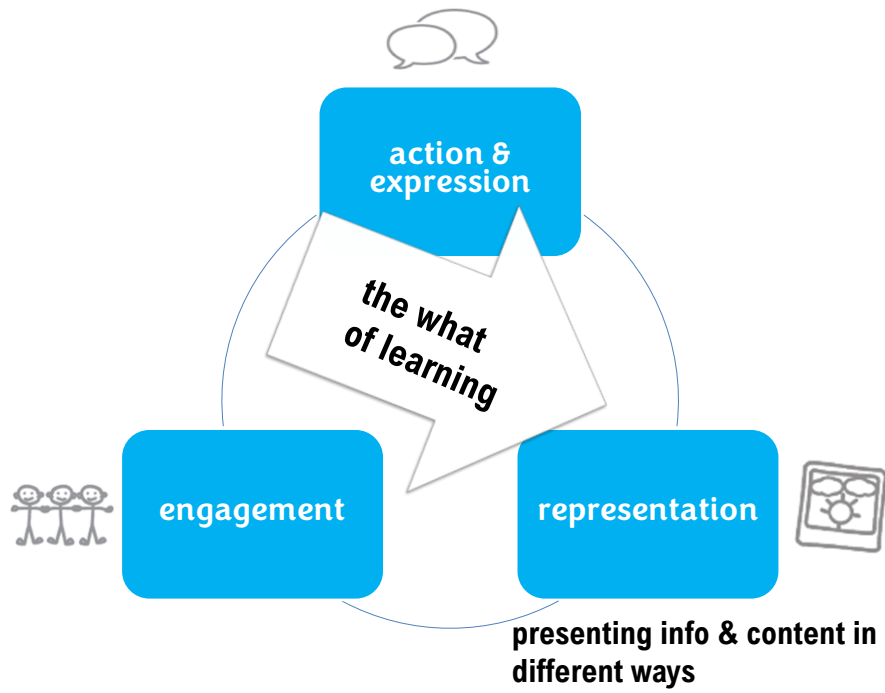


17

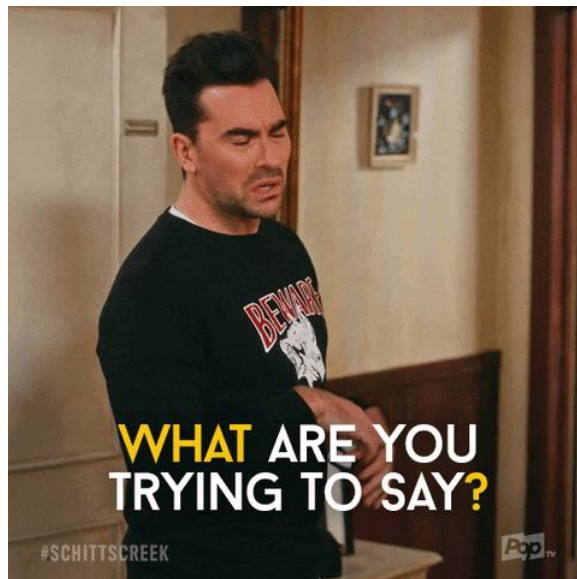


18





19



20

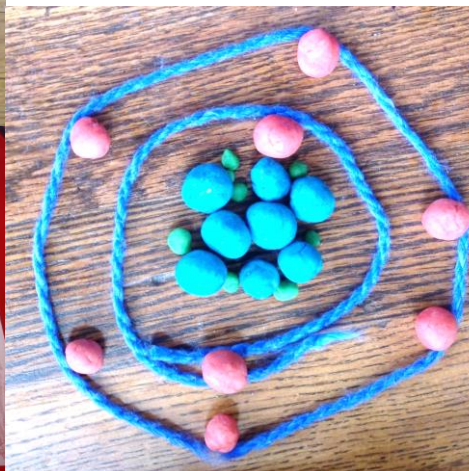


21



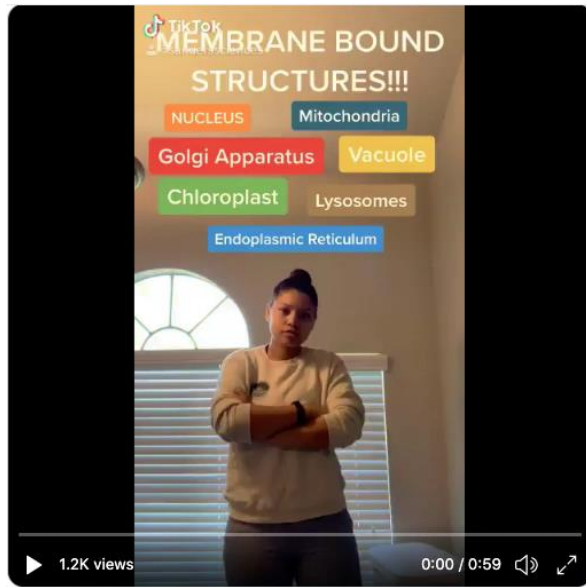
**models & tactile supports**

Kluth, P. & Danaher, S.  
(2018) *From Text Maps to Memory Caps.*



22

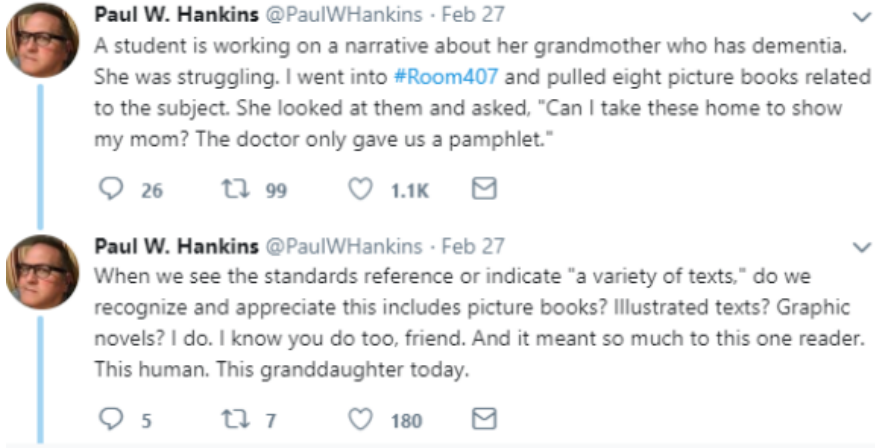
**teacher TV**



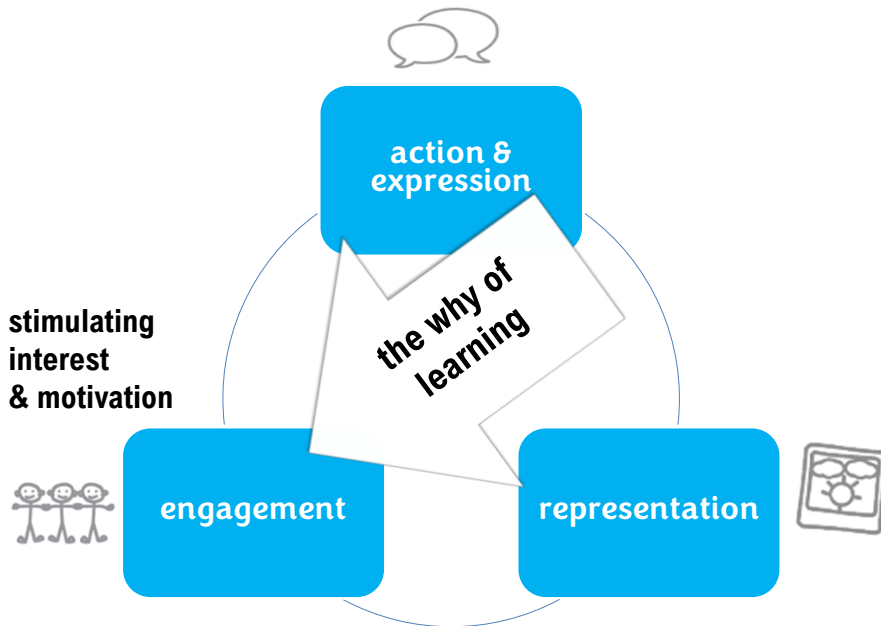
23



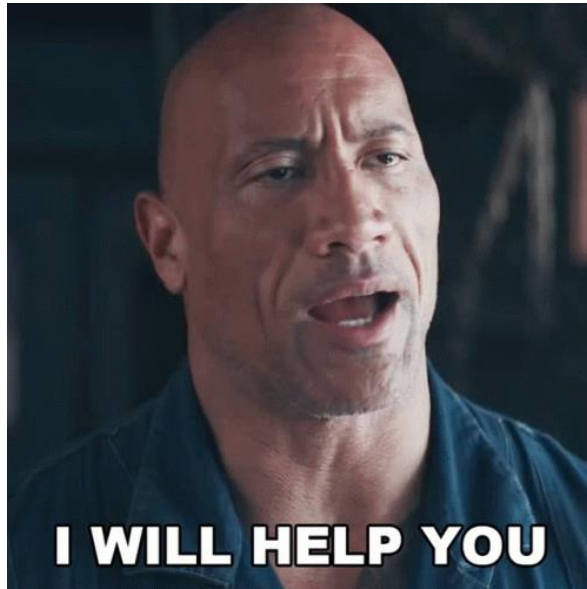
24



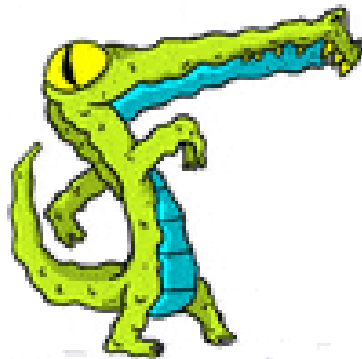
25



26

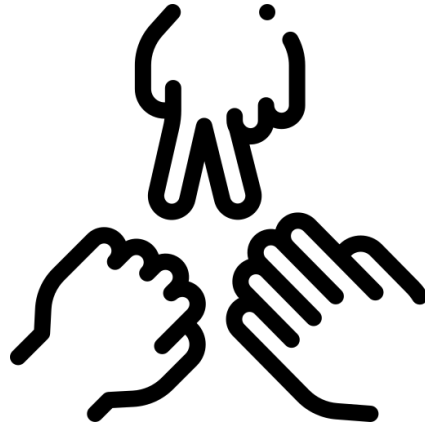


27



28

## movement or brain breaks



29



## choices

- level of challenge
- tools utilized
- sequence of tasks
- free time
- partners/groupings
- topics of study
- class rules/practices

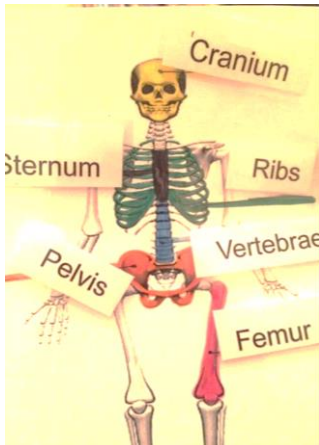
30

## 50 choices that can be offered to any student [Kluth, 2022]

- Work alone or with a classmate.
- Work in a group or with a partner.
- Finish these tasks in any order.
- Sit in your seat or on the floor.
- Sit in your seat or on the couch/cushion/beanbag chair/rockers.
- Sit in your seat or stand.
- Raise your hand or stand to show you know the answer.
- Choose how you want to be assessed.
- Show your work or tell me how you got the answer.
- Share any piece of writing.
- Post any work sample on the bulletin board.
- Let me check your work or have a classmate do it.
- Ask any adult for help.
- Use a pencil, markers, or your tablet/computer.
- Take notes using words, images, or both.
- Jot it in your notebook or use your computer/tablet.
- Watch a video or listen to a podcast.
- Read or listen to the story.
- Choose any book on the theme.
- Choose any three fidget items to keep in your desk.
- Take a break now or in 10 minutes
- Study a topic of your choice.
- Teach others about any interest you have.
- Listen for a while or join in immediately.
- Go to the playground, walk around with a classmate, or do some yoga.
- Go to your locker once a day, twice a day or between every class.
- Select any 5 pieces of work for your portfolio.
- Choose any tool (e.g., virtual manipulatives, physical manipulatives) to solve the problem.
- Choose one of these graphic organizers or make your own.
- Meet with me after school on Monday or Tuesday.
- Participate in your family-teacher conference by listening, providing comments, or leading it.
- Indicate which level of support you want: a lot, a little, or none.
- I can just tell you or I can write it down.
- You can wear your noise-cancelling headphones or listen to music.

31

## differentiated demands



The Girl Who Could Fly

Rita was a very \_\_\_\_\_ girl. She had many special talents. She could \_\_\_\_\_, and \_\_\_\_\_.

She could also fly!

Rita was not the only flying person in her family. In fact, everyone in her family could fly. Rita's \_\_\_\_\_ could fly. Her \_\_\_\_\_ could fly. Even her \_\_\_\_\_ could fly.

Rita loved to fly but she secretly wished she had a different talent. You see, what Rita really wanted was to be able to \_\_\_\_\_.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

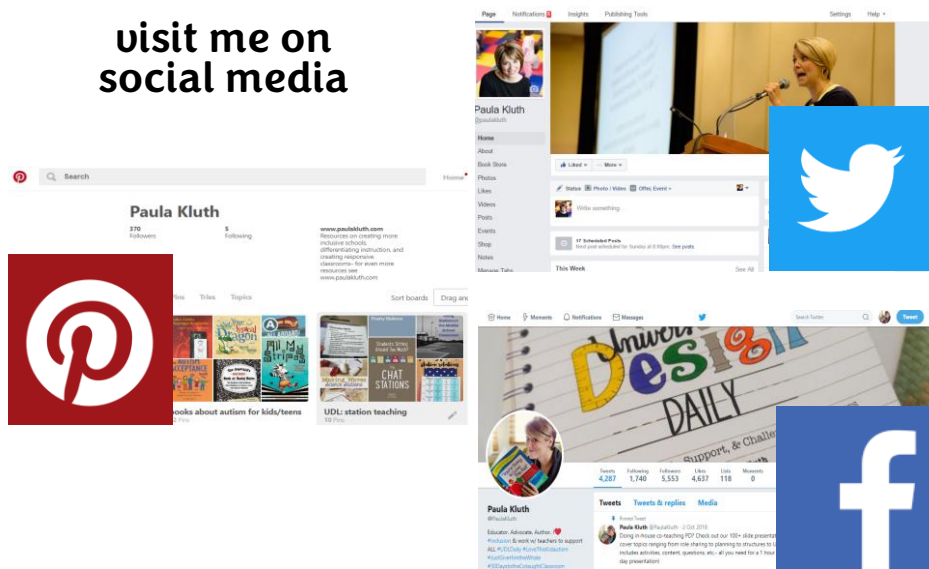
32



# resources

33

visit me on  
social media



34

# [www.cast.org](http://www.cast.org)

CAST

ABOUT CAST ▶

OUR WORK ▶

WORK WITH US ▶

WHAT'S NEW

I'M LOOKING FOR

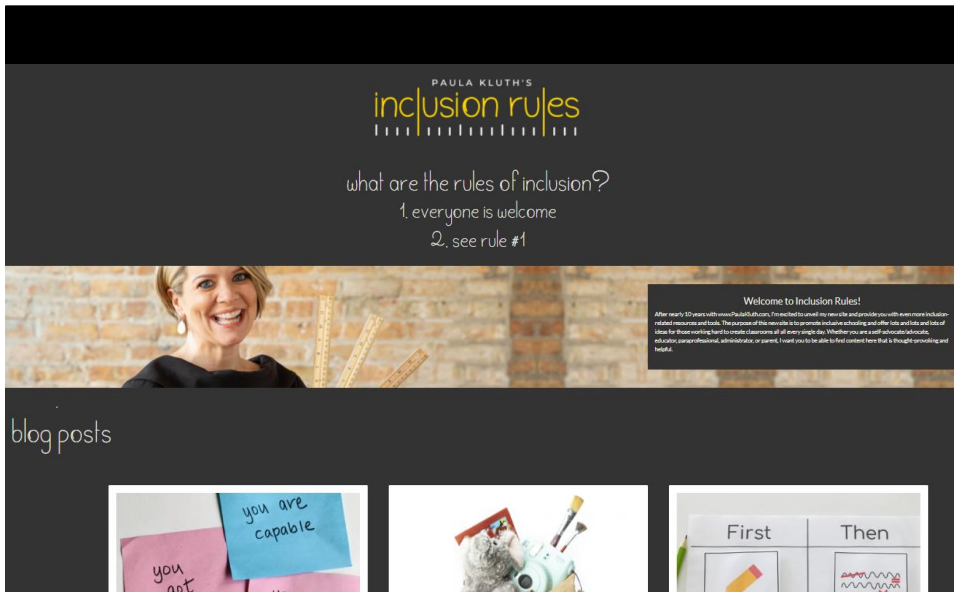


As part of its barrier-busting mission, CAST offers a number of robust (and free) learning tools. These tools, designed and tested as part of CAST's research projects, help educators, parents, and students experience the power of flexible learning environments.



35

# [www.inclusionrules.com](http://www.inclusionrules.com)



36