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- 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

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



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



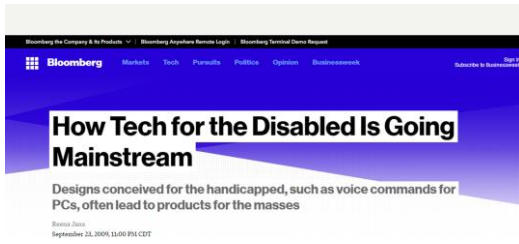
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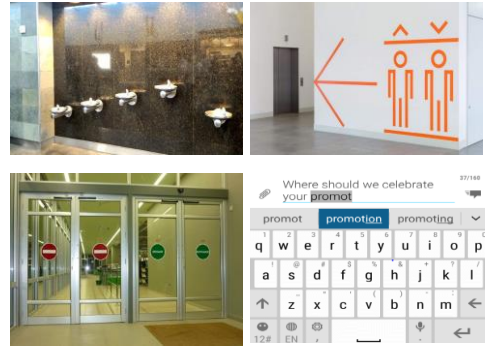
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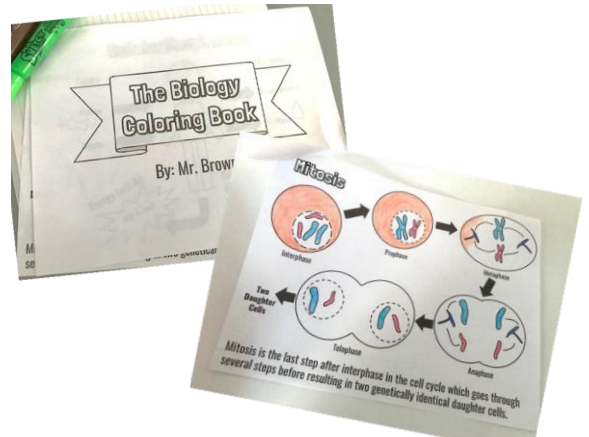
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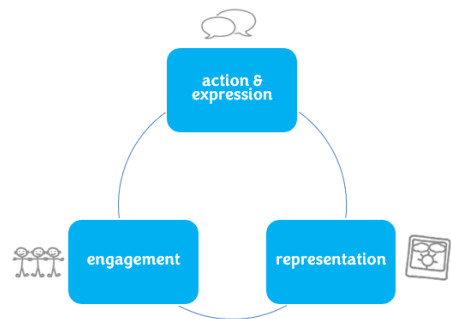


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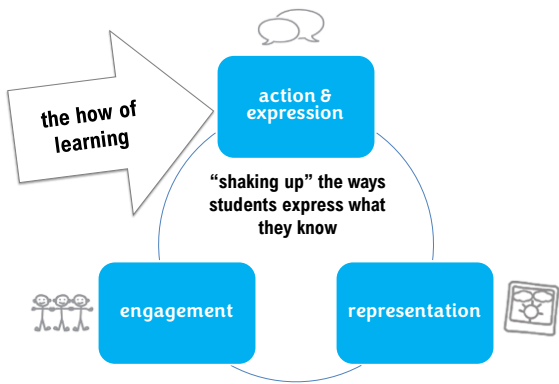


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UDL principles
www.cast.org



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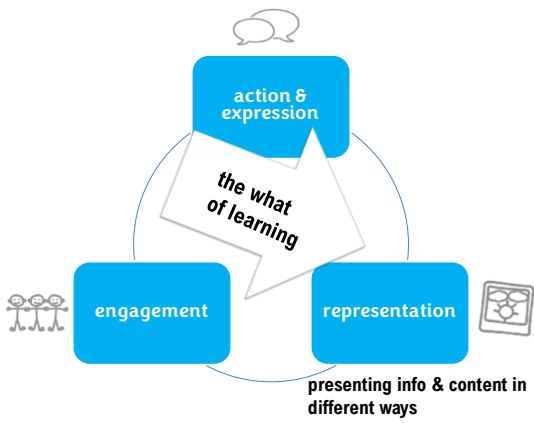


17

THE CIVIL WAR

- 1 Lincoln elected
- 2 Emancipation Proclamation
- 3 Battle of Gettysburg
- 4 Burning of Atlanta

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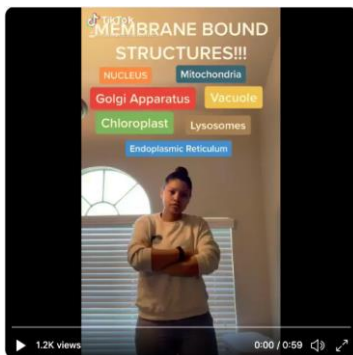


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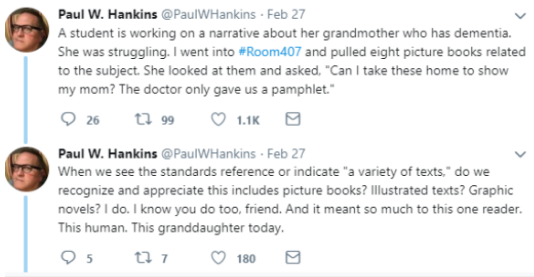
teacher TV



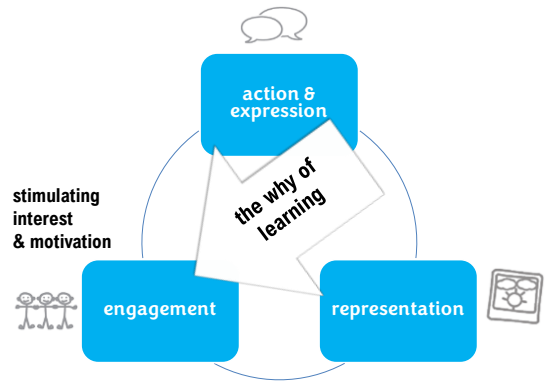
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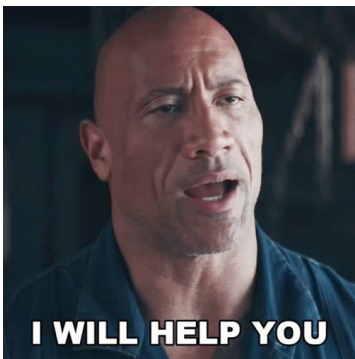
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movement or brain breaks



29



choices

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

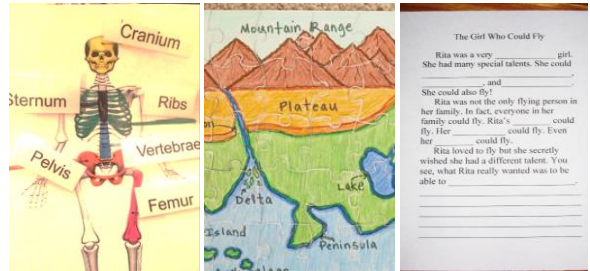
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50 choices that can be offered to any student (Kluth, 2022)

- 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/rocker.
- 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

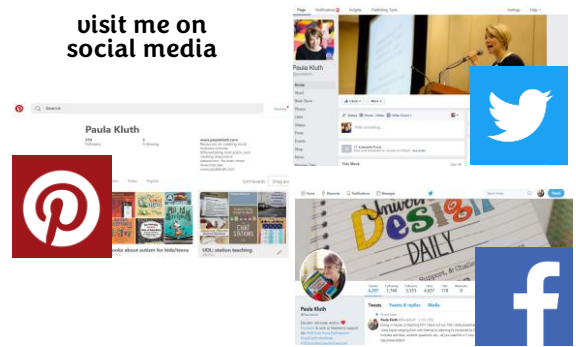
differentiated demands



32

resources

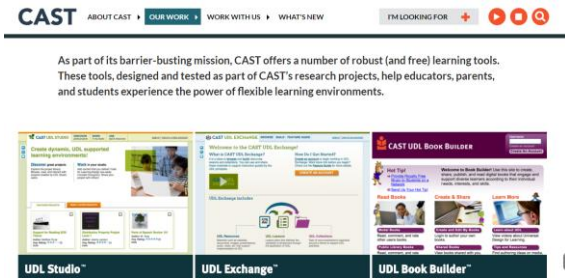
visit me on social media



33

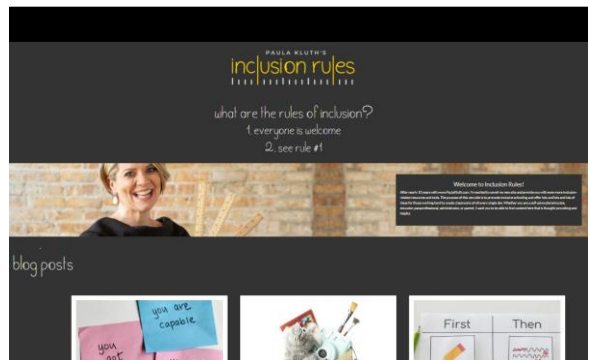
34

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35

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36