Universal Design for Learning: Designing early education for all children

Who are we?

- The Early Childhood Center
- Part of the Indiana Institute on Disability & Community
- One of six centers
- Covers the lifespan
- Research & Training

https://iidc.indiana.edu/ecc

UDL: Designing education for all

- What is it and why is it important?
- Guiding principles
- Application of principles - Circle Time
- Foundation of a multi-tiered system of support
EARLY CHILDHOOD CENTER (ECC) is now part of the Indiana Resource Network to assist districts in efforts to achieve success for ALL students.

All students, including those with disabilities, are held to high expectations and have equitable access to educational opportunities that enrich their lives and prepare them for future success.

What is Universal Design for Learning?

And why is it important?

So, what’s the problem?
Where does disability exist—in the person or the place?

Universal Design:

“Simplify life for everyone by making products, communications, and the built environment more usable by as many people as possible at little or no extra cost.”

Center for Universal Design, North Carolina State University

Can you think of instances in which life was simplified and the built environment more usable?
What about Universal Design in early education?

Universal design for learning

“UDL is a framework to guide the design of learning environments that are accessible and challenging for all.”

CAST, http://www.udicenter.org/

Universal design of early education

“designing environments, curriculum and instruction so that all young children with their diverse and individual strengths and needs have meaningful access, are engaged, and are learning.”

Conn-Powers, Cross, Traub, & Hutter-Pishgahi (2006)
Why is UDL important?

UDL in the ESSA

Despite the Department of Education’s passage of the Every Student Succeeds Act (ESSA), which contains No Child Left Behind, another local school development effort, UDL remains a relevant and essential design for learning. As CARP’s report on the National Early Childhood Disability (NEDP) Policy Statement, UDL is referenced numerous times throughout the ESSA, and states are encouraged to design assessments using UDL principles, to award grants to local education agencies who use UDL, and to adopt technology that aligns with UDL.

National Early Childhood Disability

It is the foundation for a multi-tiered system of support for all children

A Few Students
Intensive supports
1-5%

Some Students
Additional supports
5-10%

All Students, All Activities & Routines
UDL supports
80-90%
Guiding Principles

Key Principles Guiding UDL

1. Create accessible and welcoming environments
2. Maintain high expectations but plan for variation
3. Multiple means of engagement
4. Multiple means of representation
5. Multiple means of expression

1. Have we created a space that is accessible and welcoming?
   a. Physically accessible?
   b. Intellectually accessible?
   c. Linguistically accessible?
   d. Socially accessible?
1. How do we create accessible circle times?

- Maintain common curriculum
- Maintain mixed ability groups
- Vary difficulty - beginner, middle and advanced level
- Vary quantity/time of work

2. How do we have high expectations and plan for diverse learners?

- ELA 1.1: Demonstrate receptive communication (understanding increasingly complex and varied vocabulary)
  - Precipitation
  - Rain/Snow
  - Points to picture of rain/snow
- SC2.2: Recognize seasonal and weather related changes
  - Name different kinds of weather
  - Points to named weather condition

How do we maintain high but varied expectations at Circle Time?
3. Multiple means of engagement

How do we interest, motivate, and challenge all children?
How do we foster engagement for all children at CIRCLE TIME?

- Boring! Too hard!
- Weather again?
- Why is this important?
- I have to sit for how long?
- How am I doing?

4. Multiple means of representation

How do we share information and guide actions so everyone’s on the same page?

How do we foster understanding & guidance during circle time?

1. Is redundancy a bad thing?
2. Layer cakes
3. Be a dictionary
4. How does this connect with …?
5. Multiple means of action

What options and supports will we provide so everyone can create and share what they know?

What are flexible ways children can participate at circle time?

- Children can verbalize whole sentences (or short phrases, or single words, or point)
- Children can be presented with easier tasks
- Children can receive hints & supports
- Children can stay at circle for various lengths of time

Questions?
Brown bag webinar series- Preschool Inclusion
11:45 – 12:45 EST (all sessions will be recorded)

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Tentative Summer Institute

July 16-20, 2018
Bloomington, IN

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Can you take a minute and complete our survey?

https://iu.co1.qualtrics.com/jfe/form/SV_4N7q8L8kd3avvH

http://go.iu.edu/1SWW