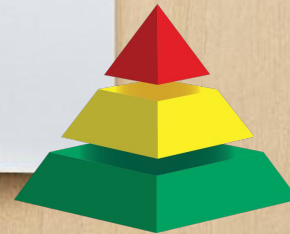


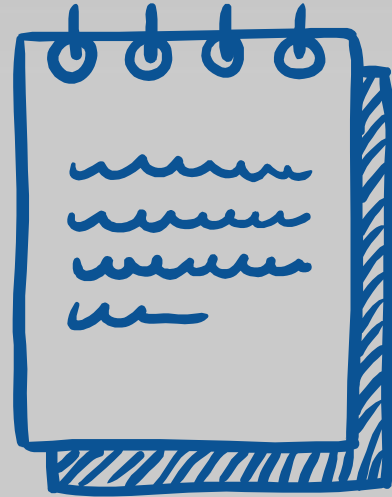
Making the Eight
Effective Classroom
Practices Accessible
Through Universal
Design for Learning

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Agenda

- X What is Universal Design for Learning (UDL)?
- X How does UDL connect to PBIS?
- X Dive into the Eight Effective Classroom Practices



Outcomes

- X Evaluate the accessibility of current classroom practices
- X Identify actionable ways to make the Eight Effective Classroom Practices accessible to all students



Assumptions

- X An instructional view of behavior
- X All students should have access to high-quality, interesting, and rigorous academic experiences
- X If we expect students to change, we must change



Universal Design for Learning



Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

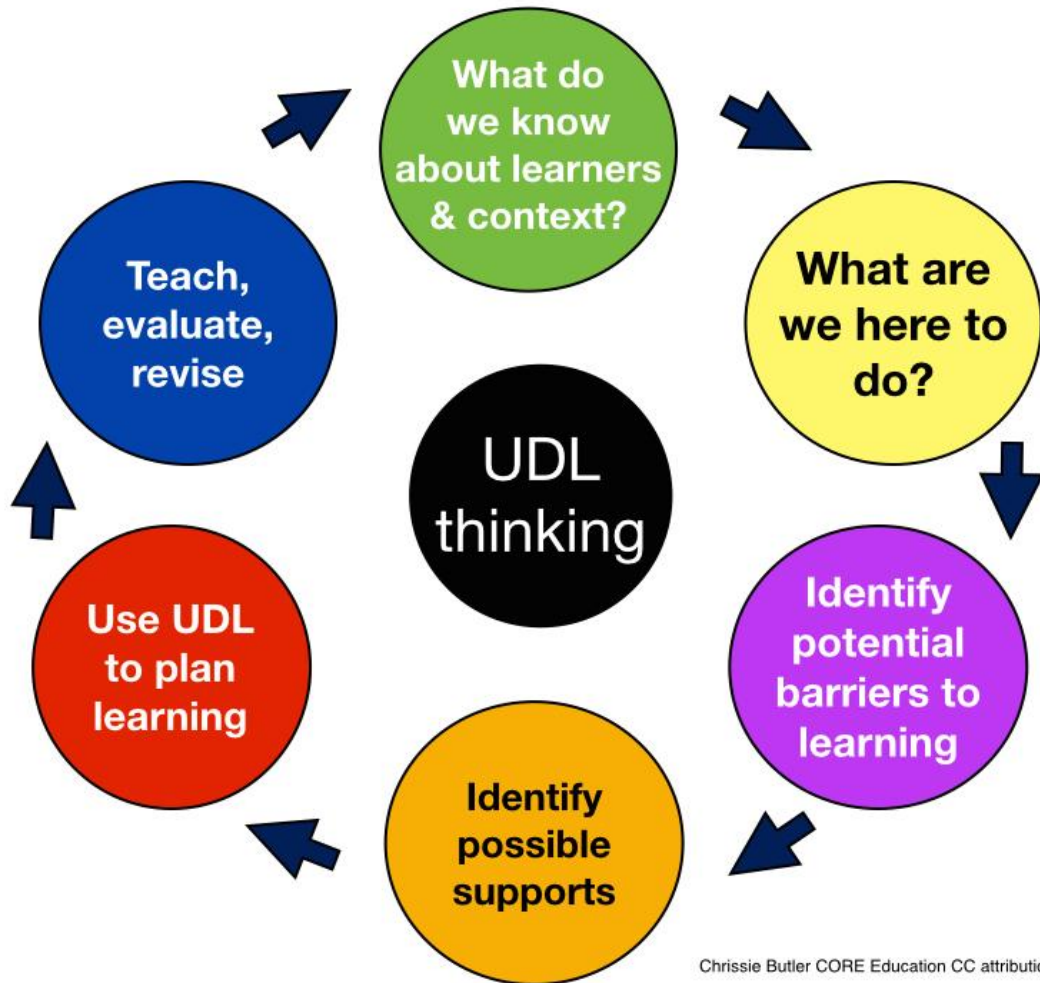
Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies



“When we expect certain behaviors of others, we are likely to act in ways that make that expected behavior more likely to occur.”

(Rosenthal & Jacobsen, 1968)



Chrissie Butler CORE Education CC attribution



UDL Cycle

Misconceptions

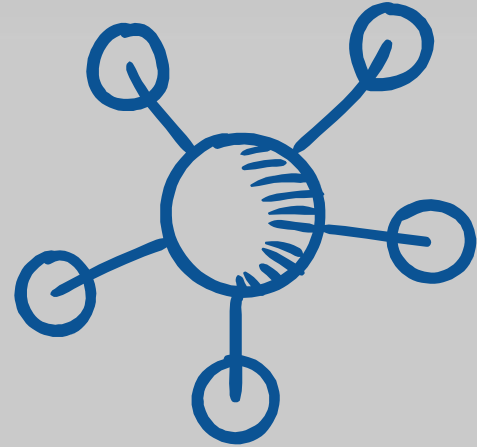
- X UDL has no research behind it
- X UDL = Differentiation
- X UDL is just good teaching
- X To make UDL work, you have to use technology



How Does UDL
Connect to PBIS?

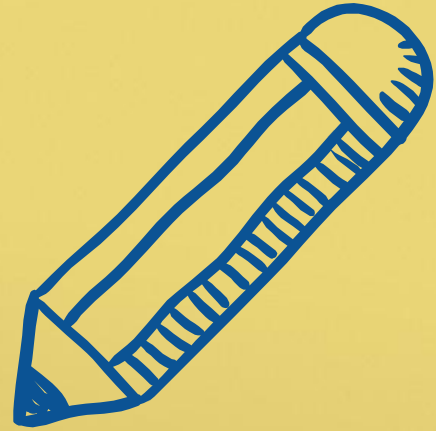
UDL + PBIS

- X UDL enhances PBIS
- X UDL ensures that everyone has access to PBIS



Activity
Sequencing and
Choice

Task
Difficulty



Barriers

- X Low cognitive demand tasks
- X Limited or inauthentic choices
- X Difficult to design “just right” tasks



Suggestions

- X Know your students--strengths, needs, skills, goals
- X Integrate choice and task difficulty





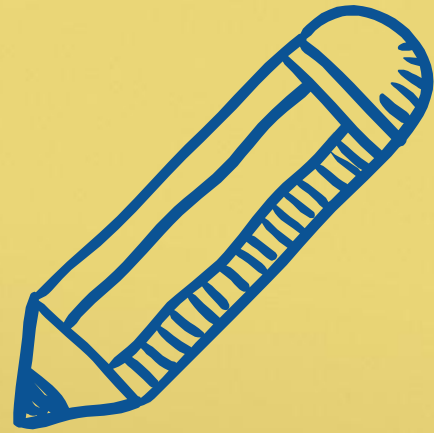
Animal Tic-Tac-Toe



<p>Draw and label your own food web. Do not forget the arrows!</p>	<p>Create an anchor chart with the most important facts from this unit.</p>	<p>Explain the difference between inherited and learned traits. Give at least two examples of each.</p>
<p>Create a word search or crossword puzzle using this unit's vocabulary words.</p>	<p>Make a book about an animal and its adaptation. Why does it need the adaptation to live?</p>	<p>Draw a picture of an ecosystem you design and explain how all the species interact.</p>
<p>Write a song or chant about ecosystems.</p>	<p>Design a new experiment about something that you would like to find out in this unit.</p>	<p>Write a new theory for why the dinosaurs went extinct.</p>

Classroom
Expectations

Procedures and
Routines



	Start of Class	Whole-class instruction	Group Work	Independent Work	Transition time	Taking care of personal needs	End of class	Substitutes
Respectful	<ul style="list-style-type: none"> Greet Mrs. Crane with respectful language Greet classmates with respectful language 	<ul style="list-style-type: none"> Raise your hand and wait for others to finish speaking Provide positive and polite comments 	<ul style="list-style-type: none"> Wait your turn to speak Use polite and positive language 	<ul style="list-style-type: none"> Keep voices off or whisper Allow others to work on their own 	<ul style="list-style-type: none"> Allow others to get where they need to go Follow Mrs. Crane's directions Turn voice off as soon as signal is given 	<ul style="list-style-type: none"> Wait until non-instructional time to ask Ask politely 	<ul style="list-style-type: none"> Keep working until Mrs. Crane asks you to pick up Help others clean up 	<ul style="list-style-type: none"> Listen to what the substitute is saying Follow directions
Responsible	<ul style="list-style-type: none"> Be on time Have a seat and start warm-up Bring materials and homework to class and have ready on desk 	<ul style="list-style-type: none"> Participate in the conversation Stay focused on the task Ask questions if you need clarification or further explanation 	<ul style="list-style-type: none"> Participate actively Have your part finished and ready Work together to accomplish tasks Define member roles and jobs to finish assignment 	<ul style="list-style-type: none"> Use time to accomplish tasks and assignments Stay focused on the task 	<ul style="list-style-type: none"> Be efficient in transitioning Follow directions and perform any necessary tasks to transition 	<ul style="list-style-type: none"> Be prompt - go straight there and come straight back Have pass filled out and ready to be signed 	<ul style="list-style-type: none"> Quickly put away materials and gather your belongings Go straight to next class 	<ul style="list-style-type: none"> Do what is asked of you as soon as asked Complete tasks and assigned work
Safe	<ul style="list-style-type: none"> Keep hands and objects to self Walk to seat 	<ul style="list-style-type: none"> Sit in chair with feet on floor Keep materials on desk 	<ul style="list-style-type: none"> Walk to your group location Stay with your group in assigned location 	<ul style="list-style-type: none"> Sit in chair with feet on floor Use tools properly 	<ul style="list-style-type: none"> Walk to accomplish tasks Push in chairs Put materials and tools in correct spot 	<ul style="list-style-type: none"> Walk Use sign out sheet to leave room 	<ul style="list-style-type: none"> Push in chair Make sure floors and desks are clean Walk Hands to self 	<ul style="list-style-type: none"> Follow school and classroom emergency procedures

CLASSROOM PROCEDURES

ASSIGNMENTS

- Turn in
 - Paper-tray by teacher desk
 - Digital-Google Classroom "Turn in"
- Extra copies of paper assignments
 - Check designated file
 - Print from GOOGLE CLASSROOM or CLASS CALENDAR
- Graded assignments in designated file

MISCELLANEOUS

- Supplies may be BORROWED from the table, PLEASE RETURN ALL WRITING UTENSILS AT END OF CLASS
- Teacher computer, desk, & chair are private. Please ask to use any items on desk.

HALL PASSES

- The appropriate time to ask to leave the classroom is during independent work time
- use the appropriate passes & fill out all information
- Leave cell phone in basket prior to leaving
- Return to class within a reasonable time

ABSENT STUDENTS

- Prior to returning to school
 - Check GOOGLE CLASSROOM or CLASS CALENDAR for daily lesson & assignments
- Check the "Absent Student" folder in designated file for copies of paper assignment
- Use intervention time or digital resources for extra help

START & END OF CLASS

- Go to seat upon entering room
- Check for chromebook use, warm-up assignment or directions & prepare for class
- Stay in seat until bell to be dismissed
- Turn in assignments/exit slips, return borrowed items before leaving

EMERGENCIES

- FIRE: Exit door at Room 133
- EARTHQUAKE: Take cover, exit at Room 133 when safe
- TORNADO: Take shelter in girls' restroom by gym
- LOCKDOWN: Follow teacher instructions

Barriers

- X Too much information
- X Requires reading
- X Requires code switching



Suggestions

- X Focus on one cell of the matrix
- X Simplify the language
- X Add pictures
- X Clean font and color choices



Encourage
Expected
Behavior

Discourage
Inappropriate
Behavior



“I noticed you have been getting to class on time, Jose. That shows respect for your teachers and shows you are taking your classwork seriously.”

“Jackson, you asked Fred to play the computer game with you. That shows caring, and when you include others they will be more likely to include you.”

“Wow, Darius, you were on task; you got your journal out right away and worked the entire writing time! You should be proud of yourself. That’s being responsible.”

DISCOURAGING INAPPROPRIATE BEHAVIOR

Example

- "Susan, thank you for sitting down" or "I understand that you want to spend time with Rita."
- "I just asked you to follow an instruction and you rolled your eyes and made a comment, and stomped across the room to your seat."
- "The next time I ask you to follow an instruction, please: look at me, say 'okay', and do as I ask right away."
- "When you follow instructions, you might finish your assignment faster and be able to work with Rita again. Understand?"
- "Let's try it. When I give you an instruction to follow, look at me and say, 'Okay' and do as I ask. Susan, please take out your book and turn to page 89." [Susan complies]
- "Susan, nice job! You looked at me, said 'Okay', and did what I asked right away."
- "Thanks for working with me. Let's get math started."

Barriers

- X The mode of feedback
- X The skills required
 - X auditory processing
 - X sustained attention
- X Student's perception of "feedback"

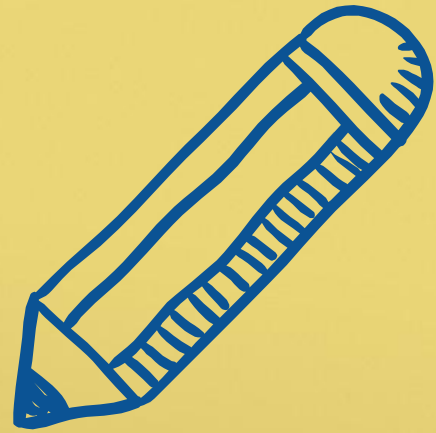


Suggestions

- X Survey students-- "How do you like to get feedback?"
- X Encourage students to co-create visual or other non-verbal prompts



Active Supervision



S

Scan

- Examine environment frequently
- Notice both inappropriate and appropriate behaviors

M

Move

- Move around unpredictably and continuously
- Proximity to noncompliant students

I

Interact

- Elicit conversations with students
- Provide positive reinforcers and reminders

L

Learn

- Learn from students and about students
- Express interest in students' lives

E

Encourage

- Boost spirits!
- Promote positive behaviors
- **Magic Ratio of 4:1**

Barriers

- X Moving around unpredictably
- X Proximity
- X Conversations with students



Suggestions

- X Be mindful of your proximity to students
- X Incorporate self-monitoring
- X Respect students' conversational preferences



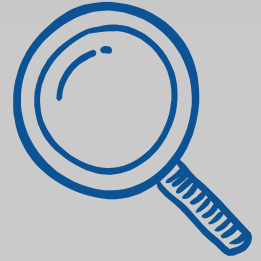
Opportunities to Respond





Barriers

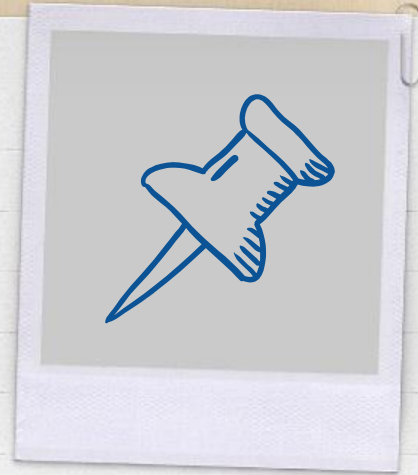
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	AFFORDANCE	LIMITATION
Kahoot!	engaging	stressful
Quizizz	immediate feedback	less engaging
Socrative	more quiz-like	less engaging
Padlet	collaborative	no feedback

Suggestions

???



What questions do
you still have?

What are you still
wondering?

Resources

X [The Center for Applied Special Technology \(CAST\)](#)

X



Thanks!

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References





SlidesCarnival icons are editable shapes.

This means that you can:

- Resize them without losing quality.
- Change fill color and opacity.

Isn't that nice? :)

Examples:

