Merging Universal Design for Learning and Differentiation to Support All Children’s Learning in the Early Childhood Classroom

UNIVERSITY OF KANSAS

Eva Horn, Susan Palmer, Audra Classen & Caryn Butler
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Universal Design for Learning Requires a Different Perspective

Turning Our Perspective Around Says:

- Design learning environments so all children have a variety of ways to:
  - Access and process information
  - Demonstrate what they are learning
- Rather than only making accommodations and modifications for an individual child on a case-by-case basis

Differentiated Instruction in Early Education

- Key Concept: Modifying and Adjusting Instruction to meet the needs of each child based on an understanding of their current and changing abilities, learning styles, and interests (Tomlinson 2003).
- Process of Modification – making adjustments in complexity or difficulty of:
  - Content – the information the child needs to learn,
  - Process – the types and format of the activities in which the child is engaged,
  - Product – the child’s “work” in which they apply and extend the content in order to make sense of it and master it,
- Learning Environment – the types and levels of learning support provided to the child

Overlaps
- Children learn & grow different way & pace
- Resist “one size fits all”

Distinction
- Different stages of teaching and learning process

UDL or Differentiated Instruction: Same or Different?

- UDL, the focuses on the “design stage”
- UDL, the focuses on a “generic group” of young children
- UDL applies general principles of teaching and learning that make learning possible for all young children

What about the Curriculum and Teaching Strategies?

Do they:
- Reflect the learning goals for all children (i.e., learning standards)
- Provide for goals that are achievable but challenging
- Offer flexible materials and a variety of choices
- Include varied approaches to presenting and supporting learning (i.e., verbal, auditory, physical, visual)
- Follow children’s interest
**Strategies for Multiple Means of Representation**

- Multiple ways to receive or perceive information including:
  - Provide information through auditory, visual, and with concrete objects.
  - Simultaneous use of the visual and auditory cues along with real objects.
- Multiple forms of communication including:
  - Different formats (i.e., pictures, signs or gestures, verbally)
  - Different levels of complexity (i.e., defining words, repeating and restating concepts; breaking communication into discrete components).
- Multiple levels of comprehension of the key concepts by:
  - Providing concrete explanations to more complex
  - Provide expanded verbal descriptions.
  - Pair teacher modeling instructions while verbally describing them.

**Strategies for Multiple Means of Engagement**

- Use of effective methods for recruiting children's interest such as:
  - following the child's lead;
  - providing choices;
  - balancing between the novel and the familiar;
  - making meaningful connections to children's prior experiences and current environments.
- Use of effective methods for sustaining children's attention and persistence by:
  - monitoring the difficulty/complexity such that children are not bored but challenged yet not frustrated;
  - providing appropriate levels of feedback and encouragement
  - balancing active movement with quiet observation
  - recruiting child initiated contributions to the discussion.

**Strategies for Multiple Means of Expression**

- Provide for the option of multiple ways in which to make a physical response including:
  - verbal responses
  - gestures
  - pointing
  - drawing and/or writing.
- Accept multiple levels of responding including:
  - length of response
  - complexity of response.
- Provide for scaffolding to support responding including:
  - a range of independent responding
  - choral responding
  - responding following a peer's response
  - responding following an adult model.

**Guiding Questions for UDL**

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<tr>
<th>Guiding Questions for UDL: Storybook Reading Example</th>
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<tbody>
<tr>
<td><strong>Have I addressed?</strong></td>
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<td>✓ Other formats to enhance or replace the book?</td>
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<td>✓ Consider multiple copies of the book for enhancing child access?</td>
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<td>✓ Adding pictures or concrete objects to support understanding?</td>
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<td>✓ Providing for multiple sensory avenues ( tactile, visual, auditory, kinesthetic)?</td>
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<tr>
<td>✓ Making the book novel but also familiar?</td>
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<td>✓ Adding movement?</td>
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<td>✓ Connecting to children’s previous experiences?</td>
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<td>✓ Establishing some brief “routines” by repeating phrases?</td>
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<td>✓ Creating anticipation by asking children to predict?</td>
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<tr>
<td>✓ Providing feedback and encouragement?</td>
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<tr>
<td>✓ Group activities for interaction and active learning?</td>
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<td>✓ What forms of expression are appropriate (talking, drawing, showing, pointing following directions, selecting) and how can I create these opportunities?</td>
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<td>✓ Have I planned enough time for everyone to express themselves?</td>
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<td>✓ Have I planned the types of scaffolding I will provide for responding?</td>
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| Have I provided...
  - a range of strategies to arouse children’s attention and curiosity by considering children’s preferences and interests; and do I support maintenance of engagement by providing a range of levels of scaffolding, repetition and appropriate challenges? |
  - for a range of formats for child responding, demonstration of what they know, and opportunities to express their ideas and preferences |
March 1, 2013

As promised during the session, we have attached copies of the lesson plan format that we use in the CSS+ curriculum (Horn, Palmer, Lieber, & Butera, 2012). Rather than give you a “blank” form I have provided you with the plans for two activities – a circle time targeting social emotional and a book reading time. Thanks for being such a great audience, Eva, Susan, Audra and Caryn
**Name of Activity**

**Large Group: Making Friends, Taking Turns**

**Curricular Objective(s)**
Children learn to use the friendly behaviors of taking turns, waiting, giving compliments, sharing and helping.

**Materials & Equipment**
Dina, Wally, “I Can Be A Super Friend” handout.

**Key Vocabulary Words for Activity**
Friendly, taking turns

**Description of Activity**
1. Have Wally tell the children how he has been successful using friendly play behaviors. He should ask the children to tell how they have been using these skills.
2. Go through the Super Friend handout book, and discuss with children about being a friend – a SUPER FRIEND.
3. Have Wally close the group reviewing the qualities of a good friend from the handout book.

**Addressing Universal Design for Learning for all Children**
1. Multiple means of representation
   - Use of Wally “telling” how he uses friendly play behaviors
   - Use of Super Friend book to represent concepts
2. Multiple means of expression
   - Let children respond to questions by pointing to pictures
   - Let children respond to questions by using choral responding following an individual response
3. Multiple means of engagement
   - Children can share their own experiences of being a super friend and friendly play behaviors
   - Use of Wally puppet

**Focused Curriculum Modifications for Individual Children**
(Environmental support; Materials adaptation; Activity simplification; Child Preference; Special Equipment; Adult Support; Peer Support; Invisible support)
Identify those planned:
Embedded Learning Opportunities for Individual Children
(List the instructional objectives of each child that is to be embedded into this activity & briefly describe how you will address each.)

Progress Monitoring Opportunities
(link to progress monitoring tool noting opportunities for collecting specific monitoring targets)
**Name of Activity**

**Literacy Activity 1:** Reviewing the Main Ideas, Key Vocabulary Words, and Making Connections to Children’s Lives (Second Reading)

**Curricular Objective(s)**

Children will review the main ideas and key vocabulary words in the book.

**Materials & Equipment**

*What Will the Weather Be Like Today?* by Paul Rogers

**Key Vocabulary Words for Activity**

weather, different types of weather (windy, rain, storm, sunny, snow), cockatoo, mole

**Description of Activity**

1. **Book Introduction:** Review vocabulary: Remind that book is about different types of weather. Ask what weather was like when they came to school today and guide discussion using vocabulary words. For example, was it windy/ rainy/ sunny when you came to school today? As you read as them, to think about animals in book and kind of weather they like.

2. **While Reading:**
   a. Insert vocabulary support: Stop periodically and provide short explanation for vocabulary. For example, a cockatoo is a white bird with a pink or yellow crest of feathers on their head. Have they ever seen a cockatoo?
   b. Support/Extend Comprehension: Ask questions throughout reading to promote extended thinking. Focus on birds and animals and types of weather they liked. For example, why does lizard want weather to be dry? Why does duck like wet weather? Why doesn’t the mole know if it is raining or not? What about the fish?

3. **After Reading:**
   a. Review story sequence: stop and ask what weather is shown in picture and which one of them likes that type of weather. Have children share their experiences, giving examples of why they like or don’t like about types of weather (i.e. windy, warm, snowy, frosty, stormy).
   b. Ask why questions that promote continued thinking: Discuss why people use different clothing items and other objects to protect themselves from weather. For example, why do we have to wear mittens when it’s cold? Why do we wear hats when playing in the sun?

4. **Letter/Phonological Awareness:** Flip through book and stop at pages discussing what kind of weather different animals and birds. Ask what animal or bird is shown on each page and together pat and count the number of syllables in each name (e.g. lizard, frog, cockatoo, mole, bee, duck, and fish). Ask the children what word has the most syllables.

**Addressing Universal Design for Learning for all Children**

1. Multiple means of representation
   - Use of pictures, verbal explanation and pointing out of words
2. Multiple means of expression
   - Letting children respond by pointing, using choral responding following the teacher’s model
3. Multiple means of engagement
   - Questioning techniques used during story reading
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