WHAT TO DO WHEN YOUR STUDENTS FALL ASLEEP IN YOUR CLASS

Universal Design for Learning: Engagement

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▪ Add your second bullet point here
▪ Add your third bullet point here
# UNIVERSAL DESIGN FOR LEARNING 2.0

## I. Provide Multiple Means of Representation

1. **Provide options for perception**
   - Options that customize the display of information
   - Options that provide alternatives for auditory information
   - Options that provide alternatives for visual information

2. **Provide options for language and symbols**
   - Options that define vocabulary and symbols
   - Options that clarify syntax and structure
   - Options for decoding text or mathematical notation
   - Options that promote cross-linguistic understanding
   - Options that illustrate key concepts non-linguistically

3. **Provide options for comprehension**
   - Options that provide or activate background knowledge
   - Options that highlight critical features, big ideas, and relationships
   - Options that guide information processing
   - Options that support memory and transfer

## II. Provide Multiple Means of Action and Expression

4. **Provide options for physical action**
   - Options in the mode of physical response
   - Options in the means of navigation
   - Options for accessing tools and assistive technologies

5. **Provide options for expressive skills and fluency**
   - Options in the media for communication
   - Options in the tools for composition and problem solving
   - Options in the scaffolds for practice and performance

6. **Provide options for executive functions**
   - Options that guide effective goal-setting
   - Options that support planning and strategy development
   - Options that facilitate managing information and resources
   - Options that enhance capacity for monitoring progress

## III. Provide Multiple Means of Engagement

7. **Provide options for recruiting interest**
   - Options that increase individual choice and autonomy
   - Options that enhance relevance, value, and authenticity
   - Options that reduce threats and distractions

8. **Provide options for sustaining effort and persistence**
   - Options that heighten salience of goals and objectives
   - Options that vary levels of challenge and support
   - Options that foster collaboration and communication
   - Options that increase mastery-oriented feedback

9. **Provide options for self-regulation**
   - Options that guide personal goal-setting and expectations
   - Options that scaffold coping skills and strategies
   - Options that develop self-assessment and reflection
UDL 3.0

Main change: Engagement comes first

http://udlguidelines.cast.org
INCREASING ENGAGEMENT IN CLASS
MULTIPLE MEANS OF ENGAGEMENT

Why are you here?
Your poll will show here

1
Install the app from pollev.com/app

2
Make sure you are in Slide Show mode

Still not working? Get help at pollev.com/app/help
or
Open poll in your web browser
CHECKPOINT 7: RECRUITING INTEREST

▪ Includes:
  ▪ Allowing for individual choice and autonomy
    ▪ Optimizing relevance, value, and authenticity
      ▪ What’s your hook?
  ▪ Minimizing threats and distractions
CHECKPOINT 7.2: INCREASING RELEVANCE

- Vary activities and sources of information so that they can be:
  - Personalized and contextualized to learners’ lives
  - Culturally relevant and responsive
  - Socially relevant
  - Age and ability appropriate
  - Appropriate for different racial, cultural, ethnic, and gender groups

- Design activities so that learning outcomes are authentic, communicate to real audiences, and reflect a purpose that is clear to the participants

- Provide tasks that allow for active participation, exploration and experimentation

- Invite personal response, evaluation and self-reflection to content and activities

- Include activities that foster the use of imagination to solve novel and relevant problems, or make sense of complex ideas in creative ways

http://udlguidelines.cast.org/engagement/recruiting-interest/relevance-value-authenticity
CHECKPOINT 8: SUSTAINING EFFORT & PERSISTENCE

- Includes:
  - Heighten salience of goals and objectives
  - Vary demands and resources to optimize challenge
  - Foster collaboration and community
  - Increase mastery-oriented feedback
CHECKPOINT 8.1: HEIGHTEN SALIENCE

- Clarify goals of learning activities
  - Prompt or require learners to explicitly formulate or restate goal
  - Display the goal in multiple ways
  - Encourage division of long-term goals into short-term objectives
  - Demonstrate the use of hand-held or computer-based tools
  - Use prompts or scaffolds for visualizing desired outcome
  - Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their cultural background and interests

http://udlguidelines.cast.org/engagement/effort-persistence/goals-objectives
CHECKPOINT 8.3: FOSTER COLLABORATION

- How can you create meaningful collaboration experiences in your classes?
  - Create cooperative learning groups with clear goals, roles, and responsibilities
  - Create school-wide programs of positive behavior support with differentiated objectives and supports
  - Provide prompts that guide learners in when and how to ask peers and/or teachers for help
  - Encourage and support opportunities for peer interactions and supports (e.g., peer-tutors)
  - Construct communities of learners engaged in common interests or activities
  - Create expectations for group work (e.g., rubrics, norms, etc.)

http://udlguidelines.cast.org/engagement/effort-persistence/collaboration-community
CHECKPOINT 8.3: FOSTER COLLABORATION

Making group work a win for your students

Common Sense Education https://www.youtube.com/watch?v=pzr5x2cLljg
CHECKPOINT 9: SELF-REGULATION

- Includes:
  - Promote expectations and beliefs that optimize motivation
  - Facilitate personal coping skills and strategies
  - Develop self-assessment and reflection
CHECKPOINT 9.1: PROMOTE MOTIVATING BELIEFS (“GROWTH MINDSET”)

- Provide prompts, reminders, guides, rubrics, checklists that focus on:
  - Self-regulatory goals like reducing the frequency of aggressive outbursts in response to frustration
  - Increasing the length of on-task orientation in the face of distractions
  - Elevating the frequency of self-reflection and self-reinforcements

- Provide coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses

- Support activities that encourage self-reflection and identification of personal goals
QUESTIONS?

- Discussion Group following panel will focus on opportunities for action/expression as another option for keeping students awake