# Office of Catholic Schools – GRACE Teachers Training 4.28.23

## Tying it all Together

Lara Francisco, Education Specialist
Kristin Ainslie, Partner Manager and Education Specialist

UNIVERSITY *of* WASHINGTON

HARING CENTER
FOR INCLUSIVE EDUCATION

W

Welcome!
We are glad you are here!

# Hello!  I'm Lara

➢ Education Specialist with the Haring Center since 2019

➢ Special Education, Elementary Education and Math Intervention

➢ Originally from Kodiak, AK - now living in Seattle

➢ Recent "empty nester"
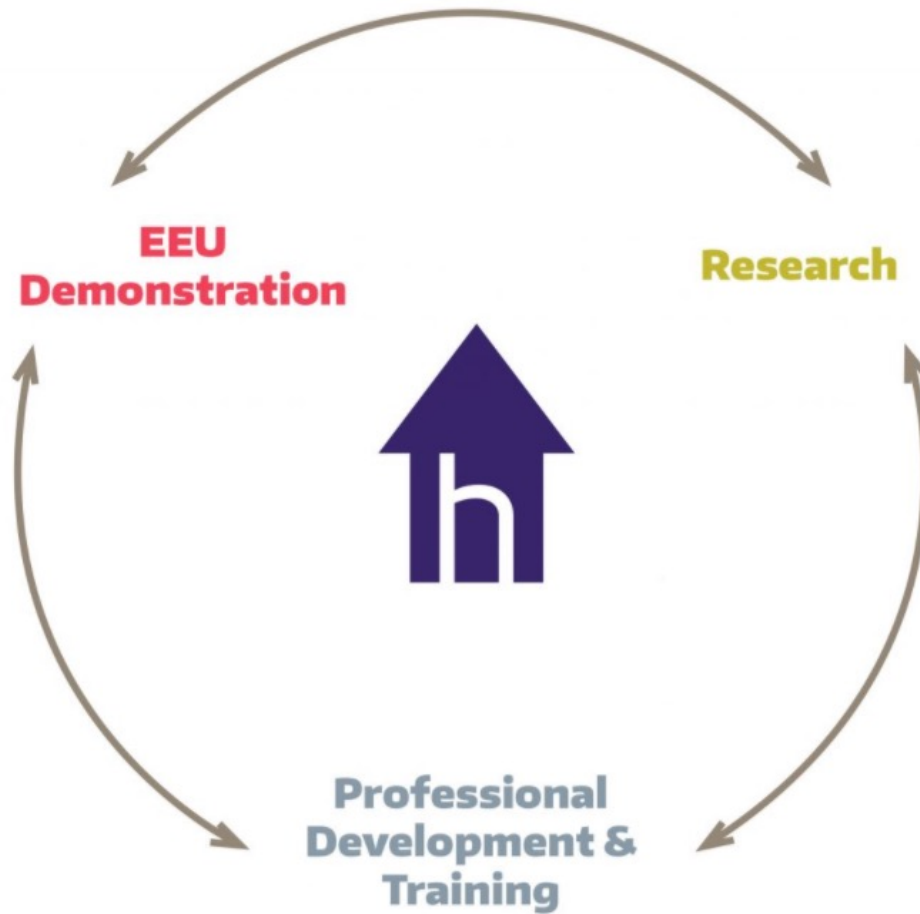
# HELLO THERE,
# I'm Kristin Ainslie!

M.Ed in ECSE and have worked in various roles in education for over 25 years!

Curriculum Writer for National Center for Quality Teaching and Learning and Head Start Center for Inclusion.

Currently, a Program Manager & Education Specialist with Haring Center's Professional Development Unit (coaching and consulting) and a Family Support Coordinator with Haring Center's Experimental Education Unit (school)

# UW's Haring Center



EEU
Demonstration

Research

Professional
Development &
Training

**W** HARING CENTER
**FOR INCLUSIVE EDUCATION**

# Objectives

1. Participants will gain an understanding of what drives challenging student behavior

2. Participants will learn the functions of behavior as well as how to identify the function(s)

3. Participants be provided with the opportunity to "UDLify" instructional lessons

4. Participants will be provided time to discuss real-life Problems of Practice

# Agenda

- **8:30 – 8:45**     **Introductions, Prayer, Announcements, Celebrations**

- **8:45 – 9:45**     **Problems of Practice revisit**

- **9:45 – 12:00**     **Haring Center – Looking at Behavior**
  - Including a break

- **12:00 – 12:30**     **Lunch**

- **12:30 – 3:00**     **Haring Center – UDL review and lesson planning**

- **3:00 – 3:30**     **Wrapping it all up**

Google Drive with all materials

# Raffle!

At the end of our session, there will be a raffle for the book:

**Flexible and Focused:** **Teaching Executive Function Skills to Individuals with Autism and Attention Disorders**

# Ice Breaker

5 Finger Showdown!

If any of the following experiences apply to you, put one finger down.

- I have had a broken bone
- I am an only child
- I have been to the Grand Canyon
- I played sports in High School and/or College
- I got a pet during the Covid lockdown period
- I have visited another country
- I was born in Washington state
- I am afraid of spiders
- I have allergies
- I have visited the tulips in Skagit Valley

## Let's Review

**September –**     **School Wide PBIS**
                       **Universal Design for Learning**

**November -**     **Social Emotional Learning**
                       **Deeper Dive into UDL**

**February -**     **Bringing it back to my school – Seed Packet Reflection**

**April -**     **Tying it all Together and Next Steps – Behavior and POPs**

**HARING CENTER**
**FOR INCLUSIVE EDUCATION**

# The Haring Center

- Leadership and Systems
  - **Inclusive vision**
  - MTSS
  - **SWPBIS**
- Effective Practice
  - **UDL**
  - **PBIS**
  - Tier 1
- Community
  - **Staff**
  - **Classroom**
  - **School**
  - Families



**W HARING CENTER**
**FOR INCLUSIVE EDUCATION**

# One thing we haven't spent a lot of time discussing is - Student Behavior

- What is behavior
- Why does it occur
- How to prevent it

# Managing Behaviors that are Challenging to Us

HARING CENTER
FOR INCLUSIVE EDUCATION

# What do we mean when we say, "challenging behavior?"

A repeated pattern of behavior that interferes with learning or engagement in interactions with peers and adults

Behavior that interferes with learning or one's quality of life

# What is Challenging Behavior?

- Self-injury

- Injury to others

- Causes damage

- Interferes with the child learning

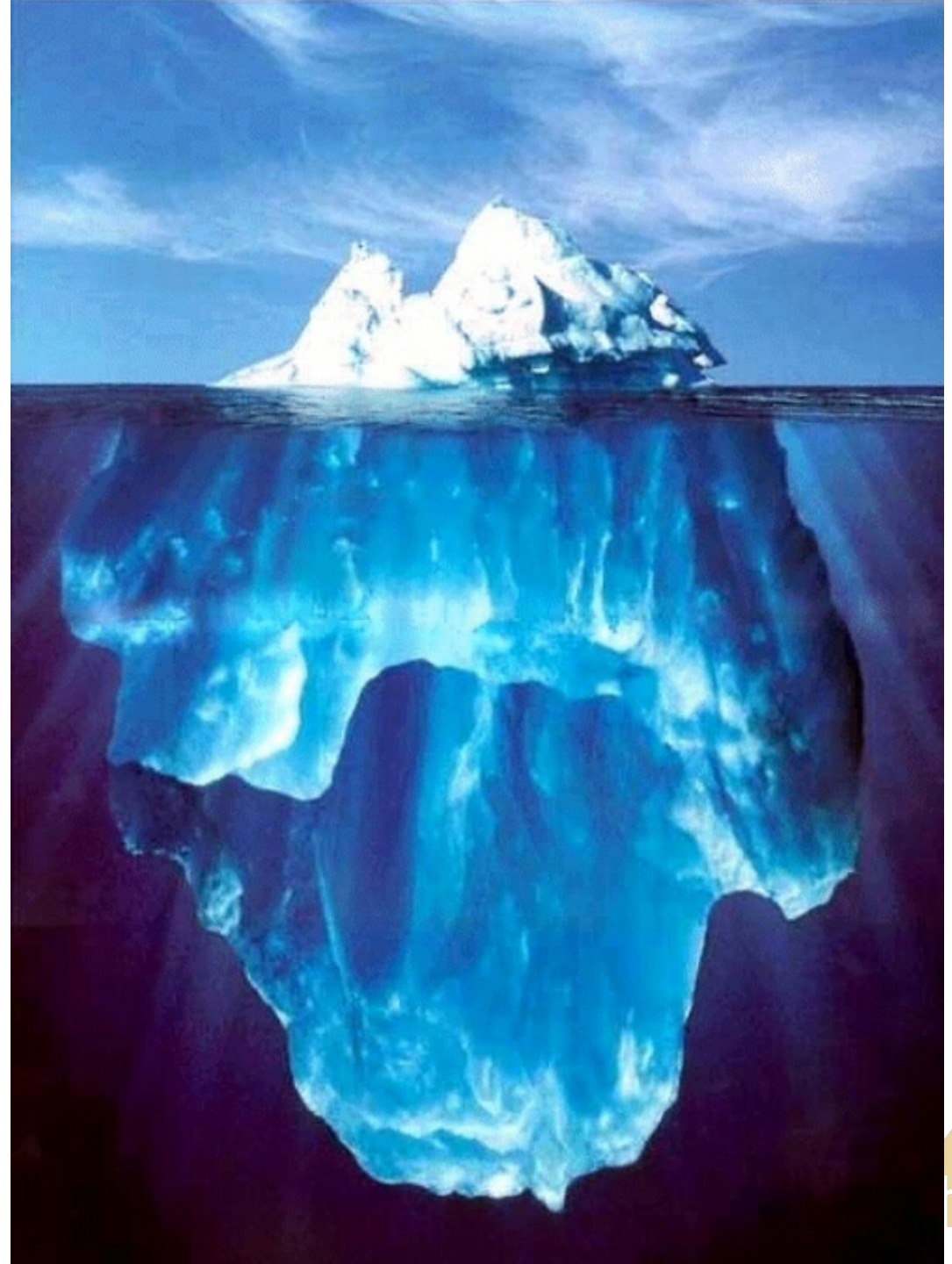- Interferes with the child's relationship

- Interferes with family life
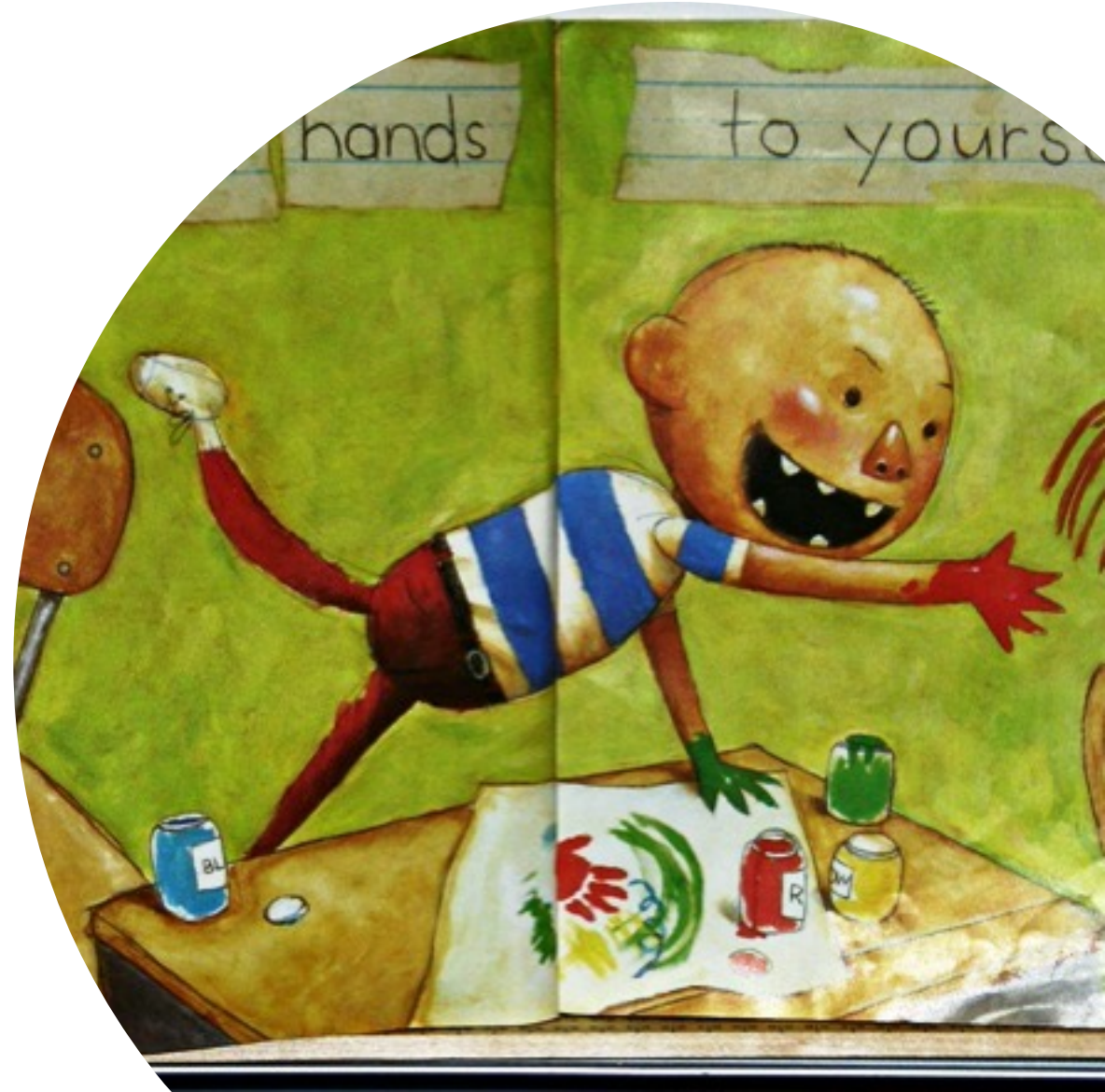
Behavior = Communication

# Behavior is an Iceberg...

Behavior

Potential unmet need

# Why do children engage in behavior that is challenging for teachers?

- Communication – they are trying to tell us something. They have an UNMET need.
  - Medical reasons – don't feel well
  - Social emotional environment
    - Neglect or trauma
    - Lack of opportunity to learn & practice
    - Discontinuity between school & home
  - Biological differences
    - Language delays
    - Social-emotional delays
    - Developmental disability

# Why do teachers interpret children's behavior as challenging?

Hot Buttons Activity

First, talk to your colleagues about what behaviors push your buttons.

Then, how these behaviors make you feel,

Last, what you do in the moment when this happens.

## NCPMI **Hot Buttons**

Write three behaviors that "push your buttons."

| 1. | 2. | 3. |
|----|----|----|
|    |    |    |

Write the emotion word that describes the way each of these behaviors makes you feel.

| 1. | 2. | 3. |
|----|----|----|
|    |    |    |

What is the impact of your feelings? How do you respond to each of these behaviors? Write down how you act/react towards a child when he or she displays each behavior.

| 1. | 2. | 3. |
|----|----|----|
|    |    |    |

How do these behaviors and your response impact the relationship you have with the child?

| 1. | 2. | 3. |
|----|----|----|
|    |    |    |

How do the child's behaviors and your response impact the relationship you have with the family?

| 1. | 2. | 3. |
|----|----|----|
|    |    |    |

# At your table …

- Discuss your hot buttons
- Reflect on self-care strategies

Along with knowing your "hot buttons", think about the lens through which you view student behavior, challenging behavior.



Retrain Your Brain
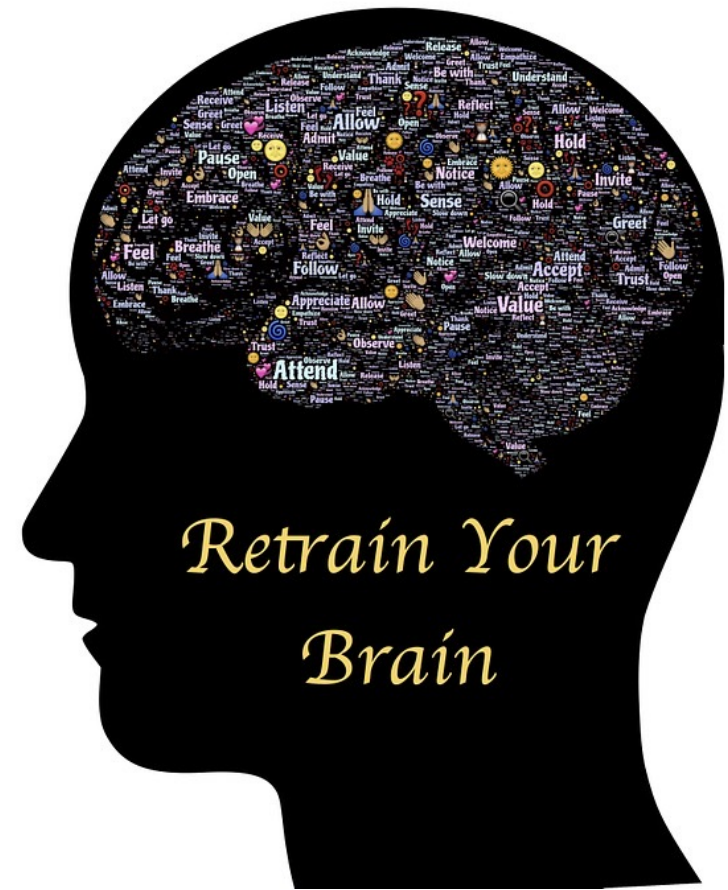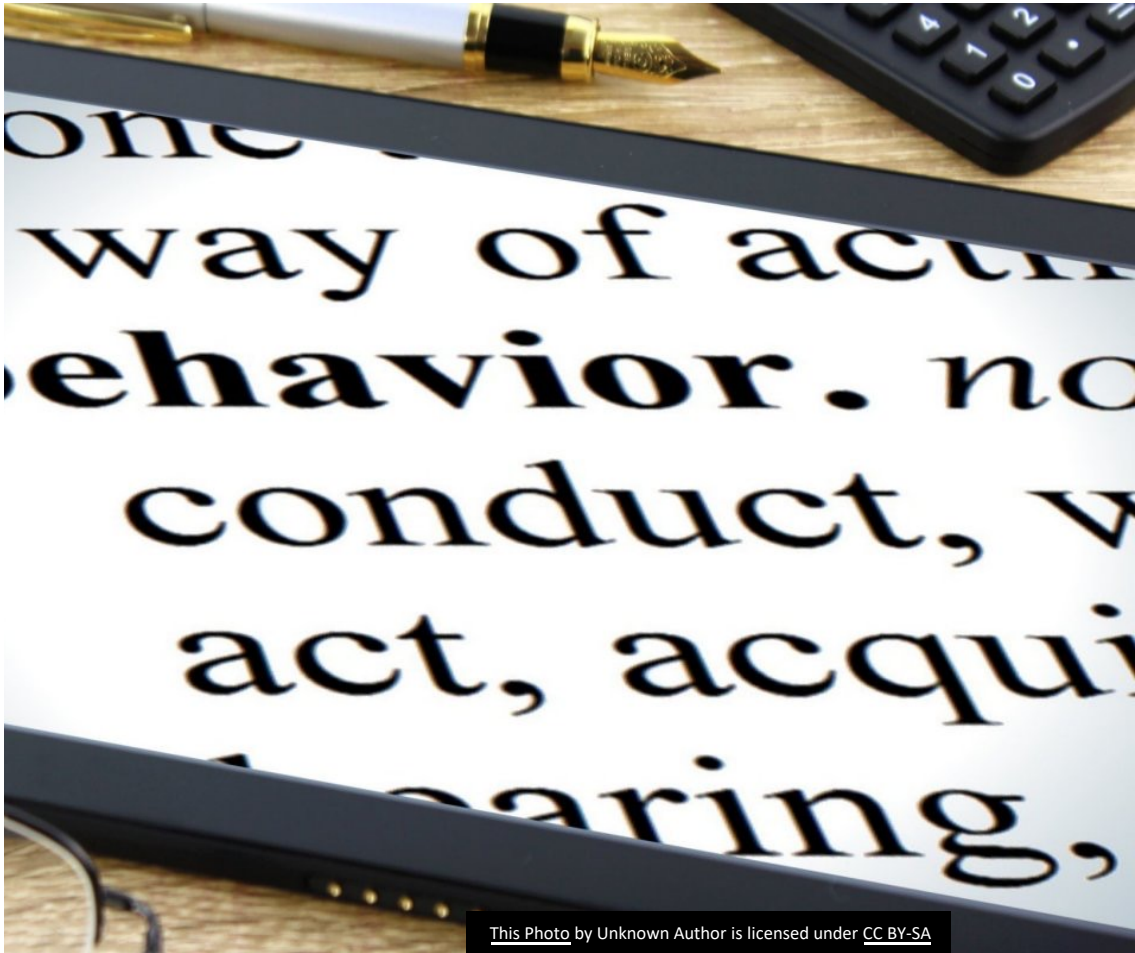
# Micro Lens

- Seeing only the diagnosis
- Seeing only the behavior
- Allowing the behavior to define the child
- Focusing on "fixing" the behavior
- Ignoring the behavior(s) **

# Macro Lens

- Behavior that is challenging interferes with learning, quality of life, social activities
- Behavior = Communication
- Potential unmet need
- Medical reasons
- Biological reasons
- Social Emotional reasons
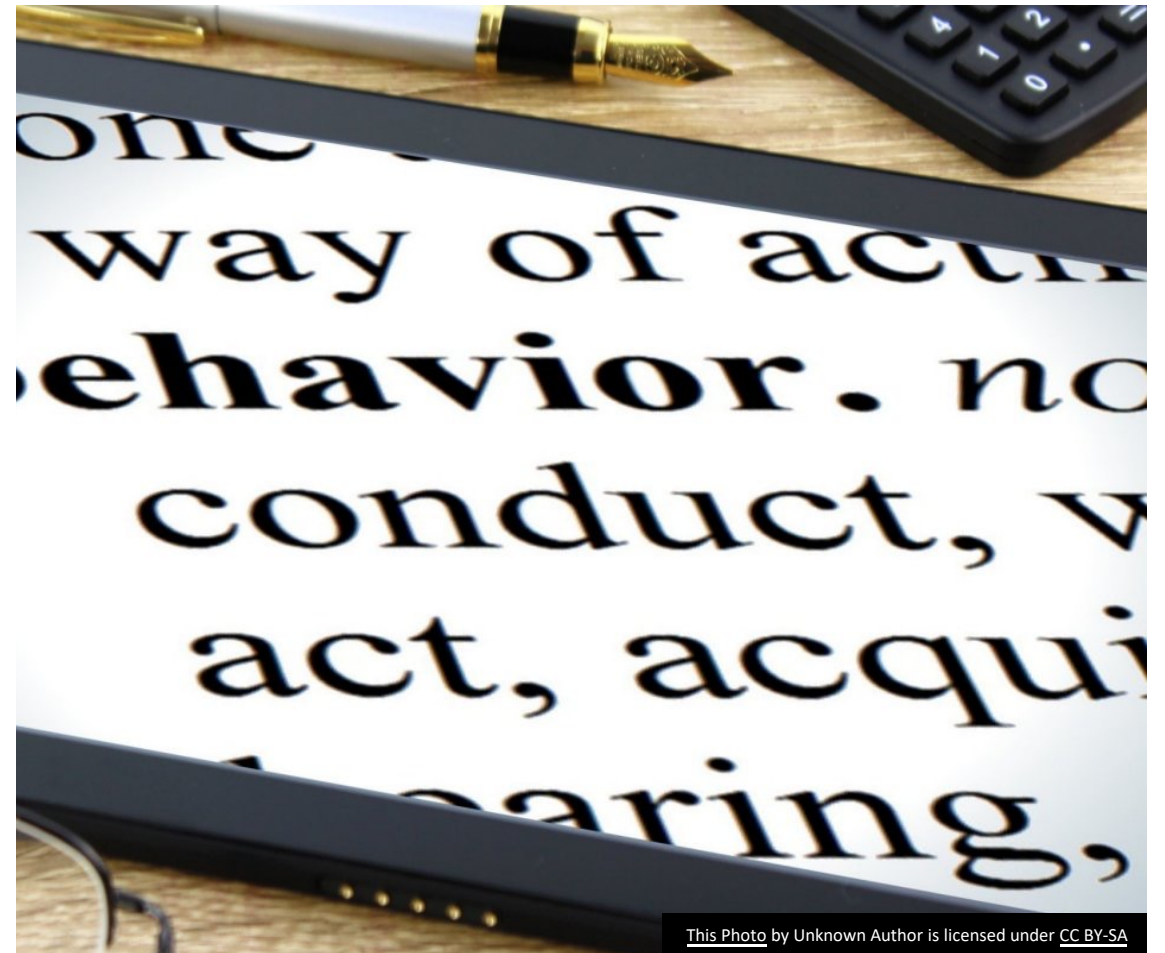
"If you've met one individual with autism, you've met one individual with autism" – Dr. Stephen Shore

"Autism is one word attempting to describe millions of different stories" – Kerry Magro

# Do children with the same diagnosis present the same behavior?

Research shows that people with the same diagnosis can have quite different patterns and levels of functioning. For example, in neurodevelopmental disorders, researchers found that the diagnostic information does not provide an adequate representation of the child functioning. Frequently, there are problems in several areas of development or even other diagnosed conditions.

**Therefore, knowing the diagnosis tells us very little about the child functioning.**

EarlyYearsBlog.eu

AN ADHD DIAGNOSIS IS NOT AN "EXCUSE" TO MISBEHAVE, IT IS AN INDICATION THAT RIGHT NOW YOUR CHILD IS UNABLE TO MAKE A BETTER CHOICE. DON'T BLAME YOUR CHILD OR HER BEHAVIOR, FIND OUT WHY SHE IS STUCK.

www.hyperhealing.org     HyperHealing
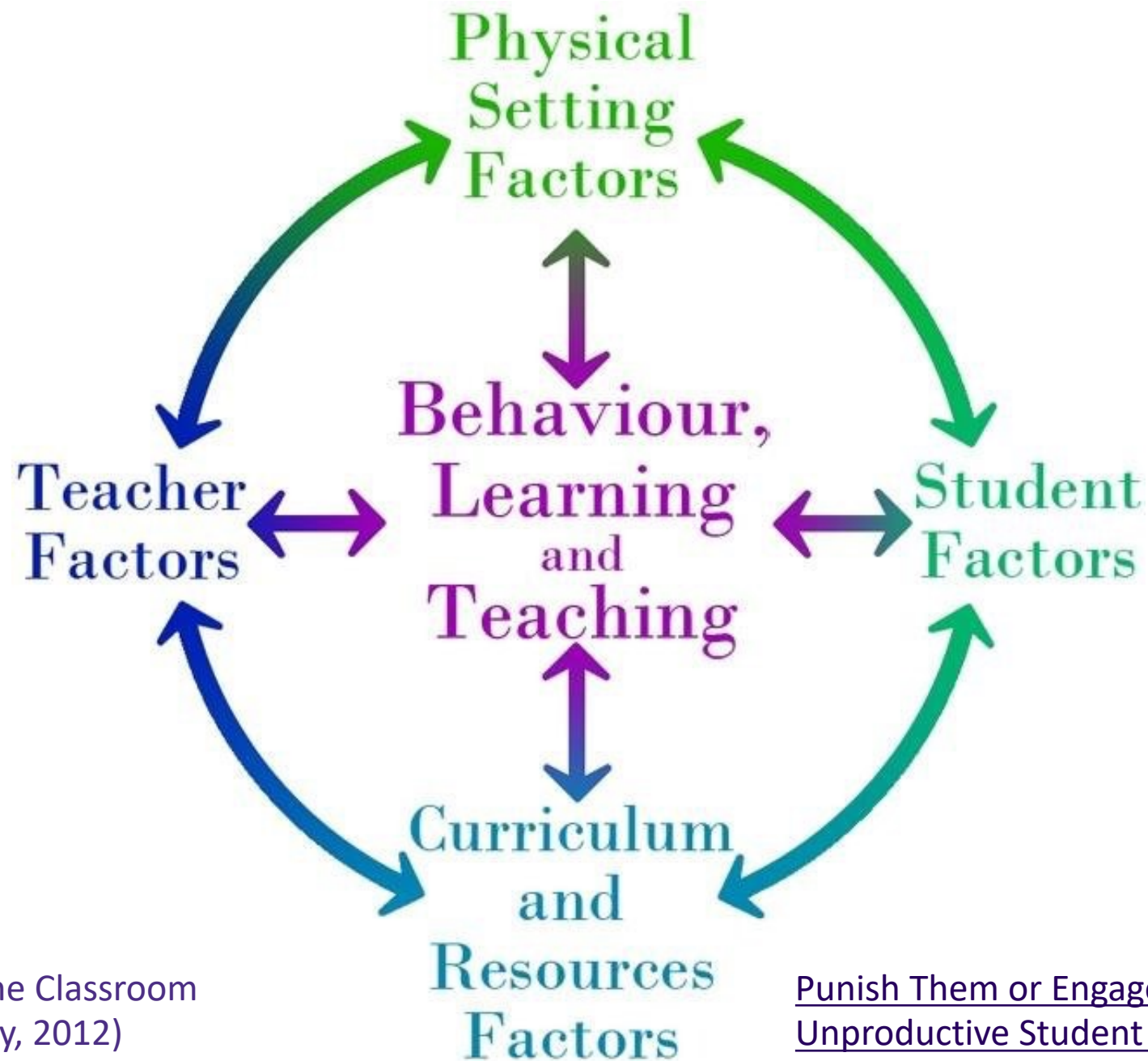
Ecological Model of the Classroom
(adapted from Conway, 2012)

Punish Them or Engage Them? Teachers' Views of
Unproductive Student Behaviors in the Classroom

# We know that:

> **Behavior = Communication**

> **Potential unmet need**

> **It's important to reflect on our personal triggers as well as the lens through which we view the behavior of others**

**Let's take a look at WHY behind behavior**

**HARING CENTER**
**FOR INCLUSIVE EDUCATION**

# Functions of Behavior - SEAT

**Sensory** – choosing to use one of our senses for pleasure or relief

**Escape** – choosing to escape situations that are unpleasant

**Attention** – choosing to gain attention from others, negative or positive

**Tangible** – choosing access to a desired object or activity

W HARING CENTER
FOR INCLUSIVE EDUCATION

# Function of behavior: Sensory

- **Maggie (third grader) is agitated because the tag on the back of her shirt is uncomfortable. After feeling it itch and scratch her back all morning, wiggling in her seat, she yells "STOP IT!" after a peer attempts to grab her pencil. Her teacher is shocked at her outburst and sends her to the principal.**

# Function of Behavior: Attention

- **Callie's friends laugh as she imitates a character from the latest Minons movie in her ELA class. Her teacher sternly tells them to stop giggling and pay attention to the lesson. Callie quiets down, but continues the impression when her teachers' back is turn. Laughter disrupts the class, and Callie is sent to sit in the back of the room.**

# Function of Behavior: Tangible

A group of middle schoolers are playing soccer after lunch. Nico walks over and grabs the ball with his hands and walks to the goal. Another student yells and knocks the ball out of Nico's hands. The group resumes their soccer game. Nico again grabs the ball and runs to the other side of the field and throws it into the goal and yells "Goal!"

## Function of Behavior: Escape

- In Spanish class, Julian comes in late and slumps down in his chair and puts his head on his desk. The teacher asks the class a question in Spanish and waits for an answer. She says "Julian, please sit up and do you have a late pass?" Julian keeps his head down and starts kicking the leg of his desk which makes a loud screeching sound on the floor. The teacher asks him to stop. He doesn't stop and doesn't look up from his desk. The teacher asks him to leave the class and calls the office to say that he will be coming down.

It's all fun and games until someone figures out the function of your behavior.
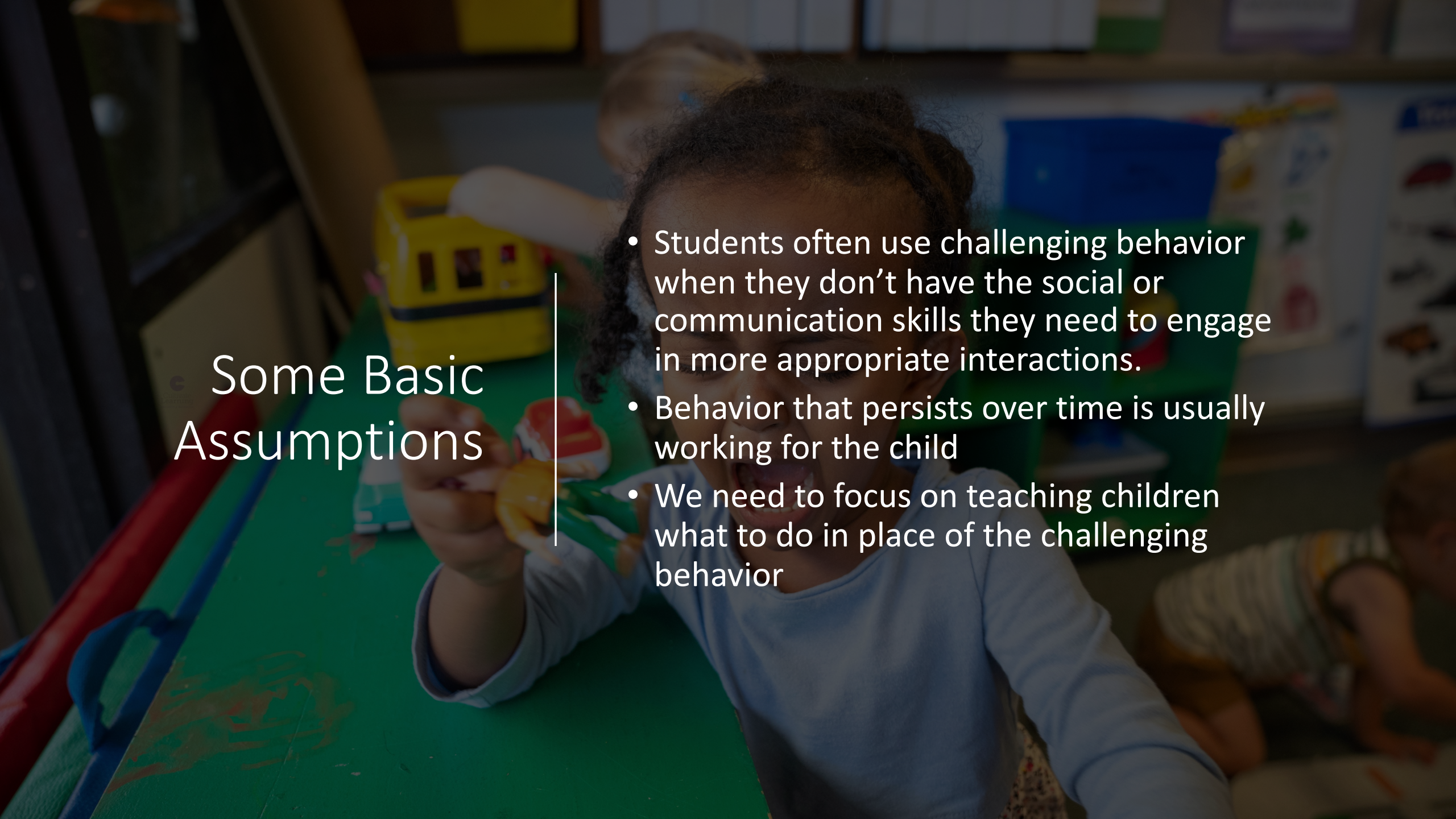
# Reflection

- Think about learners who have had challenging behavior
- What are some possible functions for their behavior?
- Can there be more than one function at a time?
- Think about a learner in your class right now that has felt challenging – what might they trying to be communicating?
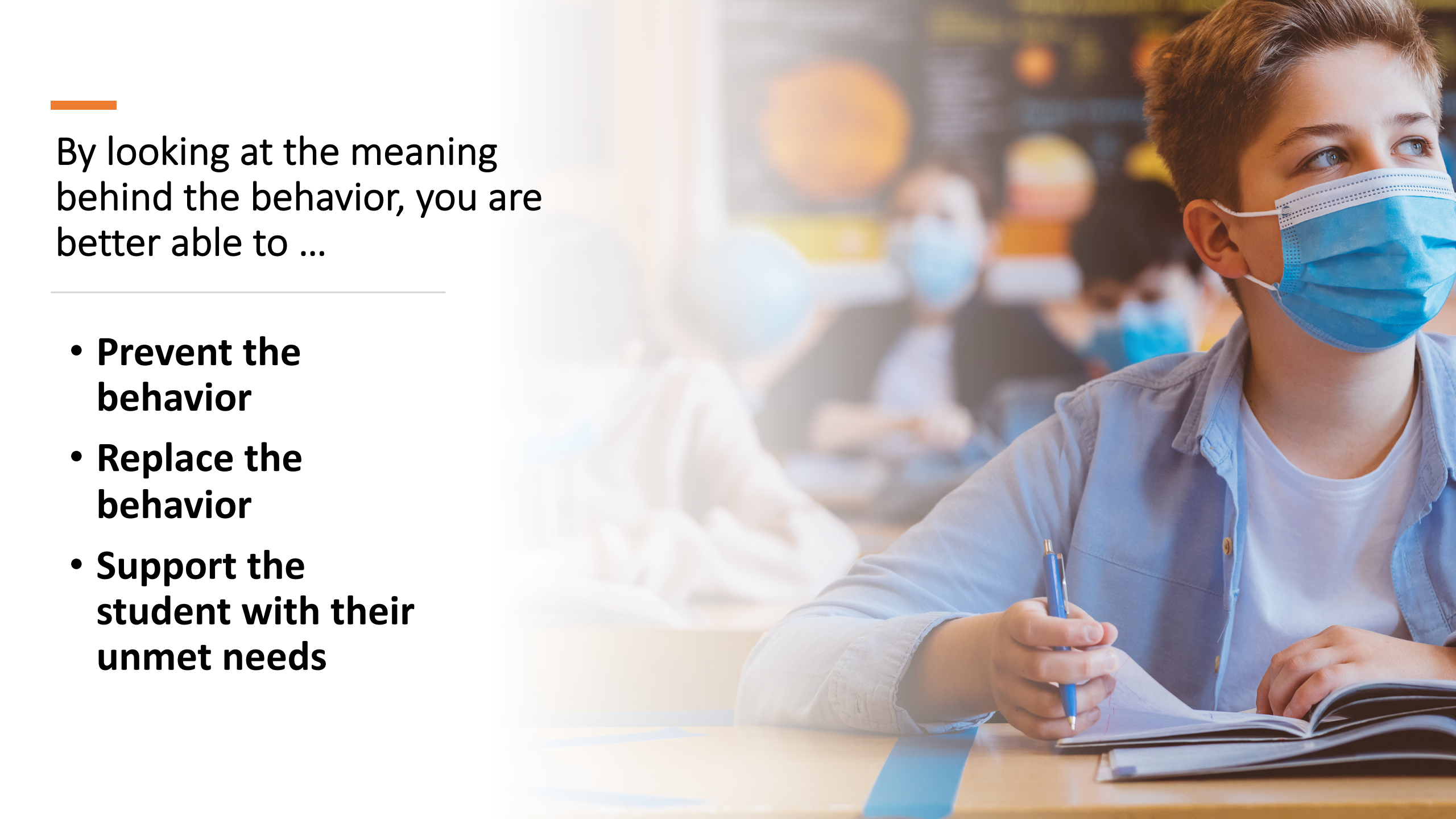
# Some Basic Assumptions

- Students often use challenging behavior when they don't have the social or communication skills they need to engage in more appropriate interactions.
- Behavior that persists over time is usually working for the child
- We need to focus on teaching children what to do in place of the challenging behavior

By looking at the meaning behind the behavior, you are better able to …

- **Prevent the behavior**

- **Replace the behavior**

- **Support the student with their unmet needs**

"Negative" attention is still attention

And peer attention is incredibly powerful

# Catch Kids Being Good

**3:1 or 5:1 ratio or positive comments: directions/negative comments**

# View behavior through a macro lens

- Look at the WHOLE child

- What is the function behind the behavior

- What is happening outside of school

- Build Relationships

- Create a safe space

# Set and Teach Expectations

- **Provide clear directions and expectations so students understand what to do across all settings and environments at school**

# School Wide Positive Behavior Supports

Guiding Principle:
We teach behavior the same way we teach academics

# Positive Behavior Interventions & Supports

- **Approach to dealing with challenging behaviors that emphasizes:**
  - **Prevention**
  - **Teaching alternative behaviors**
- **Assumes all challenging behaviors have a communicative function**
- **Improves the quality of life of the child and family**

PBIS (and SWPBIS) helps us plan for supporting learners in our schools, teaching expectations, and providing more support as needed

# Reinforcement Strategies

- Used to:
  - Strengthening desired behavior
  - Promoting the use of new communication skills to replace problem behaviors
  - Decrease the occurrence of problem behaviors
- Principles
  - Maximize reinforcement for appropriate behaviors
  - Redirect to alternative behaviors
  - Minimize reinforcement for inappropriate behaviors

# Reinforcement



- Any event that **increases** the occurrence of the behavior it **follows**

# Everyone is motivated by reinforcement

Students come to us with a powerful history of reinforcement!

# But, just because we like something doesn't mean it is a reinforcer...

- I enjoy Diet Coke, but won't work for it
- But...I will work for Molly Moon's Salted Caramel

# Reinforcer Inventory

**Child's Name:**_____ **Date:**_____

Please Mark the items/activities that your child prefers.

X = Something they like a lot

☺ = Something they LOVE (Favorite)

It is recommended that adults review/revisit this form periodically as desirable items tend to change frequently!

## Social Reinforcers

- ☐ Adult attention
- ☐ Hugs
- ☐ Kisses
- ☐ Sit in Adults Lap
- ☐ High five/Knuckle Bumps
- ☐ Verbal Praise
- ☐ Thumbs up sign
- ☐ Group Cheers
- ☐ Applause
- ☐ Eye Contact
- ☐ Tickles
- ☐ Hand Shakes

## Sensory Reinforcers

- ☐ Vibrating Toys
- ☐ Roll up in a Blanket
- ☐ Blowing Bubbles
- ☐ Swinging
- ☐ Being Held/Picked Up
- ☐ Squeezes
- ☐ Back Rub/Scratched
- ☐ Shoes Off
- ☐ Being Brushed
- ☐ Twirl Around/Spin
- ☐ Jumping
- ☐ Tickles

## Activity Reinforcers

- ☐ Puzzles
- ☐ Manipulatives (Peg Board, beads)
- ☐ Legos/Blocks
- ☐ Dress up (hats, jewelry, dresses)
- ☐ Drawing
- ☐ Computer
- ☐ Painting
- ☐ Riding toys
- ☐ Water play
- ☐ Books
- ☐ Sand play
- ☐ Going for a Walk

- What sort of challenging behaviors do you see in your classrooms?

- What do you do in your programs to **prevent** challenging behavior?

- What reinforcement strategies have you implemented?
  - successful or not successful

| A | B | C |
| Antecedent | Behavior | Consequence |
| --- | --- | --- |
| Events that occur immediately BEFORE the behavior | A response to the things and events around us at any given time. | Events that occur immediately AFTER the behavior |
| Can be manipulated or changed to increase or decrease the likelihood that the student will engage in challenging behavior. | | Can be manipulated and changed to increase or decrease the likelihood that the student will engage in that same behavior. |

# Determining the Function

Function is determined by evaluating results of data collection

| What tends to happen just before the behavior occurs? | What tends to happen just after the behavior occurs? |
|---|---|
| • Trigger | • Maintaining consequence |

| Antecedent | Behavior | Consequence |
| --- | --- | --- |
| See cracker | Say "cracker" | Get cracker |
| Teacher gives group instruction | Spit on floor | Everyone laughs |
| See iron | Touch iron | Get burned |
| Peer takes toy | Other peer hits | Peer gives toy back |

Student Name: _____ A-B-C Date: _____
Data Collection Form

| Time | Setting & Staff | Antecedent (What happened before the Behavior?) | Behavior (Describe the behavior of concern?) | Consequence (What were the results/reactions?) | Comments |
|------|-----------------|--------------------------------------------------|-----------------------------------------------|--------------------------------------------------|----------|
|      |                 |                                                  |                                               |                                                  |          |
|      |                 |                                                  |                                               |                                                  |          |
|      |                 |                                                  |                                               |                                                  |          |
|      |                 |                                                  |                                               |                                                  |          |

# Reflect & Chat

Think about learners who have had challenging behavior

Using the framework of the ABC Data Collection Form ...

What are some possible functions for their behavior?

What might this student be trying to communicate?

# Putting it into action …



ROLL | SCENE | TAKE

Director

Camera
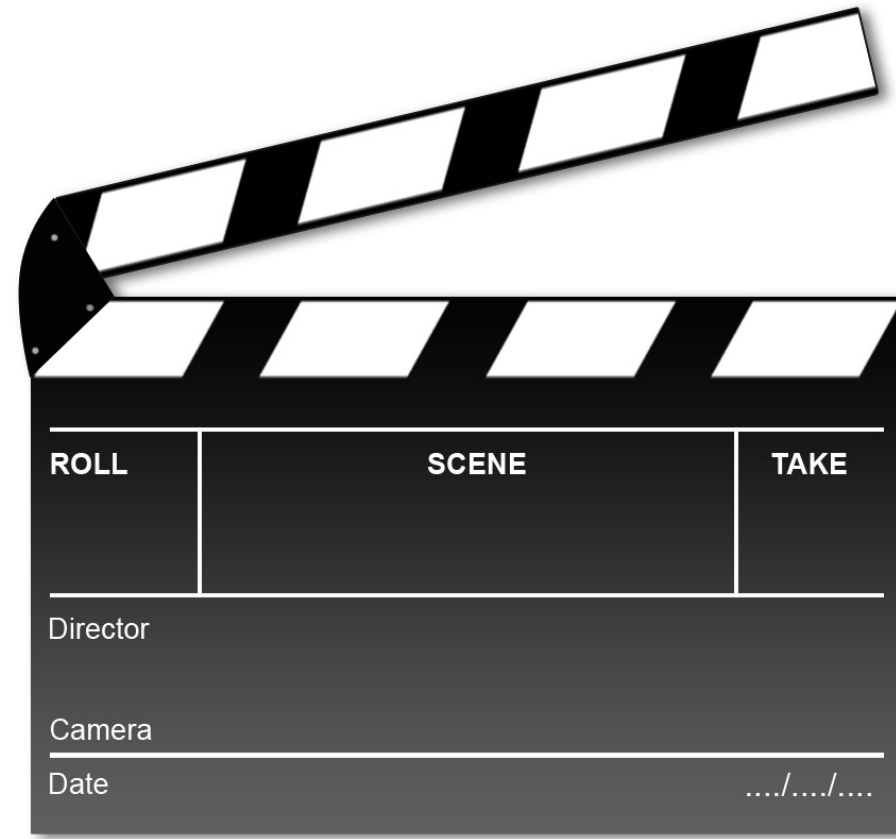
Date ..../..../....

**ABC Data Sheet**

| Date: | Time: | Antecedant: Description of what, where, who, and how right before Behavior. | Behavior: Description of what behaviors occurred, intensity of behavior, duration of behavior, etc. | Consequence: Description of what occurred immediately following behavior, what did you do, what changed in the environment, what were others responses. |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

---

**ABC Data Sheet – Version 2**

Record each instance of one behavior, as well as the antecedent (what happened right before the behavior), the consequence (what happened right after the behavior), and what the **possible** function of that behavior was (what outcome did it achieve for the child/student?).

Describe the target behavior: _____

| Date/ Time | Setting Events (what's going on at that day/time? Tired/didn't sleep well, substitute teacher, etc.) | Antecedent | Behavior | Consequence | Function (Attention, Access to items/ activities, Escape, Sensory) |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

# Video #1

# Video #2

HARING CENTER
FOR INCLUSIVE EDUCATION

# Reflect & Chat

How did it go?

Thoughts?

Is this something that you would feel comfortable:

Doing?

Sharing?

Teaching/Explaining

Questions?

# Let's Review

- **Challenging Behavior**

- **Functions of Behavior**

- **Tools for Managing Challenging Behavior**

- **Collecting ABC Data**

# Universal Design for Learning (UDL)

# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

**1: Provide options for perception**

1.1 Offer ways of customizing the display of information

1.2 Offer alternatives for auditory information

1.3 Offer alternatives for visual information

**2: Provide options for language, mathematical expressions, and symbols**

2.1 Clarify vocabulary and symbols

2.2 Clarify syntax and structure

2.3 Support decoding of text, mathematical notation, and symbols

2.4 Promote understanding across languages

2.5 Illustrate through multiple media

**3: Provide options for comprehension**

3.1 Activate or supply background knowledge

3.2. Highlight patterns, critical features, big ideas, and relationships

3.3 Guide information processing, visualization, and manipulation

3.4 Maximize transfer and generalization

**Resourceful, knowledgeable learners**

## II. Provide Multiple Means of Action and Expression

**4: Provide options for physical action**

4.1 Vary the methods for response and navigation

4.2 Optimize access to tools and assistive technologies

**5: Provide options for expression and communication**

5.1 Use multiple media for communication

5.2 Use multiple tools for construction and composition

5.3 Build fluencies with graduated levels of support for practice and performance

**6: Provide options for executive functions**

6.1 Guide appropriate goal-setting

6.2 Support planning and strategy development

6.3 Facilitate managing information and resources

6.4 Enhance capacity for monitoring progress

**Strategic, goal-directed learners**

## III. Provide Multiple Means of Engagement

**7: Provide options for recruiting interest**

7.1 Optimize individual choice and autonomy

7.2 Optimize relevance, value, and authenticity

7.3 Minimize threats and distractions

**8: Provide options for sustaining effort and persistence**

8.1 Heighten salience of goals and objectives

8.2 Vary demands and resources to optimize challenge

8.3 Foster collaboration and community

8.4 Increase mastery-oriented feedback

**9: Provide options for self-regulation**

9.1 Promote expectations and beliefs that optimize motivation

9.2 Facilitate personal coping skills and strategies

9.3 Develop self-assessment and reflection

**Purposeful, motivated learners**

⊙ CAST

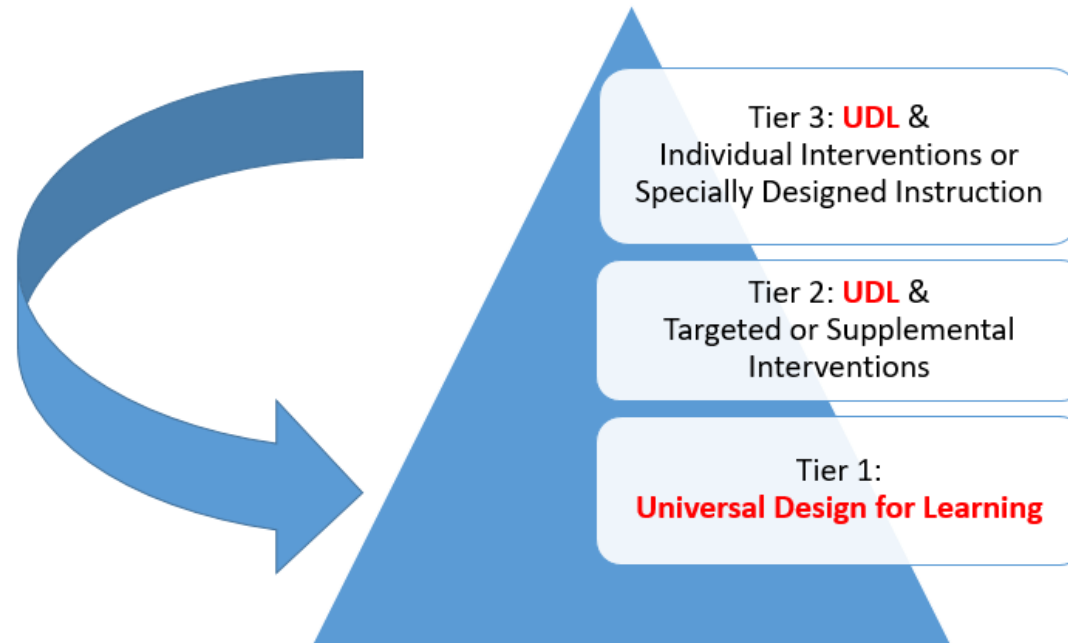| I. Provide Multiple Means of Representation | II. Provide Multiple Means of Action and Expression | I. Provide Multiple Means of Engagement |
|---|---|---|
| **1. Provide options for perception**<br>1.1 Offer ways of customizing the display of information<br>1.2 Offer alternatives for auditory information<br>1.3 Offer alternatives for visual information | **4. Provide options for physical action**<br>4.1 Vary the methods for response and navigation<br>4.2 Optimize access to tools and assistive technologies | **7. Provide options for recruiting interest**<br>7.1 Optimize individual choice and autonomy<br>7.2 Optimize relevance, value, and authenticity<br>7.3 Minimize threats and distractions |
| **2. Provide options for language, mathematical expressions, and symbols**<br>2.1 Clarify vocabulary and symbols<br>2.2 Clarify syntax and structure<br>2.3 Support decoding of text, mathematical notation, and symbols<br>2.4 Promote understanding across languages<br>2.5 Illustrate through multiple media | **5. Provide options for expression and communication**<br>5.1 Use multiple media for communication<br>5.2 Use multiple tools for construction and composition<br>5.3 Build fluencies with graduated support for practice/performance | **8. Provide options for sustaining effort and persistence**<br>8.1 Heighten salience of goals and objectives<br>8.2 Vary demands and resources to optimize challenge<br>8.3 Foster collaboration and community<br>8.4 Increase mastery-oriented feedback |
| **3. Provide options for comprehension**<br>3.1 Activate or supply background knowledge<br>3.2 Highlight patterns, critical features, big ideas, and relationships<br>3.3 Guide information processing, visualization, and manipulation<br>3.4 Maximize transfer and generalization | **6. Provide options for executive functions**<br><br>6.1 Guide appropriate goal-setting<br>6.2 Support planning and strategy development<br>6.3 Facilitate managing information and resources<br>6.4 Enhance capacity for monitoring progress | **9. Provide options for self-regulation**<br>9.1 Promote expectations and beliefs that optimize motivation<br>9.2 Facilitate personal coping skills and strategies<br>9.3 Develop self-assessment and reflection |
| Resourceful, knowledgeable Learners | Strategic, goal-directed learners | Purposeful, motivated learners |

UDL aligns nicely with every level of MTSS



Universal Design for Learning:
Proactive, Iterative, Intentional Lesson Design

Tier 3: **UDL** &
Individual Interventions or
Specially Designed Instruction

Tier 2: **UDL** &
Targeted or Supplemental
Interventions

Tier 1:
**Universal Design for Learning**

https://www.sst6.org/UDLandMulti-TieredSystemsofSupportsMTSS.aspx

This Photo by Unknown Author is licensed under CC BY-SA-NC

# UDL supports all learners

- Dual Language Learners

- Students with disabilities

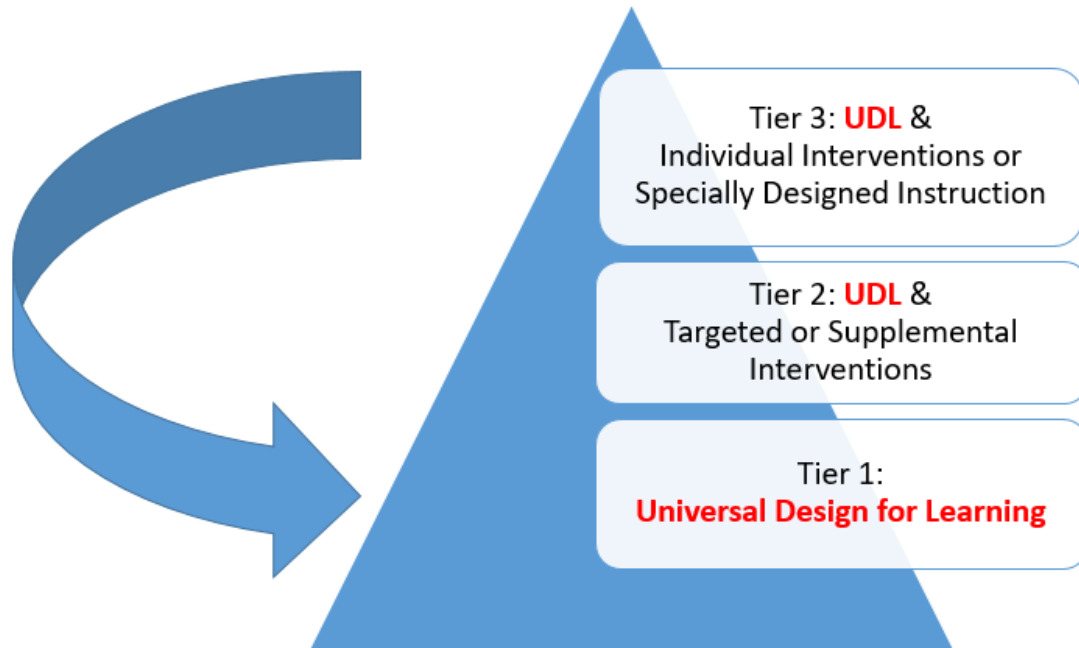- Gifted or Highly Capable learners

# Traditional Instruction and Assignments can present barriers

- English language learners
- Students with disabilities
- Student who have experienced trauma
- Students from historically marginalized groups
- Students with physical impairments

# Universal Design for Learning:
# Proactive, Iterative, Intentional Lesson Design

Tier 3: **UDL** &
Individual Interventions or
Specially Designed Instruction

Tier 2: **UDL** &
Targeted or Supplemental
Interventions

Tier 1:
**Universal Design for Learning**

https://www.sst6.org/UDLandMulti-TieredSystemsofSupportsMTSS.aspx

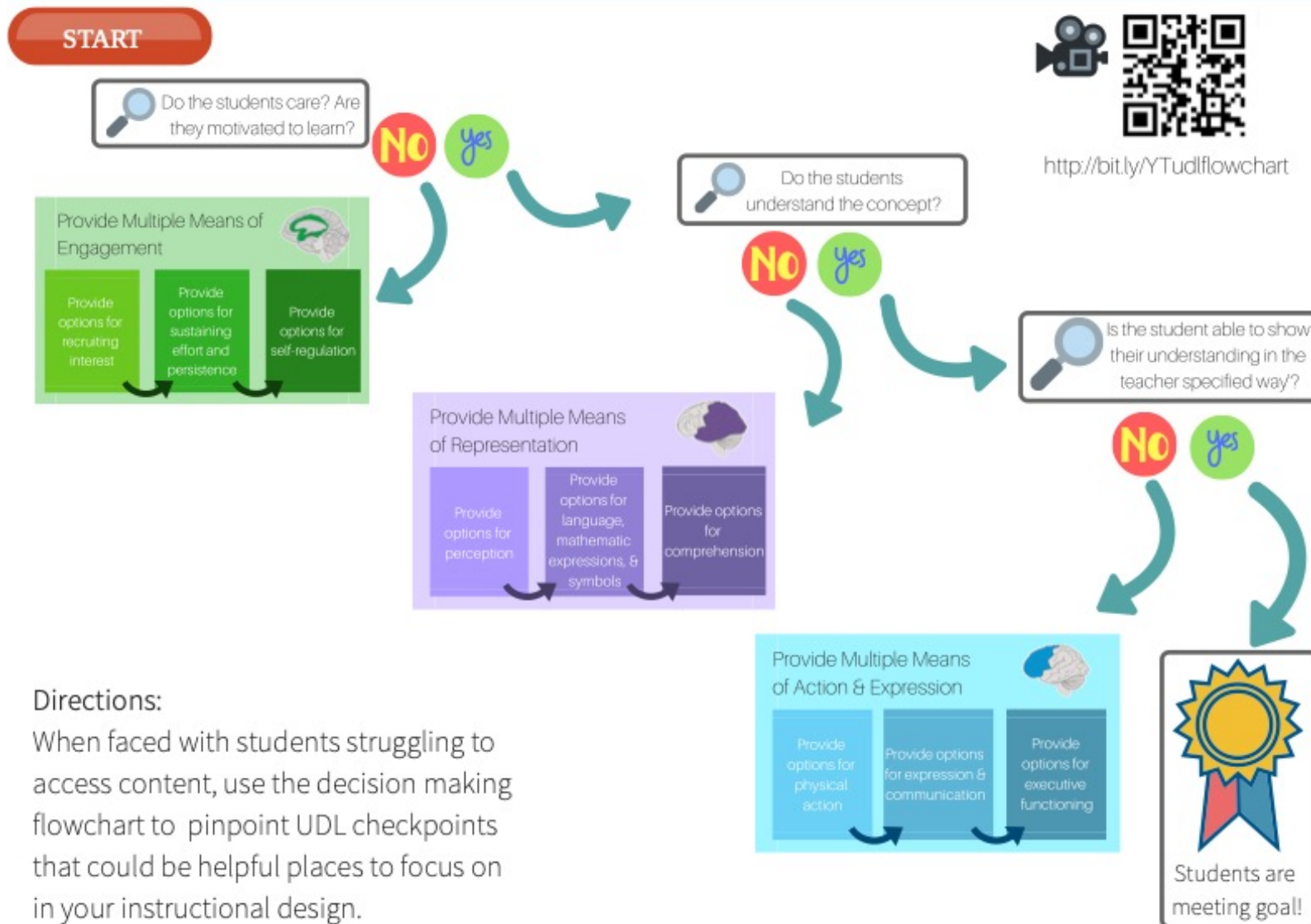Implementing UDL helps you to adjust the curriculum to meet student needs.

## In a UDL Classroom…

• In a UDL classroom, the focus is on how to change the design of the curricular goals, assessments, methods, and materials — not on how to "fix" the students.

• For example, you may have asked yourself, "Why aren't my students engaged?"

• UDL would encourage you to reframe the question: "How can the design of this lesson better engage students?"

# UDL Barrier ID Flow Chart

**START**

Do the students care? Are they motivated to learn?

**No** **Yes**

Do the students understand the concept?

**No** **Yes**

http://bit.ly/YTudlflowchart

Provide Multiple Means of Engagement

| Provide options for recruiting interest | Provide options for sustaining effort and persistence | Provide options for self-regulation |
|---|---|---|

Is the student able to show their understanding in the teacher specified way?

**No** **Yes**

Provide Multiple Means of Representation

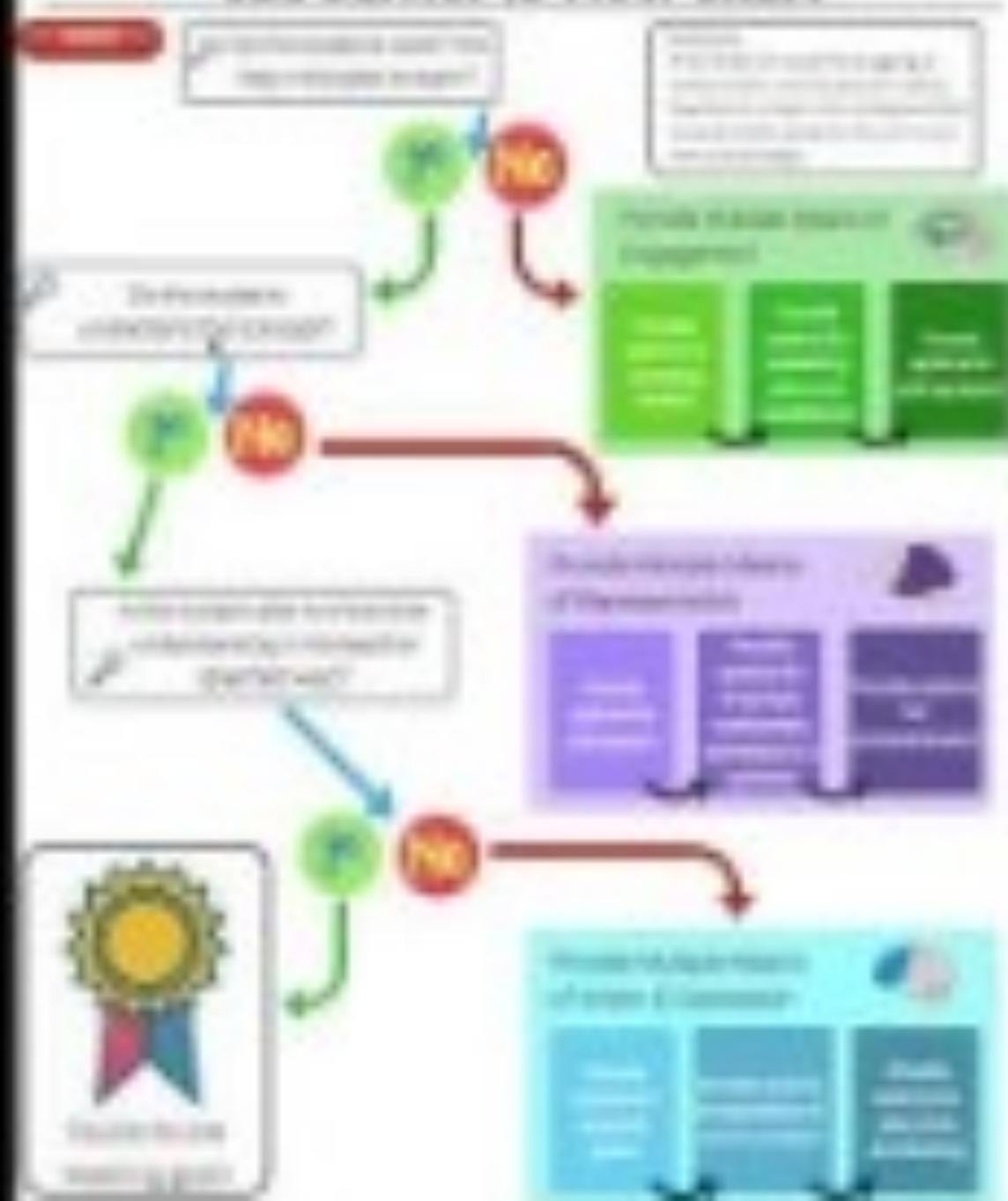| Provide options for perception | Provide options for language, mathematic expressions, & symbols | Provide options for comprehension |
|---|---|---|

Directions:

When faced with students struggling to access content, use the decision making flowchart to pinpoint UDL checkpoints that could be helpful places to focus on in your instructional design.

Provide Multiple Means of Action & Expression

| Provide options for physical action | Provide options for expression & communication | Provide options for executive functioning |
|---|---|---|

Students are meeting goal!

# UDL Barrier ID Flow Chart

# Key Questions to Consider When Planning Lessons

## Think about how learners will engage with the lesson.

**Does the lesson provide options that can help all learners:**

• regulate their own learning?

• sustain effort and motivation?

• engage and interest all learners?

## Think about how information is presented to learners.

**Does the information provide options that help all learners:**

• reach higher levels of comprehension and understanding?

• understand the symbols and expressions?

• perceive what needs to be learned?

## Think about how learners are expected to act strategically & express themselves.

**Does the activity provide options that help all learners:**

• act strategically?

• express themselves fluently?

• physically respond?

**From:** *Universal Design for Learning: Theory and Practice*
Available at udltheorypractice.cast.org
For print and accessible EPUB, contact publishing@cast.org or any book retailer.

CAST | Until learning has no limits® | cast.org

Proactively design your lesson looking
at one of the 3 principles at a time

Looking for any barriers that your students may experience

# Step-by-step planner: UDL lesson design

## Step 1: Proactively design

### Analyze the lesson goal

Record what students will know, do, and care about in this part of the lesson. (Think about the content they need to understand, group work there may be, and different skills in the activity or task.)

_____
_____

Next, decide on the primary goal for this part of the lesson. Craft a clear, specific goal for students to focus on.

_____
_____

**Optional tool:** Top 10 UDL Tips for Developing Goals

**Ask yourself or a planning partner:**

☐ Is my goal **clear** and **specific**?

☐ Have I separated the **primary goal** from the other parts of the lesson?

### Anticipate variability: Engagement

What do you anticipate the range of student interest and effort will be for this part of the lesson?

_____
_____

What do you anticipate as barriers to student engagement?

_____
_____

What one or two design strategies can you include in your lesson to increase engagement?

_____
_____

**Ask yourself or a planning partner:**

☐ Do the design strategies support the learning goal?

☐ Do the design strategies support the range of my students' **interest, effort, or self-regulation**?

**Optional tool:** Use CAST's UDL Engagement Guidelines to explore options for engagement. Examples:

- Choice boards to get students' interest
- Options for collaboration to sustain effort
- Options for self or group reflection for self-regulation

## Anticipate variability: Representation

What do you anticipate the range of student background experience, vocabulary, and perception will be for this part of the lesson?

_____

_____

What do you anticipate as barriers to student comprehension?

_____

_____

What one or two design strategies can you include in your lesson to increase options for representation?

_____

_____

**Optional tool:** Use CAST's UDL Representation Guidelines to learn more.
Examples:

- Different ways of presenting directions
- Clarifying vocabulary to support with language
- Activating background knowledge to improve comprehension

**Ask yourself or a planning partner:**

☐  Do the design strategies support the learning goal?

☐  Do the design strategies support the range of my students' **perception, language and symbol knowledge,** and comprehension?

## Anticipate variability: Action and expression

What do you anticipate the range of student action and expression will be for this part of the lesson?

_____

_____

What do you anticipate as barriers to students demonstrating what they know?

_____

_____

What one or two design strategies can you include in your lesson to increase options for action and expression?

_____

_____

Optional tool: Use CAST's UDL Action & Expression Guidelines for more ideas about how students can show what they know. Examples:

- Different tools for physical action
- Different forms of media to communicate
- Goal-setting to support executive functioning

**Ask yourself or a planning partner:**

☐ Do the design strategies support the learning goal?

☐ Do the design strategies support the range of my students' **physical action, expression and communication,** and **executive function**?

# Step 2: Implement

## Facilitate the lesson and observe

How are students using the available options, resources, and tools?

_____

_____

Where are students getting stuck or not achieving what you had hoped?

_____

_____

Where do you have to reteach?

_____

_____

**Ask yourself or a planning partner:**

☐ Am I using feedback from my students about how they're learning during the lesson?

☐ Am I keeping the focus on the intended goal?

## Step 3: Reflect and redesign

### Reflect on your lesson

How did the lesson go? Were all students able to progress toward the goal? How could you tell?

_____

_____

What are some ideas you want to integrate into the lesson design next time?

_____

_____

How did the goal drive the design decisions?

_____

_____

**Ask yourself or a planning partner:**

☐ Do I need to reframe or refocus the **goal**?

☐ Did the design **anticipate variability**?

☐ Did the additional design strategies further **reduce barriers**?

# Think about the end goal you want the students to achieve.

Ask yourself, "at the end of this lesson or unit, what do my students have to *know* or what do they need to be able *to do*?"

Brainstorm all the possible ways that a student could potentially show you that they have met the standard.

Dig deep; it isn't easy at first!

--Katie Novak

# Types of Assessments

Diagnostic

Formative

Summative

# Eliminate unnecessary barriers in assessments

Tests often present barriers for students when the test is not clearly connected to the learning goal. Remove the barriers that do not tie to the learning goals you want to measure.

Ask yourself:

- What are the targeted skills or understandings this assessment is intended to measure?

- What may be preventing learners from showing what they know in my assessment?

- Am I assessing a content standard or a method standard?

- Is this the only way I can assess their knowledge?

| I. Provide Multiple Means of Representation | II. Provide Multiple Means of Action and Expression | I. Provide Multiple Means of Engagement |
|---|---|---|
| **1. Provide options for perception**<br>1.1 Offer ways of customizing the display of information<br>1.2 Offer alternatives for auditory information<br>1.3 Offer alternatives for visual information | **4. Provide options for physical action**<br>4.1 Vary the methods for response and navigation<br>4.2 Optimize access to tools and assistive technologies | **7. Provide options for recruiting interest**<br>7.1 Optimize individual choice and autonomy<br>7.2 Optimize relevance, value, and authenticity<br>7.3 Minimize threats and distractions |
| **2. Provide options for language, mathematical expressions, and symbols**<br>2.1 Clarify vocabulary and symbols<br>2.2 Clarify syntax and structure<br>2.3 Support decoding of text, mathematical notation, and symbols<br>2.4 Promote understanding across languages<br>2.5 Illustrate through multiple media | **5. Provide options for expression and communication**<br>5.1 Use multiple media for communication<br>5.2 Use multiple tools for construction and composition<br>5.3 Build fluencies with graduated support for practice/performance | **8. Provide options for sustaining effort and persistence**<br>8.1 Heighten salience of goals and objectives<br>8.2 Vary demands and resources to optimize challenge<br>8.3 Foster collaboration and community<br>8.4 Increase mastery-oriented feedback |
| **3. Provide options for comprehension**<br>3.1 Activate or supply background knowledge<br>3.2 Highlight patterns, critical features, big ideas, and relationships<br>3.3 Guide information processing, visualization, and manipulation<br>3.4 Maximize transfer and generalization | **6. Provide options for executive functions**<br><br>6.1 Guide appropriate goal-setting<br>6.2 Support planning and strategy development<br>6.3 Facilitate managing information and resources<br>6.4 Enhance capacity for monitoring progress | **9. Provide options for self-regulation**<br>9.1 Promote expectations and beliefs that optimize motivation<br>9.2 Facilitate personal coping skills and strategies<br>9.3 Develop self-assessment and reflection |
| Resourceful, knowledgeable Learners | Strategic, goal-directed learners | Purposeful, motivated learners |

APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0.* Wakefield, MA: Author

This Photo by Unknown Author is licensed under CC BY-SA

# It's OK to go SLOOOOWWW

- You can start with a column or even just a square!

- Choose 1 principle
- Choose 1 guideline

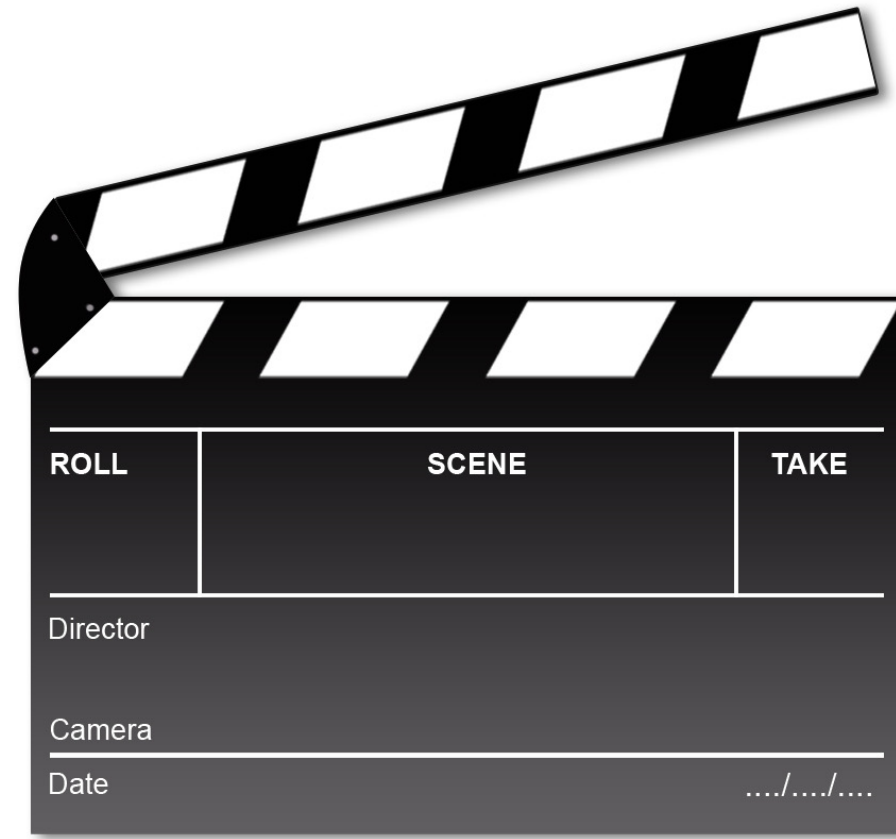| I. Provide Multiple Means of Representation | II. Provide Multiple Means of Action and Expression | I. Provide Multiple Means of Engagement |
|---|---|---|
| **1. Provide options for perception**<br>1.1 Offer ways of customizing the display of information<br>1.2 Offer alternatives for auditory information<br>1.3 Offer alternatives for visual information | **4. Provide options for physical action**<br>4.1 Vary the methods for response and navigation<br>4.2 Optimize access to tools and assistive technologies | **7. Provide options for recruiting interest**<br>7.1 Optimize individual choice and autonomy<br>7.2 Optimize relevance, value, and authenticity<br>7.3 Minimize threats and distractions |
| **2. Provide options for language, mathematical expressions, and symbols**<br>2.1 Clarify vocabulary and symbols<br>2.2 Clarify syntax and structure<br>2.3 Support decoding of text, mathematical notation, and symbols<br>2.4 Promote understanding across languages<br>2.5 Illustrate through multiple media | **5. Provide options for expression and communication**<br>5.1 Use multiple media for communication<br>5.2 Use multiple tools for construction and composition<br>5.3 Build fluencies with graduated support for practice/performance | **8. Provide options for sustaining effort and persistence**<br>8.1 Heighten salience of goals and objectives<br>8.2 Vary demands and resources to optimize challenge<br>8.3 Foster collaboration and community<br>8.4 Increase mastery-oriented feedback |
| **3. Provide options for comprehension**<br>3.1 Activate or supply background knowledge<br>3.2 Highlight patterns, critical features, big ideas, and relationships<br>3.3 Guide information processing, visualization, and manipulation<br>3.4 Maximize transfer and generalization | **6. Provide options for executive functions**<br><br>6.1 Guide appropriate goal-setting<br>6.2 Support planning and strategy development<br>6.3 Facilitate managing information and resources<br>6.4 Enhance capacity for monitoring progress | **9. Provide options for self-regulation**<br>9.1 Promote expectations and beliefs that optimize motivation<br>9.2 Facilitate personal coping skills and strategies<br>9.3 Develop self-assessment and reflection |
| Resourceful, knowledgeable Learners | Strategic, goal-directed learners | Purposeful, motivated learners |

# Putting it into action …

# UDL Guideline #4 – Provide Options for Physical Action

Name_____        You and Your Shadow Measurement

Date_____

On a bright and sunny day you are able to see your shadow.  Have you ever noticed that the length of your shadow changes during the day?  You and a partner will outline your body with chalk and measure your body length.  Next, your partner will trace the outline of your shadow and measure your shadows length.  Do this a few times during the day to see how the length of your shadow changes.  Did your body length change?  Use the record sheet to mark the time of day you measured, your shadows length and your body length.

Write a prediction about what you think might happen to your shadow and body length as you measure throughout the day.

Write your observations!

Name_____

| Time of Day | Shadow Length | Body Length |
|---|---|---|
|  |  |  |
|  |  |  |

Name_____

| Time of Day | Shadow Length | Body Length |
|---|---|---|
|  |  |  |
|  |  |  |

Name_____

| Time of Day | Shadow Length | Body Length |
|---|---|---|
|  |  |  |
|  |  |  |

Name_____

| Time of Day | Shadow Length | Body Length |
|---|---|---|
|  |  |  |
|  |  |  |

**W HARING CENTER**
**FOR INCLUSIVE EDUCATION**

## POETRY PRESENTATION ASSIGNMENT

Poetry is a very different kind of writing than the form used for stories, reports, or newspapers. It can look like anything, and can use spelling and grammar in ways that may be wrong in other forms of writing. Poetry is like a painting, and words are the poet's paint. It portrays feelings, emotions, and ideas. It can be a whisper, a shout or a song.

Please follow the steps below to prepare for your "Poetry Presentation":

1.  Take some time and look over several poems before you decide on which poem you will explore and present to the class. YOU MUST HAVE YOUR CHOICE APPROVED BY THE TEACHER.
2.  Fill in a "Poetry Presentation Analysis Sheet" for your selected poem and conference with your teacher when you have finished.
3.  Prepare for your presentation by making a poster of your poem, preparing an index card for your presentation and practicing in front of a friend, or parent as your audience.
4.  You will need to meet the following criteria:

    *POSTER
        *Title
        *Author
        *Copy of the poem in LARGE font
        *Poem is copied accurately with correct spelling
        *Neat

    *PRESENCE
        *Voice - loud, slow, and clear
        *Eye contact with audience
        *Use of poster as a visual aid

    *CONTENT (analysis)
        *Meaning of poem
        *Poetic terms and structure (stanzas, rhyme pattern)
        *Author's message

    *PREPARATION
        *Knowledgeable
        *Prepared
        *Familiar with poem

# Column 1
# UDL Principle –
# Provide Multiple Means of Representation

# 7.1 – Optimize individual choice and autonomy

# 6.2 – Support planning and strategy development

**Activities:** Since students have already read *Their Eyes Were Watching God*, the activities in this lesson will assume that they have had an opportunity to discuss the novel in class and focus on Janie's reactions to grief together. Now, they will be expected to find their own examples and create a rough draft for their essay. Our class sessions are 90 minutes long.

| Time | Teacher will… | Students will… |
|------|---------------|----------------|
| 5 | Review the four categories of grief reactions by asking students to share what they remember, along with examples of what each grief reaction my look like. | Raise their hand to respond, or be called upon randomly, to share what they remember about the four categories of grief reactions. |
| 15 | Begin talking about Janie from TEWWG, and some of her grief reactions. Ask students to share parts of the text where they could see a grief reaction from her. Go to specific page numbers as a class, and choose one example from a student to note in the graphic organizer. Make sure students know you are modeling how to fill out the graphic organizer, so they cannot use the example you write down. | Share their ideas about Janie's grief reactions. Look at page numbers for quotes and discuss what part of quote would be best to use. Active participation is expected--they might not say anything but they should look like they are following along and understand, especially through the modeling process. |
| 20 | Instruct students that now it's their turn to find their own examples for the graphic organizer. Walk around and help those who made need a little more guidance. | Find examples of Janie reacting to grief from TEWWG. Note examples on graphic organizer. |
| 10 | Pause the class to go over the rubric together and discuss questions. Then, talk about how to start their paper--what does the rubric say about the introduction? Model an introduction for students based on the rubric requirements for an A. | Share their ideas for an introduction, ask questions, active participation. |
| 35 | Give students the rest of class time to draft their essays. Walk around and conference with students who may be struggling. If they don't finish in class, then the rest is homework. | Work on rough drafts of essays. Ask questions if confused. |

HARING CENTER
FOR INCLUSIVE EDUCATION

# Last activity of the day –
# Universal Design for Learning POP

- Choose a Presenter and a Facilitator
- Presenter chooses one of the 2 dilemmas
- Begin the Problem of Practice Protocol

What are some strategies for getting staff on board to implement UDL in a positive and forward-thinking manner?

How do we keep UDL at the forefront of discussion and learning into the new academic year?

# Objectives

1. Participants will gain an understanding of what drives challenging student behavior

2. Participants will learn the functions of behavior as well as how to identify the function(s)

3. Participants be provided with the opportunity to "UDLify" instructional lessons

4. Participants will be provided time to discuss real-life Problems of Practice

# What can you take back and implement right away?

- Hot Buttons activity

- Functions of behavior – SEAT

- Small and Large Toolboxes

- Collecting ABC data

- UDL Lesson Planning

- Recommendations from the UDL Problems of Practice discussions

# The Haring Center can help!

We provide **training, coaching, consultation, and program review** to any community looking to advance inclusion and equitable practices.

haringpd@uw.edu

Haringcenter.org/PDU

**W** HARING CENTER
FOR INCLUSIVE EDUCATION

This Photo by Unknown Author is licensed under CC BY-SA

https://docs.google.com/forms/d/e/1FAIpQLSdoM7RrX7HXki8VuM4ofbM-MYTvRcW-S6WqDKCZbAIae_nLeg/viewform