

# Shelley MOORE PH.D.



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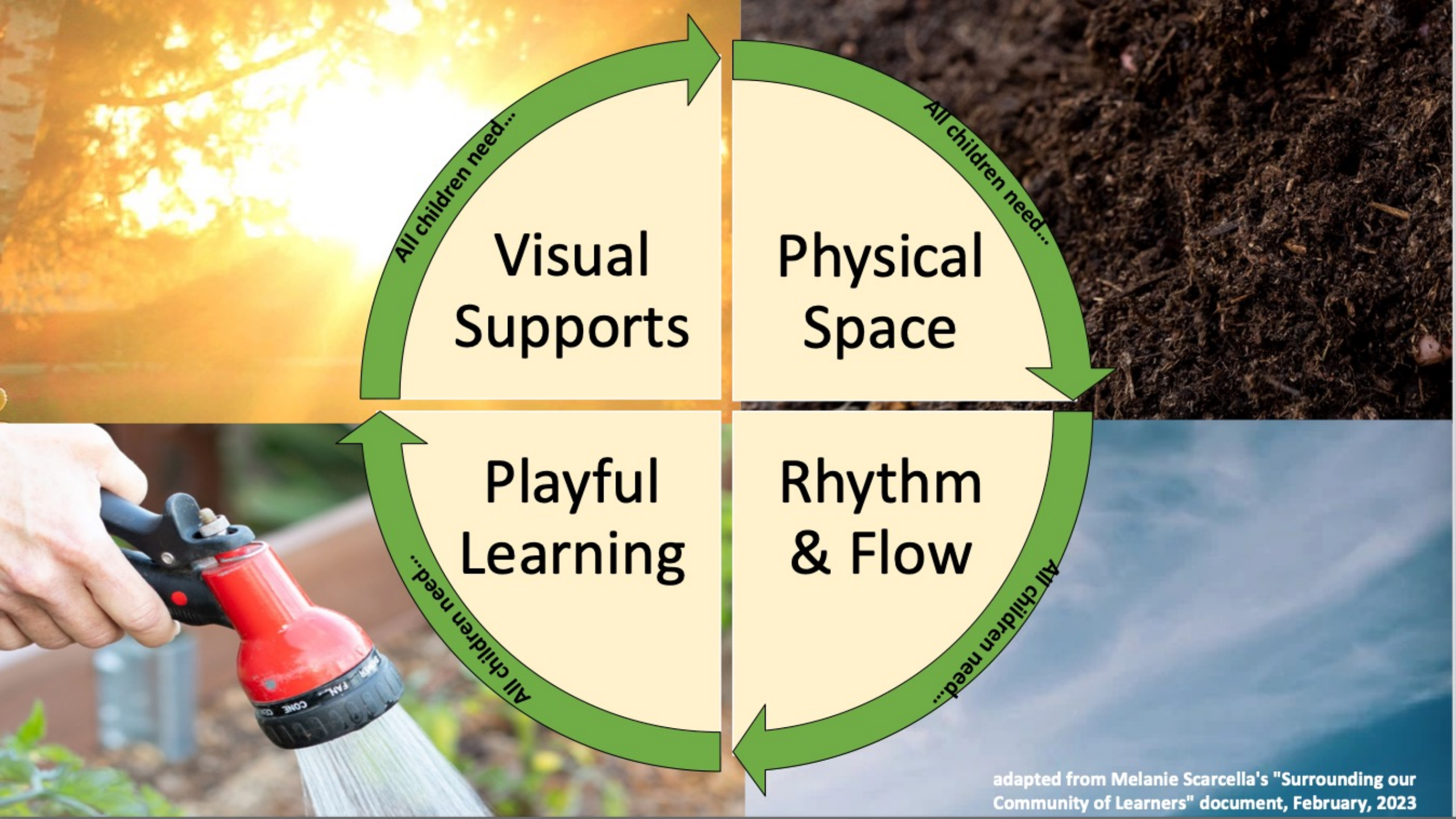


**What is a barrier?**

**What is a need?**

# First, we reduce barriers





All children need...

**Visual  
Supports**

All children need...

**Physical  
Space**

All children need...

**Playful  
Learning**

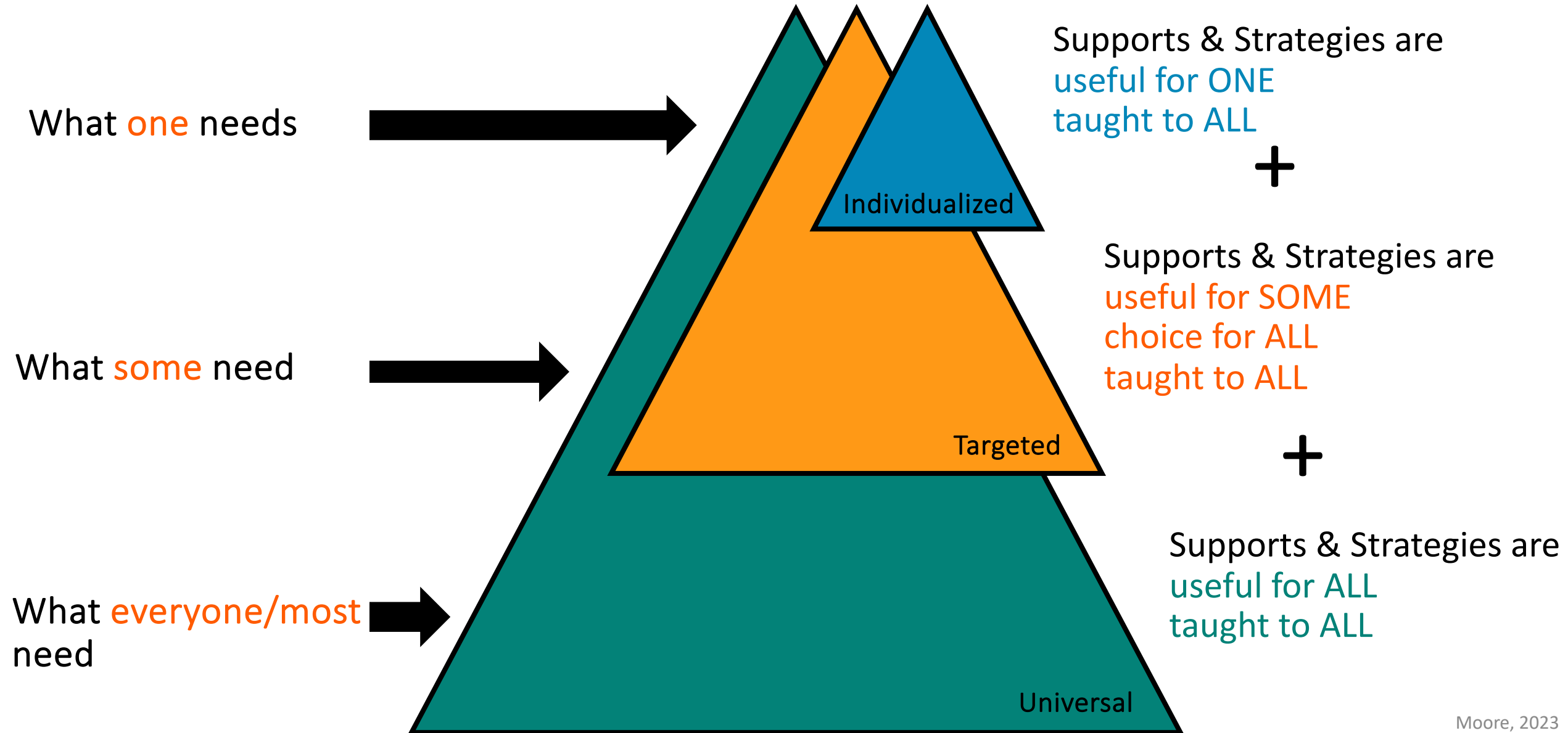
All children need...

**Rhythm  
& Flow**

# Then, we look at needs



# Multiple Layers of Needs Based Support





**What is a barrier?**

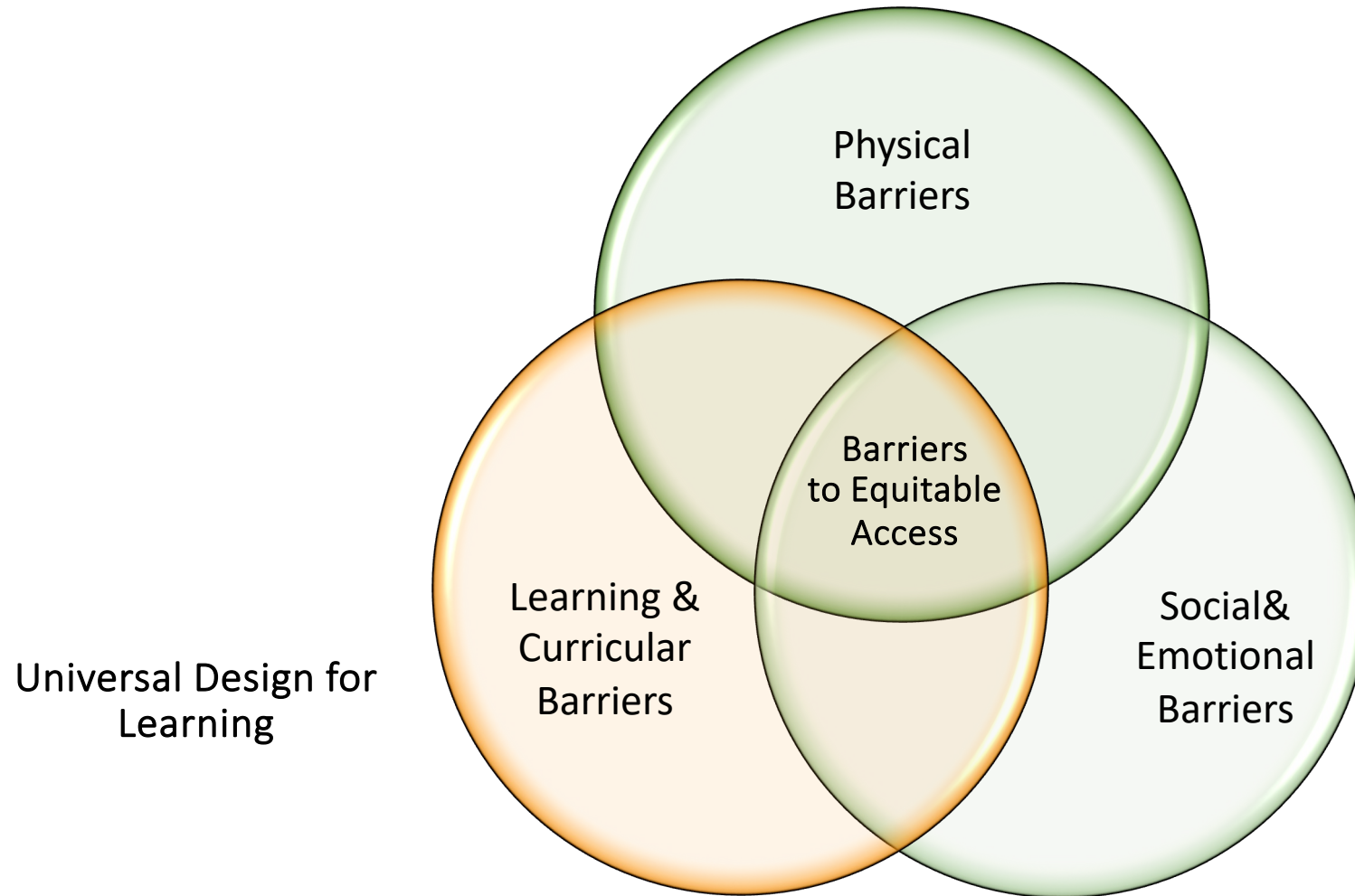
**What is a need?**

# Adding Ramps!



The Stairs

# Adding Ramps to Learning



# Universal Design for Learning: The Ramp for Learning


Provide multiple means of  
**Engagement**



Affective Networks  
The "WHY" of Learning

This panel features a green background with a white brain icon. The brain has several green-colored regions highlighted, representing affective networks. The text is positioned to the left of the brain icon.

Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

This panel features a purple background with a white brain icon. The brain has several purple-colored regions highlighted, representing recognition networks. The text is positioned to the left of the brain icon.

Provide multiple means of  
**Action & Expression**



Strategic Networks  
The "HOW" of Learning

This panel features a blue background with a white brain icon. The brain has several blue-colored regions highlighted, representing strategic networks. The text is positioned to the left of the brain icon.

# Universal Design for Learning: Connecting to PLAY!

## Present...

Making playful learning conscious through explicit instruction; “name it”



## Prepare...

Helping students getting ready for new learning through intentional opportunities for exploration and play

## Practice...

Opportunities for students to practice learning in a playful, guided and supportive way

## Perform...

Students sharing and showing their learning through play, so evidence of their growth can be captured and feedback given

# Universal Design for Learning: The Ramp for Learning

## Universal Design for Learning Guidelines



# Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Assessment & Target Area Planner

Date:

UDL Language: Engagement		Accessible Language	
UDL Guideline	Providing Multiple Means of Engagement	Student Engagement	
7	Provide options for recruiting interest	Target Area	We can support students to be interested in what they are learning about by:  What this can look like in a _____ context
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs</li> </ul>
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>

# Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Assessment & Target Area Planner

Date: |

UDL Language: Engagement		Accessible Language		
UDL Guideline	Providing Multiple Means of Engagement	Student Engagement		
7	Provide options for recruiting interest	Target Area	We can support students to be interested in what they are learning about by:	What this can look like in a Kindergarten context
7.1	<ul style="list-style-type: none"> <li>Optimizing individual choice and autonomy</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>giving students choice and control over what they are learning about in ways that align with their interests, preferences, and needs</li> </ul>	Allow students to choose which center they want to explore; choice of tools and materials to use; choice of seating options, choice of interest-based activity (e.g. dinosaurs, dancing, numbers etc.)
7.2	<ul style="list-style-type: none"> <li>Optimizing relevance, value &amp; authenticity</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>making learning relevant to the student's lives and connecting it to real world problems that are important to the students</li> </ul>	Thematic units that connect to interests; making learning connections to community and events in the students' world; using inclusive and diverse learning materials and experiences that reflect who the students are; real world problems to solve and performance tasks to show their learning.
7.3	<ul style="list-style-type: none"> <li>Minimize threats &amp; distractions</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>reducing distractions in the classroom and building a safe place for students to take risks</li> </ul>	Classrooms that are organized and promote a sense of calm, visuals and colours to help students locate and access materials; keeping visual displays purposeful and simple, neutral or calming colours, blinds to reduce brightness; limit use of over-head lighting, reduce noise by using carpets, soft background noise or music, white noise; opportunities for students to create individual work spaces or quiet areas where they can focus, comfortable seating

# Universal Design for Learning: The Ramp for Learning

8	Providing options for sustaining Effort & Persistence	Target Area	We can support students to be motivated by:	What this can look like in a Kindergarten context
8.1	<ul style="list-style-type: none"> <li>Heighten Salience of goals and objectives</li> </ul>	□	<ul style="list-style-type: none"> <li>clearly communicating learning goals/ intentions and why tasks and activities matter</li> </ul>	<p>Visual displays that show learning goals and objectives in student friendly language and visuals, goals of the week or month; graphic organizers to visually show goals and how they can be broken down into smaller steps (learning continuum), Talk through the learning target before each lesson using student friendly language and concrete examples; visual timelines to show the sequence of goals or objectives throughout the day, use visuals to representant each goals or objective; conference with students to help them set their own goals in learning</p>
8.2	<ul style="list-style-type: none"> <li>Vary demands and resources to optimize challenge</li> </ul>	□	<ul style="list-style-type: none"> <li>scaffolding learning by starting with accessibility and adding on challenge in goals and tasks</li> </ul>	<p>Offer a variety of activities at learning centers that include sensory and kinesthetic learning opportunities, make activities open ended so there is more than one solution, allow students to choose how to engage with learning (drawing, writing, building), offer different levels of complexity in centers and tasks, provide a range of tools and strategies to help students understand concepts (manipulatives, graphic organizers, visual aids etc.); encourage students to work together in diverse strength groupings; work with student to set individual learning goals that reflect the complexity of understanding</p>
8.3	<ul style="list-style-type: none"> <li>Foster collaboration and community</li> </ul>	□	<ul style="list-style-type: none"> <li>building a community where learners work together by teaching collaboration and group work skills</li> </ul>	<p>Cooperative diverse learning groups, weekly or daily buddy systems where students support each other with tasks, finding materials etc.; class meetings to discuss interest, share experiences, practice communication and team work skills; shared reading, writing and math activities where students work together to explore text; long terms collaborative projects where student work together to achieve a common goal; rotating classroom jobs where student have community responsibilities and shared ownership</p>
8.4	<ul style="list-style-type: none"> <li>Increase mastery-oriented feedback</li> </ul>	□	<ul style="list-style-type: none"> <li>providing ongoing formative feedback that is relevant, clear, accessible, and timely</li> </ul>	<p>Personalized and intentional feedback; offering clear next steps; individual goal setting about learning; learning continuums, asset-based rubrics, checklist that highlight what students can do and where that can move next</p>

# Universal Design for Learning: The Ramp for Learning

9	Provide options for Self-Regulation	Target Area	We can support learners to effective at coping and engaging successfully with the learning environment by:	What this can look like in a Kindergarten context
9.1	<ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation</li> </ul>	□	<ul style="list-style-type: none"> <li>helping students set learning goals that build confidence and help them take ownership of their learning</li> </ul>	<p>Create warm and welcoming classroom that fosters a sense of belonging, and positive interactions, display student work, celebrate growth and reinforce positively to motivate and build self-confidence; clearly communicate learning goals in student friendly way; break large goals and tasks into smaller more manageable steps; provide visual cues that outline learning process of the day and/or week; encourage student choice and agency; foster collaboration – working in pairs or small groups to share ideas, understanding and support one another; connect learning to real life situations and interests; celebrate effort and progress (not just goals or outcomes) to foster a growth mindset</p>
9.2	<ul style="list-style-type: none"> <li>Facilitate personal coping skills and strategies</li> </ul>	□	<ul style="list-style-type: none"> <li>teaching how to manage emotional responses &amp; about healthy emotional responses and interactions</li> </ul>	<p>Calm corner for all students to use when they need a break or feel overwhelmed, build space with students and include cushions, sensory tools, to help them relax and regain focus; teach students how to recognize and express their emotions; teach simple breathing exercises; SEL routines to build emotional self-regulation &amp; problem solving; visual schedules that outline the daily activities; allow students to choose activities that reflect their comfort levels; mindfulness activities to help students be aware of their thoughts and feelings; teach problem solving strategies to help student think critically, identify problems, brainstorm solutions, make a plan and evaluate outcomes</p>
9.3	<ul style="list-style-type: none"> <li>Develop self-assessment and reflection</li> </ul>	□	<ul style="list-style-type: none"> <li>by helping students to increase their awareness of how they are progressing towards their goal &amp; how to learn from their mistakes</li> </ul>	<p>Learning journals to help students reflect on their learning experiences (what they learned, challenges they faced, what to do next time); Goal setting, portfolio assessment (collect samples of evidence over time of their learning, have student choose their "best" pieces and share what they are proud of in connection of a learning goal</p>

# Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

Date:

UDL Language: Expression			Accessible Language	
UDL Guideline	Providing Multiple Means of Action & Expression	Student Communication of Learning		
4	Providing options for physical action	Target Area	We can provide options for students to communicate using tools and assistive technology by:	What this can look like in a _____ context
4.1	<ul style="list-style-type: none"> <li>Vary the methods for response and navigation</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>providing tools/ assistive technologies to support motor skills to interact with instructional materials (i.e. alternatives to pencil/paper)</li> </ul>	
4.2	<ul style="list-style-type: none"> <li>Optimize access to tools and assistive technologies</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>providing support and teaching how to use tools effectively (i.e. teaching how to use tools/assistive technologies as supports)</li> </ul>	

# Universal Design for Learning: The Ramp for Learning

Teacher Team UDL Guidelines Self-Reflection & Target Goal Planner

Date:

UDL Language: Representation			Accessible Language	
UDL Guideline	Providing Multiple Means of Representation		Student Understanding	
1	Provide options for perception	Target Area	We can present new information to students so that they understand it by:	What this can look like in a _____ context
1.1	<ul style="list-style-type: none"> <li>Offer ways of customizing the display of information</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Sharing information in formats that are flexible</li> </ul>	
1.2	<ul style="list-style-type: none"> <li>Offer alternatives for auditory information</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment auditory information (visuals, tactile, movements etc.)</li> </ul>	
1.3	<ul style="list-style-type: none"> <li>Offer alternatives for visual information</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Utilizing modalities that compliment visual information (descriptions, objects, auditory clues, reader)</li> </ul>	



How have UDL strategies been used in this series to:

- **Prepare** you for new learning? (Engagement)
- **Present** new information to you (Representation)
- **Practice** that allows you to process new information (Representation)
- **Perform** by sharing what you are learning (Expression)

What strategies worked well for you? What strategies have you pulled into your own practice?

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