

Universal Design



**Show, Tell & Model:
Ideas for Representation**

Paula Kluth, Ph.D.

www.paulakluth.com

@paulakluth

2019



action &
expression

the WHAT of
learning

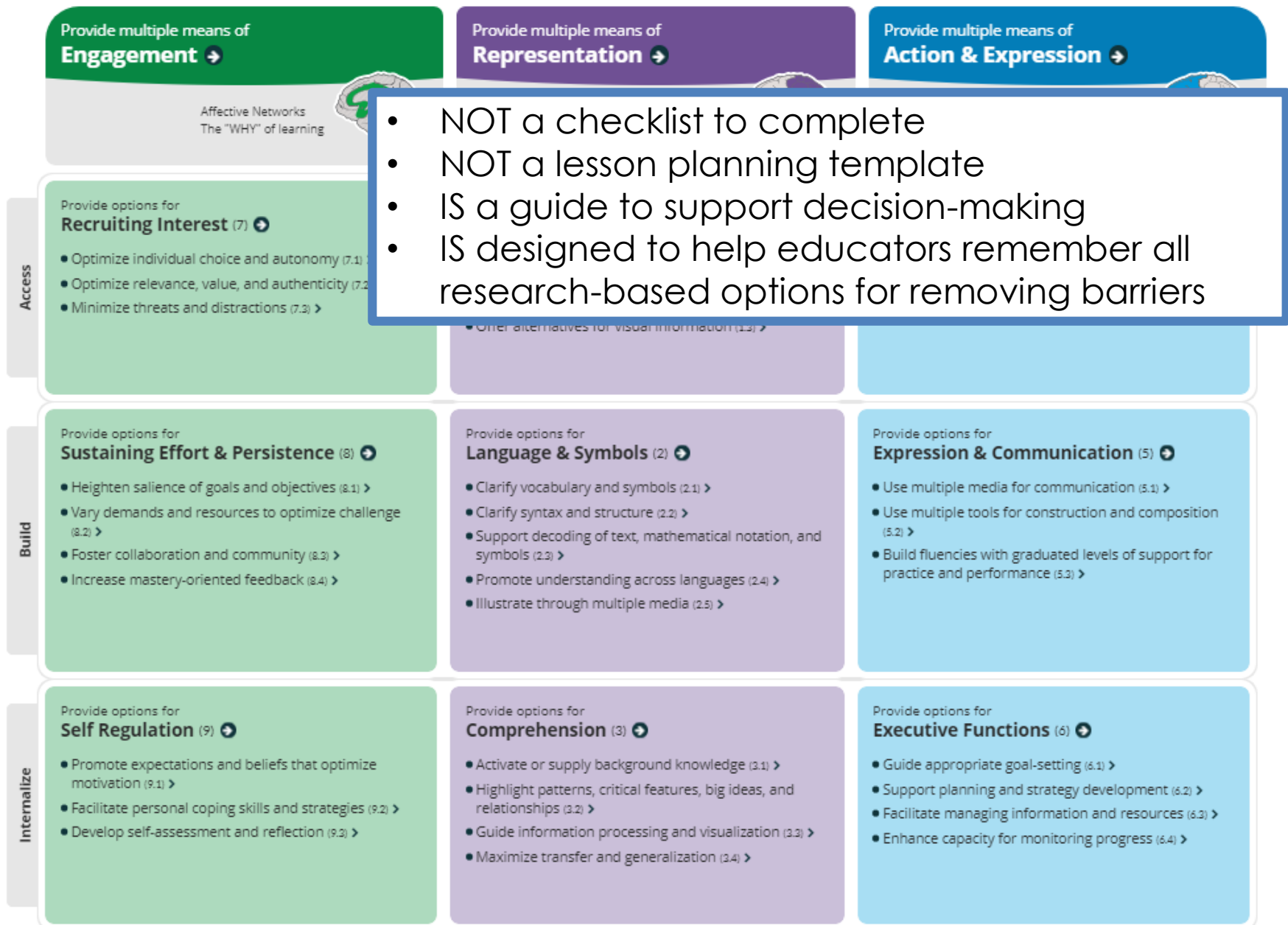
engagement



representation



presenting info &
content in different ways



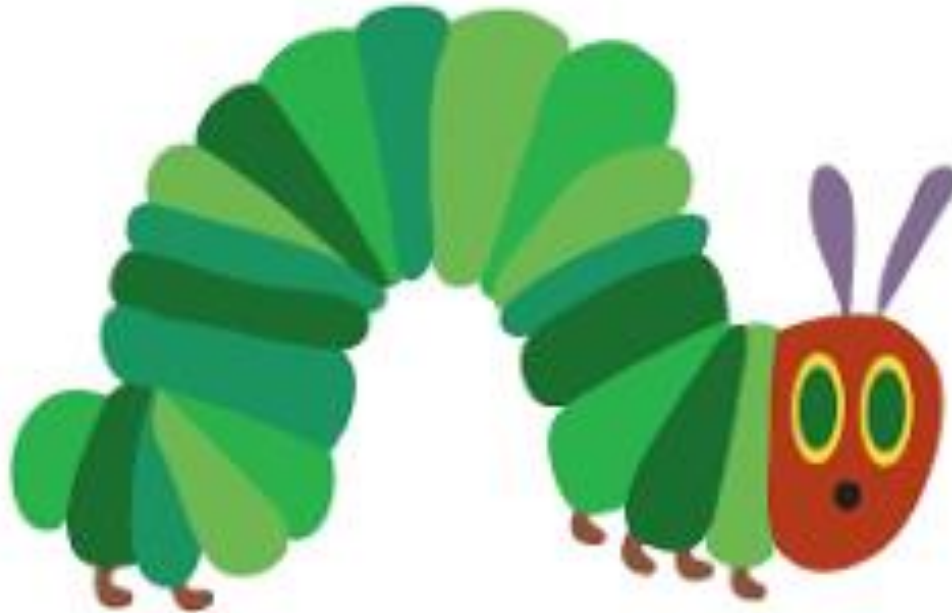
- NOT a checklist to complete
- NOT a lesson planning template
- IS a guide to support decision-making
- IS designed to help educators remember all research-based options for removing barriers

representation



- options for perception (e.g., enlarged text, physical models)
- options for language, mathematical expressions, and symbols (e.g., provide illustrations, define vocabulary)
- options for comprehension (e.g., supply background knowledge, “chunk” lesson into smaller parts)

show, tell & model with a
caterpillar



perception

[interact with content that doesn't depend on a single sense like sight, hearing, movement, or touch]



How many days have we been in school?

closed captions in Google Slides

You may want to use it with:

- Deaf or hard-of-hearing students
- emerging readers
- ELLs



6 WAYS
TO make
THE MOST OF
closed captions
in
Google Slides

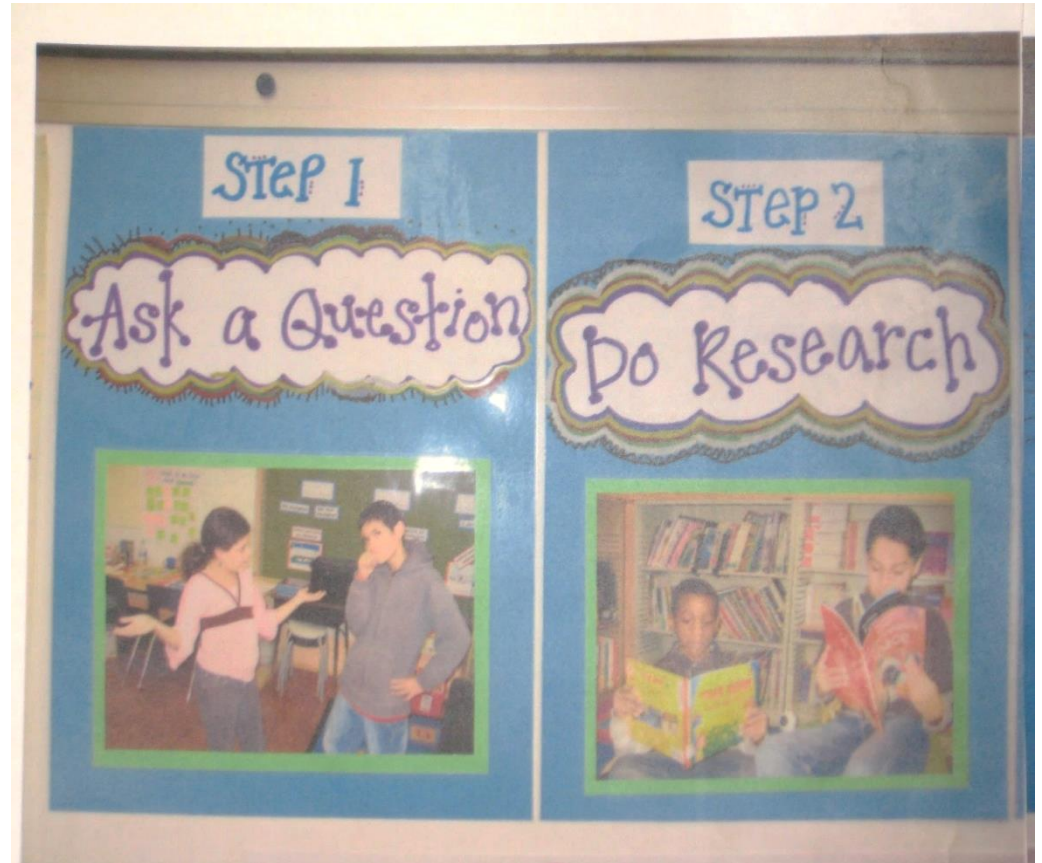
www.ditchthattextbook.com



where characters such as Othello Hamlet and Romeo and Juliet

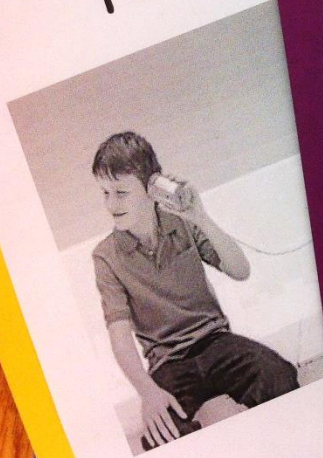
Visuals help students:

- see what is expected
- learn vocabulary
- break a task down into smaller (more manageable) parts



visual directions

Ask
Nicely



Tell a
Teacher



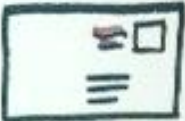
Say,
"Please stop."

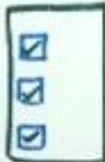


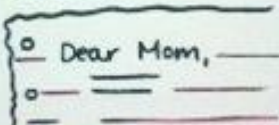
SOLUTION BOX!




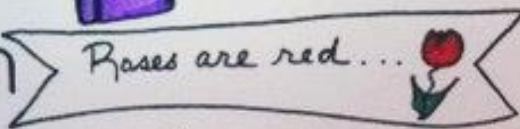
What can I write?

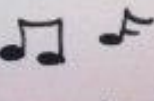
① a letter 

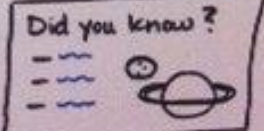
② a list 

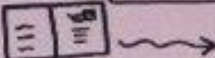
③ a note 


④ a book 

⑤ a poem 

⑥ a song 

⑦ a fact sheet 

⑧ a postcard 

⑨ a play 

models & tactile supports



Kluth, P. & Danaher, S. (2018)
From Text Maps to Memory Caps.



- create models, tactile supports, & physical representations of concepts
- incorporate these materials as assignments or assessments

accessibility features



Zoom Text Only

Offered by: www.lihanli.com

★★★★★ 145

[Accessibility](#)

13,975 users

en.wikipedia.org/wiki/Tiger



★ Bookmarks

🐦 Notifications Notifi...

📖 Books « Annie Mur...

📘 (1) Facebook

📄 YGLTK

📄 DI_UDL.pdf



🚩 Trusted Tours

er bookm...

Not logged in Talk C

og in

Article

Talk

Read

View source

View history

Zoom Text Only

+

160%

-

Reset

Options

Tiger



From Wikipedia, the free encyclopedia

"Tigress" redirects here. For other uses, see [Tiger \(disambiguation\)](#) and [Tigress \(disambiguation\)](#).

The **tiger** (*Panthera tigris*) is the largest [species](#) among the [Felidae](#) and [classified](#) in the [genus](#) *Panthera*. It is most recognisable for its dark vertical stripes on reddish-orange fur with a lighter underside. It is an [apex predator](#), primarily preying on [ungulates](#) such as [deer](#) and [wild boar](#). It is territorial and generally a [solitary but social](#) predator, requiring large contiguous areas of [habitat](#), which support its

Tiger

Temporal range:

Early Pleistocene – Present

PreЄ O S D C P T J K Pn





10 Free Text to Speech Web Tools for the Classroom

https://www.nytimes.com/2019/05/20/well/family/is-digital-addiction-a-real-threat-to-kids.html

or Studio ★ Bookmarks 🔔 Notifications Notifi... 🔄 Books « Annie Mur... f (1) Facebook 🟡 YGLTK 🔵 D

≡ 🔍 FAMILY

The New York Times

THE CHECKUP

Is 'Digital Addiction' a Real Threat to Kids?

Think of screens as something to handle in moderation, like food, rather than something without any healthy place in our lives, like heroin, experts say.



In a commentary published last week in JAMA, Dr. Christakis suggested that the relationship between media exposure and health in adolescents

A- A+

[report issues](#)

language & symbols

[communicate through languages that
create a shared understanding]

Properties of Exponents



ASL for all classrooms

classroom

- bathroom
- pass
- sorry
- thank you

content

- yes
- no
- agree
- disagree
- question



www.aslpro.com



J.CREW

IN STORES & ONLINE:

EXTRA 40% OFF WINTER SALE STYLES

**SHOP
NOW >**

SEE SITE FOR DETAILS.

Main Dictionary

Religious Signs

Conversational Phrases

ASL for Babies

QuizMe! Product

ASL for Babies

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

Choices

Above
Again
Airplane
Apple
Aunt



Learn & Master

SIGN LANGUAGE

with Stacey Webb & Dr. Byron Bridges



25 DVDS - LESSON BOOK

Learn A

THE NEW APARTMENTS.COM

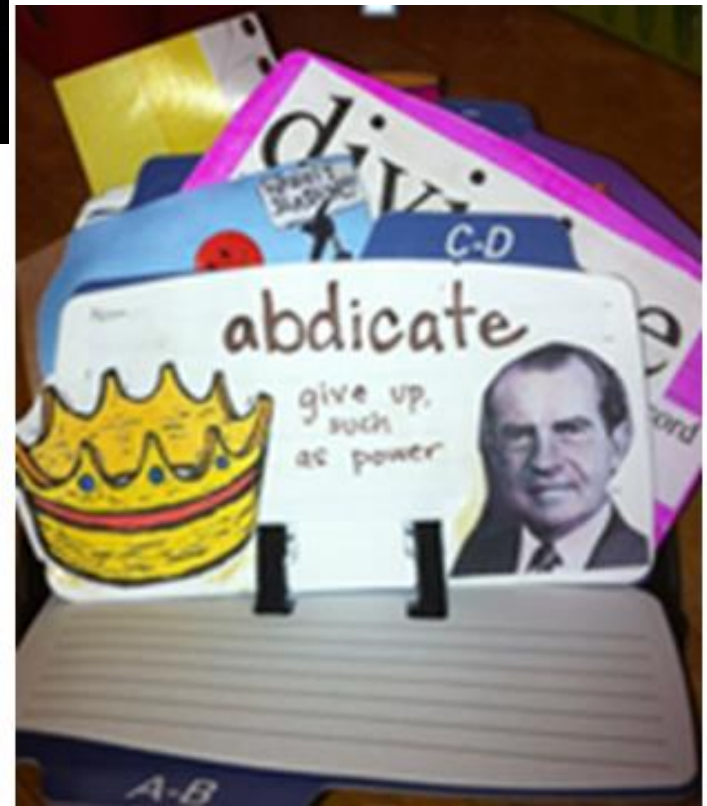
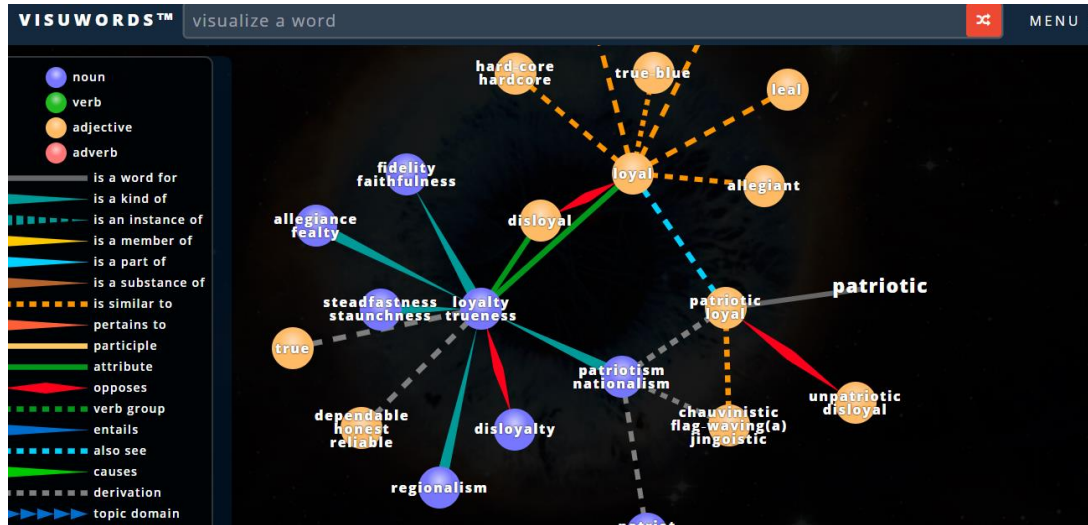
CHANGE YOUR APARTMENT. CHANGE THE WORLD.



Apartments.com

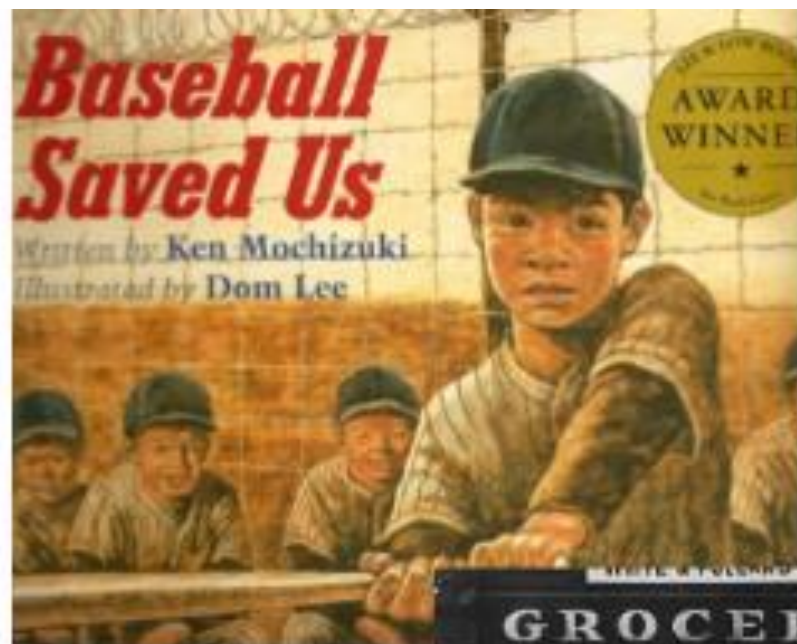
GO FIND IT

Visuwords.com or a Rolodex?



comprehension

[construct meaning &
generate understanding]



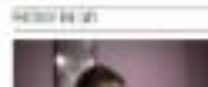
AMERICAN INCARCERATION



Photo: Frank R. Paul / The New York Times



of Japanese-American Internment
 Rates Strongly to This Day



An example from high school:



Paul W. Hankins @PaulWHankins · Feb 27



A student is working on a narrative about her grandmother who has dementia. She was struggling. I went into [#Room407](#) and pulled eight picture books related to the subject. She looked at them and asked, "Can I take these home to show my mom? The doctor only gave us a pamphlet."



26



99



1.1K



Paul W. Hankins @PaulWHankins · Feb 27



When we see the standards reference or indicate "a variety of texts," do we recognize and appreciate this includes picture books? Illustrated texts? Graphic novels? I do. I know you do too, friend. And it meant so much to this one reader. This human. This granddaughter today.



5



7

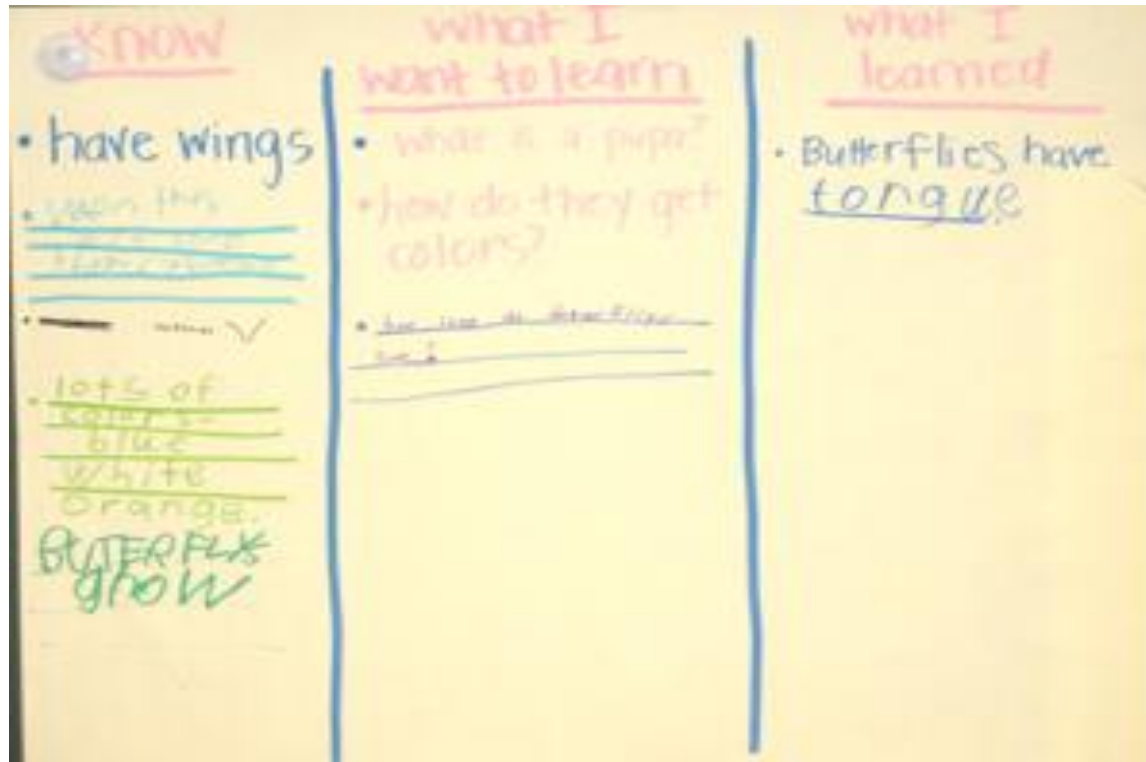


180



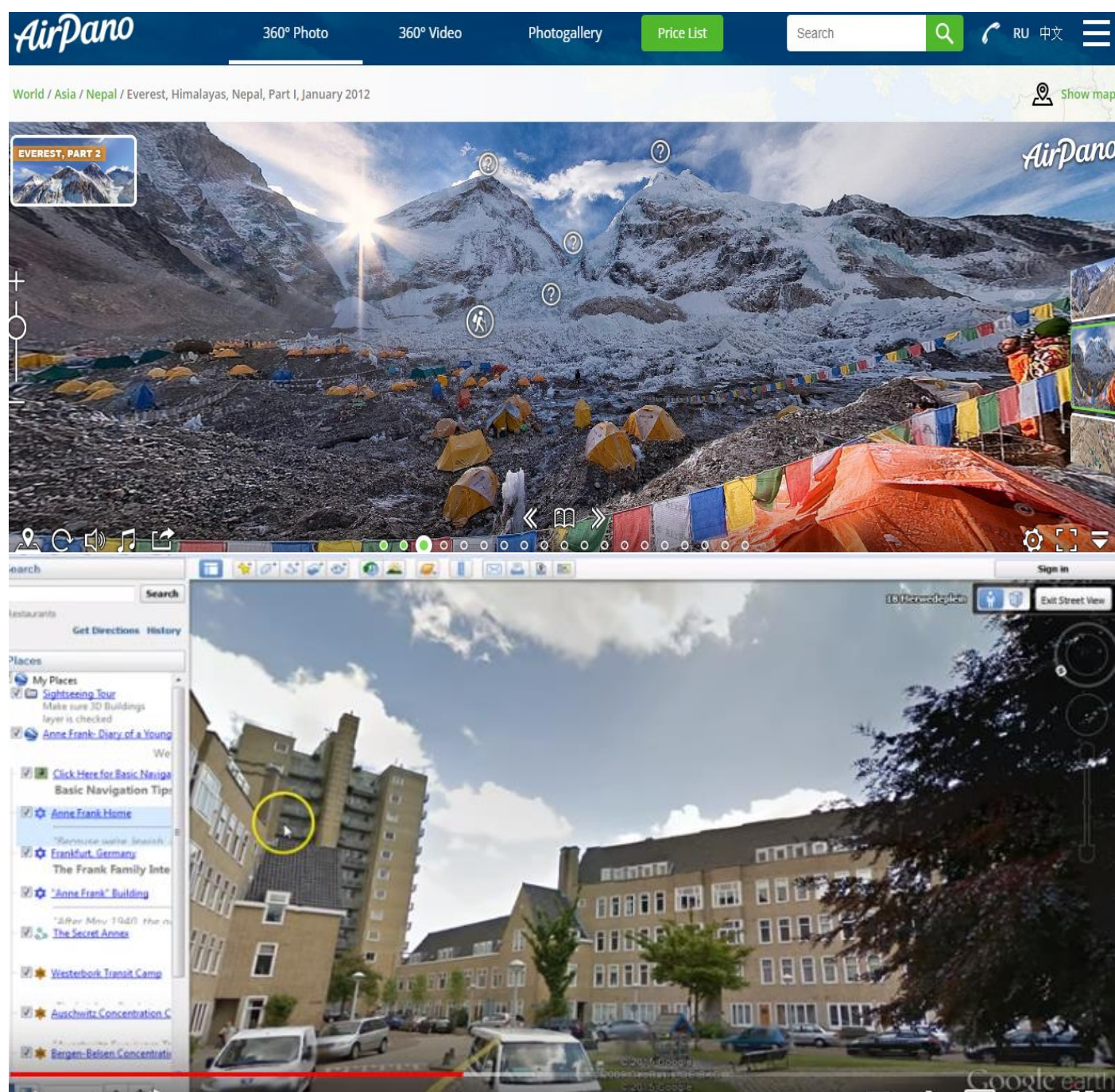
supply background
knowledge

According to Robert Marzano, "What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content" (2004, p. 1).



Everest

The Diary of Anne Frank: Google Lit Trips





Assess & Activate Knowledge

Students who lack sufficient background knowledge may struggle to access, participate in, and progress through daily lessons. Therefore, it is critical that students' prior experiences are explored and any gaps in knowledge are addressed.

There are many ways to activate background knowledge. You can provide direct instruction on a topic; take field trips or virtual trips; use photographs, illustrations, and video clips; or conduct a class discussion. To be truly effective in building student background knowledge, however, you need to know where to begin; you must start by assessing what students already know.

To assess prior knowledge, you might use a group discussion, a journal prompt, or a KWL organizer. You might also use a prediction guide (Buehl, 2001). A predication guide provides clues about what's coming next and sets a purpose for learning. To create such a guide, provide students with a list of statements related to an upcoming unit of study. Then, have them indicate if they agree or disagree with each one. A prediction guide in a science class might ask students to respond to the following sentences:

- › The sun is a star.
- › Brighter stars are the closest.
- › Stars are the largest bodies in the universe.

Direct students to do their best as they complete their guides, but be sure they understand that this activity is not a test, and that they will not be graded on their work. After the guides are completed, have a class discussion about the responses. Talk about misconceptions and how the statements connect to upcoming lessons. Then, collect the guides and use them to inform your planning.

resources

www.cast.org

CAST

[ABOUT CAST](#)[OUR WORK](#)[WORK WITH US](#)[WHAT'S NEW](#)[I'M LOOKING FOR](#)

As part of its barrier-busting mission, CAST offers a number of robust (and free) learning tools. These tools, designed and tested as part of CAST's research projects, help educators, parents, and students experience the power of flexible learning environments.

The CAST UDL Studio interface features a top navigation bar with links for DISCOVER, WORK, and USE. The main content area is titled "Create dynamic, UDL supported learning environments!" and includes sections for "Discover great projects" and "Work in your studio". Below these are "FEATURED PROJECTS" and "NEWLY LISTED PROJECTS" with project cards for "Support for Reading BOS", "Distributive Property Project", and "Parts of Speech Review 101".

UDL Studio™

The CAST UDL Exchange interface has a top navigation bar with links for BROWSE, BUILD, and FEATURE GUIDE. The main content area is titled "Welcome to the CAST UDL Exchange!" and includes sections for "What is CAST UDL Exchange?", "How Do I Get Started?", and "UDL Exchange includes". Below these are three categories: "UDL Resources", "UDL Lessons", and "UDL Collections".

UDL Exchange™

The CAST UDL Book Builder interface features a top navigation bar with links for USERNAME, CREATE AN ACCOUNT, and CREATE AN ACCOUNT. The main content area is titled "CAST UDL Book Builder" and includes sections for "Hot Tip!", "Welcome to Book Builder!", "Read Books", "Create & Share", and "Learn More". Below these are three categories: "Model Books", "Public Library Books", and "Shared Books".

UDL Book Builder™

www.udldaily.com

Universal Design Daily

365 WAYS TO TEACH, SUPPORT, & CHALLENGE ALL LEARNERS

[Get the Book](#)

[About](#)

[Look Inside](#)

[Meet the Author](#)

[Contact](#)



Universal Design Daily is produced by an Amazon.com printing facility and **available at Amazon.**

Buy in bulk (minimum of 10 copies) direct and get HUGE discounts! We accept purchase orders.

Contact us using the form below.

[Get a copy](#)

www.youtube.com: Paula Kluth

SUBSCRIBE

to my **You Tube** channel for free
tips to view, post & share

The screenshot shows the YouTube channel page for Paula Kluth. At the top, there's a search bar and navigation icons. The channel banner features a video of Paula Kluth speaking, with text overlays: "Students stick notes to around the classroom", "other person at a time", and "an exchange". Below the banner is the channel name "Paula Kluth" with "275 subscribers". There are two buttons: "CUSTOMIZE CHANNEL" and "CREATOR STUDIO". The navigation tabs include "HOME", "VIDEOS", "PLAYLISTS", "CHANNELS", "DISCUSSION", and "ABOUT". The "Uploads" section is active, showing a row of video thumbnails. The first thumbnail is a portrait of Paula Kluth. The second and third thumbnails are from a video titled "OTP E3: Make it Work" and show Paula Kluth with a sign that says "Off the Page".

YouTube

Search

Home

Trending

Subscriptions

History

Watch later

Liked videos

Paula's Playlist

Favorites

CRPTIONS

TED 7

Richard Byrne 14

Paula Kluth

275 subscribers

CUSTOMIZE CHANNEL

CREATOR STUDIO

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Uploads PLAY ALL

Off the Page

Off the Page

Off the Page

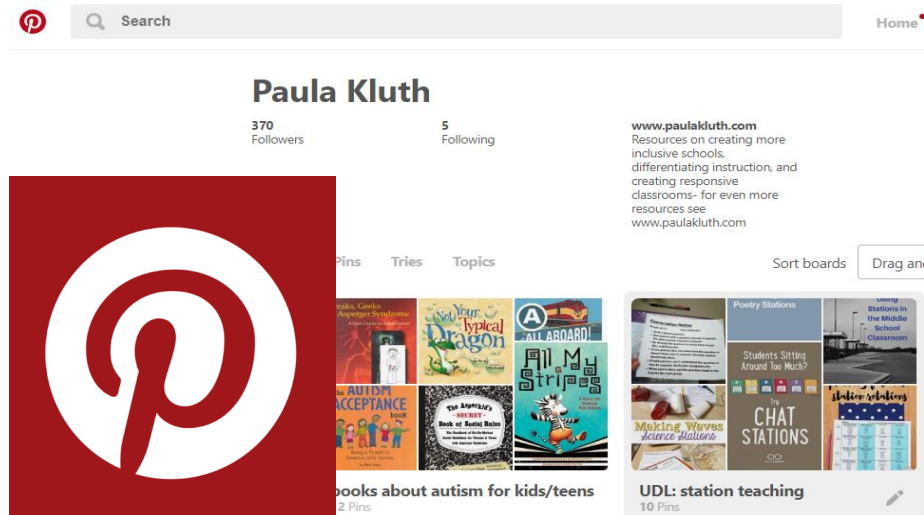
The screenshot shows a video player interface. The video title is "Off the Page #3: Make it Work". The video content shows Paula Kluth speaking. A large play button is overlaid on the video. The video player controls at the bottom show a progress bar at 0:01 / 4:54, a volume icon, and a full screen icon.

Off the Page #3: Make it Work

Off the Page

0:01 / 4:54

Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website...



www.paulakluth.com



BLOG

EVENTS

ABOUT PAULA

WORK WITH ME

BOOKS & PRODUCTS

READINGS

CONTACT

Tip of the Day

Create rituals for socialization in the classroom. For example, have students take a moment to greet each other in the morning.



This website is dedicated to promoting inclusive schooling and exploring positive ways of supporting students with autism and other disabilities. Most of my work involves collaborating with schools to create environments, lessons, and experiences that are inclusive, respectful, and accessible for all learners.

Blog

Differentiation Hack: All-about-me

Now Available!



INCLUSION