

Universal DESIGN



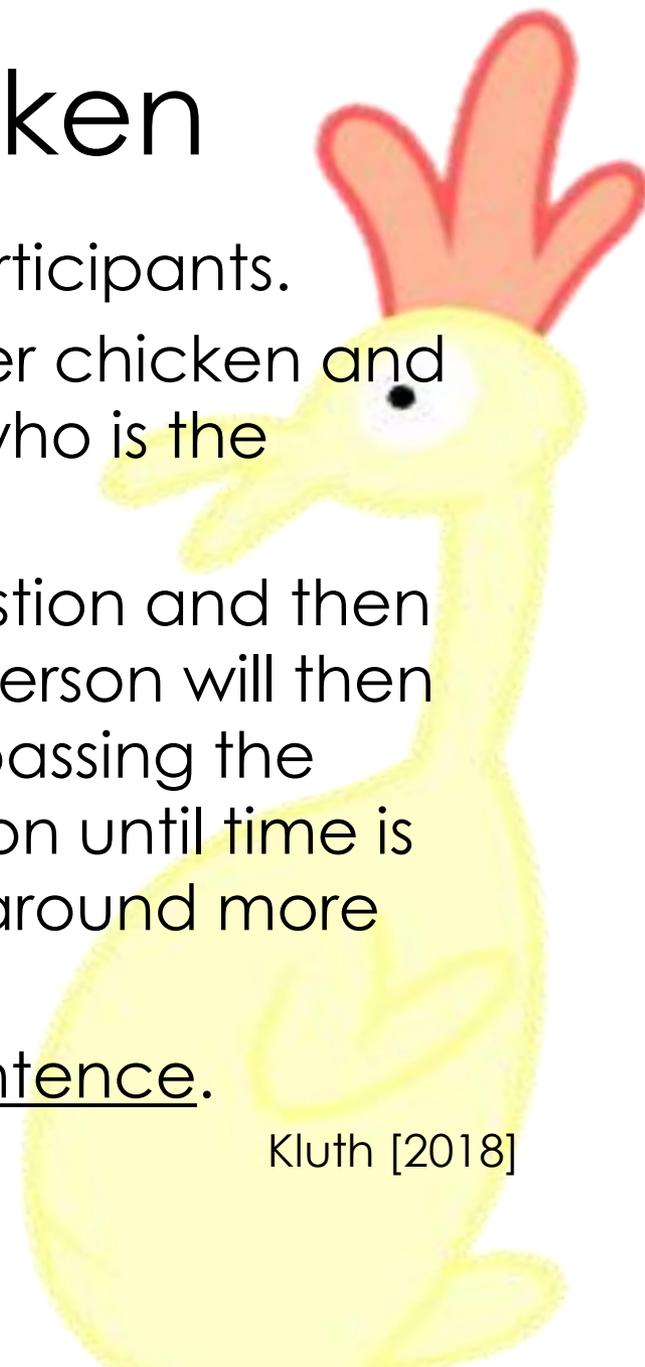
Pass the Rubber Chicken!
Engagement Ideas

Paula Kluth, Ph.D.
www.paulakluth.com
@paulakluth
2019

pass that chicken

- Get into a group with 5-6 other participants.
- Each group should take one rubber chicken and give it to the person in the group who is the youngest.
- This person should answer the question and then pass the chicken to the left. That person will then answer the same question. Keep passing the chicken and answering the question until time is called [even if it goes all the way around more than once].
- Keep each answer to only one sentence.

Kluth [2018]





action &
expression

the why of
learning

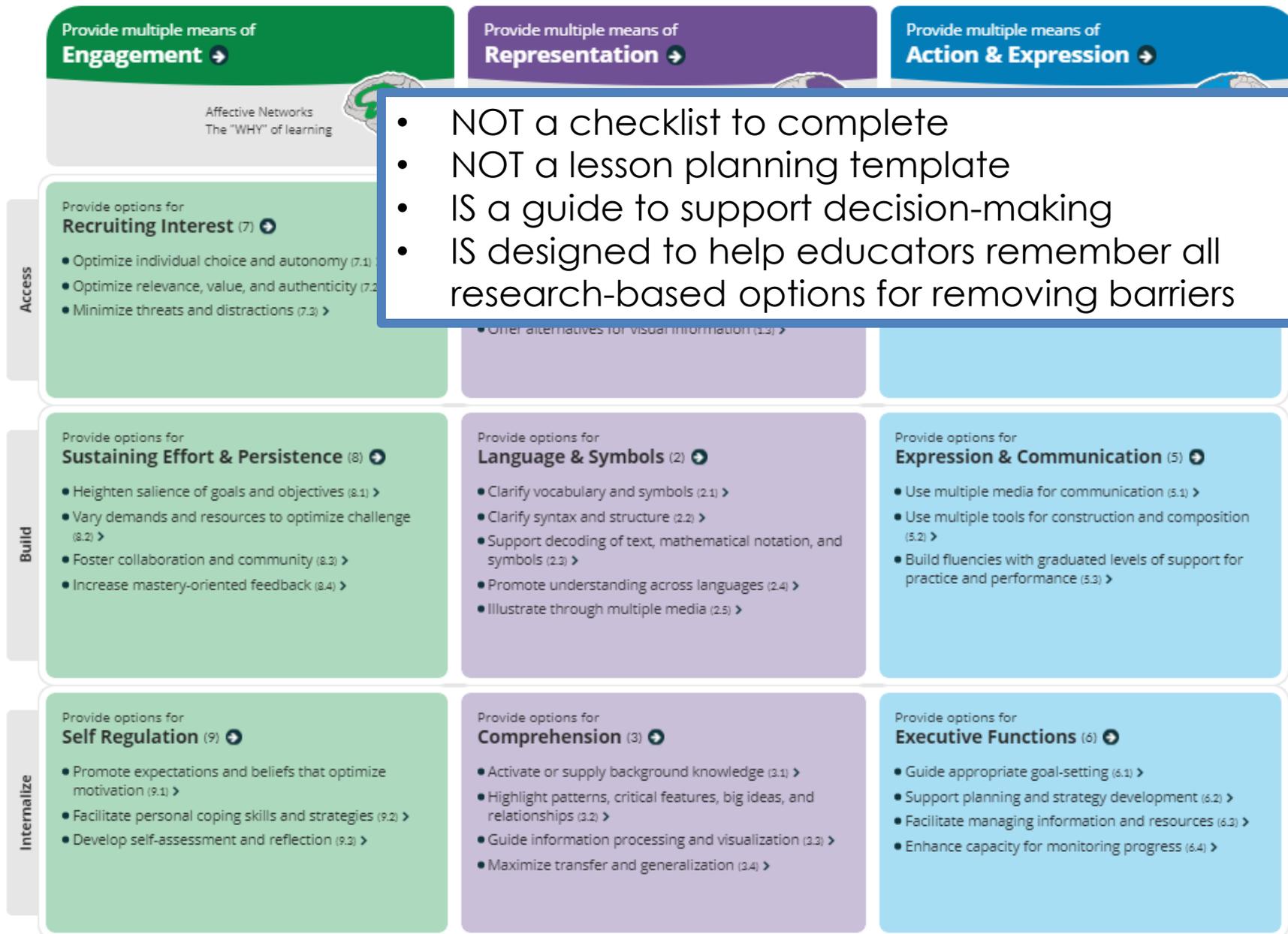
stimulating
interest
& motivation



engagement

representation





- 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

engagement



- options for recruiting interest (e.g., provide choices, tap into interests)
- options for sustaining effort (e.g., cooperative learning , community building)
- options for self-regulation (e.g., promote reflection, teach growth mindset)

incoming states

boredom/apathy, frustration, anger, resentment, annoyance, fear, fatigue, etc.

+

teaching actions

humor, connection, novelty, relevance, etc.

=

target states

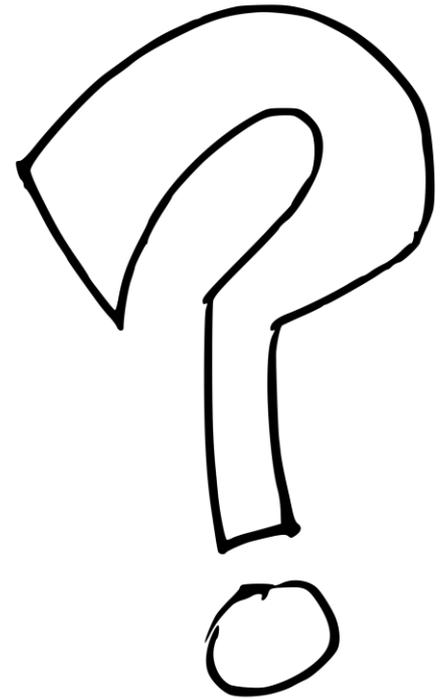
anticipation, confidence, curiosity, suspense, intrigue, expectancy, etc.



Why does engagement matter?

When students are engaged, motivated & feel minimal stress:

- information flows freely;
- higher levels of cognition are achieved;
- connections are made more easily.



recruiting interest

[spark excitement & curiosity]

surveys

Kluth, P. [2018] *Universal Design Daily*.

Day
74

Survey Students

Methods of Engagement



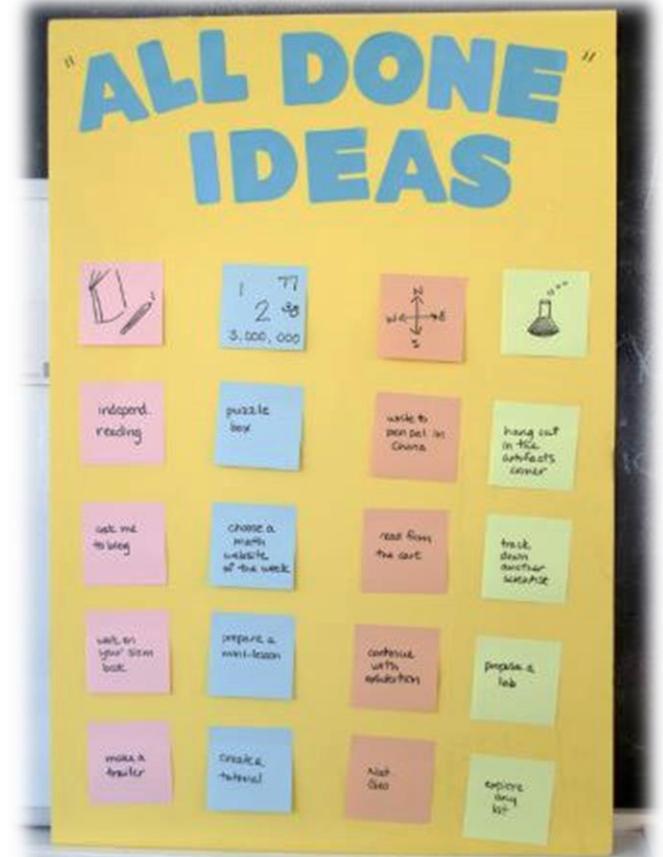
Distribute an informal assessment a few times a year to get feedback. Focus questions on needs, strengths, and student ideas. For example:

- › What do you want to learn this/next/by the end of the year?
- › What do you need to be comfortable in my classroom?
- › What was your favorite lesson so far?
- › What do you like most/least about our classroom space?
- › Who do you like working with the most? Who do you work with most effectively?
- › What games/structures/activities do you like best and why?
- › What is one thing you have learned so far in this class?

These questions will help you individualize instruction and get to know your students a little better.

choices: ideas

- level of challenge
- tools utilized
- sequence of tasks
- free time/genius hour
- partners/groupings
- topics of study
- class rules/practices

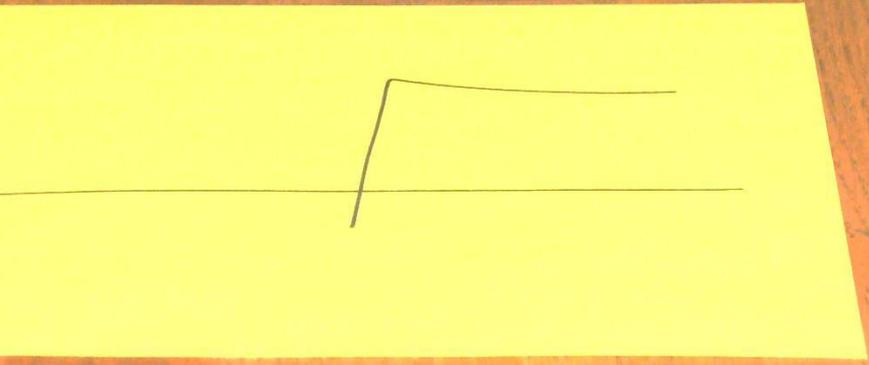
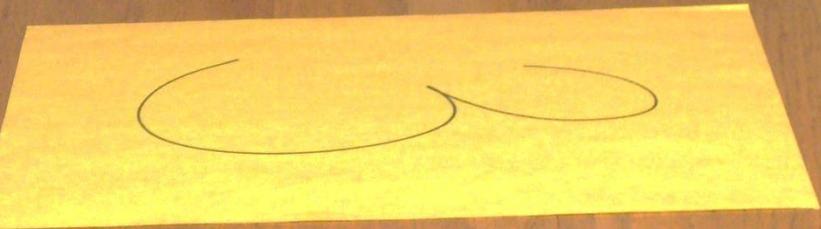


fun & games

Udvari-Solner & Kluth (2018). Joyful Learning.

- catch
- musical pairs
- walk it to know it





Earth
ducated


Venus
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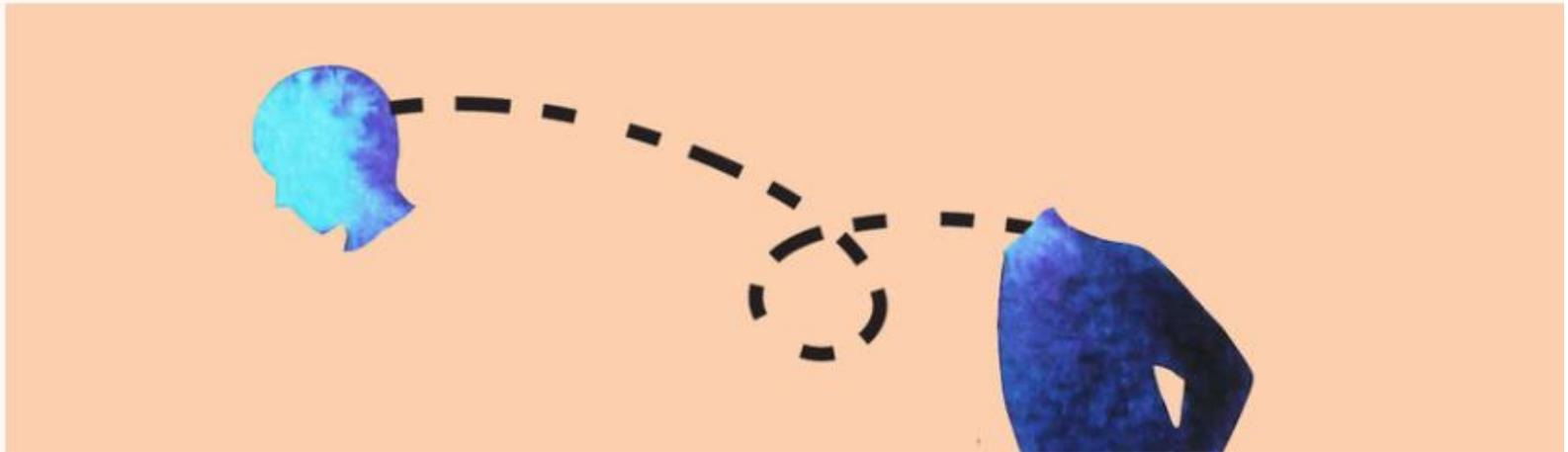

Mercury
y


Order of the Planets

My Very Educated
Mother Just Said Please

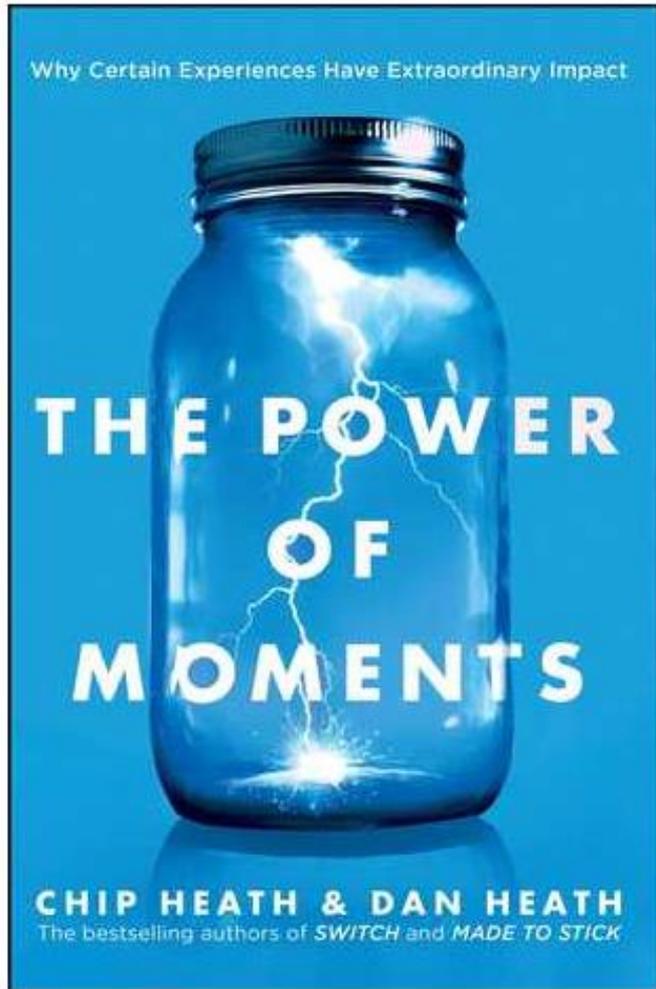
How Does the Brain-Body Connection Affect Creativity?

🕒 May 17, 2017 by DEREK BERES



- Movement helps divergent thinking (e.g., generating creative uses for objects).
- Benefit was present during walking or after walking.
- Participants experienced an impressive boost in creativity (60%)

moments



- welcome
- surprises
- celebrations
- novelty
- connection
- humor

for something
refreshing:
no hidden fees.

It is not easily
done. Keep God as
in your cord

Now for something
really refreshing:
no hidden fees.

grandparents were
72 years. My
I always treated
with such kindness ;
and love. Sorry
love. Sorry

Now for something
really refreshing:
no hidden fees.
Always talk to each other
Have 10 each other
says Put God First when Family
Trust each other

Keep God as the center.
Now for something
really refreshing:
no hidden fees.

or go to
angry

west

west

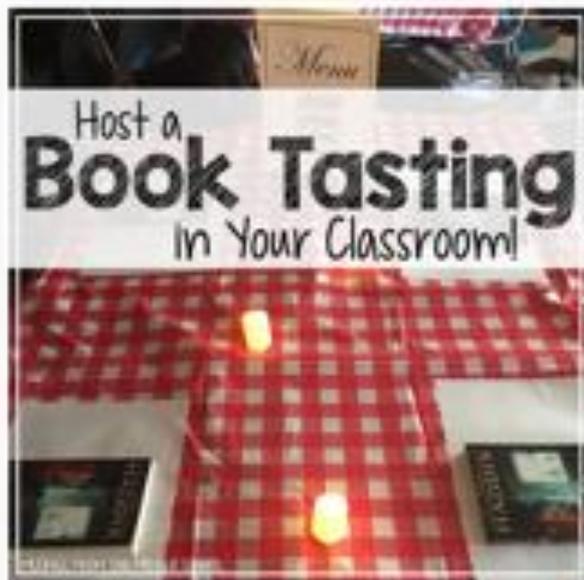
We call it
Transparency.

Ch
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4

<http://musingsfromthemiddleschool.blogspot.com/2017/01/host-book-tasting-in-your-classroom.html>

Saturday, January 14, 2017

Host a Book Tasting in Your Classroom!



Anybody want a “pup quiz”?



consider relevance

- personal relevance
- regional relevance
- cultural relevance





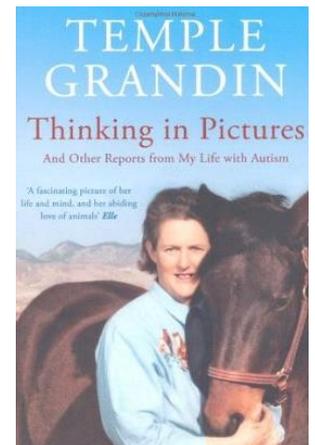
PEDRO'S WHALE

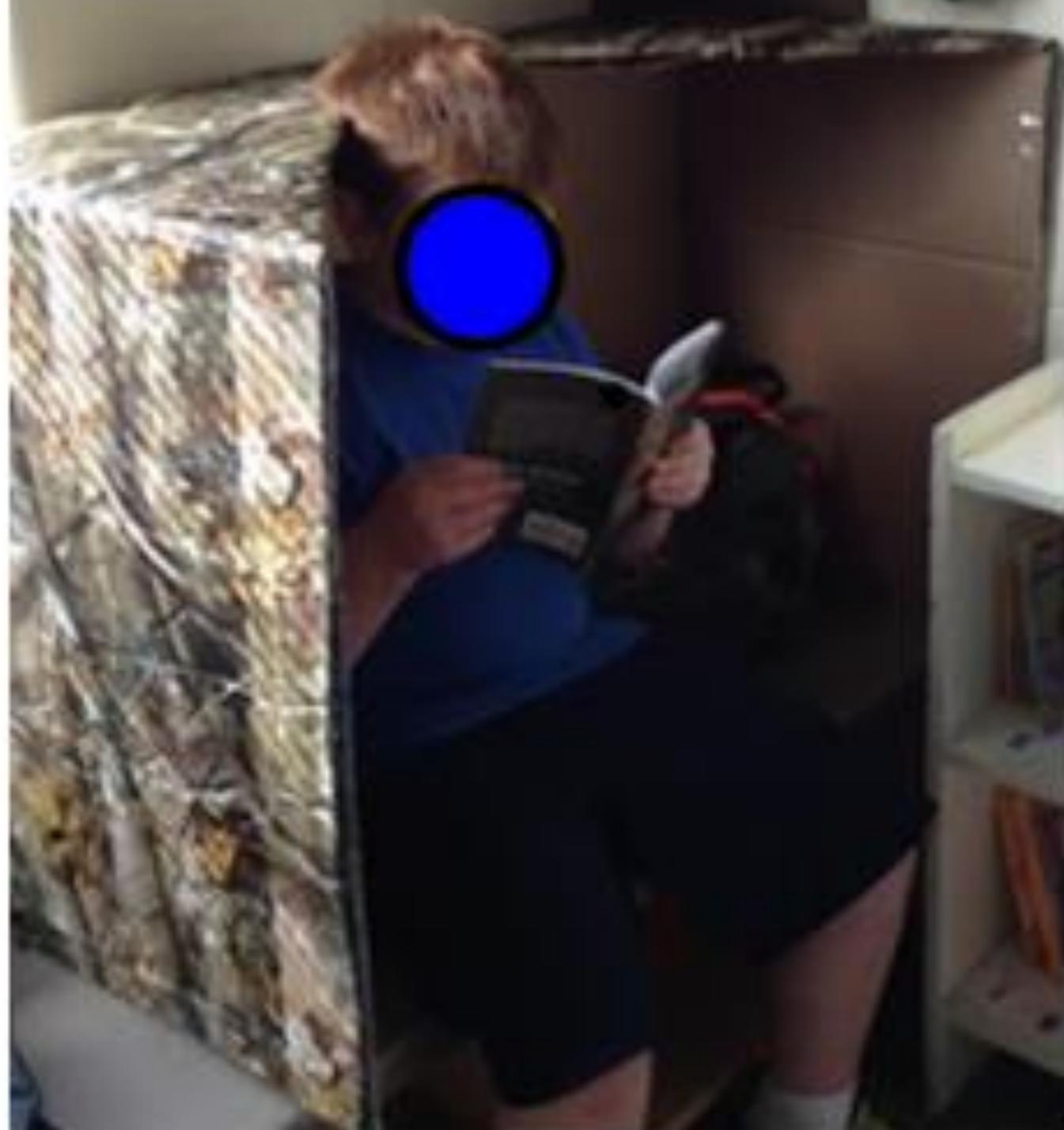
Paula Kluth & Patrick Schwarz

Illustrated by Justin Canha

“If my teacher had challenged me to learn how the electronic box that opened the door worked, I would have dived head first into electronics. Fixations can be tremendous motivators.”

Grandin (2006)









Houghton
Mifflin
Harcourt

MATH



GRADE

1

Volume 1



James White had 3 rushing plays during the game. On one play he lost 4 yards. On another play, he gained 29 yards. On the third play, he gained 2 yards. How many yards did James White gain during the game



He gained a total of 18 yards. How many total yards after contact did James White have in the game?



Like 30

Tweet

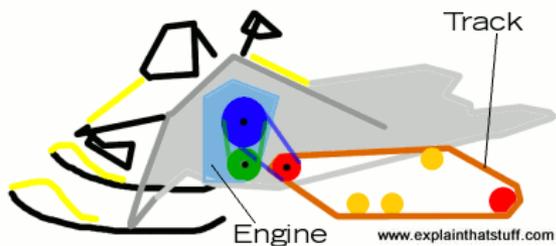
by [Chris Woodford](#). Last updated: June 29, 2018.

Now problem? 's no problem if you have a **snowmobile!** If you live somewhere warm, like California, your only chance of seeing one of these brilliant little machines is in wildlife documentaries or James Bond films. If you live nearer the Arctic, in Alaska or northern Quebec, snowmobiles (often called **snow machines**) will be as familiar to you as motorcycles are to people living further down south. Given how

useful they are, it's hardly surprising that engineers spent much of the early 20th century trying to develop the perfect machine for speeding over frozen terrain. The small, light, modern snowmobile finally appeared in the 1960s thanks to pioneering Canadian engineer Joseph-Armand Bombardier, who named his machine the **Ski-Doo**®. So how do these funky little snow bikes actually work? Let's take a closer look!

What is a snowmobile?

Photo: A snowmobile makes light work of this frozen track in Alaska. Note how far apart the front skis are compared to a skier's: this gives a snowmobile stability and a lower center of gravity, which helps to stop it tipping over. Photo by Jonathan Snyder courtesy of US Air Force.



Artwork: A snowmobile gets much more traction in snow than a motorcycle using a large, wide track with deep rutted treads. A belt-drive and clutch system transfers power from the engine (in the center of the machine) to the track at the back. Compare this with Bombardier's early, 1944 snowmobile design (below) and you'll see that the basic idea hasn't changed very much.



Think about an ordinary motorcycle: you have a heavy engine in the center with the rider balanced on top of it and two narrow wheels with rubber tires just in front and behind. Now in theory you can ride a machine like this through snow, providing the snow is soft enough to compact as you move over it

(and you can get some grip) and not so hard and frozen that it's turned to super-slippery ice. In practice, motorcycling on snow and ice is incredibly dangerous and best avoided: steering fluctuates between tricky and impossible and there's a high risk your bike will slide right out from under you. The problem is that relatively little of your bike is actually touching the road—just two tiny patches of rubber under the front and rear tires—and that's simply not enough to give you good traction and grip.

More interesting features of snowmobiles

Photo: Who invented the snowmobile? This early snowmobile was designed by Joseph Armand Bombardier and patented in April 1944. Much like modern snowmobiles, this one has a ski at the front for steering and a sophisticated chain-tread track system at the back. Sprockets pull the tracks around, while idler wheels in between provide suspension. The main difference between this vehicle and modern snowmobiles is the large cabin, which can seat about 12 people. Artwork courtesy of US Patent and Trademark Office (with coloring added by us for clarity).

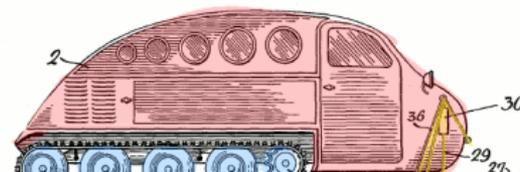
Skis, engine, a track, and some brakes—a snowmobile sounds simple enough. Under the covers, however, there's a lot more going on. If you take a look at the 500 or so snowmobile-related patents that the leading manufacturer, Bombardier, has filed since 1944, you'll find all sorts of features you might never have thought of. For example, powering through wet or deep snow, it's quite likely the track will clog up, greatly increasing the weight of the drive mechanism and slowing you down. That

April 11, 1944.

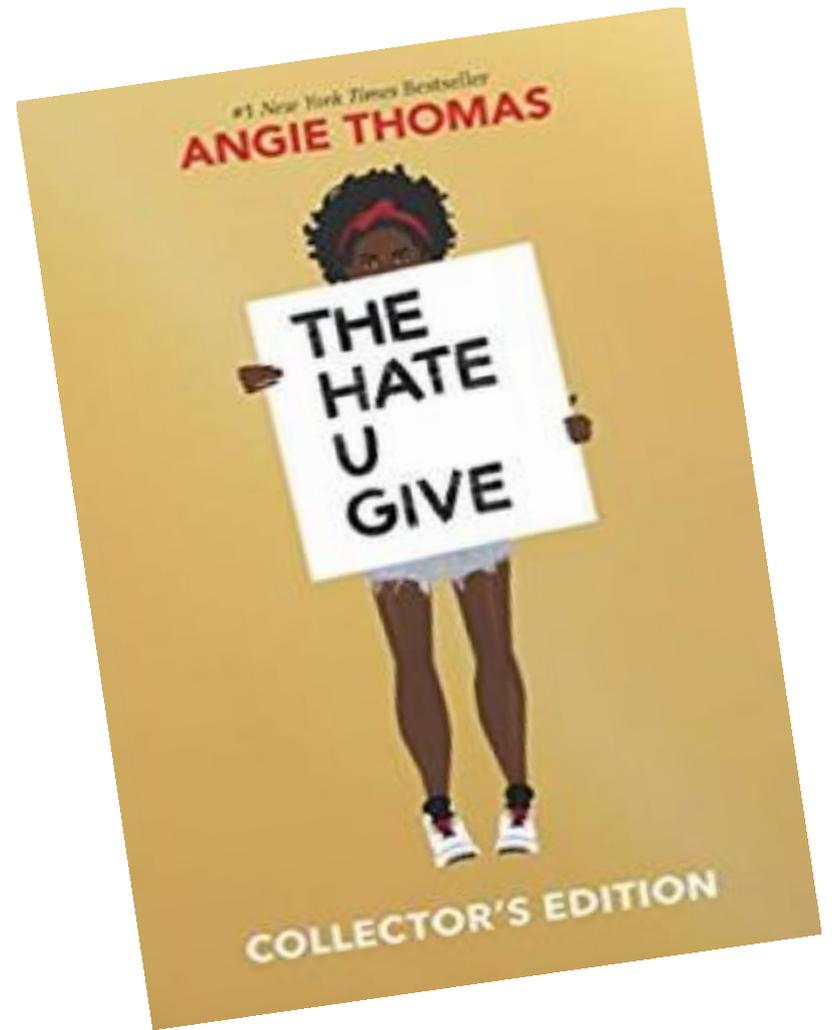
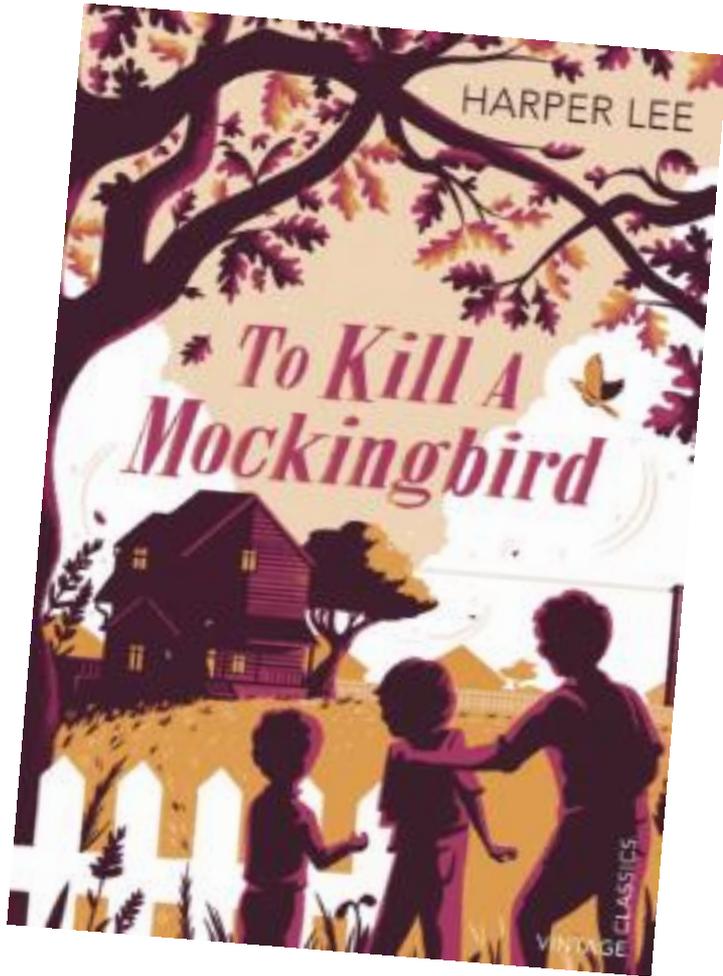
J. A. BOMBARDIER
CHAIN TREAD VEHICLE
Filed July 6, 1942

2,346,351

www.explainthatstuff.com



or



#DisruptTexts



Tricia Ebarvia 🇵🇭🇺🇸
@triciaebarvia

Q1. How do you select picture books for your curriculum & classroom? For what purpose? What factors do you consider and why? #DisruptTexts

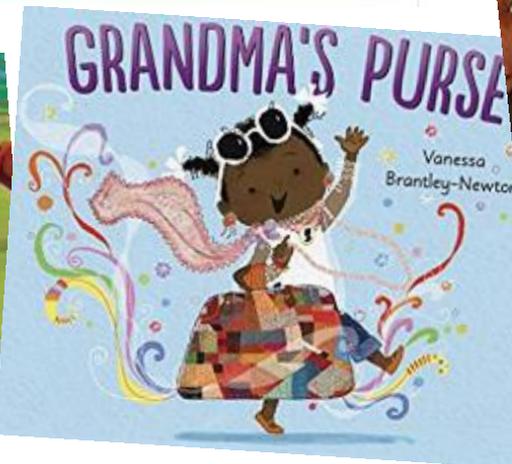
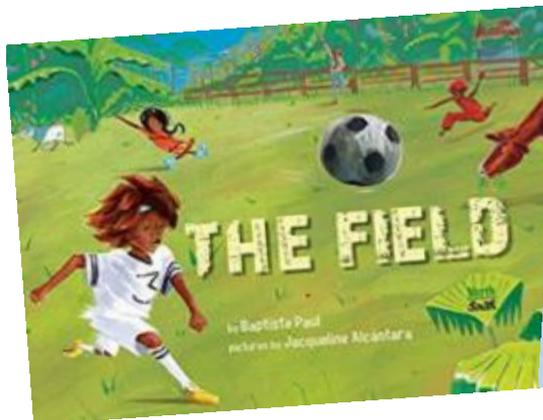
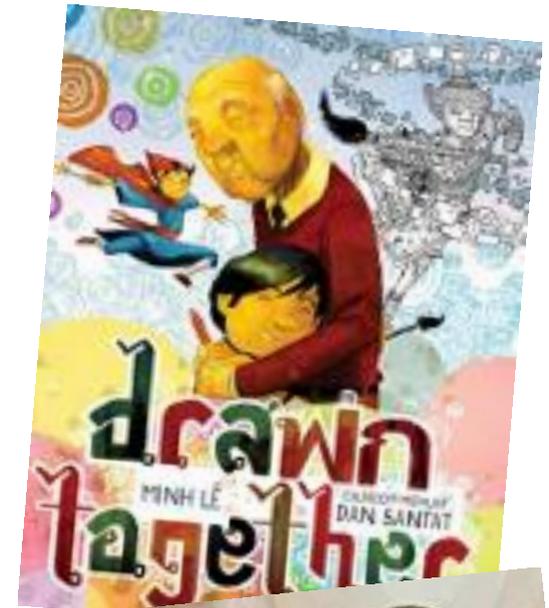
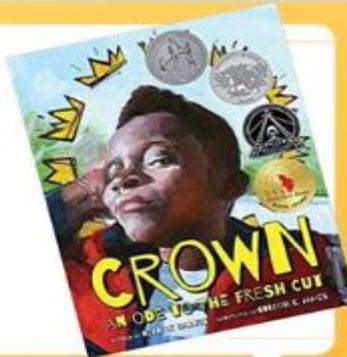
@TchKimPossible @juliaerin80 @nenagerman
@consciouskidlib

Q1

HOW DO YOU SELECT PICTURE BOOKS FOR YOUR CURRICULUM AND CLASSROOM?

FOR WHAT PURPOSE?

WHAT FACTORS DO YOU CONSIDER? WHY?



#DISRUPTTEXTS



Many thanks to special guest
@consciouskidlib

@tchkimpossible @juliaerin80 @nenagerman @triciaebarvia

Teaching Thanksgiving from the Perspective of Native Americans



Education.com Follow

Jun 15, 2016 - 5 min read

by Christina “Krea” Gomez, *Guest Author*

During the month of November, students all over the country can be found studying Native American culture and making cute little turkey hands in anticipation for Thanksgiving. Many teachers are hoping to achieve the goal of honoring the historical significance of Thanksgiving, but exploring this topic in an honest and meaningful way can be a challenge. While we wish to pay homage to the Europeans who braved the Atlantic ocean in search of a land where they could practice religious freedom, it is also necessary to recognize and teach about the tragic and heartbreaking impact this journey had on millions of American Indians as a result.



How history got the Rosa Parks story wrong

The quiet seamstress we want on our \$10 bill was a radical active in the Black Power movement.



By **Jeanne Theoharis**

Jeanne Theoharis is distinguished professor of political science at Brooklyn College of CUNY and author of the award-winning "The Rebellious Life of Mrs. Rosa Parks." Theoharis and Brian Purnell are editors of the forthcoming book, "The Strange Careers of the Jim Crow North."

**ZINN
EDUCATION
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TEACHING PEOPLE'S HISTORY

TEACHING ACTIVITIES (FREE)

Stepping into Selma: Voting Rights History and Legacy Today

Teaching Activity, Teaching for Change. 2015.
Introductory lesson on key people and events in the long history of the Selma freedom movement.



Time Periods: 20th Century, People's Movement: 1961 - 1974

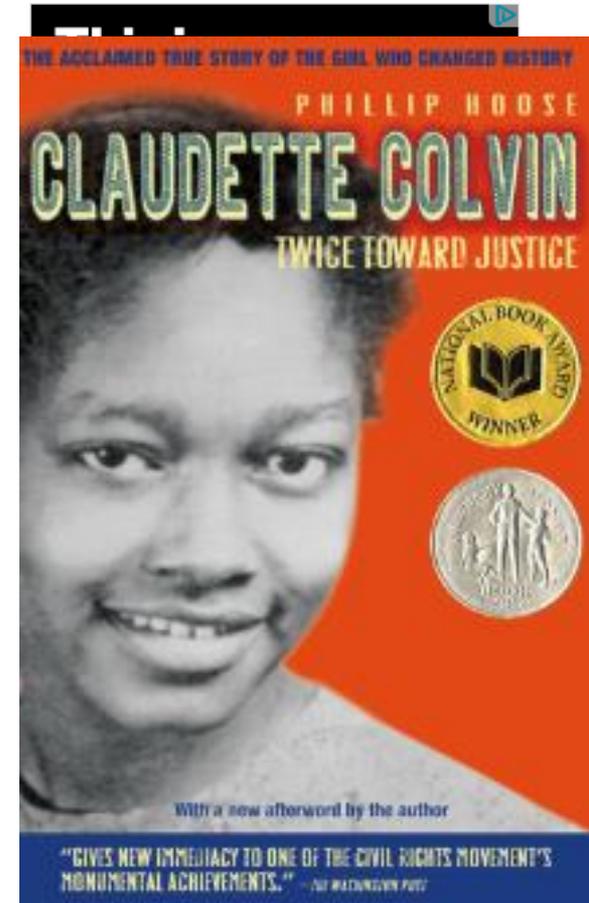
Themes: African American, Civil Rights Movements, Democracy & Citizenship, Organizing, Social Class

Share

Print

Visit website

This lesson invites students to step into the long history of the freedom struggle in Selma, introducing them to people, turning points, and issues.



How can you minimize distraction & keep students “on track”?



paula kluth



Off the Page #3: Make it Work

970 views • Dec 11, 2017

7 0 SHARE SAVE ...



Paula Kluth

ANALYTICS EDIT VIDEO

sustaining effort & persistence

**[tackle challenges with
focus and determination]**

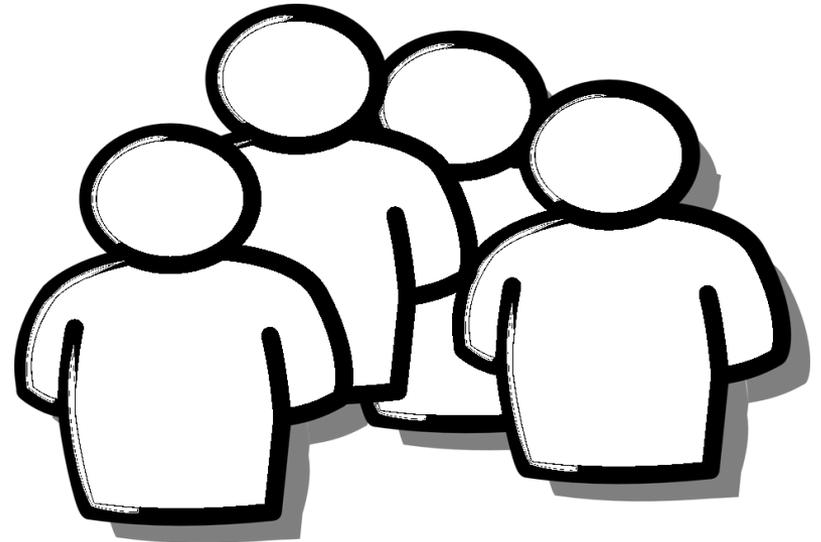
How does this foster collaboration & community?

[CBS News: Teacher Has Personalized Handshakes with Every One of His Students]



community-building ideas

- show & tell
- news & goods
- What's In Your Pocket?



Kluth, P. [2018] *Universal Design Daily*.

Day
87

Focus On Feedback

Methods of Engagement



Feedback is an essential part of learning, so be sure your students are getting as much as possible from your guidance, comments, and support (Wiggins, 2012). Start by connecting your feedback to a goal, when possible, as in, “The song should make the audience feel something. It should be an emotional experience. How can you add some heart to the performance?” or “As people visit your station at the science fair, you want to not only have a high-quality project to share, but you also want it to be compelling. You want people to learn and to be interested. How do you think you are doing so far on that goal?”

Another element of effective feedback is making sure it is clear. Telling a learner to “add details” may mean nothing to that individual until they see a few sample essays with details highlighted in neon marker. A student told to “follow through” on their golf swing may have no clue what that means until they see some videos of positive and negative examples.

Finally, high-quality feedback is timely. When work is returned weeks after students have submitted it, the feedback is often totally ignored because it can feel disconnected from the “here and now.” When feedback is received very quickly, however, it is better understood and can be immediately responded to as new work is produced. In order to give all students the best feedback possible, try to give it on-the-spot using mini-conferences and by making comments during observations. You can also provide more immediate feedback by enlisting the support of others. Have students work collaboratively to get and give feedback. Bring in classroom volunteers to support projects. Work with partners like therapists, administrators, and literacy specialists on certain tasks. Finally, you can offer well-timed feedback by using tech tools to share comments with individuals (e.g., Google Docs) or with a whole group (e.g., www.yammer.com).

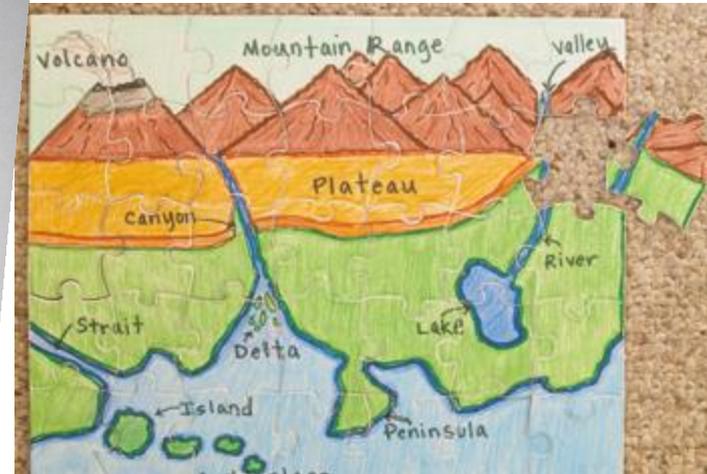
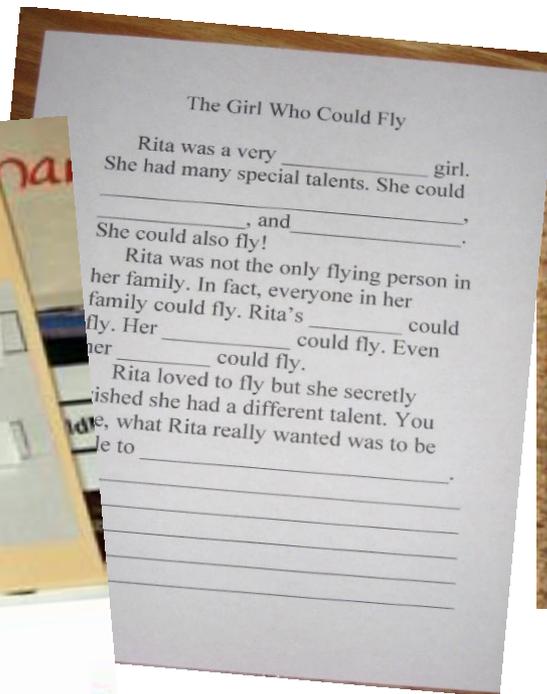
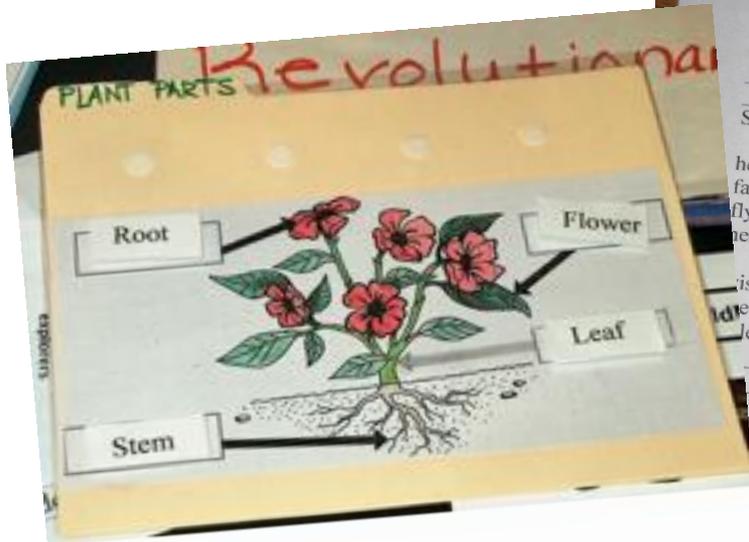
feedback should be:

- clear [Do students understand it?; Is it actionable?]
- timely
- connected to a goal



vary demands & resources

- differentiate level of challenge
- alternatives in tools/scaffolds
- emphasize the wide range of ways to meet standards(e.g., progress, effort)



"Good boy!" Program pairs service dogs with health care system

By Seema Yasmin, Dallas Morning News
09.11.14

Grade Level **12**
Word Count **961**



Brian Boone, 39, who lost his lower left leg while serving as a soldier in Afghanistan in 2011, holds the leash to Brindle, his 2-year-old Labrador-golden retriever mix at Home Depot in Irving, Texas, on Sept. 3, 2014. David Woo/The Dallas Morning News/MCT

DALLAS — Brian Boone is practicing his silly voice. The 39-year-old soldier, who lost his lower left leg while serving in Afghanistan, looks down at Brindle, a 2-year-old Labrador-golden retriever mix — and highly trained service dog.

“Good boy,” says Boone. Sarah Koch, Brindle’s trainer, looks on. “I want you to get a little silly with your praise,” she says. Boone tries again. “Goooooooood booooooooooy,” he coos. Brindle looks up with doe eyes at his new master and looks all too pleased with himself.

“Goooooooood booooooooooy”

By Dallas Morning News, adapted by Newsela staff
09.11.14

Grade Level **2**
Word Count **291**



Brian Boone, 39, who lost his lower left leg while serving as a soldier in Afghanistan in 2011, holds the leash to Brindle, his 2-year-old Labrador-golden retriever mix at Home Depot in Irving, Texas, on Sept. 3, 2014. David Woo/The Dallas Morning News/MCT

DALLAS — Brian Boone is a soldier. He got hurt in a war. Boone lost part of his leg. He also could not use his arm for a year. His arm is stronger now, but he still needs help.

Brindle is his new service dog. Service dogs learn to help people who are sick or hurt. They guide blind people who cannot see. They protect their owners from falls. They can even pull wheelchairs.

Brindle will help Boone pick things up from the ground.

“Good boy,” Boone said to his dog.

self-regulation

**[harness the power of emotions
and motivation in learning]**

support/teach personal coping skills

- tools for managing challenges
- growth mindset reminders
- materials that help students cope/learn coping strategies (e.g., manta swag; calm box)



www.mindfulschools.org



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Dear Ms. Van Boxtel & Ms. Rhee,

I would like to be in Chess Club and Chess Scholars. I would also like to propose a Chess Challenge Group for after school (see me for ideas on this).

I don't like going to Spanish because the room is really HOT!!! That needs adjusting.

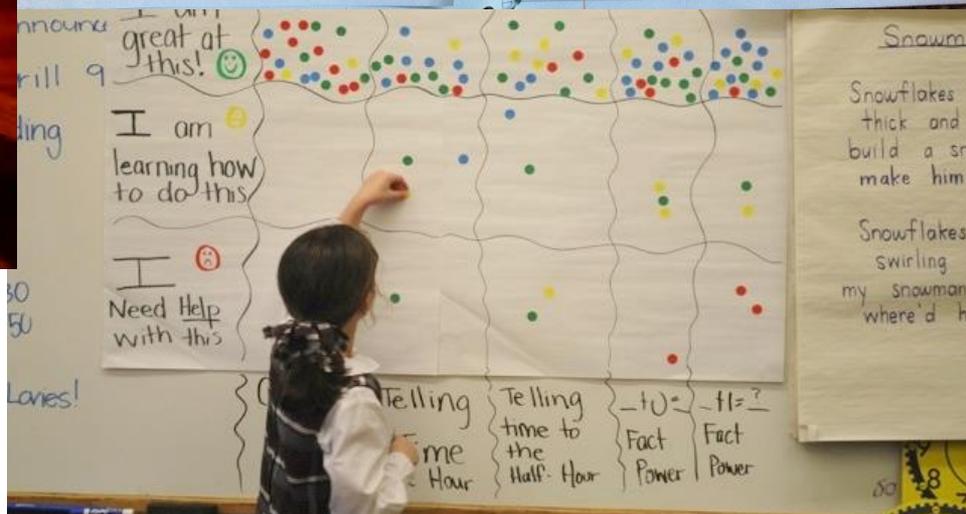
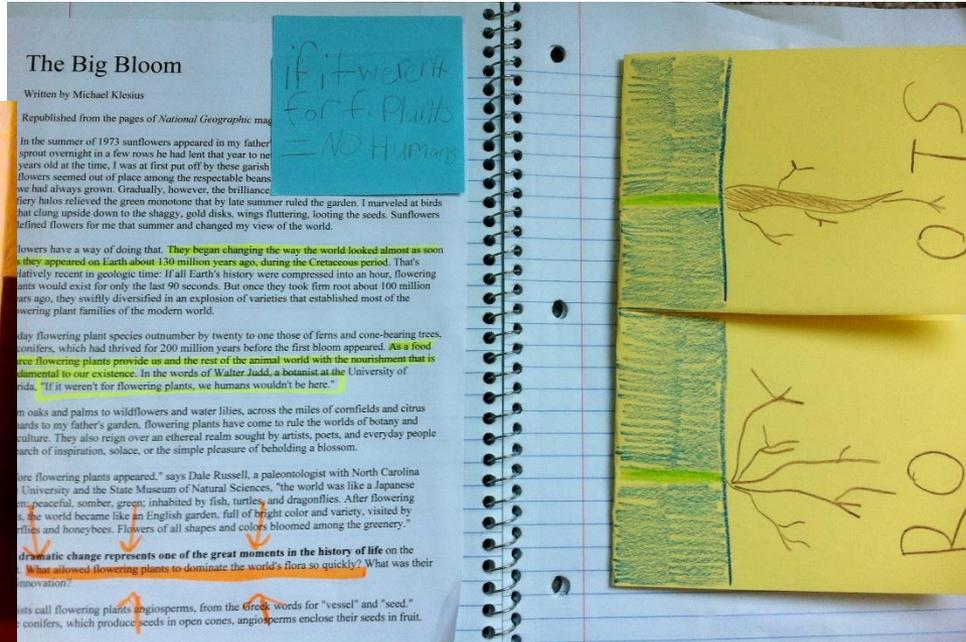
Can we find a way to get more Ozzie in the day?

--- Rocco

Kluth, P. (2010). *You're going to love this kid*. Baltimore: Brookes.
[letter to IEP team: p. 289]

self-assessment/reflection

Kluth & Danaher (2014) *From Text Maps to Memory Caps.*



resources



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.

CAST UDL STUDIO DISCOVER WORK USE

Create dynamic, UDL supported learning environments!

Discover great projects
Explore the project library! Browse, read, and interact with projects created by UDL Studio users.

Work in your studio
Add content that you define! Tools for Learning Design are easily included throughout. Share your project with others!

FEATURED PROJECTS

- Support for Reading 808**
Thematic
Author: Matthew Puria
Avg. Rating: ★★★★★ (2)
- Distributive Property Project**
Level: 1
Author: Jeremy Jackson
Avg. Rating: ★★★★★ (16)
- Parts of Speech Review 101**
Author: In: Gray
Avg. Rating: ★★★★★ (2)

CAST UDL EXCHANGE BROWSE BUILD FEATURE GUIDE

Welcome to the CAST UDL Exchange!

What is CAST UDL Exchange?
It is a place to **browse** and **build** resources, lessons and collections. You can use and share these materials to support instruction guided by the UDL principles.

How Do I Get Started?
Create an account to begin working in UDL Exchange. Want more info before you begin? Check out the **Feature Guide** for more details.

[CREATE AN ACCOUNT](#)

UDL Exchange includes

- UDL Resources**
Materials such as websites, documents, images, presentations, audio, video, etc. that support implementation of UDL.
- UDL Lessons**
Lesson plans that address the variability of all learners through the application of UDL.
- UDL Collections**
Sets of resources/lessons organized around a theme to support UDL practices.

CAST UDL BOOK BUILDER

Username:
[Create an account](#)
[Create An Account](#)

Hot Tip!
Provide Royalty Free Music to Students on a Network
Send Us Your Hot Tip!

Welcome to Book Builder! Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

- Read Books**
Model Books
Read, comment, and rate other users books.
Public Library Books
Read, comment, and rate
- Create & Share**
Create and Edit My Books
Login to author your own books.
Shared Books
View books shared with you.
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Learn about UDL
View videos about Universal Design for Learning.
Tips and Resources
Find authoring ideas on media.

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UDL Exchange™

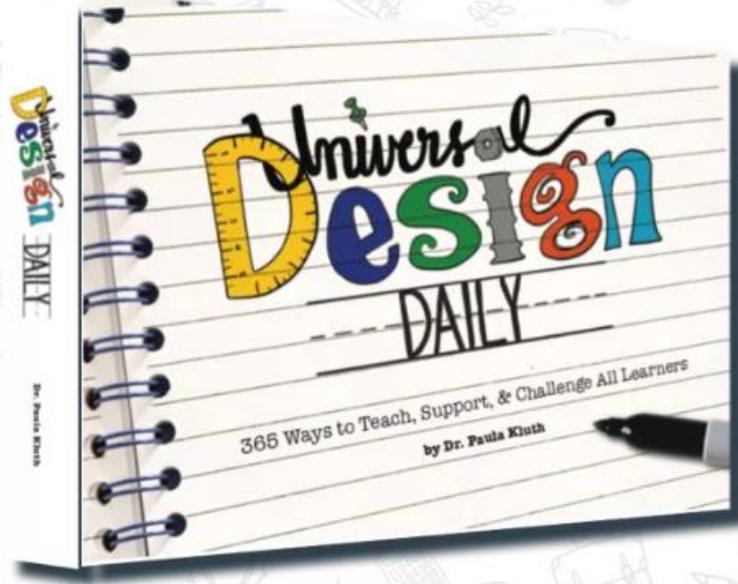
UDL Book Builder™

www.udldaily.com

Universal Design Daily

365 WAYS TO TEACH, SUPPORT, & CHALLENGE ALL LEARNERS

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Off the Page:

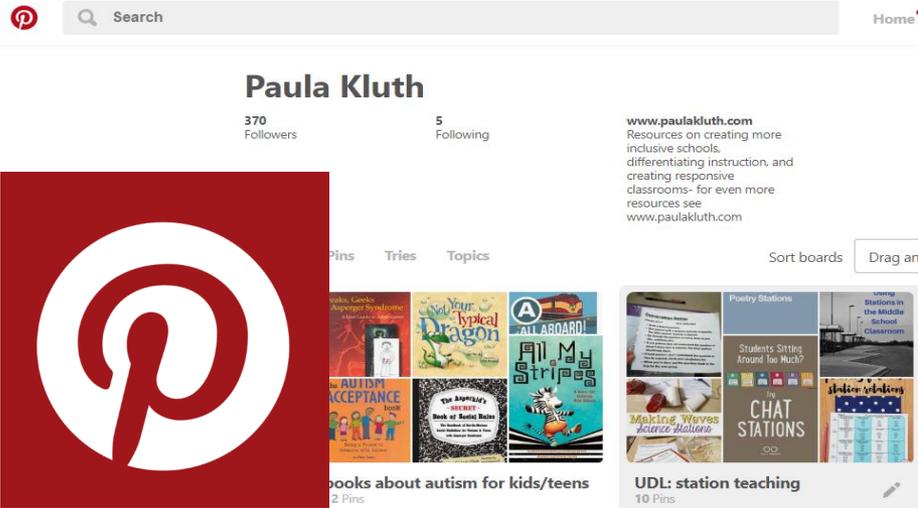
SUBSCRIBE

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 is a search bar and navigation icons. The channel banner features a video thumbnail with text: "Students stick notes to around the classroom other person at a time clothing exchange". Below the banner is the channel name "Paula Kluth" with "275 subscribers" and two buttons: "CUSTOMIZE CHANNEL" and "CREATOR STUDIO". The navigation menu includes "HOME", "VIDEOS", "PLAYLISTS", "CHANNELS", "DISCUSSION", and "ABOUT". Under "Uploads", there are three video thumbnails. The first is a portrait of Paula Kluth with a duration of 5:23. The second is titled "OTP E2: Make it Work" with a duration of 4:56. The third is titled "Off the Page" with a duration of 4:56. On the left sidebar, there are sections for "Home", "Trending", "Subscriptions", "History", "Watch later", "Liked videos", "Paula's Playlist", "Favorites", and "Subscriptions".

This is a close-up of a video player showing a video titled "Off the Page #3: Make it Work". The video content shows Paula Kluth speaking. A play button is overlaid on the video. The video player interface includes a progress bar at the bottom showing "0:01 / 4:54" and icons for volume, closed captions, settings, and full screen.

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



Paula Kluth
370 Followers 5 Following

www.paulakluth.com
Resources on creating more inclusive schools, differentiating instruction, and creating responsive classrooms- for even more resources see www.paulakluth.com

Books about autism for kids/teens
10 Pins

UDL: station teaching
10 Pins



Paula Kluth
@paulakluth

Home About Book Store Photos Likes Videos Posts Events Shop Notes

17 Scheduled Posts
Next post scheduled for Sunday at 8:00pm. See posts.

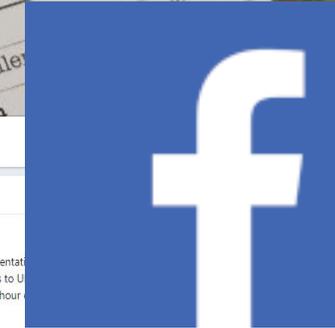


Paula Kluth
@PaulaKluth

Educator. Advocate. Author. ❤️
#inclusion & work w/ teachers to support ALL #UDLDaily #LoveThisKidAutism #JustGiveHimtheWhale #30DaystotheCotaughtClassroom

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Paula Kluth @PaulaKluth · 2 Oct 2018
Doing in-house co-teaching PD? Check out our 100+ slide presentation cover topics ranging from role sharing to planning to structures to U includes activities, content, questions, etc.- all you need for a 1 hour day presentation!



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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

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