



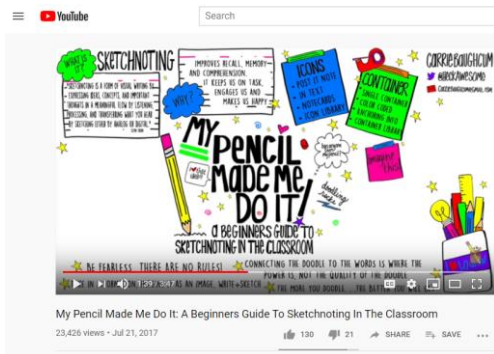
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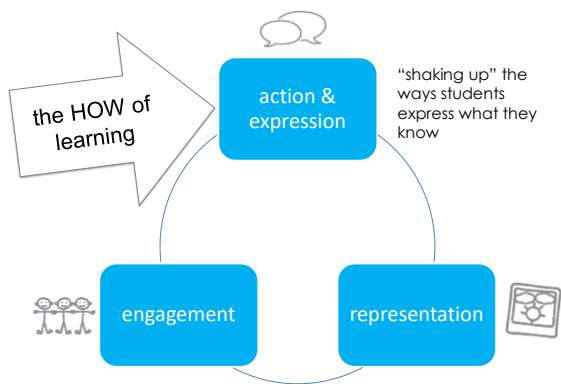
- Grab some paper & a few markers.
- During this session, feel free to use these materials to record ideas related to the session.
- Doodle, draw, jot down notes, etc.
- Share using #UDLIdaho during/after the talk.

2

Carrie Baughcum @HeckAwesome



3



4

action & expression



- options for expression & communication (e.g., compose in multimedia, solve problems using a variety of strategies)
- options for physical action (e.g., use of switches, add alternative keyboard)
- options for executive functions (e.g., provide checklists, encourage goal setting)

5

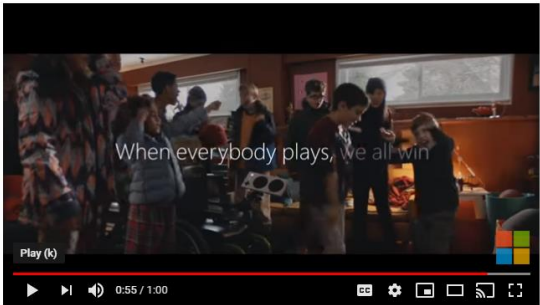


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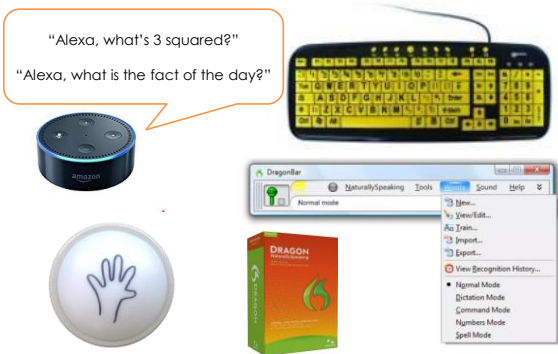
physical action

[interact with accessible materials & tools]

7



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9

writing without a pencil

Kluth & Danaher (2018). *From Tutor Scripts to Talking Sticks*.



10

classify, sort & organize

Udvari-Solner & Kluth (2018).
Joyful learning. Corwin Press.

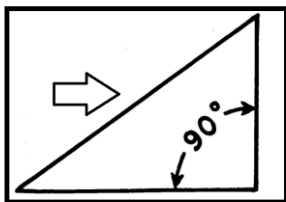
- Give each student a card.
- Ask students to find other students with cards that fit into the same category.
- Have each group briefly present to the rest of the class. As each category is presented, provide links, make related points, etc.
- Add complexity by changing categories & the cards themselves (e.g., visuals/descriptions instead of words alone).



11

the side opposite the
90 degree angle in a
right triangle

hypotenuse



12



- A wider range of literacy skills & strategies to adopt/adapt for academic tasks
- A wider range of background experiences to call on when reading/responding to literature
- Increased opportunities for students to use assistive technology, AAC, etc.
- A greater awareness of differences that exist beyond school walls (where people are rarely segregated on the basis of perceived ability)

Chandler-Olcott & Kluth [2009]

13



Leslie Sumner @LeslieSumner5 · Feb 26

Simple way to include #nonverbal students, teach friends to be navigate the non-verbal students communication system, helps the teacher, builds communication and makes a whole class of awesome communication partners. #tip #nonverbal #friends @tvo @livesey_andrea @LesleyR15269653

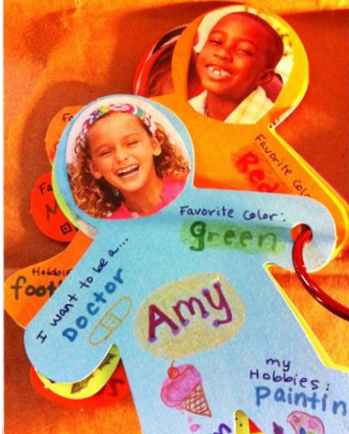


14

- Create tools that help students with disabilities make choices and direct classroom activities.
- Allow other students to use those tools as well.



15



16

expression & communication

[compose and share ideas using tools that help attain learning goals]

17

tic-tac-toe: Korean War

<p>read a biography from approved list</p>	<p>create a timeline-virtual or otherwise using any 10 events related to the Korean conflict</p>	<p>create your own board game about the Cold War and/or Korean War</p>
<p>conduct a 15-minute interview with someone who served in the Korea War; choose format for sharing what you have learned</p>	<p>Create a Museum Box</p>	<p>create Cold War scrapbook (see the samples in file cabinet for ideas)</p>
<p>Research the Veterans History Project & be ready to share 3 learnings from the site: http://www.loc.gov/vets/</p>	<p>Create a PowerPoint presentation or Animoto film of women in the Korean War</p>	<p>watch 1-2 episodes of MASH and identify themes we covered in class- give specific examples</p>

Kluth & Danaheer (2013). From Text Maps to Memory Caps

tic-tac-toe boards & menu boards

- add items related to IEP objectives
- Involve collaborative partners

18



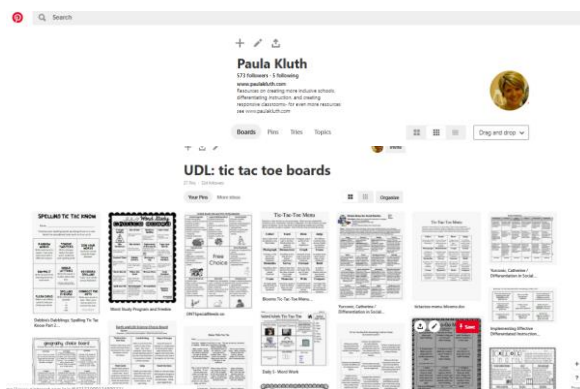
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22



23

So many options for composing & sharing ideas:

- spellchecks & word prediction software
- text-to-speech software, human dictation, recording
- calculators
- manipulatives
- sentence starters/sentence strips
- story/concept maps & outlining tools
- web applications (e.g., wikis, animation, presentation)

24



25



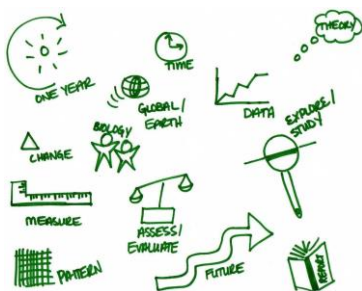
doodle notes/sketchnotes

Kluth & Danaher (2010). *From tutor scripts to talking sticks*. Baltimore: Brookes.

- coloring book creations
- graffiti notes

26

If students don't know how to represent ideas visually, provide some examples & time to practice.



27

- 40 participants monitored a monotonous mock telephone message for the names of people coming to a party.
- Half of the group was randomly assigned to a doodling condition where they shaded printed shapes while listening to the telephone call.
- The doodling group performed better on the monitoring task and recalled 29% more information on a surprise memory test. Unlike many dual task situations, doodling while working can be beneficial.



Andrade, J. (2010). What does doodling do? *Applied Cognitive Psychology*, 24 (1), 100-106.

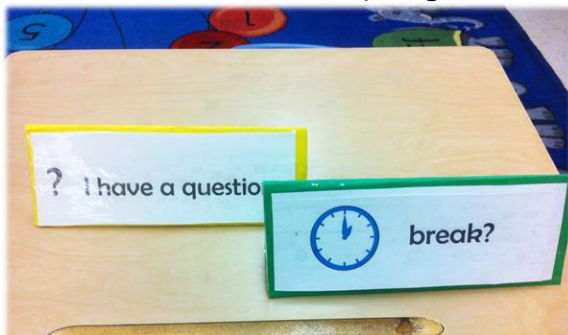
28

executive functions

[develop & act on plans to
make the most out of learning]

29

How can we help students
monitor their own progress?



30

whip around:
an option for expression & reflection



31

roll 'em

Kluth, P. [2017]. UDL Daily.



- In small groups, students turns rolling a die.
- Each learner provides a response related to his/her roll:
 - 1: a concept/idea learned in this unit
 - 2: a question about this unit so far
 - 3: a skill I'm learning/I have learned
 - 4: a key idea in this unit
 - 5: new vocab. word from this unit
 - 6: something I still want to learn

32

student-created goal cards

- Students need opportunities to create their own targets & goals.
- They also need modeling & scaffolding.



33

Day
116

Methods of Action & Expression

Encourage Independence

One of the challenges for teachers in the UDL classroom is helping students with unique learning profiles succeed during segments of independent work. Some students struggle to stay with a task for an extended period of time. Others cannot write or type easily or well. Still others need support to follow multi-step directions.

It will be important for any teacher to have a range of ideas to use in these situations. You can:

- Offer written work options (e.g. laptop, dry erase boards, pencil/paper).
- Scan worksheets and tests into tablets and use applications like PaperPort Note (Nuance Communications) or SnapType (SnapType) to let students complete tasks by typing.

- Set a timer and let students know how long they need to work.
- Use a step-by-step checklist to keep students on task.
- Check in at regular intervals with those needing more support.

34

Kluth, P. & Causton, J. (2016). *30 Days to the Co-Taught Classroom*.

Learning Agenda: Example

LEARNING AGENDA

Name: _____

Keep in mind:

- You should schedule in ¼ hour blocks. With approval, you may extend segments.
- Your agenda must be approved by a teacher.
- One segment must be dedicated to writing or editing.

	activity	proposed outcome	teacher notes
8:00 - 8:15			
8:15 - 8:30			
8:30 - 8:45			
8:45 - 9:00			
9:00 - 9:15			

35

Provide support for working memory:

Whenever working memory is not construct-relevant in a lesson, it's important to provide internal scaffolds & external aids to keep information organized & easy to access [cast.org]:

- checklists
- note-taking forms & templates
- prompts for categorizing & systematizing

36

checklists

"Off the Page": YouTube

YouTube

check

36 Innovation/Inventor Project

Did you include:

- ✓ an interesting title?
- ✓ a table of contents?
- ✓ an introduction?
- ✓ 4-5 pages of typed (double-spaced) text on your invention/innovator?
- ✓ 3 citations (or more)?
- ✓ 1-2 images of the innovation/invention (images must be referred to in the body of the paper)?
- ✓ a bibliography?

3:08 / 5:10

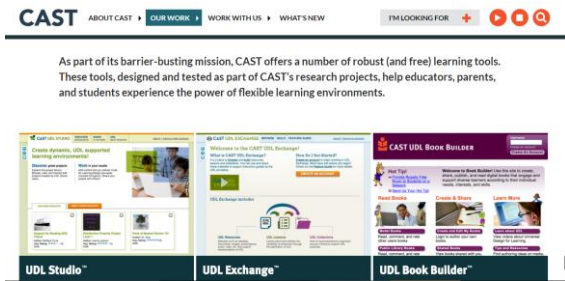
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Kluth, P. & Danaher, S. (2013). *From Text Maps to Memory Caps*.



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www.cast.org



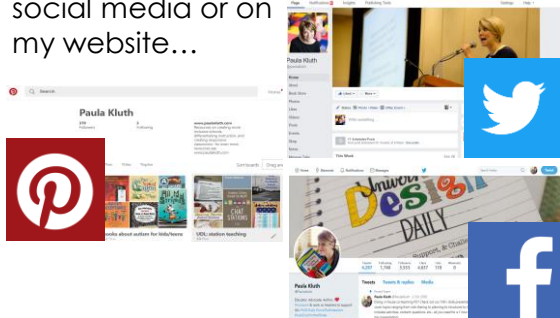
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www.udldaily.com



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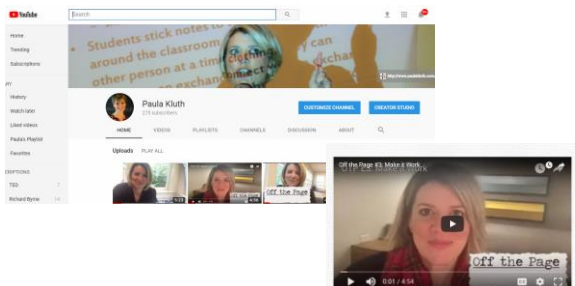
Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website...



42

www.youtube.com: Paula Kluth

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



43

www.paulakluth.com



44