Alphabet Soup: How UDL, EBPs, and HLPs are the Key Ingredients to High Quality Inclusive Classrooms

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Agenda

- Introduce Universal Design for Learning
- Introduce High Leverage Practices for Special Education
- Introduce Evidence Based Practices
- Examine two specific inclusive practices:
    - Visual Supports
    - Video Modeling
- Advocacy for EBPs, HLPs, and UDL
- Application
- Dismiss

What is UDL?

- **Universal Design for Learning**
is a set of principles for curriculum development that give all individuals equal opportunities to learn.

- UDL provides a **framework** for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

- It is a way to make learning more accessible for ALL learners
http://udl-irn.org/

What UDL is <u>not</u>!

- A strategy (e.g., Differentiated Instruction)

- An application of technology

- An afterthought

- A fading educational fad

- It is not synonymous with inclusion

- It is not a replacement for Specially Designed Instruction

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints.

Three primary brain networks come into play:

The Universal Design for Learning Guidelines

Provide multiple means of
Engagement

Affective Networks
The "WHY" of Learning

Provide multiple means of
Representation

Recognition Networks
The "WHAT" of Learning

Provide multiple means of
Action & Expression

Strategic Networks
The "HOW" of Learning

Access

Provide options for
Recruiting Interest (7)

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for
Perception (1)

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for
Physical Action (4)

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for
Sustaining Effort & Persistence (8)

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for
Language & Symbols (2)

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for
Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for
Self Regulation (9)

- Promote expectations and beliefs that optimize motivation (9.1)
- Facilitate personal coping skills and strategies (9.2)
- Develop self-assessment and reflection (9.3)

Provide options for
Comprehension (3)

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for
Executive Functions (6)

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

| Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed |

What are Evidence Based Practices for students with DD?

- An evidence-based practice is an instructional/intervention procedure or set of procedures for which researchers have provided an acceptable level of research that shows the practice produces positive outcomes for children, youth, and/or adults with intellectual disabilities, learning disabilities, autism, or other developmental disabilities.

- Examples:

    https://ceedar.education.ufl.edu/wp-content/uploads/2014/09/IC-3_FINAL_03-03-15.pdf

    https://autismpdc.fpg.unc.edu/evidence-based-practices

https://ldaamerica.org/info/successful-strategies-for-teaching-students-with-learning-disabilities/

High Leverage Practices for Special Education (HLPs)

- HLPs are 22 recognized practices organized around
  - Collaboration
  - Assessment
  - Instruction
  - Social/emotional/behavioral

https://highleveragepractices.org/

High Leverage Practices in Special Education (HLPs)

What are HLPs?

"A set of practices that are fundamental to support…student learning,
and that can be taught, learned and implemented by those entering the profession."

Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education, 96(5),* 878-903.

What were Criteria for HLP Development?

- ❖ Focus directly on instructional practice.
- ❖ Occur with high frequency in teaching.
- ❖ Research based and known to foster student engagement and learning.
- ❖ Broadly applicable and usable in any content area or approach to teaching.
- ❖ Skillful execution is fundamental to effective teaching.

What are the HLPs for Special Education?

Collaboration
1. Collaborate with professionals to increase student success.
2. Organize and facilitate effective meetings with professionals and families.
3. Collaborate with families to support student learning and secure needed services.

Assessment
4. Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs.
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Social/Emotional/Behavioral
7. Establish a consistent, organized, and respectful learning environment.
8. Provide positive and constructive feedback to guide students' learning and behavior.
9. Teach social behaviors.
10. Conduct functional behavioral assessments to develop individual student behavior support plans.

Instruction
11. Identify and prioritize long- and short-term learning goals.
12. Systematically design instruction toward specific learning goal.
13. Adapt curriculum tasks and materials for specific learning goals.
14. Teach cognitive and metacognitive strategies to support learning and independence.
15. Provide scaffolded supports.
16. Use explicit instruction.
17. Use flexible grouping.
18. Use strategies to promote active student engagement.
19. Use assistive and instructional technologies.
20. Provide intensive instruction.
21. Teach students to maintain and generalize new learning across time and settings.
22. Provide positive and constructive feedback to guide students' learning and behavior.

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How do UDL, HLPs, and EBP align in your classroom?

- UDL is a design framework that provides principles, guidelines, and checkpoints useful for intentionally removing barriers to the learning environment for all students. While it suggests targets (i.e., *Checkpoint 1.2 Offer alternatives for auditory information*), it does not suggest specific strategies.

- High leverage practices suggest 22 broad strategies that are inclusive of very specific, strategic methods of instruction. (i.e., *HLP 12 Systematically design instruction toward specific learning goals*.)

- EBPs are specific strategies that have been implemented successfully with students with ID (as well as others) and have evidence to support successful outcomes for those students.
  - Visual Supports
  - Video Modeling

UDL

HLPs
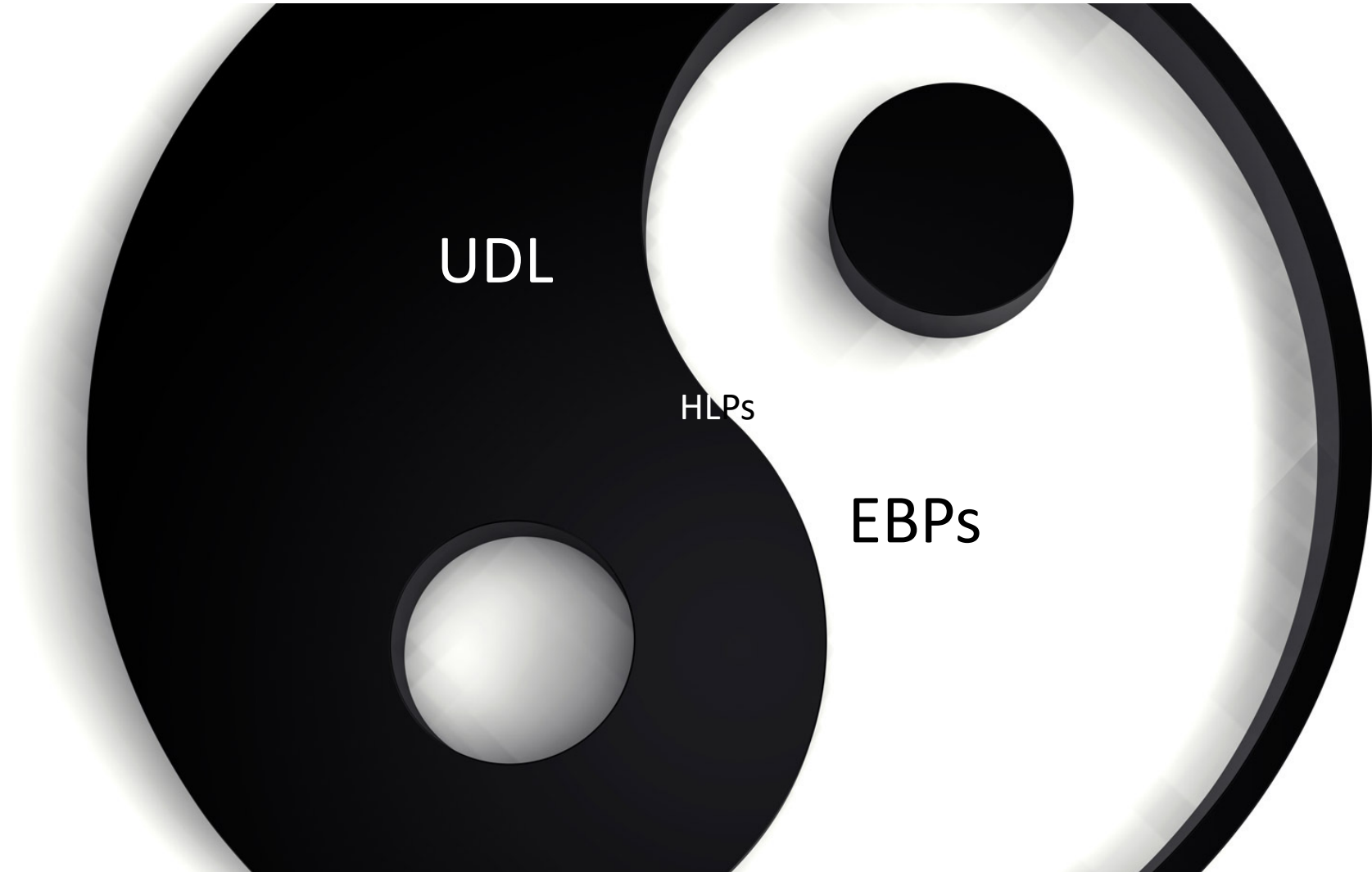
EBPs

Three EBPs you can use in any classroom that align with UDL:

Visual Supports

Video Modeling

Technology-Aided Instruction and Intervention

What are *visual supports*?

- Visual supports are concrete cues that are paired with, or used in place of, a verbal cue to provide the learner with information about a routine, activity, behavioral expectation, or skill demonstration.

- Visual supports might include: **pictures, written words, objects, arrangement of the environment, visual boundaries, schedules, maps, labels, organization systems, timelines,** and **scripts.**

- Visual supports have been shown to be effective for all grade levels.

Sample Types of Visual Supports:

1. Room arrangement
2. Visual Boundaries
3. Classroom Schedules
4. Individual Schedules
5. First-then Schedules
6. Visual Instructions
7. Graphic Organizers
8. Choice Boards
9. Labels

Visual Supports: Physical Arrangement

- Physical arrangement means arranging your classroom (or any environment) in a systematic way.
- This supports on-task behavior.

Visual Supports: Visual Boundaries

- Visual boundaries includes creating boundaries that support on-task behavior and remove distraction by covering items not in use.

Visual Supports: Classroom Schedules

- Classroom schedules display the learners' day at school for the whole group.

- This increases understanding of expectations for the day. This also supports activity-to-activity transitions.

Visual Supports: Individual Schedules

- Individual schedules present a personalized schedule of the learner's day at school that can be broken down into as much detail as needed.

- This supports understanding of the expectations for the individual learner as well as activity-to-activity transitions.
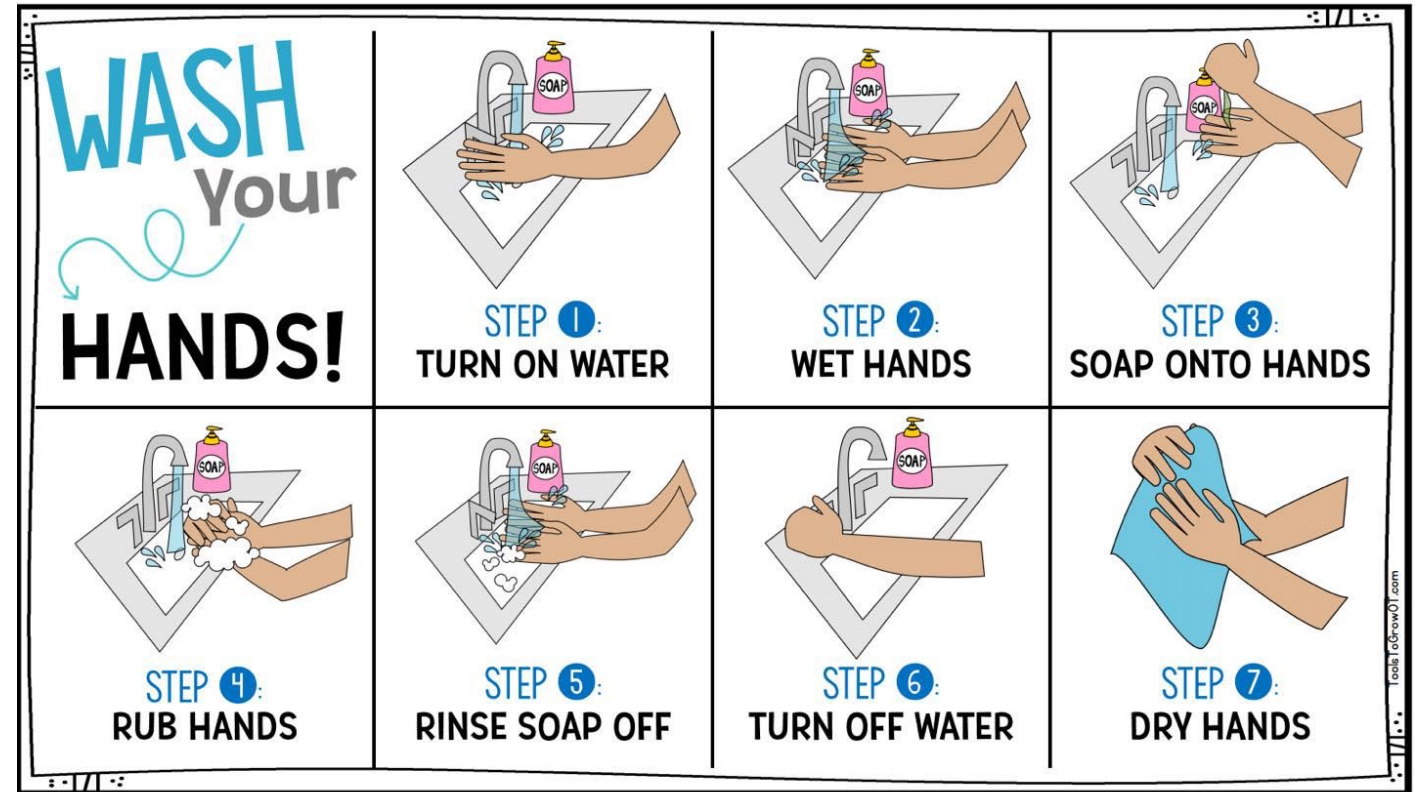
Visual Supports: First-then Schedule

- A first-then schedule breaks down tasks to demonstrate a non-preferred activity that, when completed, leads to a preferred activity. The sequence helps the learner understand what comes next.

- This supports understanding of the expectations for the individual learner as well as activity-to-activity transitions.
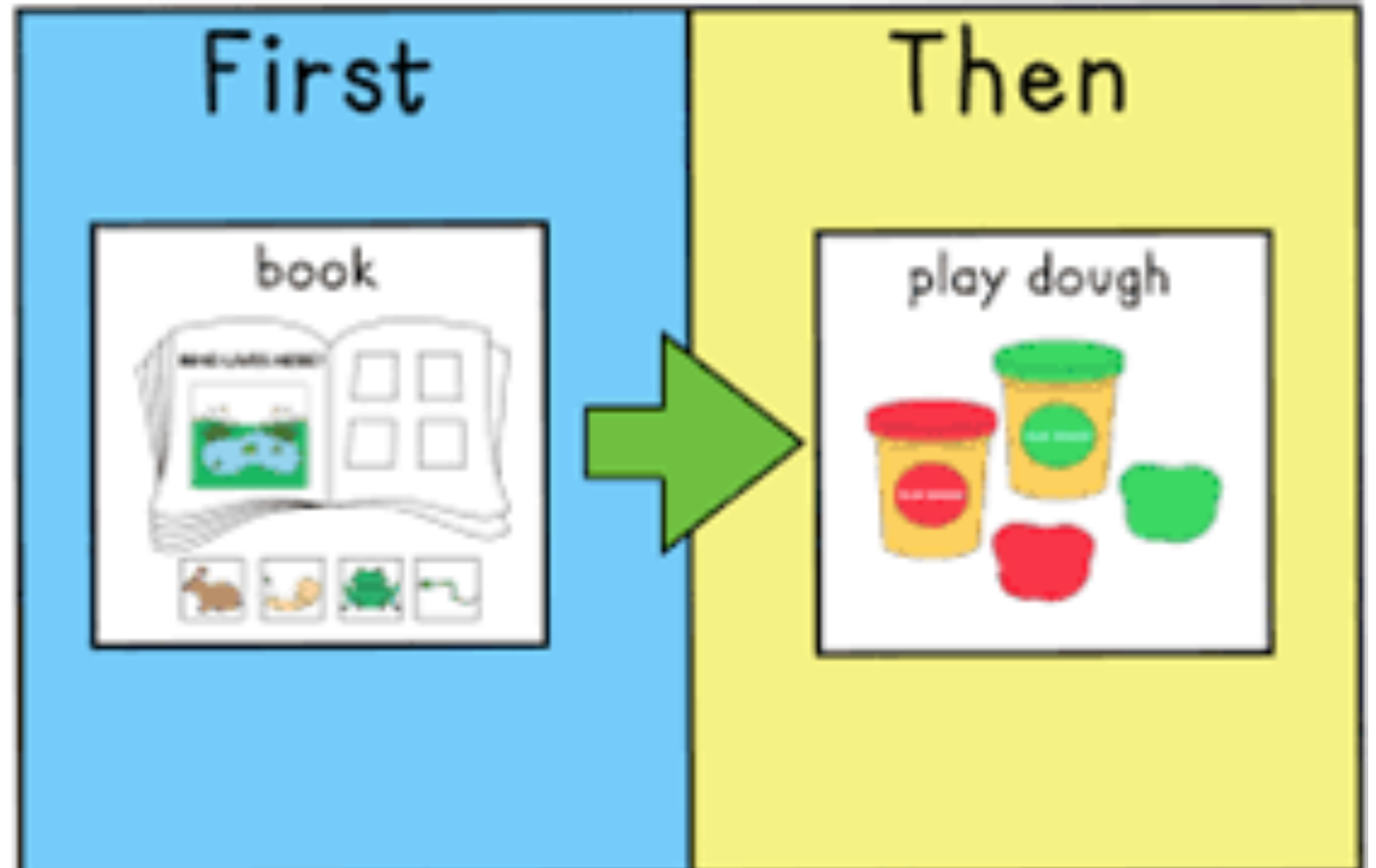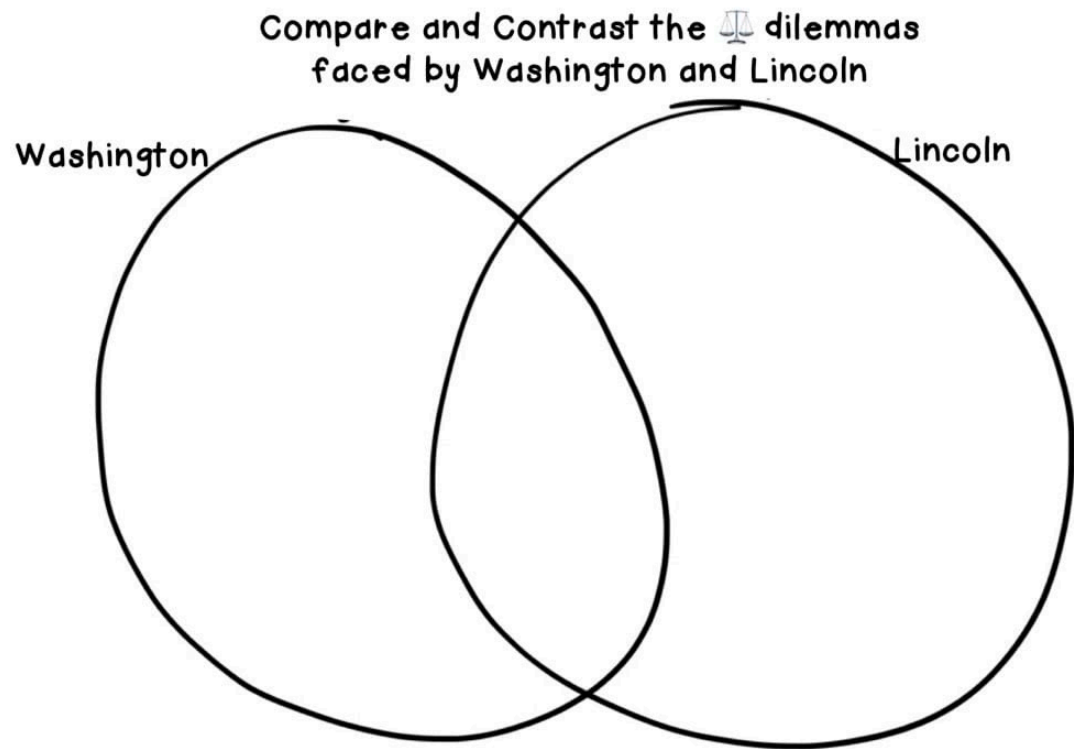
Visual Supports: Visual Instructions

- Details the activity to be completed in visually portrayed instructions.

- Increases task completion.

Visual Supports: Graphic Organizer

Compare and Contrast the ⚖ dilemmas
faced by Washington and Lincoln

Washington

Lincoln

- A graphic organizer is a visual outline, diagram or display of content. May display relationships, summary of information, or other content ideas.

- Increases a learner's ability to organize ideas.

- New Free project for digital graphic organizers: https://www.cast.org/resources/products/corgi

My Choices

read a book

play a game

build blocks

colour a picture

Visual Supports: Choice Boards

- Choice boards visually represent to the learner choices that are available for them to select.

- Choice boards increase independence and self-determination.

Visual Supports: Labels

- Labels are visual representations to show where items belong.

- Increase the learner's understanding of expectations.

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Want to learn more about Visual Supports?

- IRIS Modules, Early Childhood Environments https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p01/#content

- Autism Internet Modules https://autisminternetmodules.org

- Sam, A., & AFIRM Team. (2015). *Visual supports.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/visual-supports

- ibestt Intervention Guides https://www.education.uw.edu/ibestt/wp-content/uploads/2018/02/Visual-Supports.pdf

What is Video Modeling?

Video modeling (VM) is an intervention that uses technology (video recording and display equipment) to provide a visual model of a targeted behavior or skill.

Often, VM is combined with **prompting** and **reinforcement** to maximize the viewer's (learner's) ability to apply what they have seen.

VM can be used as a stand- alone instructional practice or in combination with other evidence-based practices such as self- management, social skills training, or social narratives.

Four types of video modeling are:

Basic video modeling

Video self- modeling

Point –of-view video modeling

Video prompting

Video modeling can be used as an intervention for just about any behavior or skill that is observable.

Video Modeling: Basic Video Modeling

- Basic video modeling is the most common type. It is a video of a model (adult, peer) performing a task/target behavior/skill. It should be played before each teaching situation. Then, the learner is prompted to perform whatever task/target/skill was modeled.

- You can see an example here: https://youtu.be/XsRqYLze21c

Video Modeling: Video Self-Modeling

- Video Self-Modeling puts the actual learner of the target behavior as the focus of the video. This is primarily used to
  - Show the learner how well they perform the skill.
  - Show the learner how the skill should be performed (editing out of errors may be needed).
- You can see an example here:
  - https://youtu.be/xCuxjbqmZOc

Video Modeling: Point-of-View Video Modeling

- Point-of-view video modeling demonstrates how the behavior would look from the learner's point-of-view as they are performing the skill.

- An example can be seen at: https://youtube.com/shorts/W-sl5vTF4gY?feature=share
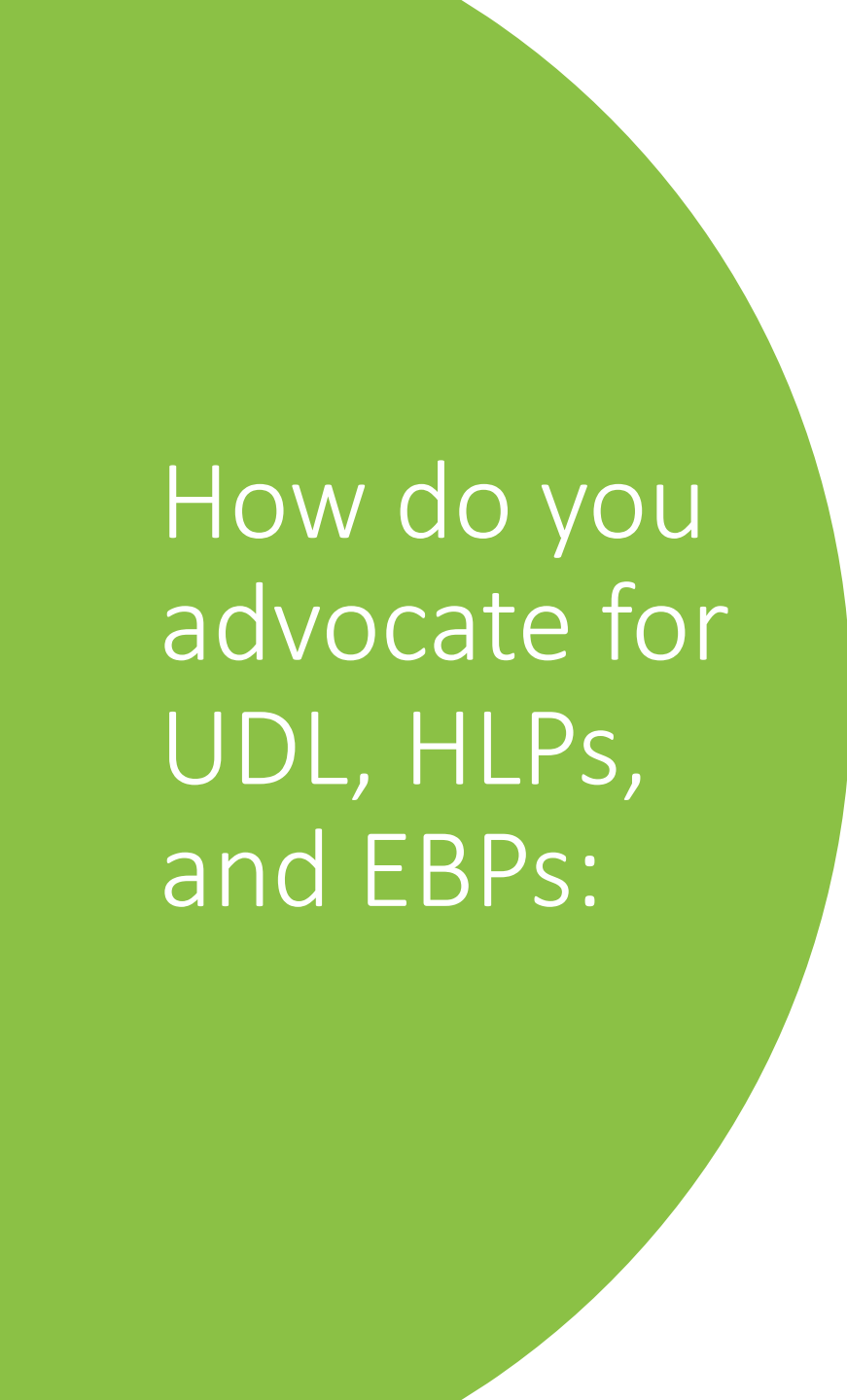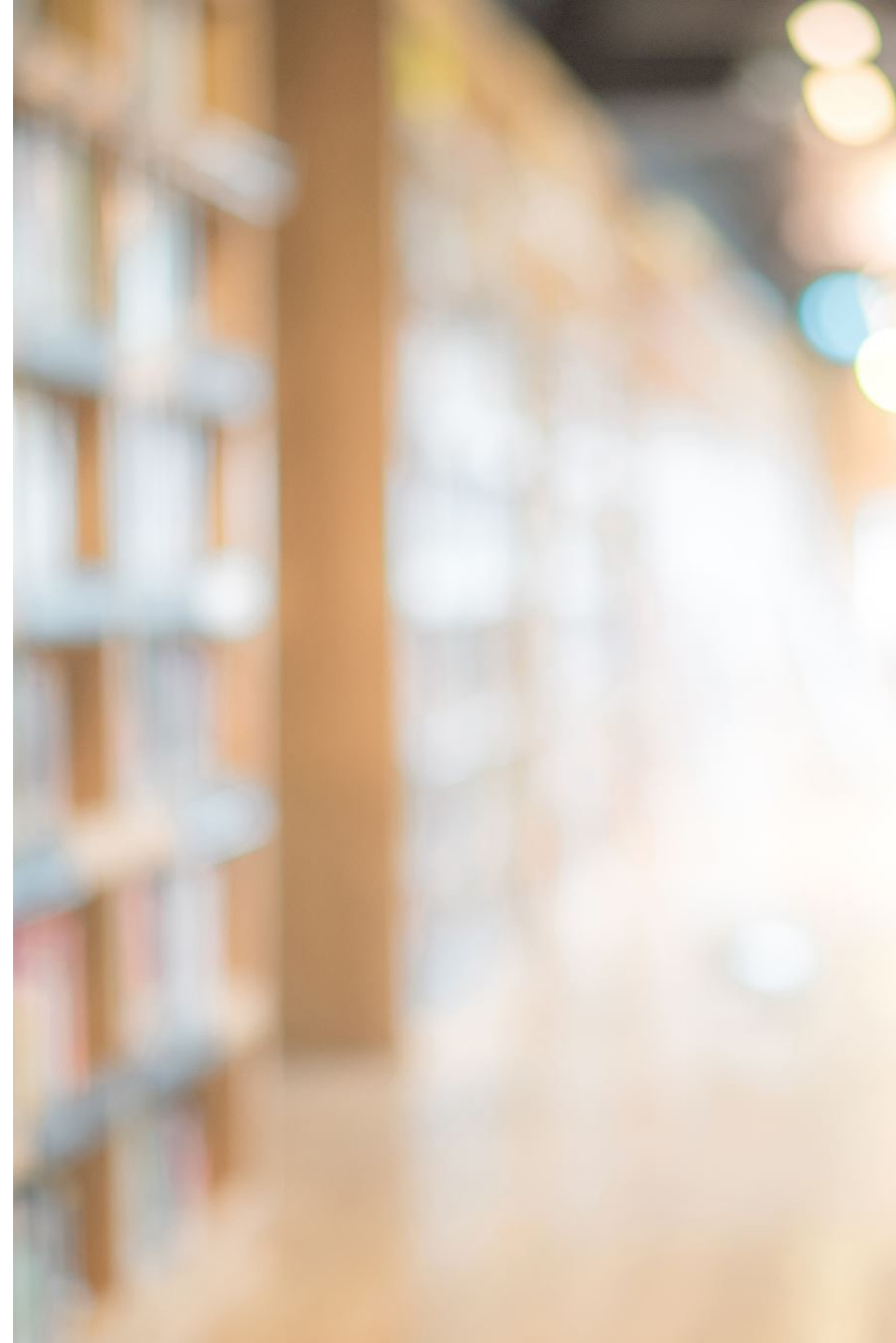
Video Modeling: Video Prompting

- Video prompting is used to teach a sequence of skills. Smaller steps are recorded. The video can be paused at each step as needed to help the learner perform the smaller step.

- An example can be seen at: https://youtu.be/mJzVq1swaQI

Want to learn more about Video Modeling?

- Cox, A., & AFIRM Team. (2018). *Video modeling.* Chapel Hill, NC: National Professional Development Center on Autism Spectrum Disorder, FPG Child Development Center, University of North Carolina. Retrieved from http://afirm.fpg.unc.edu/video-modeling

- Autism Internet Modules https://autisminternetmodules.org/m/531

- Charlop, M.H., Lang, R., Rispoli, M. (2018). Lights, Camera, Action! Teaching Play and Social Skills to Children with Autism Spectrum Disorder Through Video Modeling. In: Play and Social Skills for Children with Autism Spectrum Disorder. Evidence-Based Practices in Behavioral Health. Springer, Cham. https://doi.org/10.1007/978-3-319-72500-0_5

How do you advocate for UDL, HLPs, and EBPs:

- UDL is in the Every Student Succeeds Act (2015).
  - Most states have UDL initiatives.
  - Find out what the initiative is in your state and tap into what is happening at your school.
  - Resources
    - Parent's Guide to UDL https://www.advocacyinstitute.org/resources/ParentUDLGuide.pdf
    - UDL from the Parent Perspective https://udl-irn.org/udl-from-the-parent-perspective/

How do you advocate for UDL, HLPs, and EBPs:

- While not in legislation, HLPs were developed by special education professional organizations CEEDAR and CEC in response to the needs special educators had for identifying the most critical concepts for practice.
  - Learn about HLPs https://highleveragepractices.org/about-hlps?_gl=1*f51sa9*_ga*NzQ4MTAyNjE0LjE2ODkyNDU1MTc.*_ga_L4ZFTNESGT*MTY4OTM0Mjg4NC4yLjEuMTY4OTM0NDU4Mi42MC4wLjA.
  - Most states have CEEDAR initiatives that include HLPs.
  - Find out what the initiative is in your state and tap into what is happening at your school.
  - Resources
    - Working with families IS a high leverage practice https://highleveragepractices.org/topics/working-families

How do you advocate for UDL, HLPs, and EBPs:

- Evidence-Based Practices (EBP) are included in IDEA (2004). You have a right to know what EBPs are being used with your child.
  - First, learn about EBPs that have been shown to be effective with learning characteristics similar to your child.
  - Second, ask what EBPs are being used with your child.
  - Third, if you want to suggest a different EBP, make sure you have a justification for why you think this might work better than what is currently being used.
  - Fourth, listen. What are the educators suggesting and why. How does it align?
  - Fifth, negotiate a data-based solution for change (if needed).
  - Sixth, request to modify the IEP.
  - (see earlier slides for resources to EBPs)

Activity: Create a video model of drawing a smiley face and a frowny face. ☺ ☹

- Find a friend with a smart phone (pair up).

- With your partner, write out the specific, visible steps (task analysis) of drawing a smiley face and a frowny face.

- Decide if you're going to do a basic, self-model, or point-of-view model.

- Decide if you're going to verbally prompt/speak the steps as you perform the steps.

- One person records, while the other completes the task analysis.

- Watch and critique.

- Be prepared to share via airdrop to Karen's MacBook.

To Summarize:

The best thing you can do as a parent is be informed and involved.

Questions, Comments?

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