



# Guest or Member:

Determining the Status of your Students

Loui Lord Nelson, Ph.D.

@louilordnelson

1994



# Teams

<b>8-1 = 100 students</b>	<b>8-2 = 100 students</b>	<b>8-3 = 100 students</b>
English	English	English
Math	Math	Math
Science	Science	Science
Social Studies	Social Studies	Social Studies
Physical education	Physical education	Physical education

# Daily schedule

Period	Subject
1	Resource
2	Social Studies
3	English
4	Math
5	Lunch
6	Team time
7	Science
8	Resource
9	Prep

My own reflections on  
“what is inclusion”?

# This morning's talk

- Adult learners, segments, and remembering the information (40%)
- Auditory processor or silent processor
- Thought sheet and UDL framework
- My bell

# Goals

### Universal Design for Learning Guidelines



**Provide Multiple Means of Engagement**  
Appeals, motivated learners

- Provide options for self-regulation
  - Promote expectations and beliefs that optimize motivation
  - Provide personal coping skills and strategies
  - Develop self-assessment and reflection
- Provide options for sustaining effort and persistence
  - Highlight relevance of goals and objectives
  - Help the learner understand the purpose of learning
  - Promote collaboration and community
  - Increase mastery-oriented feedback
- Provide options for recruiting interest
  - Optimize individual choice and autonomy
  - Optimize relevance, value, and authenticity
  - Minimize stress and distractions



**Provide Multiple Means of Representation**  
Resources, knowledgeable learners

- Provide options for comprehension
  - Activate or supply background knowledge
  - Highlight patterns, critical features, big ideas, and relationships
  - Guide information processing, visualization, and manipulation
  - Maximize transfer and generalization
- Provide options for language, mathematical expressions, and symbols
  - Clarify vocabulary and symbols
  - Clarify syntax and structure
  - Support decoding text, mathematical notation, and symbols
  - Promote understanding across languages
  - Illustrate through multiple media
- Provide options for perception
  - Offer ways of enhancing the display of information
  - Offer alternatives for auditory information
  - Offer alternatives for visual information



**Provide Multiple Means of Action & Expression**  
Strategic, goal-directed learners

- Provide options for executive functions
  - Guide appropriate goal setting
  - Support planning and strategy development
  - Enhance capacity for monitoring progress
- Provide options for expression and communication
  - Use multiple media for communication
  - Use multiple tools for construction and composition
  - Meet students' individual needs or supports to maximize performance
- Provide options for physical actions
  - Vary methods for response and navigation
  - Optimize access to tools and assistive technologies

Source URL: [http://www.cast.org/sites/default/files/udlg\\_guidelines\\_final.pdf](http://www.cast.org/sites/default/files/udlg_guidelines_final.pdf)

Assessment

Methods

Materials

# Initial thought:

Inclusion means my students' physical presence within the class



# Where I am now:

Inclusion means the students have an active, vital role as members of their student community.



# The principle of Engagement



### Universal Design for Learning Guidelines

 <b>Provide Multiple Means of Engagement</b> <i>Attention, motivated learners</i>	 <b>Provide Multiple Means of Representation</b> <i>Resources, knowledgeable learners</i>	 <b>Provide Multiple Means of Action &amp; Expression</b> <i>Strategic, goal-directed learners</i>
<b>Provide options for self-regulation</b> <ul style="list-style-type: none"><li>+ Promote expectations and beliefs that optimize motivation</li><li>+ Provide personal coping skills and strategies</li><li>+ Develop self-assessment and reflection</li></ul>	<b>Provide options for comprehension</b> <ul style="list-style-type: none"><li>+ Activate or supply background knowledge</li><li>+ Highlight patterns, critical features, big ideas, and relationships</li><li>+ Guide information processing, visualization, and interpretation</li><li>+ Maximize transfer and generalization</li></ul>	<b>Provide options for executive functions</b> <ul style="list-style-type: none"><li>+ Guide appropriate goal setting</li><li>+ Support planning and strategy development</li><li>+ Enhance capacity for monitoring progress</li></ul>
<b>Provide options for sustaining effort and persistence</b> <ul style="list-style-type: none"><li>+ Highlight relevance of goals and objectives</li><li>+ Vary demands and resources to optimize challenge</li><li>+ Foster collaboration and community</li><li>+ Increase mastery-oriented feedback</li></ul>	<b>Provide options for language, mathematical, and scientific literacy</b> <ul style="list-style-type: none"><li>+ Clarify vocabulary and symbols</li><li>+ Clarify syntax and structure</li><li>+ Support decoding text, mathematical notation, and symbols</li><li>+ Promote understanding across languages</li><li>+ Illustrate through multiple media</li></ul>	<b>Provide options for expression and communication</b> <ul style="list-style-type: none"><li>+ Use multiple media for communication</li><li>+ Use multiple tools for construction and composition</li><li>+ Provide alternative representations and levels of support to maximize performance</li></ul>
<b>Provide options for recruiting interest</b> <ul style="list-style-type: none"><li>+ Optimize individual choice and autonomy</li><li>+ Optimize relevance, value, and authenticity</li><li>+ Vary demands and resources</li></ul>	<b>Provide options for perception</b> <ul style="list-style-type: none"><li>+ Offer ways of enhancing the display of information</li><li>+ Offer alternatives for auditory information</li><li>+ Offer alternatives for visual information</li></ul>	<b>Provide options for physical action</b> <ul style="list-style-type: none"><li>+ Vary methods for response and navigation</li><li>+ Optimize access to tools and assistive technologies</li></ul>

Source URL: [http://www.udlcenter.org/files/udlguidelines\\_finalprint.pdf](http://www.udlcenter.org/files/udlguidelines_finalprint.pdf)

# Thought sheet #1



# 30 seconds

Turn to the person next to you and compare your lists

OR

Consider how you implement one of the guidelines you circled

# What I saw

- Options for self-regulation – a specific role was identified
- Options for sustaining effort and persistence – the strategy was designed to keep students who are less verbal actively engaged
- Options for recruiting interest – students can feel threatened when placed into groups

# Thoughtful grouping



# What I've learned

1. Ask, "How do I structure collaboration in my setting?"
2. Weave in the principle of Engagement to empower those collaborations.
3. Reflect on your application and your students' experiences.

# Initial thought:

Inclusion means getting them the supports they need.

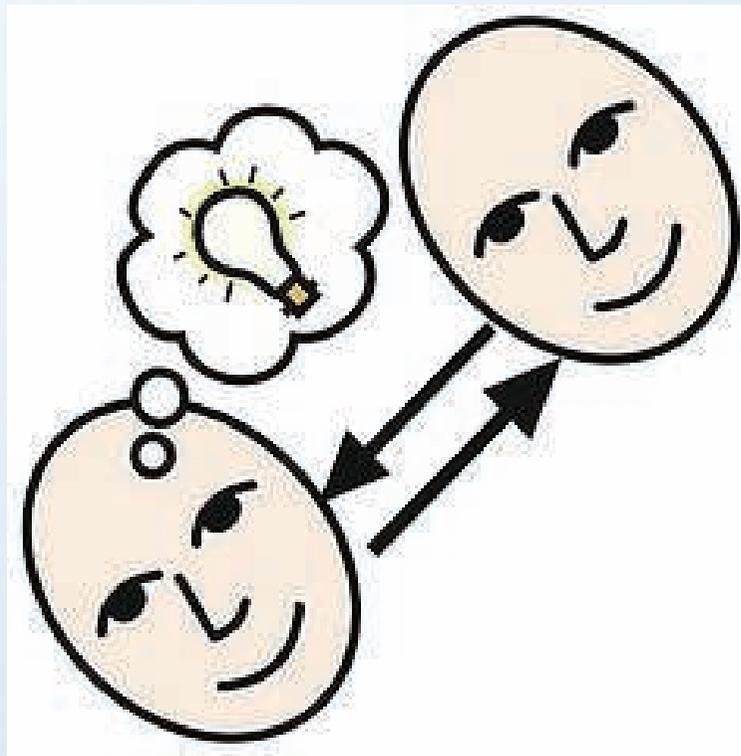
Individual Education Plans →

Supports in place →

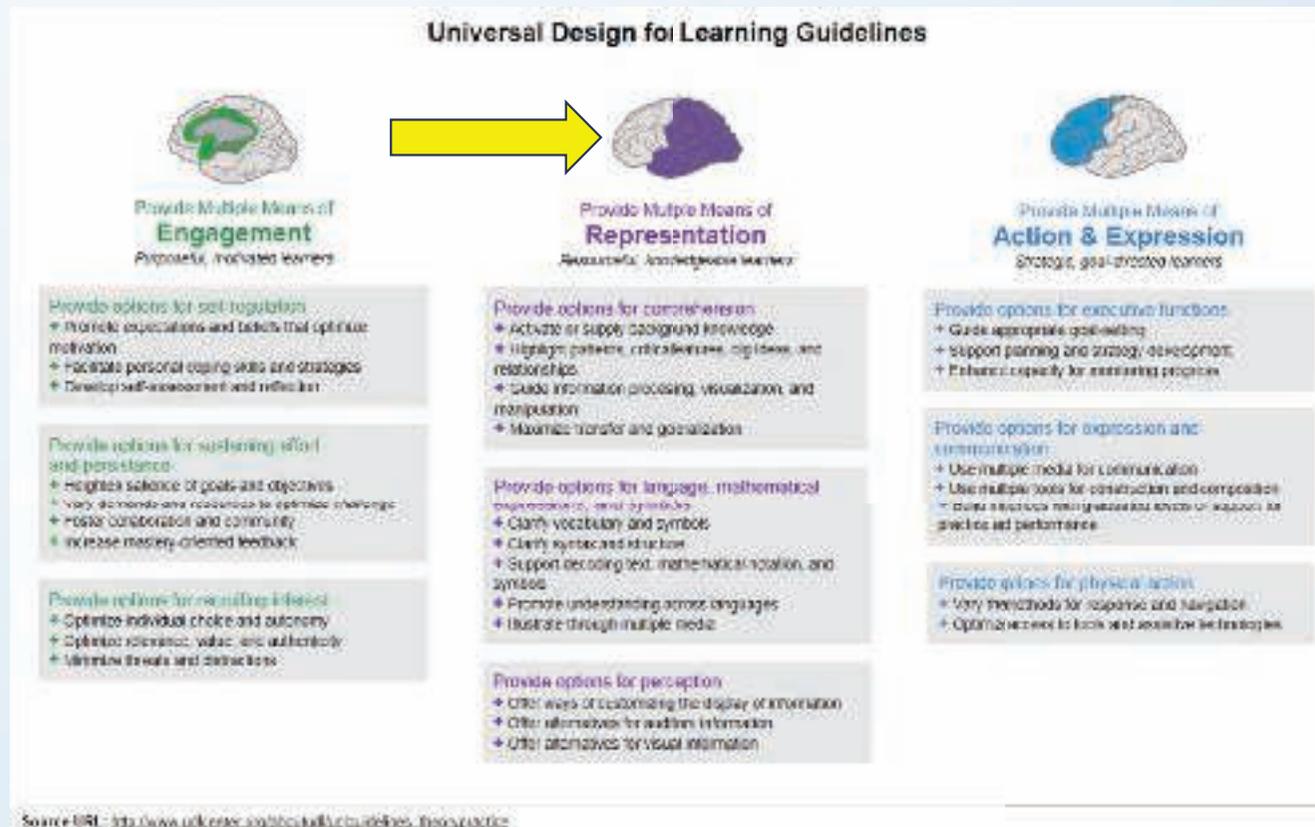
Guiding individuals/specific needs

# Where I am now:

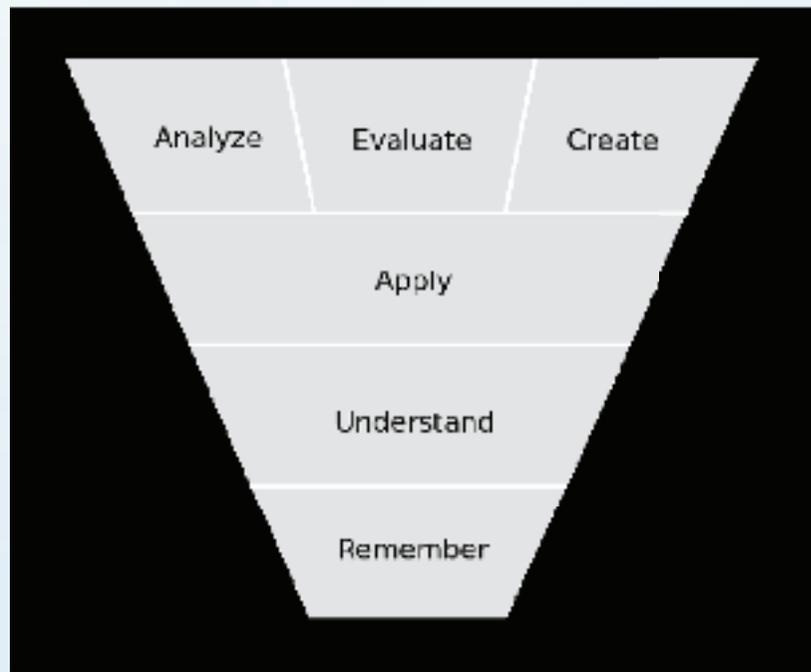
Inclusion means all educators share in the identification and implementation of supports for all students.



# The principle of Representation



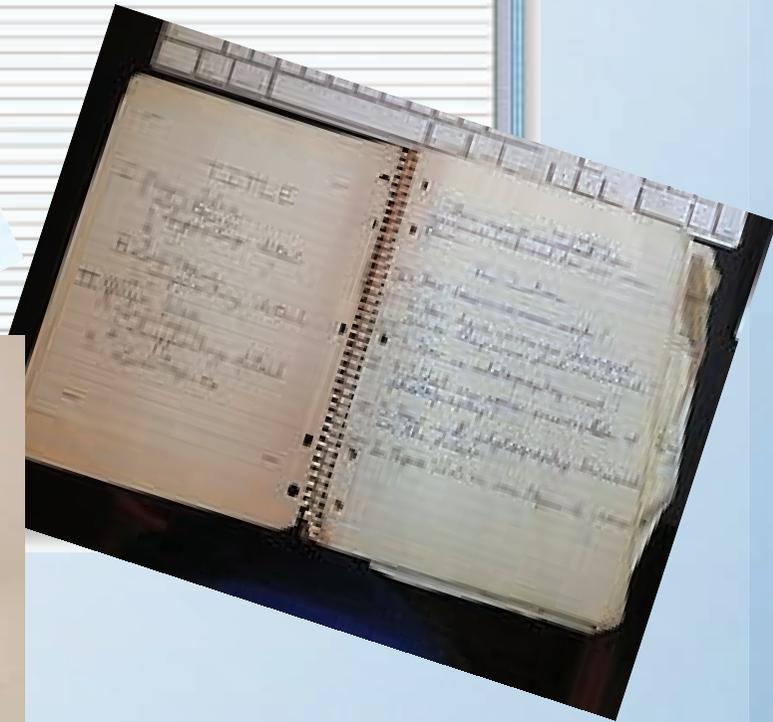
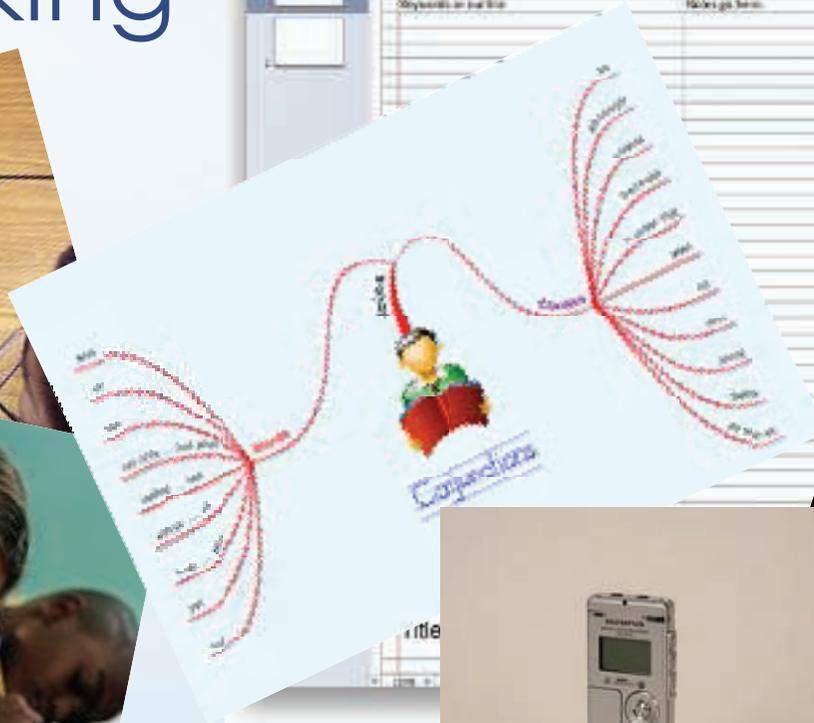
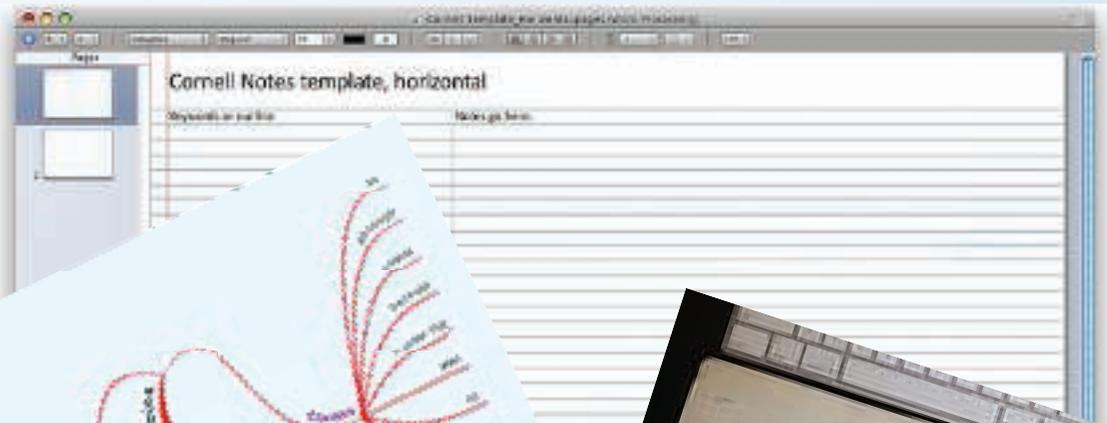
# Bloom's Taxonomy and UDL



Options for comprehension

Options for language,  
mathematical expressions,  
and symbols;  
Options for perception

# Note taking



In order of presentation: DSC06585 By: [Laurie Sullivan](#), CB101515 By: [cybrarian77](#), Template-Cornell Notes horizontal By: [SilverTD](#), Conjunctions - MyThoughts Mind Map By: [Mode de Vie Software](#), Writing tips from fifth grade By: [Dave Coustan](#) and Olympus Digital Voice Recorder WS300M by [Mel McC](#) are all licensed under [CC by 2.0](#)

# Thought sheet #2

- Process 30 seconds, converse for 1 minute
- What are strategies you already use when supporting your students to remember, understand, or begin to apply new information or skills?

# What I've learned

1. Ask, “Are there strategies I always use? Do those strategies meet the needs of all of my students?”
2. Use the principle of Representation to consider new strategies that empower more students' learning.
3. Establish ways to share these strategies with other educators.

# Initial thought

- Inclusion means being physically present for my students.

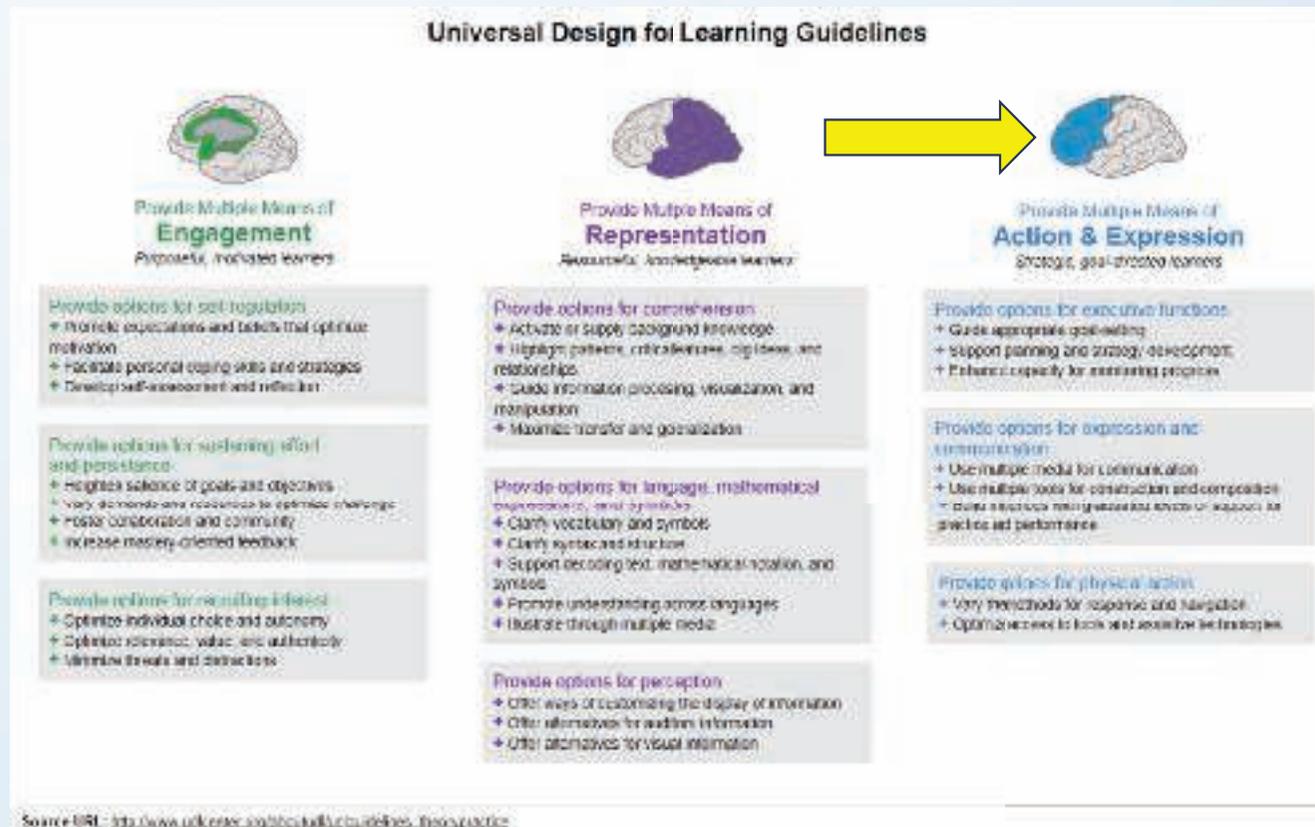


# Where I am now

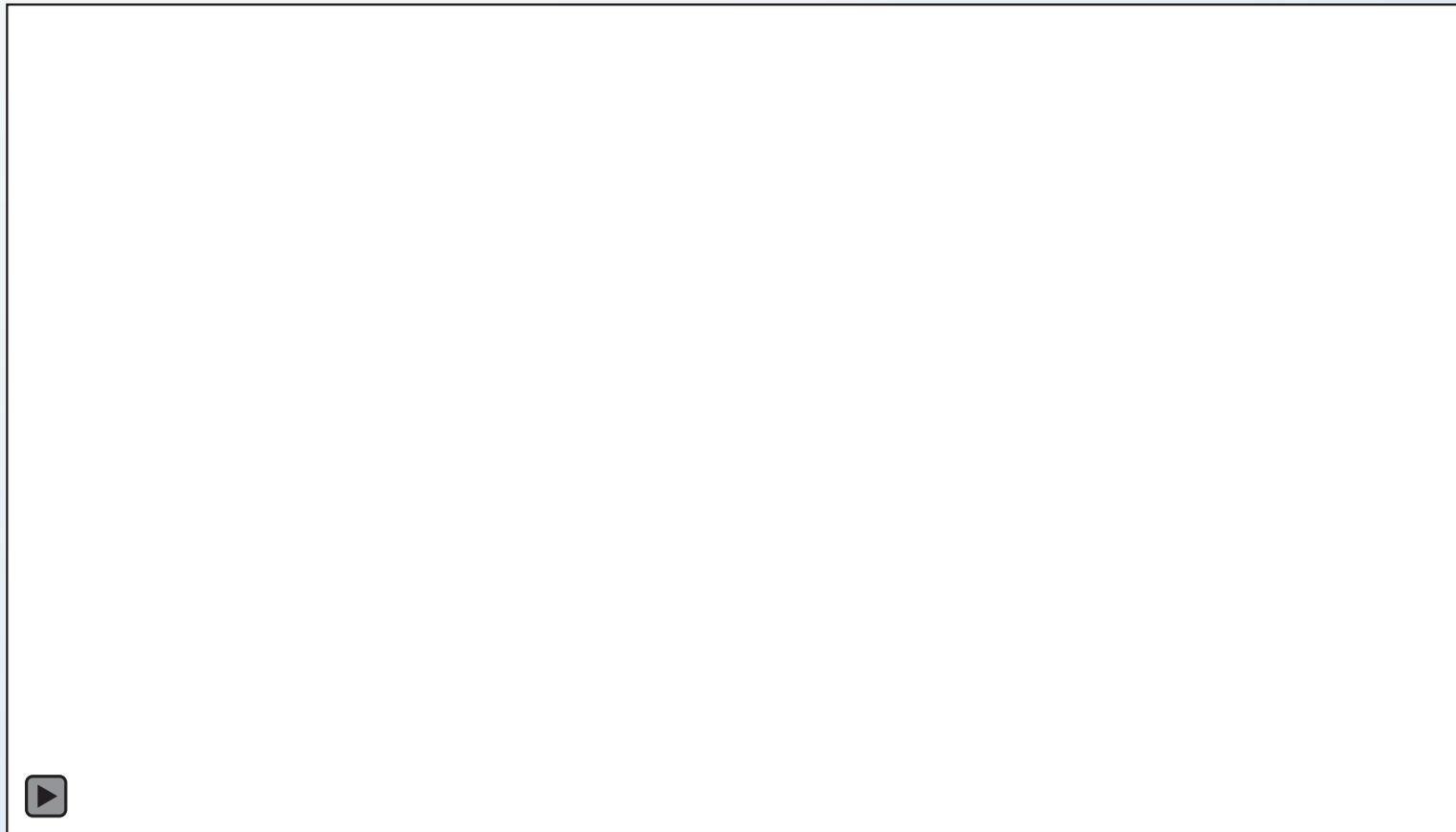
- Inclusion means providing the support and then stepping back.



# The principle of Action & Expression



# Self-regulation skills of 13-14 year olds – knowing the goal



An apology: This video is not available on the world wide web.

# Thought sheet #3

To establish executive functions, we have to have goals. We have to know what we're working toward.

How do you communicate the goal of your lesson to your students?

EXTRA: What are ways you design your environment so students understand their role and can accomplish tasks.

# What I've learned

1. Ask, "Do I use a limited number of ways to assess my students' knowledge?" If yes, "What is one alternative I could introduce?"
2. The principle of Action & Expression reminds us to design our environment so our students can successfully meet their goals.
3. Ask students to share how they could demonstrate their knowledge and have them develop the accompanying rubrics.

# What does this all look like?

- ✓ You establish a goal
- ✓ You create activities and assignments that align with that goal
- ✓ You use the guidelines to design and choose those activities and assignments.
- ✓ You create assessments utilizing the principles of Action & Expression.
- ✓ The assessments directly link back to the goal.

DR. WILLIAM W. HENDERSON  
INCLUSION ELEMENTARY SCHOOL

"We're better together."



# My big a-ha's

- I was in the middle of it; allow yourself to step out
- Not a solitary act; the opposite of closing the door
- Professional learning communities

# Questions



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Dank u vel

[lordnelson@raiseinc.com](mailto:lordnelson@raiseinc.com)  
[@louilordnelson](#)

