Universal Designed Learning For You (UDL4U)

2020-1-FR01-KA201-079900

IO2- Get Involved Practicebook

Coordinator organisation:

Institut Régional d'Insertion Professionnelle et Sociale

Partners:

Akdeniz University

Antalya Directorate of National Education

Dieythynsi Deyterovathmias Ekpaideysis N. Rodopis

Gülveren Anatolian High School

Rezekne City Education Department

Duraliler Secondary School

Voievodul Mircea High School

Contents

SEN EDUCATION

Definitions

SEN is the acronym for "Special Educational Needs". According to UNESCO, SEN is "Education designed to facilitate the learning of individuals who, for a wide variety of reasons, require additional support and adaptive pedagogical methods to participate and meet learning objectives in an educational programme. Reasons may include (but are not limited to) disadvantages in physical, behavioural, intellectual, emotional and social capacities. Educational programmes in special needs education may follow a similar curriculum as that offered in the parallel regular education system, however, they take individuals' particular needs into account by providing specific resources (e.g. specially trained personnel, equipment, or space) and, if appropriate, modified educational content or learning objectives. These programmes can be offered for individual students within already existing educational programmes, or be offered as a separate class in the same or separate educational institutions " ([Source](#))

However, when it comes to special education there is no universally accepted system of classification. It means different things in different countries. In some, it refers only to children with physical disabilities, while in others the term has a broader range such as including students with social and economic disadvantages or learning difficulties. Countries use different approaches based on different assumptions and theories about individual differences and disabilities. For example in France, the definition of SEN is aligned with the OECD's international definition of 1996:

"Students with special educational needs include a wide variety of students who have significantly more difficulty learning than the majority of children of the same age when they are in a particular situation or have a disability that prevents or hinders their learning". Special Educational Needs are needs related to a particular situation, affecting the "school/ education" relationship. It is about barriers or hindrances that most students do not experience. This denomination is not reserved for students with disabilities. Concerned students may include,

- students with severe academic difficulties

- students with repeated absences for medical reasons

- students with learning disabilities

- students with intellectual precocity (over-gifted students)

- students with disabilities

- allophone students, confronted with a new language of learning

- students in a difficult family or social situations

- students in prison settings

Diagnosis and Educational Evaluation of SENs

Diagnosing SEN

As mentioned before, it is difficult to classify students into particular categories of special educational needs. However, national approaches to classification such as ICD-10 (World Health Organisation, 2001), and DSM IV (American Psychiatric Association, 2001) assume that such distinct groups exist, that they can be consistently described, and that reliable and valid assessments can be made to place an individual in a particular diagnostic category.

There are three main models for special education assessments and interventions:

- *The medical model:* It focuses on individual differences in terms of deficit, disability or disease and sees impairments in ways that have direct links with treatments or interventions. This model aims at finding the correct diagnosis which will lead to the suitable intervention to remedy the situation, and some basic assumptions are made to ensure that the categories are valid, which category should be applied to a student and then what particular interventions are differently effective with different categories of a learner. Individual differences in development are the result of complex interactions between within-child factors and external factors such as environmental or socio-economic factors. Similar identified difficulties should have different causes because of several factors implied. And sometimes, some learners could have more than one impairment. Norwich (2007) concludes that the

usefulness of categories of disability in many areas is limited and that these classifications are more to inform rather than determine educational planning and provision

- *The social model:* In this model, disability is considered a social construct and disability and SEN must be understood in the context in which they occur. This model assumes that social factors affect the learners with SEN and the answer to these stigmatised groups is whole-school approaches to prevent and tackle learning difficulties. Changing conditions of teaching and learning, learning environment arrangements are encouraged and fostered.

- *The interactionist/ecological models:* The interactionist/ecological model takes into account the various forces that act on the developing child, forming a complex set of stressors and supports that interact at particular times in a child's life to help protect him or her from difficulties or, conversely, make him or her particularly vulnerable.

The factors can be grouped into three categories: factors intrinsic to the child (e.g., genetics, neurological damage), stressors and supports in the child's home and school environment, and finally broader socioeconomic factors, such as housing or societal attitudes toward disability. This model focuses mainly on the individual factors concerning the student's abilities. However, it also takes into account the home and school factors that affect the student's needs. In addition, time/development is also a factor taken into account in this model

To ensure that children with SEN receive adequate support, first of all, we have to ensure that their needs are correctly identified. Research shows the need for effective screening and diagnostic systems to identify developmental disorders at the earliest possible stage, and to increase the likelihood of overcoming difficulties by improving early identification.

Early Childhood Intervention

Special needs cover a variety of differences in early childhood education. There are three categories of special needs:

- Physical and sensory impairment needs

- Neurodevelopmental needs

- Socio-emotional/behavioural needs

Early interventions with high-quality services can improve a child's development and have positive outcomes. When children with disabilities (physical, developmental, learning...) receive early intervention, they show positive changes in health, language and communication, cognitive development, and social and emotional development.

To be effective the involvement of the student's family is important.

Early intervention services include assessment and evaluation, screening, counselling, family training and home visits. Early intervention is important because learning and development are at their highest rates during preschool years. Benefits of early intervention:

- Help support families: it gives the entire family the tools and understanding to help children with their learning needs

- Develop collective understanding: improved social success in schools

Educational Environments

The physical environment is extremely important because it supports and enhances the quality of teaching and learning and plays an important role in the engagement and self-esteem of students of all ages and abilities. It is particularly important for students with special educational needs and disabilities that the learning environment is adapted to their needs: from small adjustments, such as clear labelling of resources, to larger changes, such as altering the layout of furniture in the classroom, can have significant effects on the engagement, progress, and outcomes of students with special educational needs.

Accessibility is vital in a physical environment for students with SEN as some of them may require walking aids or wheelchairs so additional space may be required to help them navigate properly in the classroom. Planning of space by taking into account considerations about sensitivity to noise, light and reductions in anxiety levels.

SEN classrooms require special setups that take into account four key areas:

- *Cognition and learning:* Practical sensory or physical experiences may be required to support the development of abstract ideas and concepts

- *Behavioural, emotional and social:* Some students with SEN may require a more structured learning environment with clear boundaries for each activity and additional space to navigate. The comfortable space between students should be set to offer them a safe place to calm down. Some students tire easily and need to rest more often than others.

- ***Communication and interaction:*** A physical environment for students with special educational needs should also aim to provide a space with a low level of distraction but that offers the opportunity for any student to express their opinions and feelings and contribute to the life of the classroom.

- ***Sensory and/or physical:*** Special attention to acoustic and lighting conditions may be required as students with sensory or physical impairments could be affected by an inappropriate environment.

Education Programs

Students with SEN need extra help and support compared to other students.

Individualised Education Programs (IEPs)

Students who need extra help and support in school may be eligible for special education services in the form of an individualised education program (IEP). An IEP is a roadmap that lays out the program of special education instruction, support and services students need to make progress and have academic success.

Special Education Inclusion Programs

In special education inclusion programs, teachers use a special education curriculum for less than half of each day. Special-needs students spend the majority of the day "included" in regular classrooms. Teachers and aides are available to sit with special-needs students and work with them as a part of the larger classroom.

Special education teachers in schools with inclusion policies spend most of their time forming relationships with specific students, accompanying them to classes, and ensuring they are receiving adequate support and opportunity.

Mainstreaming Special Education Students

Mainstreaming of special education students is similar to inclusion, but has no requirement for time spent in regular classrooms. Often, mainstreaming of special education students into regular classrooms is done either in a limited number of classes in which the student excels or as an opportunity to let the special ed student socialize with the rest of the student body.

Special education teachers in mainstreaming schools might co-teach with regular teachers, spend time aiding students in classrooms, and teach special education classes all in a single day.

Self-Contained Special Education Programs

In self-contained special education programs, students spend the majority if not all of the day in a "self-contained" classroom for special ed students. They can be located on the same campus or in an entirely different school from their typically developing peers. These special education programs are often effective for students with more severe disabilities.

Training Methods

Group work

Disruptive and withdrawn behaviour are barriers to learning for some SEN pupils and though not every student will exhibit these behaviours, they will most likely be displayed in an SEN classroom. Group work is a key teaching technique used by SEN teachers to engage the class and it encourages social participation. Social skills are essential as they're required beyond a student's years when they are required to integrate with their community and play an inclusive role.

When it comes to group work, there are two options: mixed ability and ability grouping. However, students must be exposed to a range of learning contexts, including whole-class work and individual work, which will prevent them from becoming passive learners.

Developing individuality

SEN teachers must create a supportive environment to help pupils cope with stress and anxiety. It also helps students in mainstream schools visualise their pathway to GCSEs and A-levels, and prepares students in special schools for life outside of education. A person-centred approach involves them in the discussion about their learning, supporting them to be independent and in control of their future.

Because "special education needs" is a term that encompasses a broad group of students - each with unique difficulties or disabilities - adopting a differentiated approach is the best way to ensure that they get the most benefits from their education.

Thematic learning

Some teaching styles are more effective in an SEN classroom, one being the thematic approach. This teaching technique takes a central theme, combining the basic disciplines – reading, maths, science and so on - and creates a framework that allows students to build on the knowledge they already have of the topic.

For example, a central theme could be, 'The mighty and powerful oceans', and each subject would relate to this topic. In English, students would study Gulliver's Travels and in art, they'd draw the rolling waves and biology

UDL4U

Co-funded by the
Erasmus+ Programme
of the European Union

teachers would explain the wonderful diversity of sea life, with history lessons exploring the journey of pirates. Topics like these are relevant to the students because they are real-world examples they can easily relate to. A thematic approach puts the learning into context and makes it more meaningful for pupils, stirring their curiosity and desire to learn.

Praising positive behaviour

Together with an SEN teaching assistant, SEN teachers should create a classroom environment that is encouraging and rewarding positive behaviour. Praise is one of the top behaviour management strategies and there are three key forms: personal, effort-based and behaviour specific. Imagine a scenario where a teacher is addressing their students but one is looking around the classroom and is close to distracting other students. This will be a familiar situation for SEN teachers and by using signals to praise students they can ensure they don't disrupt the flow of the lesson. For example, a teacher catches the pupil's eye as they bring their attention back and the teacher praises them with a simple thumbs up or a smile. This behaviour-specific praise enforces the correct behaviour without any other students being distracted.

Though effective praise is one of the most powerful ways to enforce positive behaviour, merit systems and reward nomination systems are helpful tactics to teach SEN students what is acceptable both inside the classroom and outside.

Evaluation in SEN Teaching Processes

Students with disabilities are complex learners who have unique needs that exist alongside their strengths.

• Assessments are a key component of any education program.

• Students with disabilities need accommodations for some tests.

• It is important to consider what assessments are given to students with disabilities and the desired outcomes.

• Students with disabilities are to receive updates on the goals and objectives of their IEPs with the same frequency that typically developing peers receive report cards.

• Some students with disabilities will require modified grading. • Some students with disabilities may have modified graduation requirements

Assessment

Formal assessments are systematic methods to ascertain what students have learned. Informal assessments are those used by teachers to determine a student's level of functioning in a classroom

Accommodations

The goal of accommodations is to ensure that the assessment is, to the extent possible, accessing the student's knowledge; the goal is not to demonstrate how the disability is affecting the student's learning. The accommodations are needed to ensure that the disability is not negatively affecting the assessment results. Accommodations can be broken down into various categories:

- *Location:* Separate room individually or in a small group, in a special education classroom, at home, in a separate setting (hospital), in a space with special acoustic or lighting conditions, etc.

- *Time:* Additional time, allowing frequent breaks, early termination

- *Materials:* Braille, Audio recording, large print, etc.

- *Procedures:* Test questions read aloud, directions using sign language, rewording of directions, dictation of responses, etc.

Alternative assessment

The determining factor for an alternative assessment is the nature of the student's disability, specifically whether it is so severe that the student is not receiving instruction in the knowledge and skills the general statement assessment measures (for example, if the student could not complete the types of questions included on the test, even with accommodations and modifications)

Grades and Report Cards

Report cards are an integral part of the educational system, and all students, including those with disabilities, are expected to receive a report card providing information about progress. Some students with severe disabilities will be unable to demonstrate mastery of content because of their condition. An alternative is to develop a contract for such students on specific activities that they will have to perform related to the activities of the classroom. If they complete these specified activities, they will receive a certain grade.

The following questions (guided by the work of Johnson, Thurlow, Cosia, & Bremer, 2005) can be used as a guide when considering alternative routes to graduation for students eligible for special education:

- What is the student's disability?

- How does the student's disability limit, or potentially limit, the completion of graduation requirements without accommodations?

- What accommodations are allowed in the classroom while earning a standard diploma?

- Is an exit test required?

- What accommodations are allowed while taking the exit test?

- Will the student receive instruction aligned with the test questions?

- Are alternative diplomas available? If so, what are the requirements, characteristics, advantages, and disadvantages of each?

- Are portfolios or other projects accepted as indicators of student learning and skills as an optional pathway to a diploma?

- Is successful completion of federally mandated standardised assessments required for graduation?

- What are the alternatives to the successful completion of standardised assessments?

Testing and grading students with disabilities are controversial. The purpose of testing and providing grades is to help students and parents to understand the student's progress in the curriculum. Many students with disabilities need no additional assistance to access the curriculum and can be provided grades in the same manner as typically developing students. Others, however, require additional support for accessing the information they are to be tested on, as well as modifications in grading. Graduation for some students with disabilities can be challenging, based on the state and district requirements prescribed for all students. It is important to consider accommodations not only for graduation but also for mandatory assessments. The decision about what type of accommodation a student needs is an IEP team's responsibility and needs to be made based on the individual needs of the student and not on the disability.

UDL ROADMAP

All students have individual differences in terms of their abilities, skill areas and characteristics. While some students may learn academic skills faster, others may need more support, adaptation and/or repetition in the learning process (Akçamete, 2012). Individual differences are common in students with typical development and students with special needs. However, while students with typical development have more similarities than differences, students with special needs have more differences than similarities, and this causes students to deviate from their average skills and abilities. For example, a student with special needs may have problems or

UDL4U

Co-funded by the
Erasmus+ Programme
of the European Union

special abilities in thinking, seeing, hearing, speaking, socialising or moving, and sometimes combinations of deficiencies or special abilities may occur (Hallahan, et al., 2015).

Students need to be supported and guided throughout the educational process. In the education of students with special needs, it is critical to provide universal design-based education and to prepare lesson plans by considering the class in general. UDL includes many ways to involve students in their learning processes. Every student is unique in the way they participate in learning processes, with their learning style, abilities, and diverse learning opportunities. While some students prefer to work individually/ solo, other students may prefer group work. Some students prefer unstructured, open-ended, highly subjective tasks, while others may prefer structured, objective tasks.

To increase student participation in educational processes, teachers need to engage students, help them maintain their efforts and persist towards a goal, and self-regulate their learning behaviour. (National Centre on Universal Design for Learning, 2011).

UDL Features

Since the concept of universal design was originally developed from the concepts of accessible or barrier-free design, universal design is a strategic arrangement that focuses primarily on individuals with special needs. Later, experts worked on these principles in the field of education and made adaptations of "universal design in learning".

It takes the student to the centre of universal design in learning and aims to provide fair and accessible education for everyone by arranging accessible learning spaces related to all the needs of the individual. Universal design principles often specify explanations that should be applied. Universal design provides concrete explanations that are often verifiable and simple and sets goals for stakeholders in developing design tools, products, and methods. In line with this goal, the principles aiming to organize the educational environment and situations to be presented to students based on universal design principles are as follows: (Arslan, 2017; Ünlüol Ünal, Karal, Tan, 2020);

1 Putting the student in the centre; The learning process based on universal design is an educational design that emphasises the implementation of the student-centred education program. (Eagleton, 2008). In this

educational design, instead of the general goals and content determined for all students, the subjects, activities and homework that differ according to the students' inadequacies, areas of talent and interests come to the fore. (Rose, 2000; Arslan, 2017).

2. Minimising the factors that hinder learning and ensuring that all students participate in the learning process. The learning process, which is based on the philosophy of universal design, argues that in case students have difficulties in classroom activities, lessons and doing homework due to individual differences, these difficulties should be determined in advance and educational activities should be planned in a way that will enable students to overcome the difficulties they may encounter (Meo, 2008). When learning difficulties that students may encounter are identified and alternative assignments, activities, and studies are planned to help them cope with these difficulties, all students can learn fairly and equitably that suits their needs (Rose, 2001; Arslan, 2017).

3. Responsive and flexible program; Universal design-based education programs are planned in a way that responds to the needs of students and exhibits a flexible approach. Therefore, universal design-based education programs offer alternatives not only in presenting information to teachers but also in demonstrating the competence, knowledge and skills acquired by students and supporting students' participation in learning processes. (Ralabate, 2011; Arslan, 2017). Inflexible, rigid schedules, teaching processes, materials, activities, and methods can interfere with the learning of some students in the classroom. (Hitchcock, Meyer, Rose, & Jackson, 2002; Ünlüol Ünal, Karal, Tan, 2020).

4. To offer alternatives according to individual differences; Universal design-based programs oppose the idea of one-size-fits-all. This learning process advocates the philosophy of being flexible, and more individualised following the needs, learning styles and preferences of the students, and that alternatives should be at the forefront (Rose, 2000; Rose, 2001; Arslan, 2017). Offering different applications to individuals on the subjects they need, not only to the student who needs additional support but also to the opportunity to choose according to the situation of everyone. (Rose, 2000; Ünlüol Ünal, Karal, Tan, 2020).).

Universal design-based programs in learning aim to provide the support that the individual needs by eliminating the disadvantageous situation brought by the education program or environment for not only the average students in the classroom but also for all students. Universal learning design; It is a point of view that is accessible, adaptable for every individual, in every environment, can be designed according to the needs and puts individual needs in the centre.

Who benefits from universal design in learning?

◆ International students (students with bilingual problems),

◆ Students of all ages (preschool, primary, secondary, university),

◆ students with disabilities,

◆ A teacher whose teaching style is inconsistent with the student's preferred learning style

◆ All students and all teachers

In educational environments where universal design is taken into account in learning;

*The environment is designed to be most productive for everyone, regardless of ability, age or type of need.

*The environment is designed for everyone who wants to benefit from this environment.

* It supports the individual's independent participation.

*Every student has the opportunity to access information.

* The student can express himself in more than one way.

* There are multiple interaction tools between the student and the teacher in the learning environment.

* The teacher determines the needs of the individual and provides support with clear and understandable expressions.

* Instructional methods, tools and materials, curriculum development and evaluation methods that work for all students have been considered and necessary adaptations have been made.

Barriers to learning by using universal design in learning; It is thought that it is caused not by the student, but by the design of the environment, the unadapted curriculum, and the failure to adopt the appropriate method and technique. Universal design in learning is an evidence-based, neurology-based practice and is supported by technology. The biggest distinctiveness of the universal design in learning compared to other adaptations is that it is process-based, student-need-oriented and suitable for interactions in a way that every student can learn. In addition, the correct use of technology at every stage supports permanence in learning. This strengthens the student's motivation and brings active participation.

Principles of Universal Design in Learning

◆ Clearly articulate the core content and any feedback given to the student.

◆ Integrate natural support for learning (e.g. as a colleague).

◆ Use a variety of teaching methods when presenting the material.

◆ Allow multiple methods to demonstrate understanding of the content of the basic training.

◆ Use technology to increase accessibility,

◆ Encourage students to contact the teacher with any questions/ concerns.

Universal design, contrary to expectations, opposes the understanding of a single solution for everyone. The basis of universal design-based learning is flexibility and the understanding of considering alternatives to students' needs, learning styles and preferences (Rose, 2000; Rose, 2001). Offering alternative applications to

individuals is not only for the person in need but also for everyone to choose according to their situation (Rose, 2000).

Universally designed education programs aim to increase the learning level of students with very different characteristics by putting the principles they have revealed into practice at all stages of education (Burgstahler, 2007a). In addition, the universal design aims to train expert students who can identify their own learning needs, monitor their learning process, and organise and maintain their interest, effort, and insistence on completing a task while fulfilling a task (Ralabate, 2011). The three basic characteristics that expert students should have are being knowledgeable, strategic, and having a high motivation to learn (Universal Design for Learning, 2011). For this reason, when designing education programs, the programs are designed to achieve this goal (Burgstahler, 2007a; Hitchcock & Stahl, 2003).

Universally designed curriculum consist of four basic elements: objectives, teaching methods, teaching materials and assessment. Explanatory information about the features that these items should have is presented below:

Objectives are learning objectives that express the knowledge, skills and attitudes that students are expected to gain at the end of the teaching process (Ralabate, 2016). The objectives are written flexibly, taking into account the individual differences of the students, and have a structure that can be changed according to student characteristics. This flexible writing of objectives allows teachers to offer more options for materials and methods and to consider alternatives. Contrary to traditional programs, goals, content and performance are not goal-oriented; It is written in a learning goal-oriented manner, including high-level learning expectations that can be reached by everyone, in a way to train expert students (UDLCENTER, 2017c).

Teaching methods refer to the teaching practices that teachers perform to ensure learning. In education programs based on universal design, teaching methods are flexible and sufficiently differentiated to provide appropriate learning experiences. When choosing teaching methods, attention is paid to making it challenging for students and supporting all students (Hitchcock, Meyer, Rose, & Jackson, 2002). According to this design, a method suitable for all students cannot be mentioned. In classrooms where universal design-based learning is applied, multiple ways are used to present information, enable students to express their knowledge, and support student participation (Burgstahler, 2007a). While the teaching-learning processes of education programs based on universal design learning are planned, in addition to direct teaching models, such as question-answer, practice and repetition, discussion, mutual teaching, cooperative learning, mental modelling and problem solving, teaching by the invention, research and analysis, and case studies are planned. teaching practices are also included (Ralabate, 2016).

Teaching materials are the third element of the education program and are designed by considering the principle of flexibility, as in other elements. In universally designed education programs, teachers design materials in a flexible way and in a way that does not provide multiple representations of content. Flexible and multiple materials allow students with visual, auditory, reading or motor skills to choose the tools that can support them in reaching the content (Hitchcock, Meyer, Rose, & Jackson, 2002).

Evaluation is seen as a process of collecting information about a student's performance by using various measurement tools to determine students' knowledge, skills and motivation levels in universally designed education programs (UDL CENTRE, 2017c). Assessment tools are designed to be flexible enough to provide accurate and continuous information necessary for teachers to organise instruction and maximise students' learning levels (Hitchcock, Meyer, Rose, & Jackson, 2002). Students' progress in the learning process is continuously evaluated and immediate feedback is given to them. In the universally designed training programs, not only individual evaluation is made, but also group performances are evaluated. To ensure that students show their performances, not only traditional measurement tools are used, but multiple assessment tools such as portfolio evaluation, presentations, demonstrations, group products, and articles can be used (Burgstahler, 2007a).

UDL takes into account many components of teaching:

• general and specific expectations and learning objectives

• teaching strategies and learning situations

• pedagogical materials

• technological tools

• various student products resulting from learning situations

• quantification and consideration

What can be done in the application?

· If the student has missed some notes or content in the lesson, students may be allowed to "take" materials that will be their own.

· The use of guided notes allows students to listen to key concepts without copying the notes.

· You can use peer counselling, group discussions and collaborative learning situations during the course.

· You can update the materials in the classroom according to the student's needs, demands and current events.

· It is essential to provide a comprehensive curriculum with clearly defined course requirements.

· You can change teaching methods frequently. Animations, brochures, and audio and visual support can be provided.

· It is important to clarify any feedback or guidelines. Very often questions can be asked and more than one example can be used.

· You can relate a new topic to a previously learned topic or a real-life example.

· Students can be allowed to tape-record lectures so they can focus on following up or give notes later.

· The student may be allowed to demonstrate his knowledge of the subject in alternative ways.

· The use of adaptive technology should be allowed and encouraged.

· Study guides can be developed.

· More frequent quizzes can be given.

Many programs have come and gone for many different purposes in schools and classrooms. Maybe they weren't cost-effective. Maybe they were too open-ended or prescriptive. Maybe they didn't fit the school's mission and values. UDL is a set of principles to be followed, a way of thinking, not a program developed. UDL is not a passing trend for any school that values achievement, it is an inclusive mindset for all students.

Providing Multiple Engagement Tools

UDL includes many different ways to engage students in learning. Every student is unique; in their learning style, abilities and ways of participating in a variety of learning opportunities. Some prefer to work alone, while others prefer group work. Some prefer clear-highly subjective tasks, while others prefer structured, objective

tasks. To increase participation, teachers need to engage students and help them maintain it at the same time and should be able to support their ability to strive and insist on a goal and to self-regulate learning behaviours. To adjust the way you engage students effectively, it's important to reduce distractions and distractions. Some students can easily focus their attention on a given task, whereas others have more difficulty filtering out distractions from the environment, some of which may cause discomfort or distress. There are many factors in the environment for this. The rule of thumb is that the classroom is a physically and emotionally comfortable environment. Physically, it is important that the temperature of the environment, the lighting, and the suitability of the furniture are in an order that will take into account the needs of all students. Emotionally, the classroom includes traits such as being supportive, not ridiculed and encouraging without judgment. Every student's courage should be encouraged, but not forced.

Engagement Options

One of the most effective ways to capture students' interests and encourage them to participate is to provide choice and autonomy to important information. The process that will be processed is important to be able to design the tools and materials used by the students to perform a task and the products they create to demonstrate their learning. Giving students options supports their engagement. As long as the choices are appropriate—not too easy and not too challenging—providing choices increases interest and participation. Another important way to engage students is through relevant, valuable, original activities. We want to teach students to work to complete division problems in mathematics. Here, instead of doing a worksheet or quiz, it's much more permanent and interesting to bring a cake and teach them the process of the cake. Doing an activity in such a way that each student gets an equal piece of the pie is related to the division problem in mathematics and supports their learning. Trying to teach based on the real-life of the student ensures that his interest is in the subject. How should the vegetable garden be divided? Can I double or split a recipe in half? How many tiles do I need to cover the bathroom floor? These activities are socially, developmentally and individually appropriate as well as culturally relevant.

Options for Continuing Effort and Persistence

When the teacher piques a student's interest, it is important to help the student be patient in the lesson. Continued effort on a task can be increased by frequent revisiting. If the goals and steps towards the goal are adjusted according to the student's characteristics so that the student can strive for the goal, it causes more effort and patience. Changing resources and changing materials can renew the interaction. Encouraging collaboration and communication through carefully structured groups helps students guide each other.

Providing frequent feedback and showing the student how much progress has been made and how much is left will support efforts and patient behaviours.

Self Editing Options

For students to regulate their learning behaviours, they need to know what these behaviours are and how they can be improved. As a teacher, every time you come up with an effective strategy for a student, it's important to make the student aware of the strategy. The more students learn about their strengths, needs, and best interests, the more they will be able to use strategies, including self-learning, and take responsibility for their learning. This information regulates their performance and progress. The areas in which the learner needs to know himself affect the external and internal motivators, personal coping skills, self-assessment and self-reflection skills. There may be some extrinsic motivators, grades, or rewards (e.g. extra break, computer time). Some intrinsic motivators are a feeling of well doneness, excitement about the topic, or challenge. Coping skills may also include drawing or scribbling, chewing gum, talking to a peer or counsellor, and writing, which helps students concentrate or work in overwhelming situations. Developing self-assessment and self-reflection is difficult. It's not easy for people to look at themselves objectively and be honest and specific about how they are. Teachers, promoters who help students evaluate, can create checklists that they can check themselves. They reflect on their performance and ways to improve. Encouraging independence often increases motivation and participation. At any age, students are ready to take on a new task themselves. Here, self-regulation skills can be developed by assigning tasks according to the age of the child. The role of the teacher is to scaffold and guide, not micromanagement.

Evaluations

There are a few things to keep in mind when considering how to interact with students. Man is unique and dynamic. No two students engage in the same way, even if they share commonalities. Even identical twins have different perspectives and experiences that shape their uniqueness. No two students are alike. When you have a great way to capture the interests of your students, you still need to keep looking for new ways to keep it fresh, new and age-appropriate. When evaluating students, it may be appropriate to evaluate students with different methods, considering their cultural characteristics, learning styles, competencies and limitations. While one student's written expression is very good, the other's verbal expression may be better. In this case, you can evaluate one student in writing and the other orally about the learned skill.

In universal design in learning, the teacher monitors the student's learning process, controls the method of accessing information and initiates effective methods. It should be noted that the universal design in learning

is not to eliminate academic difficulties; but to remove access barriers. In summary, universal design in learning is just good teaching.

Creating lesson plans according to UDL Principles

Planning according to UDL schools in preparation for your classroom to teach according to different learning situations. When you decide to develop a plan based on UDL principles, you have taken the first step towards good teaching. It will increase the quality of your teaching if you prepare your lesson plans, which you are already familiar with, creatively, both process and result-oriented, and also look at them from the UDL window. This section is aimed to provide you with a framework for preparing lesson plans according to UDL principles.

In IO1 (Get Involved vet Module) you are given a blank plan that you can download and use whenever you want. Below is a sample plan. You can find examples of plans consisting of different courses from the link on the web page of our UDL4U project (http://udl4u-project.eu/). You can review these plans developed by teachers from different branches in each of the project partner countries, select and download the ones suitable for your purpose and make adjustments to them. Remember that the UDL lesson plan is not a magic wand that guarantees 100% completion of learning for all students. However, a course that you prepare and present according to the principles of UDL contributes to the student's learning experience in their style and pace, their active participation in the course and productivity. So if you just take a plan in the link and apply it as it is, you may not see these benefits. In light of the principles explained in the previous section and previously in IO1, you should modify or restructure these plans as necessary, according to the characteristics of the students in your class.

While developing your plan, you should often ask yourself the question, "What are my primary expectations from my students regarding this course?" Asking yourself this question at every step will enable you to find ways and methods that can remove the obstacles in front of students to reach the goal. For this, you must first learn about students' prior learning, sources of motivation, and ways of learning and reacting.

After determining the main goal of a course, your students will have individual differences in achieving this goal. Some have prior knowledge and prerequisites for the subject or skill, while others may not.

While some can express themselves very well in writing, others may have difficulty expressing what they know in writing. Some may start the class with high motivation, while others may have trouble focusing. You can create flexible options in the design of objectives, assessments, methods, materials and environment and make them available to all your students. The strongest and most distinctive aspect of a lesson plan prepared according to the principles of UDL is that each student in the class (including the more difficult learner) can find achievable objectives, materials, performance indicators, and tasks suitable for their learning characteristics. Thus, in the UDL lesson plan, you will not run the risk that the traditionally prepared lesson will not be able to appeal to the student who has difficulty in learning or who already has a good command of the subject you will teach. Let's explain this with an example:

Imagine that your lesson is a fruit plate. The more variety of fruits (grape, apple, pineapple, banana...), the variety of presentation (some by biting, some sliced, some puree, some by drinking juice), the greater the variety of expressing oneself to indicate that he is full or not wanting to eat, the greater the risk of encountering surprises during the lesson will be less. By giving a survey to determine which fruits they like or whether they like fruits, you will prevent them from encountering content that they do not like or dislike. This shows that you have complied with UDL's engagement policy. When you take into account possible student needs in advance (which you can also determine through observations, interviews or surveys), by diversifying the presentation of fruits, you are in effect applying the UDL's principle of multi-representation. In summary, when we put the UDL principles to work, students of all levels get the highest level (Ç.N. engagement) of engagement (what fruits do I want to eat?). Learning takes place with multiple representation tools (variety of fruits, variety of presentation formats). With the multi-action and expression tool (Ç.N. action & expression), it is ensured that they show what they have learned in various ways (checking the grape is a sweet option). A good plan is essential for all of this to happen.

The first and perhaps the most important step in making a lesson plan is to determine the primary goal. In other words, after the lesson, will the students have acquired knowledge? Or does it take precedence over a specific skill (for example, reading comprehension) rather than knowledge? Do I expect students to count the steps of a process? Or is it a priority for them to develop a project showing these stages? When you decide on the priority, it will be easier to determine the objectives, materials, methods and evaluation styles that will enable you to gain the goal you have chosen.

Once the priorities are set, it is recommended that you follow these steps to develop your UDL lesson plan (Source):

1) Define flexible, clear SMART goals. Effective learning objectives are SMART: Specific, Measurable, Achievable, Result-oriented and Time-bound. Ask yourself, "What is the purpose of this lesson?" ask. What will they know and be able to do at the end of the lesson? After answering this, write your purpose in the relevant section of the plan. And then question whether that purpose is clear enough. You will need to set goals from the national curriculum and the IEP for SEN students in choosing the goal.

2) Consider the individual differences of students. Assess your students' readiness, skills, needs, and challenges in the learning environment. Try to anticipate learning gaps and obstacles that could distract, frustrate or confuse students.

3) Identify appropriate pathways for assessment. Choose techniques that provide meaningful information, are flexible, and can assess individual student progress.

4) Choose effective methods, materials and media. Consider the types of support you should include for students' differences: Supports? Adaptations and changes? Choose methods, materials, and environments that offer flexibility and comfort, and assist as needed. The principle of universal design requires that information be presented in a way that reduces barriers to learning. So the key to making learning possible for everyone is flexibility. You can present the same information in different ways or you can make arrangements that will allow the student to adjust the presentation format according to his/her situation. For this, the suggestions in the next section may be useful for you.

5) Teach how to learn and then you evaluate. Put it all together and give your UDL course. Assess student learning with flexible, informative assessments tailored to your learning objective.

6) Enhance educator learning through self-reflection. Review the data you have collected through your assessments and take into account your observations. Have your students achieved their learning goals? What worked? What will you do differently next time?

Some students may need some changes to continue the course under UDL principles. For this, the suggestions given below may be useful for you. You don't need to include all of them at once. Apply the required change to the required student as needed. Note that all recommendations here in

sequence are given following the 3 basic principles of the UDL. While developing your lesson plan, you can place the appropriate suggestions under the relevant headings of the plan. For this purpose, it has been tried to show in parentheses with which principle the relevant title is compatible. Of course, it is not limited to these. You can expand this list according to the characteristics of your students.

Teaching style (Representation)

● Working in a small group

● One-on-one work with the teacher

Environment (Representation and Engagement)

● Reduce/ minimise distractions.

Materials (Representation)

● Provide audio-recorded lectures or books.

● Provide copies of your lecture notes.

● Use large print books, Braille or digital text.

● Reduce the number of items per page or line.

● Use accented text/ study guides.

● Provide note-taking assistance.

● Provide images (eg, multimedia presentations, dashboard, concept maps) to list important concepts.

● Provide brochures summarising important information.

● Provide a booklet for grammar and punctuation rules. Review this often and let the student use it as a reference.

● Provide a list of adjectives, and adverbs to be used as references.

● List the steps in the maths processes/ formulas to use as a reference.

● Allow the calculator to be used.

● Let the student read an adapted text with the same title.

● Allow the option to choose a book suitable for your interest and skill level.

● Provide hard copies of lecture notes.

● Use visual displays and graphic organisers.

● Include analogies, stories, examples, and non-examples.

● Avoid crowded, messy worksheets by using techniques such as cutting, segmenting worksheets, folding and highlighting, colour coding or underlining.

● Use audiobooks or let the student use a text reader.

● When your assignment requires drawing diagrams, have the diagram ready and give the student the label fragments.

● Allow multiple opportunities for review (before, during, and after class).

● Teach how to use mnemonic devices.

● Place a piece of yellow transparency on the print page to increase contrast and darken the print.

● For students with low vision, use black fine-tipped pens to trace directions and darken the print.

Rules (Engagement)

● Change rules as needed to meet student needs.

 Teaching (Representation and Engagement)

● Pre-teach words and symbols, especially in a way that encourages connection with students' experiences and prior knowledge.

● Review the previous lesson.

● Use advanced editors to introduce and summarise course content.

● Reduce the difficulty of the tasks.

● Provide written instructions to supplement verbal instructions.

● Always state/ write down objectives at the beginning of each lesson.

● Provide all information in a logically organised and sequential manner.

● Teach students how to interpret graphs, charts, and illustrations.

● Provide specific questions to guide reading.

● Provide additional instructions and information.

● Read parts of the text aloud or have the student volunteer to read them aloud.

● Develop study guides to be completed while reading the material.

● Use a student/ peer teacher.

● Provide step-by-step sequenced and numbered instructions and simplify instructions as needed.

● Keep instructions short.

● Read written instructions orally or provide audio recordings for replay as needed.

● See if the student understands by asking them to repeat the instructions.

● Identify information critical to mastery. Helpful content such as "important information", "dictionary", "theme structure", schema, etc. Build with support.

● Use attention signs to grab the student's attention before expressing important points.

● Highlight, underline or colourize main ideas, keywords and/ or key concepts.

● Provide an outline listing the main ideas and related subtopics. Provide space to take additional notes.

● Determine with the student the ways to get feedback from the student to check his understanding and encourage the student to do so.

● Change the pace of the lesson and rearrange tasks within the lesson as needed.

● Use collaborative learning groups.

● Use multi-sensory teaching strategies.

● When requesting book reports, show examples of what others have done and draw attention to the key and list titles.

● For students who cannot read, include pictures of riddles with written instructions.

Student Reaction (Action and Expression)

● Allow answers to be given orally or in writing.

● Let him use a word processor for written work.

● Allow it to use alternative forms of communication (sign language, communication device, Braille, etc.).

● Let him make less detailed drawings (eg the structure of the cell).

Measurement and Evaluation (Action and Expression)

● Provide a suitable environment for the student for assessment.

● Evaluate text quality separately from content. (Assess your main expectation as stated at the beginning of this section)

● If necessary, ask the questions orally, read them for the student or write down the answers given by the student or have the assistant peer write them if available.

● Spread the assessment over time.

● Allow students as much time as necessary to complete the task, extending it if necessary.

● Avoid time-limited tests.

● Change the success criteria as needed.

● Provide checklists or self-assessment lists for executive function skills.

● Allow the Test/ Exam to be redone.

● Read and discuss the questions before the student writes down the answers.

● Provide traceable breaks for tests/ exams.

● Evaluate with audio recording using assistants, teachers or others.

● Allow the test to be read orally to the student.

● Underline or highlight important words in test instructions or test items.

● Provide only questions that require short answers.

● Record questions with audio recording.

● Change the level of questions during class discussion to involve all students in the discussion.

Assignments (Action and Expression)

● Photocopy, then read, and underline/ emphasise key ideas and important details of research materials relevant to the report or project topic.

● For punctuation, provide a copy of the assignment and request that only appropriate punctuation be added.

The suggestions above will help you develop well-designed and ready-to-implement plans. Of course, as stated at the beginning, every student is unique. Learning characteristics, motivation, self-regulation skills, etc. Arrangements that will remove possible obstacles that differences may create will also vary. Although these suggestions are not enough for every difference you may encounter, they can give you an idea. You need to make changes to a course that is already patterned with UDL principles and will be minimal. It is helpful to be knowledgeable about how to develop a UDL lesson plan where everyone will find a learning menu that suits them, and what the elements of the UDL plan include.

It includes the lesson plan designed according to the principles of UDL and the main topics (course, duration, subject, purpose, learning outcomes, materials, teaching method, teaching process, and evaluation) in the traditional lesson plan. And in addition to these, a rubric that evaluates materials,

teaching style (small group, one-to-one), teacher and student reactions in the teaching process, adaptations and student behaviours at different levels according to the 3 basic principles of UDL aimed at gaining the objectives of the course. The draft plan was created by adapting the template created by Courey et al., (2013) by the project team members.

UDL Lesson Plan application examples

English teacher Andris prepared a lesson plan about wild animals for the English lesson. (See figure 1) There was also an inclusive student who has a speech disorder and attention deficit in the class. To create objectives of the lesson, first, he should determine the main goal of the lesson. He specified the main goal as "Students will be able to form full sentences entitling wild animals in English at the end of the lesson." Moreover, he should identify the relationship between this goal and the national curriculum and also the objectives of the student's IEP. He examined the curriculum to find out which of the skills this objective is related to in the national curriculum. Then, he examined this inclusive student's IEP. He found the objective related to this general goal among the goals of the English lesson.

"Making a basic speech to acquire the necessary vocabulary knowledge for being able to make simple explanations." Then, he sorted sub-aims of this aim, in other words, short-term aims. He added these skills to the 'Skills' part of the plan. The only thing to do to complete the first part of the plan was to write the content, namely the titles of topics. Up to this stage, it was not different from typical lesson plans. The different part of this plan from other traditional plans comes after this part. Three principles of UDL and the materials to be used for each principle should be written in the 'Materials' part. Andris specified what he would use in his presentation, the materials the students would use to express themselves and materials which would encourage them to participate to the lesson according to the aim and he wrote them in this part.

Figure 1 UDL Lesson Plan Sample

Lesson: English (EFL)		Main Topic: Natural World	Subtopic: Wild Animals
Date:			Duration/Schedule: Two 40-minute lessons
Target Student:	Class:		Type of Special Need: speech disorder, short attention span
IEP Goals: - *To be able to acquire the necessary vocabulary to make simple descriptions and conduct elementary conversations.*			Short Term Objectives: - *To be able to name wild animals in English.* - *To be able to make a full sentence with a given construction.*
Contents: *Target Vocabulary: names of wild animals in written and spoken forms* *Target English Grammar: Sentence starters and articles "This is a/an ___",* *"These are ___"*	Lesson Objective(s): - *By the end of the lessons students will be able to make full sentences naming wild animals in English.*		Skills (from the national curriculum) - *Form sentences with given grammar structures.* - *Express a guess using the target vocabulary.* - *Select relevant information from a video material*
Method(s): individual work; group work; inquiry-based learning; the grammar-translation method; the audio-lingual method; authentic learning; the lexical approach			
Materials: Soundtracks with different animal voices (Appendix 1); Vocabulary presentation (Appendix 2); Online dictionary / hard copy; Tongue twisters (Appendix 3); Guessing game (Appendix 4); Memory game (Appendix 5); revision game (the link is provided below)			
Representation	Action and expression		Engagement

UDL4U

Co-funded by the
Erasmus+ Programme
of the European Union

| To present the material audio and video materials are going to be used: ✓ Students will figure out the topic of the lesson by listening to audio files; ✓ Students will be able to collect new vocabulary by watching a video material | To practice grammar points and vocabulary: ✓ Different practice games and activities will be provided ✓ These activities will be in different formats - text, video, audio | Students will be motivated to participate by using interactive as well as authentic materials. Engagement will be also promoted by organizing activities in pairs or small groups. |

Procedures
(Describe the presentation of the overall lesson. If students with special needs are included in the group, embed individualised objectives into the general procedures and describe individualised prompting, correction, and reinforcement procedures)

1. Lesson Format
- *musical circle time (Teacher-Student collaboration) - REVISION OF THE PREVIOUS TOPIC (Domestic Animals)*
- *pair / small group work (Student - Student collaboration) - VOCABULARY TRANSLATION*
- *individual work - VOCABULARY / PRONUNCIATION PRACTICE / FEEDBACK GAMES (Guessing game; memory game; pronunciation activity; revision game; worksheet)*
Students are sitting in pairs. A computer, a projector, speakers, blackboard/ whiteboard are needed.

2. Introduction: *(How will you grab the student's attention?)*

Procedures	Teacher will...	Student will...
Attending Cue: *The previous lessons were dedicated to domestic animals. This information will be used to move to the next topic - wild animals as well as get feedback from the previous topic (revision) Students will start by playing a musical game.*	- show the "magic bag" and explain that there are cards with different pictures. - explain that there will be music and while students hear it, the "magic bag" has to be handed over from one student to the other. - explain that when the music stops, a student holding a bag needs to take one card (without looking) from the bag and name it. <u>Material: Appendix 1</u>	- sit in a circle. One student holds the "magic bag". - as soon as the music starts, a student passes the "magic bag" to the next student on the right/ left side. - When the music is stopped, a student holding the "magic bag" takes out one picture card and names the domestic animal that is shown on that card.

Anticipatory Set: *A teacher provides audio material to get ideas from students about what they hear and thus concludes - what is the lesson's topic.*	-record different animals' sounds using prepared sound files -write down vocabulary words on the board <u>Material: Appendix 2</u>	-listen to the sounds and guess what you hear.

3. Presentation:

Procedures	Teacher will…	Student will…
Input: To introduce vocabulary, video material will be used.	-explain that students are going to watch a video. -explain that they must watch carefully and write down animals which they see there <u>Material: Appendix 3</u>	-watch the video and write down animals that they see in notebooks
Modeling: Students will work individually and then in pairs (or small groups) to collect new vocabulary and then translate it using an online dictionary or hard copy.	-(After watching) divide students in pairs (or small groups) -explain they must make a spidergram with all the words they have written down -collect words from students and make a big spider diagram on the board. -divide students into pairs -explain that they must translate the words <u>Material: Online dictionary / hard copy</u>	-(After watching) work in pairs (or small groups) and make a spidergram (with all words they have written down) - work in pairs and translate the words
Guided Practice: (How will students practice the skill and how will your prompt/ provide guidance? What prompts will you use? What corrective feedback will you provide?) Independent	-show video material with tongue twisters to practice pronunciation. <u>Material: Appendix 4 - Tongue Twisters</u>	- repeat tongue twisters together. - read as quickly as they can individually.

UDL4U

Co-funded by the
Erasmus+ Programme
of the European Union

		-show video material "Guessing game" - for vocabulary eliciting. Material: Appendix 5 - Guessing game	-take a look at the picture and make a guess. -form sentences with constructions: This is a/ an.../ These are...
		-show memory game. -explain that students must look carefully and try to memorise pictures. -after 20 seconds a teacher collects feedback - on how many words students remember. There are 3 rounds. Material: Appendix 6 - Memory game	-memorise what is shown in each round. -after 20 minutes write down what they remember.
	Practice: (How will students demonstrate the ability to perform skills independently?)	-hand out a worksheet Material: Appendix 7 - Worksheet "Wild Animals"	-fill out a worksheet in full sentences. -work individually

Closure:

Students are going to play a revision game (both - vocabulary and grammar points). The game can be accessed here: https://www.educaplay.com/learning-resources/11145308-vai_vari_uzmin_t_visus_dz_vniekus.html

Evaluation:

General Lesson Objective Evaluation Functional Behaviors

Students	Exceeds expectations	Meets expectations	Approaching expectations
Students will:	A student is able to:	A student is able to:	A student is able to:

-Form sentences with given grammar structures; -Express a guess using the target vocabulary; -Select relevant information from a video material -To be able to name wild animals in English.	-name wild animals in English using grammar constructions - This is / These are. -select relevant information from a video material	-name wild animals in English. -form sentences with given grammar structures. -work with an online or hard copy dictionary	-name wild animals in English.

Modifications/ Adaptations:
Although this material is for two 40-minute lessons, it can be stretched out for a longer time if students have problems at any stage.

Comments:

Another remarkable feature of the UDL lesson plan is that the presentation is branched into sub-parts and in each part, what the teacher and students are going to do step by step is organised. In the 'Introduction' part, the introduction to be done at the beginning of the lesson is organised. An interesting introduction is necessary to attract students' full attention to you or your introduction activity. In this part, we see that Andris showed "the magical bag" and stated that there were different pictures in it. He continued with a game and aroused the students' curiosity. You can find the pictures he used in the Appendix.

Three basic stages of direct teaching should be in the UDL lesson plan in the presentation section. The teacher becomes a model, he/ she allows students to try guided applications with tips and directions. Finally, students are expected to perform the activity independently. While this process is being planned, teacher and student reactions are written in the plan. In this sample application and all other plans provided to you, you can see that the responsibility for the presentation is primarily on the teacher but gradually falls on the students in the process. While giving tips, give as much as necessary and withdraw them as soon as possible. Another point to be considered in the presentation is that the teacher uses materials, resources and tools under the principles of UDL. This makes it possible to learn and also allows the students to choose the learning situations that are suitable for them. Flexibility should be in the plan first. For example, note the variety of materials used in this plan. It is important to show both visual, auditory and written performances, but to adapt this according to students is more important by asking someone to write the name of the animal they hear and asking someone to say the name of that animal instead of expecting all students to do the same thing.

You will see a three-step rubric in the assessment section of the plan. In this rubric, there are student performance indicators regarding the realisation of the objectives of the course at three levels. Exceeds expectations, meets expectations and approaches expectations. Making such an assessment may also provide an opportunity for the teacher to evaluate the assessment flexibly. Being able to give feedback would also be very practical with this type of rubric. While writing this part, take care to describe the student behaviours for the relevant level in a clear, understandable, observable and measurable way. Keep your criteria clear. In Andris' plan, we see that the student defines the naming of wild animals in English using grammatical structures, a performance that exceeds expectations. However, if any student can only express the name of the animal shown in English at the end of the lesson, it means that

he/ she has made progress and he is closer to the expected expectation to be achieved at the end of the lesson.

In the last part of the plan, Andris found it appropriate to state that an adaptation could be made during the lesson, considering her student with attention deficit disorder. Content can be completed in eighty minutes. He planned that this period could be extended if necessary. While determining adaptations, remember that it is correct to do as necessary.

Conclusion and Recommendations

Inclusivity: Being inclusive of all systems, being inclusive on an individual basis, on a social basis, in language-speech, in services and in the way the service is delivered, being inclusive in architecture, education, health, laws, social work, public services, in short, in LIFE, is the most important thing that comes from being human. is right. Universal design in learning has a philosophy that enables every individual who is in a learning situation to benefit from that learning situation at the highest level. The adoption and implementation of UDL principles by all teachers is the greatest force to remove the barriers to learning for disadvantaged groups. Your quality of treating all people fairly and equally with all their differences will be the most important indicator.

This practice book and all the accompanying plans have been written by teachers in countries that are partners of the UDL4U project. We hope these examples from within the app will help you teachers develop their own UDL plans.

In Appendix 8, you will find questions about UDL that you can evaluate yourself. We are also happy to try to answer the following questions and share your answers with us*

● What are your thoughts on implementing UDL in your classroom?

● What does the UDL planning process look like? Do you want to try it?

● What did you like most about UDL?

● What do you think are possible obstacles in implementing the UDL?

● Want to learn more?

Sources & References

Sources

- http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf
- https://www.oecd.org/els/family/50325299.pdf
- https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjskqjrloD6AhUD-xoKHUBgBBwQFnoECAoQAQ&url=https%3A%2F%2Fec.europa.eu%2Fsocial%2FBlobServlet%3FdocId%3D15993%26langId%3Den&usg=AOvVaw25acuG_0bs7G7FVYRNnN4N
- https://www.onisep.fr/formation-et-handicap/guide-les-eleves-a-besoins-educatifs-particuliers (French)
- https://www.snuipp.fr/metier/eleve/besoins-educatifs-particuliers (French)
- https://www.cnsa.fr/documentation-et-donnees/formulaires/formulaires-geva-sco (French)
- Links to GeVa-Sco form- First application: https://www.cnsa.fr/documentation/formulaire_1redemande_interactif.pdf
- Links to Geva-Sco Form- Review sheet template: https://www.cnsa.fr/documentation/formulaire_reexamen_interactif.pdf
- Geva-sco's Manual: https://www.cnsa.fr/documentation/cnsa-geva-sco-web.pdf
- https://www.onisep.fr/formation-et-handicap/Les-parcours-de-scolarite/Projets-de-scolarisation/pps-le-projet-personnalise-de-scolarisation-pour-les-eleves-en-situation-de-handicap
- https://www.inshea.fr/sites/default/files/www/sites/default/files/medias/Handicap.pdf
- https://www.nasbtt.org.uk/wp-content/uploads/2020/07/Supporting-SEN-The-Learning-Environment.pdf
- https://granite.pressbooks.pub/edu606-701/chapter/assessment/

References

Akçamete, A. G. (2012). *Özel Eğitime Başlangıç,* (Edt. Akçamete, G) in Genel eğitim okullarında özel gereksinimi olan öğrenciler ve özel eğitim. Ankara: Kök Yayıncılık.

Arslan, A (2017) Universal Design for Learning and Universally Designed Curricula, *Karaelmas Journal of Educational Sciences 5* 328-334

Eagleton, M. (2008). Universal design for learning. EBSCO Publishing. https://www.ebscohost.com/uploads/imported/thisTopic-dbTopic-1073.pdf

Hallahan, D. P., J. M. Kauffman, and P. C. Pullen. 2015. *Exceptional Learners: An Introduction to Special Education.* 13th ed. Upper Saddle River, NJ : Pearson

Hitchcock, C., Meyer, A, Rose, D. & Jackson, R. (2002). Providing new access to the general curriculum universal design for learning. *Teaching Exceptional Children,* 8-17

Meo, G. (2008). Curriculum planning for all learners: Applying universal design for learning (udl) to a high school reading comprehension program. *Preventing School Failure, 52*(2), 21-30.

National Centre on Universal Design for Learning. (2011). The three principles of UDL. Retrieved from http://www.udlcenter.org/aboutudl/whatisudl/3principles

Ralabate, P. K. (2011). Universal design for learning: Meeting the needs of all students. *ASHA Leader*, 16, 14-17

Rose, D. (2000). Universal design for learning. *Journal of Special Education Technology, 15*(1), 67-70

Rose, D. (2001). Universal design for learning: Driving guiding principles for networks that learn. *Journal of Special Education Technology, 16*(2), 66-67.

Staines, Gail M. (2012). *Universal design: A practical guide to creating and recreating interiors of academic libraries for teaching, learning and research.* Oxford, Uk: Chandos Pub. McHenry Stacks Z679.55.S73 2012

Ünlüol Ünal N., Karal, M.A. & Tan, S. (2020). Developing Accessible Lesson Plans with Universal Design for Learning (UDL), *International Journal of Disability, Development and Education, 69*(4), 1442-1456 https://doi.org/10.1080/1034912x.2020.1812539
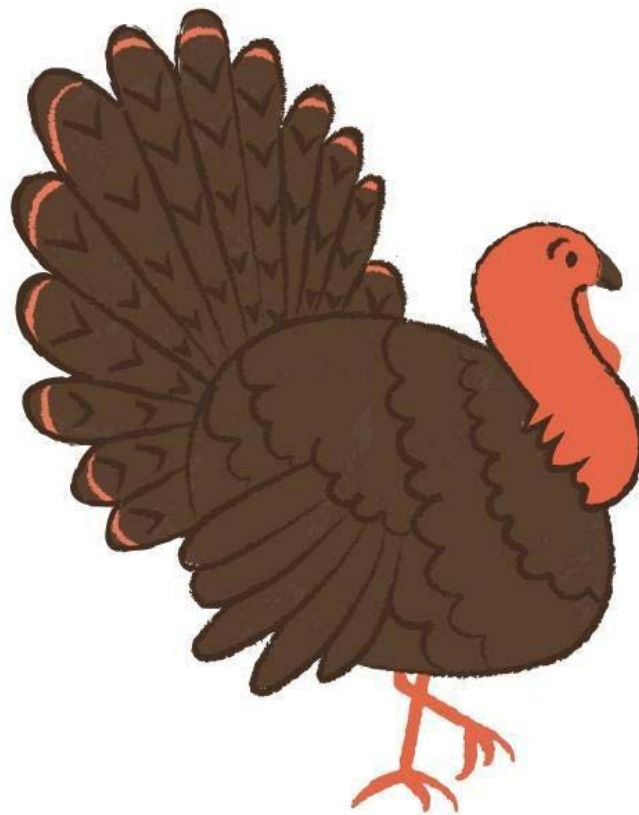
UDL4U

Co-funded by the
Erasmus+ Programme
of the European Union

Appendix

Appendix 1- Musical game picture cards

UDL4U

Co-funded by the
Erasmus+ Programme
of the European Union

43

UDL4U

Co-funded by the
Erasmus+ Programme
of the European Union

UDL4U

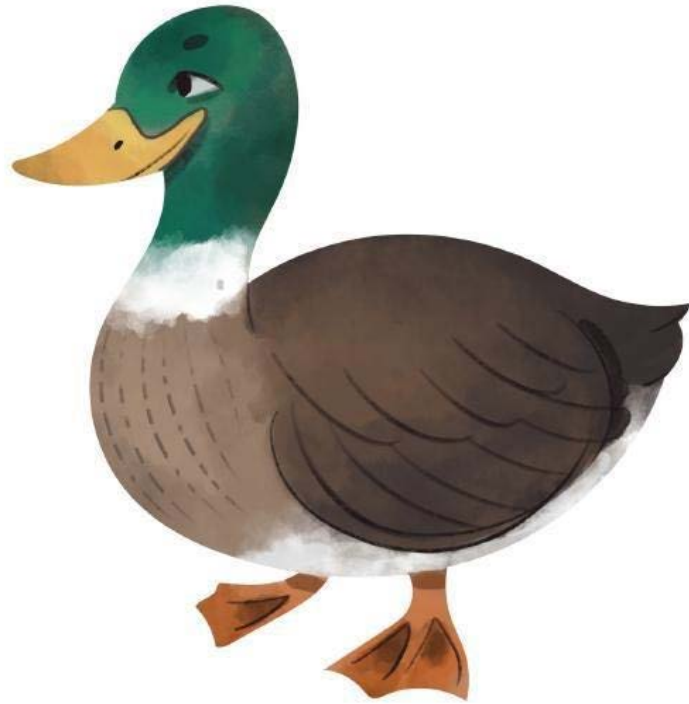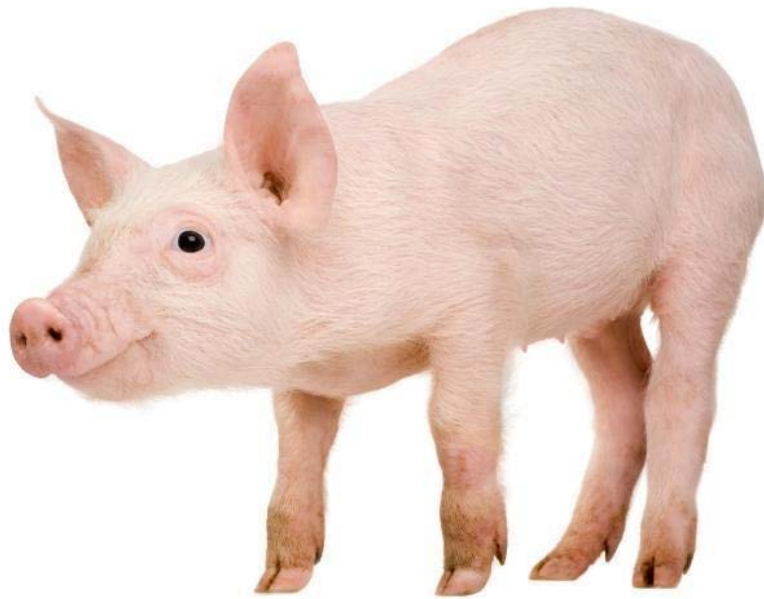Co-funded by the
Erasmus+ Programme
of the European Union

45

46
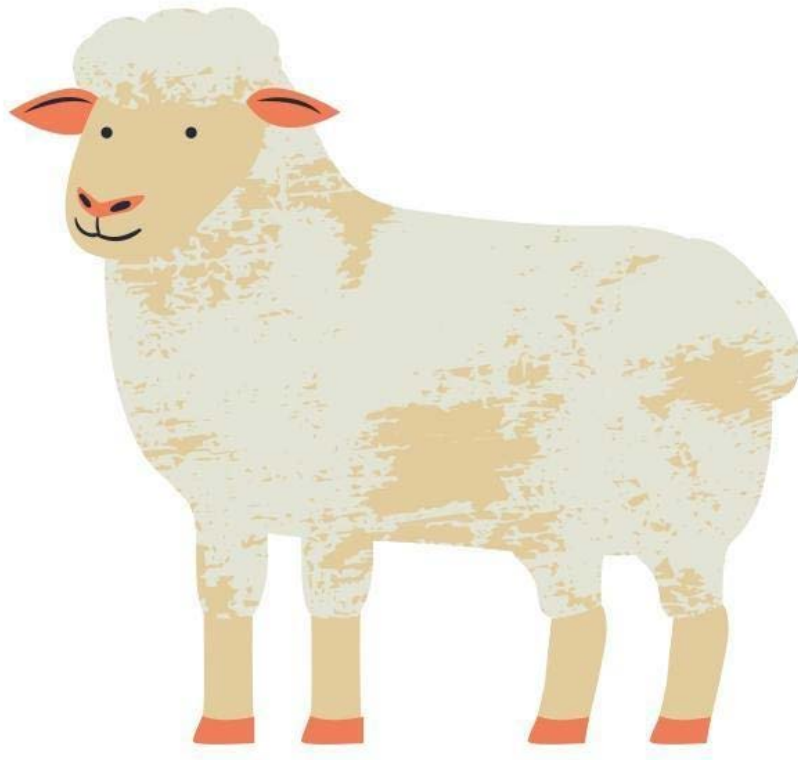
Appendix 2- Animal Sound Effects

https://drive.google.com/drive/folders/1oOefQ6I6iRf7_nrvqP9yiocR-HofzqN-?usp=sharing

Appendix 3-Vocabulary starter

https://drive.google.com/drive/folders/1139Ol9lnwfhQCQjN6HjGZMHxcc7Ltyvb?usp=sharing

Appendix 4- Guessing game

https://drive.google.com/drive/folders/1MaKGfDoGlF-zz3o85sieYp1f61YrDVuJ?usp=sharing

Appendix 5- Tongue Twisters

https://drive.google.com/drive/folders/1LlArjToqXH8jSus62J_1mNk_1ZgnZRQBl?usp=sharing

Appendix 6- Memory Game

https://drive.google.com/drive/folders/1DeJPjQVIQODHpIuu7EJNJVPqsGoS3Z40?usp=sharing

Appendix 7- Worksheet Wild Animals

Co-funded by the
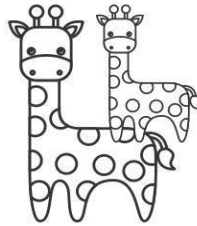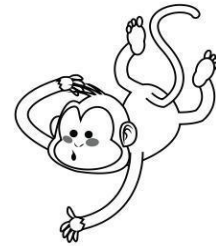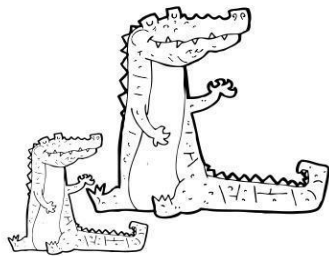Erasmus+ Programme
of the European Union

WILD ANIMALS

Name:

Class:

Name these animals. Write sentences with: This a / an..... / These are....

_____

_____

_____

_____

_____

_____

Animals

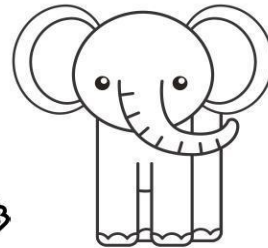Appendix 8

PRACTISE OF UDL LESSON PLAN *
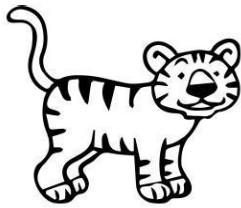
Please, answer the following questions based on your experiences in the lessons you performed with UDL principles.

Principle I. Provide Multiple Means of Representation

Items	Never	Rarely	Sometimes	Very Often	Always
I offer ways of customizing the display of information.					
I offer alternatives for auditory information.					
I offer alternatives for visual information.					
I clarify vocabulary and symbols.					
I clarify syntax and structure.					
I support decoding of text, mathematical notation, and symbols.					
I promote understanding across languages.					
I illustrate through multiple media.					
I activate or supply background knowledge					
I highlight patterns, critical features, big ideas, and relationships					

	Never	Rarely	Sometimes	Very Often	Always
I guide information processing, visualization, and manipulation					
I maximize transfer and generalization.					

Principle II. Provide Multiple Means of Action and Expression

ems	Never	Rarely	Sometimes	Very Often	Always
I vary the methods for response and navigation.					
I optimize access to tools and assistive technologies					
I use multiple media for communication					
I use multiple tools for construction and composition					
I build fluencies with graduated levels of support for practice and performance					
I guide appropriate goal-setting					
I support planning and strategy development					
I facilitate managing information and resources					
I enhance capacity for monitoring progress					

Principle III. Provide Multiple Means of Engagement

Items	Never	Rarely	Sometimes	Very Often	Always
I optimize individual choice and autonomy					
I optimize relevance, value, and authenticity					
I minimize threats and distractions					
I heighten salience of goals and objectives					
I vary demands and resources to optimize challenge					
I foster collaboration and community					
I increase mastery-oriented feedback					
I promote expectations and beliefs that optimize motivation					
I facilitate personal coping skills and strategies					
I develop self-assessment and reflection					

*The items of this form retrieved from https://wvde.state.wv.us/osp/UDL/7.%20UDL%20Guidelines%20Checklist.pdf