**Ideas and Strategies for Incorporating *Foundations*[[1]](#footnote-1)**

**in Creative Activities**

**Use *Foundations* to familiarize students with how Universal Design for Learning (UDL) concepts can support learning in all domains of development***.*

Activity/Assignment: A UDL Treasure Hunt through *Foundations*

* Introduce the concept of Universal Design for Learning by asking them to read:

Conn-Powers, M., Cross, A.F., Traub, E.K., & Hutter-Pishgahi, L. (2006, September). The universal design of early education: Moving forward for all children. *Beyond the Journal: Young Children on the Web*. [**http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf**](http://journal.naeyc.org/btj/200609/ConnPowersBTJ.pdf)

* Discuss the three ways mentioned in the article in which UDL concepts can be used in our efforts to support the learning and development of infants, toddlers, and young children.

1. multiple means of representation to give learners various ways of acquiring information and knowledge;
2. multiple means of expression to provide learners alternatives for demonstrating what they know; and
3. multiple means of engagement to tap into learners’ interests, offer appropriate challenges, and increase motivation.

* Ask students to go on a treasure hunt for examples of strategies in *Foundations* that support these three UDL approaches. The form on the next page would be a good way to collect the examples, for which students should also identify the UDL approach this example reflects. There are examples to be found in the actual domains and sub-domains, and others in the strategies that are offered to support each domain. Here are two examples:

|  |  |  |
| --- | --- | --- |
| ***Foundations* Domain** | **Strategies for:** | |
| **Infants/Toddlers** | **Preschoolers** |
| **Approaches to Play and Learning** | Provide children with the means to  represent their ideas with more than one  type of material or medium (e.g., painting,  drawing, blocks) – **multiple means of representation** | Ask children to communicate what they  like, dislike, and enjoy. Use actions, facial  expressions, and/or words to reflect what  a child seems to be communicating – **multiple means of engagement** |

* Ask students to post and share their forms to create repositories of ideas for using UDL approaches to support infants, toddlers, and young children across domains of development.
* If students are interested in more information about UDL, here’s a good article to suggest.

Dinnebeil, L. A., Boat, M. B., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. *Dimensions of Early Childhood, 41*(1), 3-13.

[**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)

A UDL Treasure Hunt through *Foundations*

|  |  |  |
| --- | --- | --- |
| ***Foundations* Domain** | **Strategies for:** | |
| **Infants/Toddlers** | **Preschoolers** |
| **Approaches to Play and Learning** |  |  |
| **Emotional and Social Development** |  |  |
| **Health and Physical Development** |  |  |
| **Language Development and Communication** |  |  |
| **Cognitive Development** |  |  |

1. *Foundations* is the North Carolina resource “that describes children’s development and learning from birth to age five.” Please adjust the activities and assignments to incorporate the use of your state’s early learning guidelines/standards. Retrieved from [**http://ncchildcare.nc.gov/pdf\_forms/NC\_foundations.pdf**](http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf) (page *v*). [↑](#footnote-ref-1)