



# SCRIPT-NC

Supporting Change and Reform in Preservice Teaching in North Carolina

Designing for One, Designing for All

October 29, 2019

2:00 pm – 3:00 pm EST



UNC

FPG CHILD DEVELOPMENT INSTITUTE





Welcome &  
Introductions

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A Webinar  
from the  
SCRIPT-NC  
Team



Chih-Ing Lim



Tracey West



Toni Miguel



Camille Catlett

## SCRIPT-NC Webinars

### emphasize

- embedding **inclusion and diversity** into coursework
- content that reflects **evidence-based and recommended practices**
- opportunities to build both **knowledge acquisition and knowledge application**
- resources that are **readily available and free**



## Objectives of today's webinar

- Overview of Universal Design for Learning (UDL) components
- Resources for supporting the use of UDL
- Ideas for incorporating UDL in course activities and assignments

Supplement to the  
NAEYC position:  
Early Childhood  
Curriculum,  
Assessment, and  
Program Evaluation  
(page 2)

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m NAEYC-NAECS/SDE (2003), t  
create a common language and fram  
lds of early childhood education an  
concept of “universal design” can b  
ose involved in working with your  
ase has often been limited to those

E2. Practitioners consider Universal Design for Learning principles to create accessible environments.

- DEC Recommended Practices page 8

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



BY KEVIN RUELLE

CLEARING A PATH  
FOR PEOPLE WITH SP  
CLEARS THE PATH

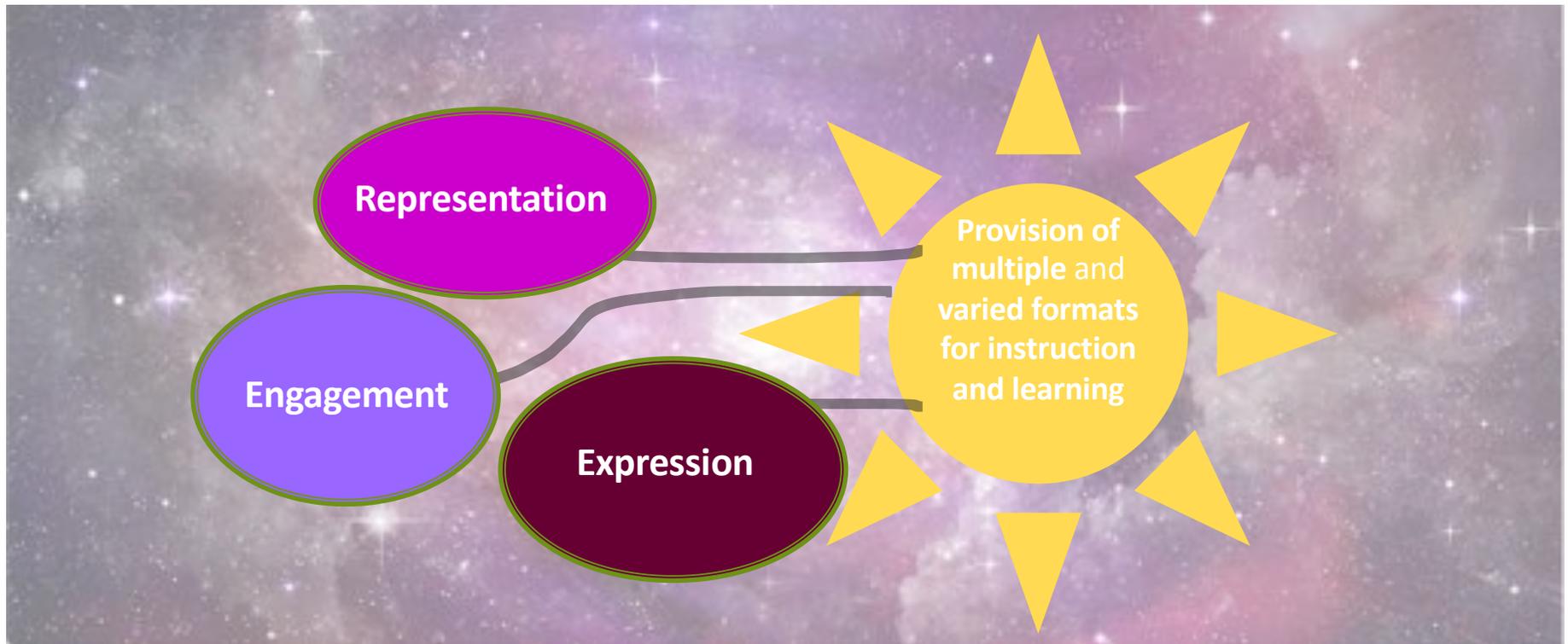
How are you already incorporating UDL in the professional development you provide?

# What is UDL?

Universal design is a concept that was originally used by architects and product designers to ensure that buildings and products could be used by people with a range of characteristics, interests, and abilities (CAST, 2004).



# Universal Design for Learning (UDL)





In the next two minutes, make a numbered list of all the things you could do with 5 apples to support early learning

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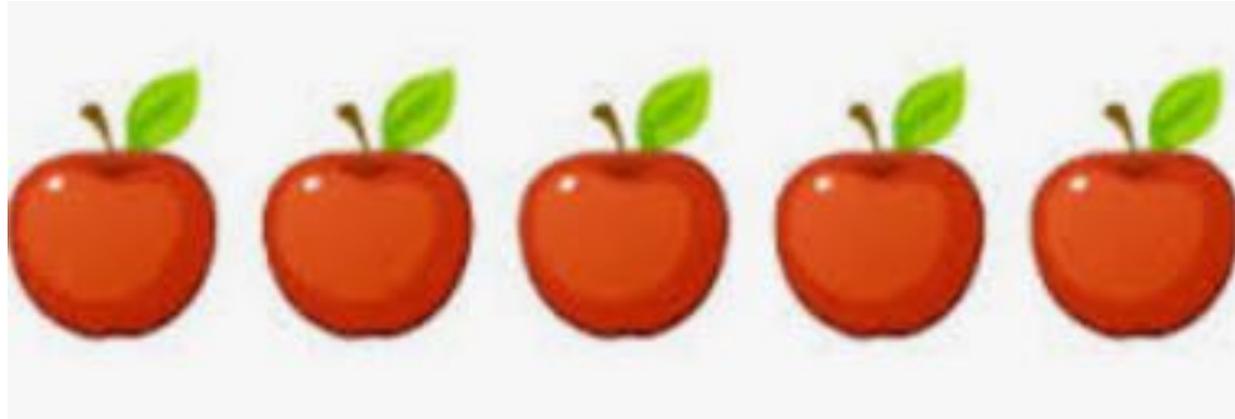




Cross off anything that you can't do  
with 5 plastic apples

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Cross off anything that you can't do  
with a picture of 5 apples

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Cross off anything that you can't do with this

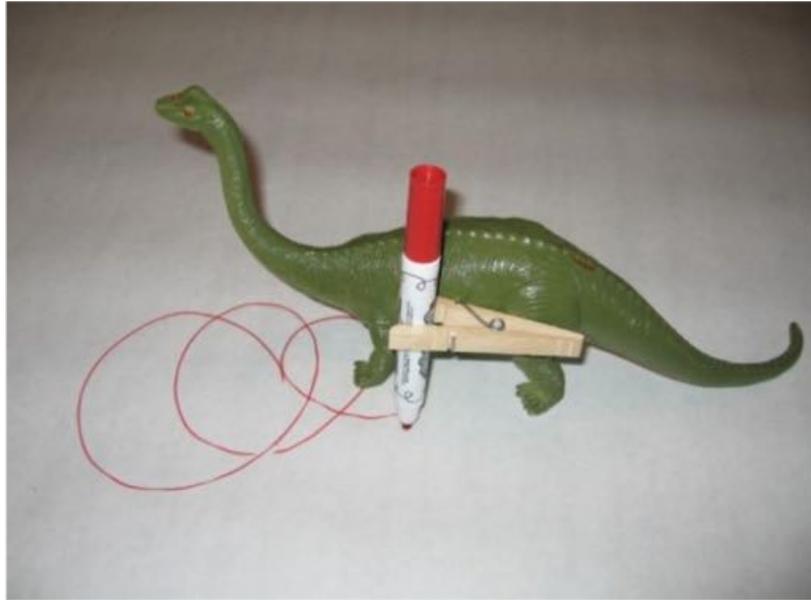
**5 apples**

## Multiple Means of Representation



**apple**

- Touch
- Taste
- Smell
- Vision
- Hearing



**Motivation**  
**Curiosity**  
**Interests**  
**Preferences**  
**Attention**

UDL: Multiple Means of Engagement

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## ***Using Choice and Preference to Promote Improved Behavior***

Choices make a difference in the participation and behavior of young children





**Kinesthetic**  
**Visual**  
**Auditory**

**UDL: Multiple Means of Expression**

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## OPTIONS

Hug

Handshake

High-five

Fist bump

Wave

Watch at

<https://www.youtube.com/watch?v=fZZ8zpQPPnY>



Credit: Birchwood School District, WI



speaking

SIGNING

gestures

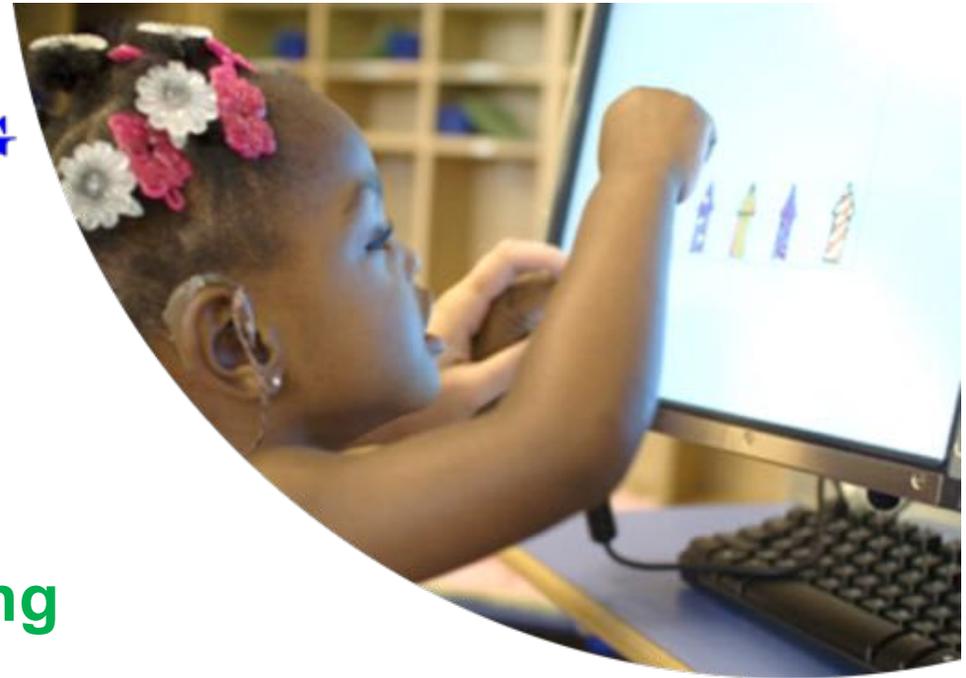
POINTING

drawing

assistive technology

SINGING

Typing/texting



UDL: Multiple Means  
of Expression

Grandma and  
Baby

<https://youtu.be/E7IInTG7wzk>







Long Division Rap

<https://www.youtube.com/watch?v=y3F0SltM-os>

# Take a Look!

## Visual Supports for Learning

Teachers help children learn in many ways. They use examples, teach specific routines, and provide verbal explanations. Some young children, including children with disabilities or those who are learning English, need additional supports. They may not understand what is being said if the speech is too fast, is unclear, or uses unfamiliar words. Children may become confused or feel anxious and overwhelmed. These feelings can affect a child's ability to learn, interact with others, and feel comfortable as a member of the classroom community.

Visual supports, such as photos, drawings, objects, gestures, and print and environmental cues, can help.

### Visual supports help children understand . . .

#### 1. Where to find things and where things belong.

Use visual cues that match children's developmental and learning needs.

- At the beginning of the year, create shelf labels



## 2. What will happen and when.

Keep these points in mind when creating picture schedules.

- Model the use of picture schedules as part of the daily routine. Post the schedules where children can easily see and use them.
- Match text labels with images, using the words most commonly used in your program to describe that activity. For example, if group time is called circle time, use those exact words.
- Use a flexible system with movable images representing snack, circle time, and so on. This lets you show and discuss changes to routines, transitions, special events, or visitors.



COURTESY OF VICKI LYNCH, UNIVERSITY OF MAINE



## 3. What to do and how to do it.

Explain step-by-step, procedural directions using visual supports.

- When breaking down complex activities into steps, decide if a simpler or more detailed visual will help children master the task. Use images that are clear, unclut-

Offer visual supports to children who need help making friends and successfully interacting with others.

- Create stories that use images with words to provide scripts, or offer video models of appropriate behavior for children to follow in social situations. Photos of children leaning toward each other and making eye contact can show, not just tell, children how to talk and play with peers.
- Provide visual supports that help children focus on and recognize the feelings and perspectives of others, such as feelings faces posters.



When I feel too excited



I do wall push-ups

## Visual Supports Learning Links and Templates

*These resources are intended as a starting point to learn more about visual supports and to offer templates and suggestions to begin creating your own visual support materials. You will need a PDF viewer for some of the resources – [download Adobe Reader here](#).*

### Visual Supports Checklist

The [Visual Supports Checklist \(PDF\)](#) is based on a review of current literature, practical knowledge, and reported experiences from early childhood educators on the topic of visual supports. Developed by Susan Bennett-Armistead, Ph.D., University of Maine College of Education and Human Development; Bonnie Blagojevic, M.Ed., C.A.S., University of Maine Center for Community Inclusion and Disabilities Studies; Erika Neal, M.Ed., University of Maine Farmington; and Billie Taylor, MSW, LCSW, University of Maine Center for Community Inclusion and Disabilities Studies (June 2011, February 2016).

## Visual Supports Checklist

The **Visual Supports Checklist** is based on a review of current literature, practical knowledge, and reported experiences from early childhood educators on the topic of visual supports. For more information and additional resources for creating and using visual supports, please visit the University of Maine Center for Community Inclusion and Disability Studies' web page, "[Visual Supports Learning Links and Visuals Templates](http://ccids.umaine.edu/resources/visual-supports/)" at <http://ccids.umaine.edu/resources/visual-supports/>



Note: the use of photos or images supports text in all of the following:

Understanding where to find things and where they belong.	Already using	Not yet using
A label on each child's cubby with an image of the child's face		
Labels on shelves indicating what should be kept or found there		
<p><b>Tips for making labels:</b></p> <ul style="list-style-type: none"> <li>• At the beginning of the year, the photo is larger and the text is smaller.</li> <li>• Begin to switch mid-year (matching children's development) and make the text larger and the photo smaller.</li> <li>• Eventually, have children help to create or write the labels in their own language (can use different color for each language).</li> <li>• Use lower case font for shelf labels (if the words are not proper nouns) and make them large enough (at least 22 point font size. Many places do not have the words large enough.</li> <li>• For name cards, make the first letter uppercase and the other letters lowercase.</li> </ul>		
Understanding when things will happen.	Already using	Not yet using

# Integrating UDL



## Integrating Principles of Universal Design Into the Early Childhood Curriculum

How can teachers of young children ensure that ALL children have meaningful opportunities to learn? Adaptation offers accommodations that make it easier to be able to adapt diverse learning settings.

LARRY A. DEWEIRD,  
MARY EAST, and  
YULIA SUI

Accessibility, universal design, and universal design principles are a goal for the different ways and stages of learning. These include ways with diverse designs that create the way to more freedom in both social and physical settings. Designing and building the way people learn, they help and others have their own. Designing and building a way that is accessible to all is the goal of the "learning" design. While it might be easy to understand a goal like this, it is usually difficult to do so without incorporating design that offers design to make change the pattern of the design into a good example of universal design.

Universal design is a concept that can be applied to any activity and product designed to make the building and products can be used by people with a range of characteristics, including, but not limited to, age, gender, and ability (LAWL, 2008). The principle of universal design is to create products, services, and environments that are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Principles of universal design are used to create and develop products, services, and environments that are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. The goal is to create products, services, and environments that are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Teachers are able to use these principles to create a learning environment that is accessible to all children. This is possible to do so in a way that is accessible to all children. This is possible to do so in a way that is accessible to all children. This is possible to do so in a way that is accessible to all children.

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Design curriculum  
that is versatile  
and flexible.

### Children Learn in More Than One Way

Learning occurs in many different ways and through many different senses (Pfeiffer, 2008). Children learn in many different ways and through many different senses (Pfeiffer, 2008). Children learn in many different ways and through many different senses (Pfeiffer, 2008).

Integrating Principles of Universal Design into the Early Childhood Curriculum

**Table 1. Differentiated Learning Environments for Diverse Multi-Age Preschool Classrooms**

Topic: Literacy and Fine Motor

Content Areas: Science, Social Studies, Math, Literacy

Skill Domains: Language, Cognition, Social, Fine Motor, Gross Motor

Learning Area	Learning Materials	Differentiated Instruction Examples	Skill Demonstration Examples
Early Literacy	<ul style="list-style-type: none"> <li>Fiction and nonfiction books about dinosaurs and habitats at varying levels of difficulty for independent and shared reading activities.</li> <li>Story boards</li> <li>Posters that identify various dinosaurs and their attributes</li> <li>Use of technology that promotes emergent literacy</li> </ul>	<ul style="list-style-type: none"> <li>Literacy skill development through:                             <ul style="list-style-type: none"> <li>Individual use of reading materials</li> <li>Group interactive reading with questions to promote skills such as predict, recall, summarize, and basic comprehension</li> <li>Target questioning to scaffold learning at individual skill levels</li> <li>Use storyboards to recall and create stories</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Attend to activity</li> <li>Participate with others</li> <li>Take turns</li> <li>Communicate (verbal and non-verbal)</li> <li>Basic book knowledge skills</li> <li>Emergent literacy skills</li> <li>Early reading skills</li> <li>Reading skills</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Writing materials (markers, crayons, pencils, paper with and without lines, adaptive writing devices to aid in gripping writing materials and securing paper in place)</li> <li>Access to technology for practice and exploration</li> </ul>	<ul style="list-style-type: none"> <li>Fine motor development related to writing (e.g., grip, manipulate writing materials)</li> <li>Early writing skill development (e.g., writeable, letter approximation, letter formation)</li> <li>Writing skill development (e.g., trace, copy, write independently)</li> <li>Use verbal prompts, modeling, physical prompts to individualize</li> <li>Target questions to scaffold for individual skill levels</li> </ul>	<ul style="list-style-type: none"> <li>Attend to activity</li> <li>Participate with others</li> <li>Take turns</li> <li>Communicate (verbal and non-verbal)</li> <li>Early writing skills (e.g., writeable, letter formation)</li> <li>More advanced writing skills (word formation, spacing, spacing)</li> </ul>
Sensory Play/ Manipulations	<ul style="list-style-type: none"> <li>Sensory table with sand, water</li> <li>Dinosaur and plant replicas</li> <li>Digging/biting materials and tools such as brushes and goggles</li> <li>Measuring tools</li> </ul>	<ul style="list-style-type: none"> <li>Individual and small group engagement with materials for skill development across domains</li> <li>Partner and small groups to engage in social interactions</li> <li>Use verbal prompts, modeling, physical prompts to individualize</li> <li>Target questioning to scaffold for individual skill levels</li> </ul>	<ul style="list-style-type: none"> <li>Attend to activity</li> <li>Participate with others</li> <li>Take turns</li> <li>Communicate (verbal and non-verbal)</li> <li>Fine motor skills (e.g., grip, dig, scoop, fill, pour)</li> <li>Early sensory skill development (count, cardinality, 1:1 correspondence, classify)</li> <li>Basic sensory skills (e.g., compare size, add, subtract, basic facts)</li> <li>Measurement skills (e.g., conservation, weight, volume)</li> </ul>





## Designing Instead of Fixing

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Teachers are similar to architects or designers since they have responsibilities for building or designing curriculum to meet the needs of diverse learners.

Building or designing curriculum before you need to modify it ensures that it is accessible to children with a wide range of interests, abilities, and backgrounds.



## Designing for All Children...Not Modifying for Some

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Teachers should anticipate learning differences and design curriculum to meet all learners' needs—they shouldn't be modifying curriculum just for children with special needs.



## The Richness of Open-Ended Materials

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Curriculum materials should be diverse and varied. The concept of open-ended materials is important. There should be more than one way to learn something, more than one way to show that you've learned it, and more than one thing to learn.

# CARA'S KIT

Creating Adaptations  
for Routines  
and Activities



## ADAPTATION NOTES

■ What is currently happening?

■ What would you like to see happen?

■ How can we change the environment?

■ How can we change the activity?

■ How can we change the materials?

■ How can we change the requirements or instructions?

■ How can we provide assistance?

■ After you have made the changes, what is currently happening?

# Incorporating UDL



Use personas to anchor thinking about children with different needs



Use the Adaptation Notes to anticipate and address the need to individualize



Practice adding a visual component (e.g., BINGO)



Require attention to multiple means of representation, engagement, and expression



New ways with old games

## Jake



Jake is 4-1/2. He is an only child. He lives with his mother and father. His mother has some intellectual challenges. She takes very good care of Jake and sees that his clothes are clean, and he is well fed. But she doesn't know much about how to support the learning and development of a preschooler. By report, Jake has never used crayons, held or read books, or spent time with other young children.

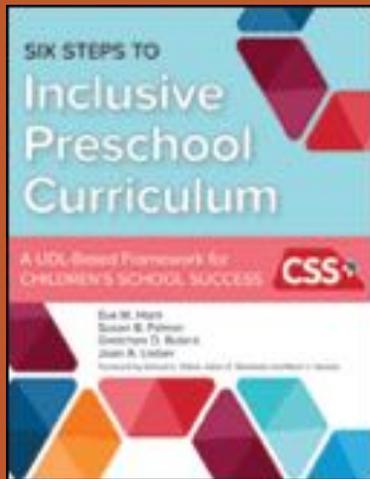
Jake's dad has had a difficult time finding work lately. The family has moved frequently as Jake's father has searched for work. Jake has spent time at home with his mother. Jake's father has recently found a new position that will, hopefully, allow the family a bit more financial stability. This change has also allowed Jake to start attending a Head Start program.

At school, the things Jake plays with are cars, trains, trucks – anything with wheels. He avoids doing fine motor activities. When he is asked to do fine motor activities like stacking small blocks, using scissors and crayons, or completing simple puzzles, he appears to get frustrated, but doesn't seem to be able to explain how he feels or why he's unhappy. His teachers report that he doesn't have any friends yet and hasn't mastered the

## Activity

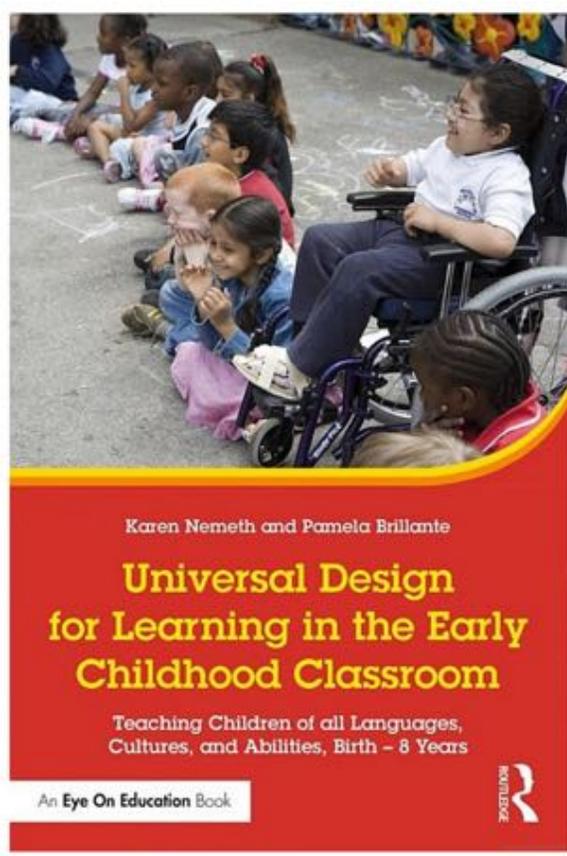
Think of playful ways in which you could support both Jake's **fine motor development** AND his **social and emotional development**.





## LEARN HOW TO

- Identify a developmentally appropriate scope and sequence for your students' learning objectives
- Ensure a coherent, engaging curriculum that continuously builds on the knowledge and skills your students acquire
- Develop UDL-based activity plans that support every child's learning
- Use differentiation and individualization strategies for students who need extra supports
- Engage in partnership with families to support their children's success



- [1 Welcome to This Book and How to Use It](#)
- [2 Using UDL as a Framework: Providing Multiple Means of Representation](#)
- [3 Using UDL as a Framework: Providing Multiple Means of Action and Expression](#)
- [4 Using UDL as a Framework: Providing Multiple Means of Engagement](#)
- [5 Where We Are Now and Where We Need to Go](#)
- [6 Professional Development Resources: Using the UDL Framework Across the DECAL—Elements to Support Change in Professional Practices](#)
- [7 What Administrators Need to Know: Using the UDL Framework Across the DECAL—Elements to Improve Outcomes for Teachers and Students](#)



# QUESTIONS? comments

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USE THE CHAT BOX!



# The Center for Universal Design in Education

Helping educators apply universal design to all aspects of education.

<https://www.washington.edu/doit/>





**SCRIPT-NC WEBINAR**

**September 15,  
2020**

## ***Supporting Each and Every Adult Learner***

*Early childhood instructors at community colleges know better than anyone how tremendously the knowledge base and learning styles of their students can vary. Issues of culture (e.g., language, working individually vs working collectively), general education requirements, and benchmark exams (e.g., PRAXIS) may also require additional planning and differentiation of instruction. This webinar will share examples of evidence-based practices for supporting each and every student or learner, including practices that support English Language Learners and students with disabilities through the framework of Universal Design for Learning (UDL).*

Presenter: Paul Luelmo, San Diego State University



FREE 2020 FACULTY WEBINAR SERIES



**February 11, 2020, 2:00 – 3:00 PM EST: Practicing What You Teach: Tips for Using Practice-Based Assignments**

Presenter: Kathleen Artman Meeker, University of Washington



**April 21, 2020, 2:00 – 3:00 PM EST: Early Literacy for All!**

Presenter: Patsy Pierce, Meredith College, Raleigh NC



**September 15, 2020, 2:00 – 3:00 PM EST: Supporting Each and Every Adult Learner**

Presenter: Paul Luelmo, San Diego State University



**November 10, 2020, 2:00 – 3:00 PM EST: Early STEM Learning for Children with Disabilities**

Presenters: Staff from the STEM Innovation for Inclusion in Early Education (STEMIE) center

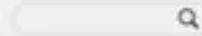


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## Supporting Change and Reform in Preservice Teaching in North Carolina

SCRIPT-NC is working with community college faculty in North Carolina to better prepare preservice early childhood educators to meet the diverse needs of children in their community.

LEARN MORE



### COURSE SPECIFIC RESOURCES

Find resources that can help you enhance coursework and practice. These resources are focused on evidence-based and competency-based practices that support the inclusion of children with disabilities and who are culturally, ethnically, and linguistically diverse.

LEARN MORE



### TOOLS FOR ENHANCING PROGRAM QUALITY

Find rubrics, matrices, and other tools to enhance your early childhood Associate's degree program.

LEARN MORE



### FACULTY WEBINARS

Access archived webinars, learn more about, and register for upcoming webinars.

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THANK  
YOU