

+ Drawing on the Principles of Universal Design for Learning to Support the Inclusion of Young Children with Autism Spectrum Disorders

New Jersey Coalition for Inclusive Education

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+ During this workshop we will:

- Review the three principles of Universal Design for Learning; multiple means of representation, expression and engagement.
- Evaluate a lesson plan and a child's individual profile to determine the need for modifications and accommodations.
- Identify which principle(s) of Universal Design for Learning would best guide development of modifications and accommodations for young children with autism spectrum disorder

+ How do we view disability?

- From a theoretical perspective of disabilities studies, disability is not seen as a functional impairment that limits a person's activities. Disability is not a characteristic that exists in the person or a problem of the person that must be "fixed" or "cured." Instead, disability is a construct that finds its meaning within a social and cultural context
- If the social and cultural context is education we can reflect on the following idea, "If a child can't learn the way we teach, we better teach the way the child can learn."

+ Universal Design for Learning (UDL)

- Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn.
- UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone- not a single, one-size-fits all solution but rather flexible approaches that can be customized and adjusted for individual needs.
www.cast.org/udl
- CAST - The Center for Applied Special Technology
- "Universal design becomes the template for social and political designs." (Davis, 2013 pg. 276). Davis, L.J. (2013). The end of identity politics: On disability as an unstable category. In L.J. Davis (Ed.), *The Disabilities Reader*, 263-277. New York, NY: Routledge.

+ Three Principles of UDL

- **Multiple Means of Representation:** Present information and content in different ways
- **Multiple Means of Expression:** Differentiate the ways that students can express what they know
- **Multiple Means of Engagement:** Stimulate interest and motivation for learning

+ UDL in the classroom



+ Why UDL makes sense for students with ASD

- Children with the diagnosis of ASD bring a huge variety of skills, needs, and interests to learning.
- Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints.
- Three primary brain networks come into play and need to be considered when planning for a child with ASD.

+ Recognition Networks

The “what” of learning

- How we gather facts and categorize what we see, hear, and read. *Sensory perception, integration and processing.*
- Comprehending information or directions
- Identifying letters, words, or an author's style

+ Strategic Networks

The “how” of learning

- Planning and performing tasks. *Motor planning and sequencing*
- Organizing and expressing our ideas. *Expressive language content, form and use.*
- Requesting an object, commenting about a peers toy, letting others know how you feel.
- Completing a craft project
- Writing an essay
- Solving a math problem

+ Affective Networks

The “why” of learning

- How learners get engaged and stay motivated. *Social emotional development.*
- How they are challenged, excited or interested. *Self-regulation.*
- Entry points to the curriculum that are within the child's Zone of Proximal Development (Vygotsky)