

The background of the slide is a composite image. The top left corner shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left corner shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room. A large white diagonal line separates the image from the text on the right.

UDL Engagement:

Emotional Capacity



Kentucky Department of
EDUCATION

Designing Options for Emotional Capacity

Recognize
expectations, beliefs
and motivations

Promote individual
and collective
reflection

Develop awareness of
self and others

Cultivate empathy and
restorative practices

Reviewing UDL

Universal Design for Learning (UDL) is a way to present information in multiple formats and with high-interest options, allowing students to demonstrate their knowledge in a method of choice.

Three principles:

- Engagement
- Representation and
- Action and Expression



[Instructional Resources](#)



Kentucky Department of
EDUCATION

What is Emotional Capacity?

“Attending to one’s abilities to recognize emotions, manage thoughts and behaviors and empathize with others.”

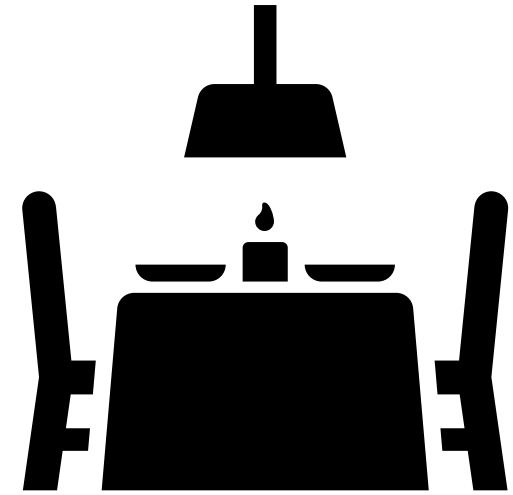
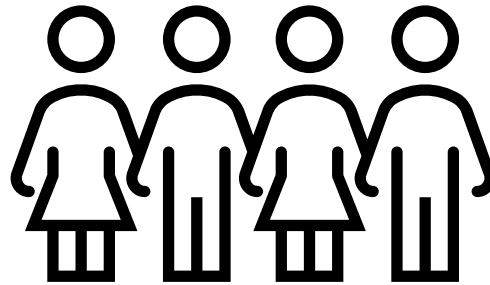


[CAST: Emotional Capacity](#)



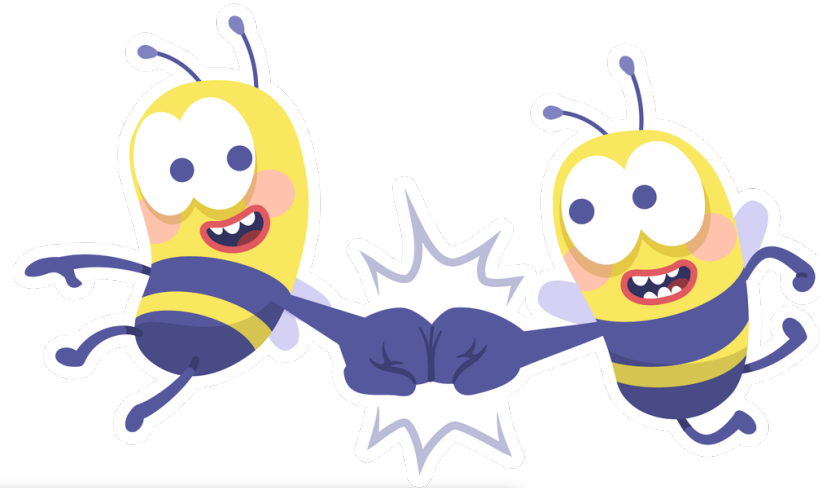
Kentucky Department of
EDUCATION

Recognizing Expectations, Beliefs and Motivations



Internal Motivators and UDL

- Connect content to students' lives and interests
- Allow students to select topics, projects or learning methods
- Emphasize the value of effort and problem-solving
- Celebrate student progress and achievements
- Encourage collaboration
- Foster a sense of community



Setting and Achieving Goals

- Provide prompts, reminders, guides, rubrics or checklists
- Provide coaches, mentors or peers
- Choose activities that encourage self-reflection and recognize strengths

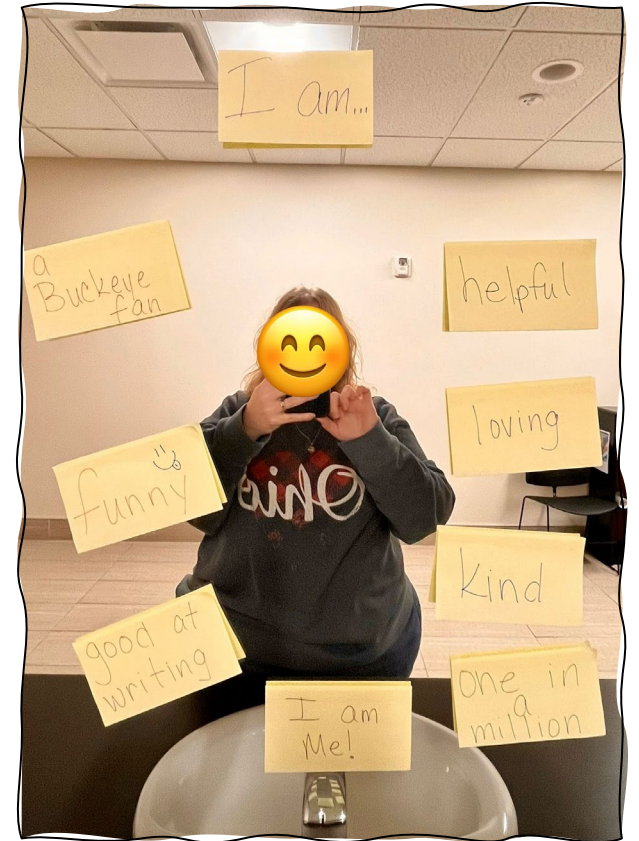


Developing an Awareness of Self and Others

Tools like reminders, models and checklists can help students choose and try strategies to manage their emotional responses to internal and external events.



“I am...” Activity



Promoting Individual and Collective Reflection

Explicit
Instruction

Modeling

Reporting
Progress

Self-Assessment



Helpful Ideas for Promoting Reflection

- Behavior contracts
- Classroom Cheers
- Classroom tracking apps
- Brain breaks
- Agendas



Cultivating a Compassionate and Restorative Classroom

Listening

Communication

Caring

Collaboration

Trust

Community

Compassion Practices

- Circle Practice
- Emotions Check-In
- Accountability Partners
- Classroom Agreements



Emotional Capacity Examples in the Classroom



[Emotional Capacity](#)

UDL in the Video

Reminders of
the recent unit

Prompting and
cueing

Welcoming an
interest

“I can”
statement

Promoting joy

Next time... Overview of Representation

Perception

Customize displays

Allow multiple ways
to perceive

Allow a variety of
perspectives and identities

Language and Symbols

Clarify vocabulary
and symbols

Support decoding of
all symbols

Respect across
languages and dialects

Address bias in
symbols

Illustrate through
media

Building Knowledge

Connect prior
knowledge

Explore patterns and
relationships

Cultivate multiple
ways of meaning

Maximize
generalization

Additional Resources

- [KDE's Instructional Resources webpage](#) (scroll down)



- [The UDL Guidelines from CAST](#)



- [CAST Engagement | Guidelines and Checkpoints](#)



- [Effective Classroom Strategies for Students with Disabilities](#)



Contact Information

Marcie Bridges

502-564-4970, ext. 4143

marcie.bridges@education.ky.gov

