

The background of the slide is a composite image. The top-left portion shows a line of yellow school buses with "SCHOOL BUS" written on their fronts. The bottom-left portion shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several white desks and chairs are arranged in the room.

UDL Engagement:

Overview and Classroom Application



Kentucky Department of
EDUCATION

Engagement

The “WHY” of Learning

“Why do we have to do this?”

“Why are we learning this?”

“Am I ever going to use this?”

“Is this going to be on the test?”

Student Engagement Considerations

Choice can help fuel interests.

Increases retention and builds confidence.

Students develop a love for learning and persist through challenges.




What reaches one student won't reach another; what excites one student won't excite another.

Engagement Affective Network

AFFECT = Making a difference

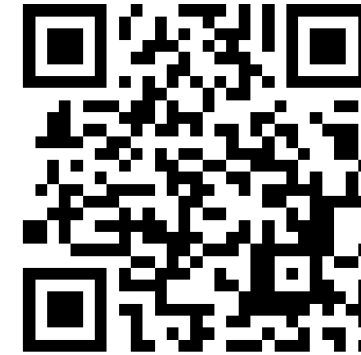
For students,
this addresses the
WHY of learning.

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Engagement

For purposeful, motivated learners,
stimulate interest and motivation for
learning.



[Universal Design for Learning - Introduction to Engagement](#)

Engagement Guidelines for Providing Options

Overarching Goal of Engagement:
Purposeful and Reflective Learners

Welcoming Interests
and Identities

Guideline 7

Sustaining Effort and
Persistence

Guideline 8

Emotional Capacity

Guideline 9



Engagement Opportunities



Lecture or Whole
Class Discussion



Peer
Work



Goal
Development

Engagement Example in the Elementary Classroom

Life Cycle



[Life Cycle of a Butterfly](#)

UDL in the Elementary Classroom

Hands-On

Stating Expectations

Wait Time

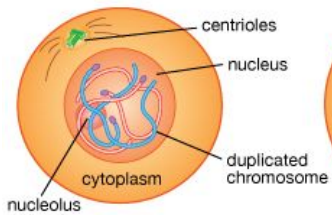
Feedback as the
Students Work

Review/Summary

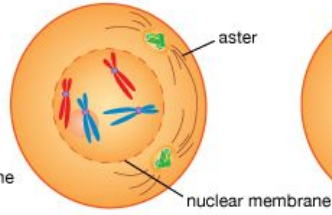
Showing the Visual

Engagement Example in the Secondary Classroom

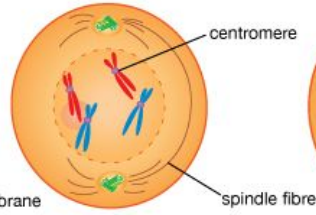
Mitosis, or somatic cell division



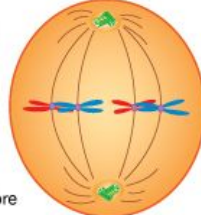
Prior to mitosis, each chromosome makes an exact duplicate of itself. The chromosomes then thicken and coil.



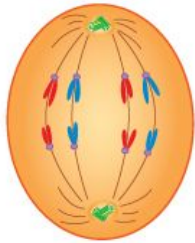
In early prophase the centrioles, which have divided, form asters and move apart. The nuclear membrane begins to disintegrate.



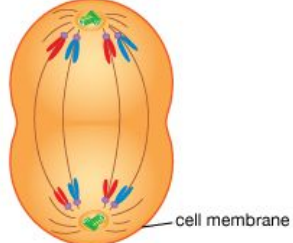
In late prophase the centrioles and asters are at opposite poles. The nucleolus and nuclear membrane have almost completely disappeared.



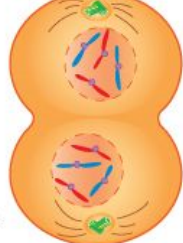
The doubled chromosomes—their centromeres attached to the spindle fibres—line up at mid-cell in metaphase.



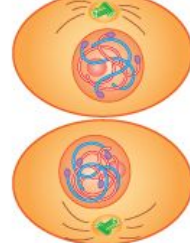
In early anaphase the centromeres split. Half the chromosomes move to one pole, half to the other pole.



In late anaphase the chromosomes have almost reached their respective poles. The cell membrane begins to pinch at the centre.



The cell membrane completes constriction in telophase. Nuclear membranes form around the separated chromosomes.



At mitosis completion, there are two cells with the same structures and number of chromosomes as the parent cell.

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[Mitosis](#)

UDL in the Secondary Classroom

Showing the Visual

Real World
Connection

Stating Expectations

Wait Time

Choice

Next Time...

Welcoming Interest and Identities

7.1

Choice

Autonomy

7.2

Relevant

Valuable

Authentic

7.3

Joy

Play

7.4

Bias

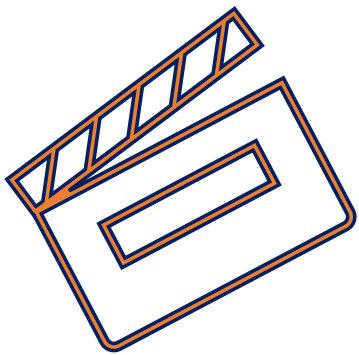
Threats

Distractions

Design Options for Welcoming Interests & Identities (7) ↻

- Optimize choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Nurture joy and play (7.3) >
- Address biases, threats, and distractions (7.4) >

Source: cast.org



Take action!

Universal Design for Learning (Part 3): Engagement Strategies



ENGAGEMENT STRATEGIES

Real-world applications

Student input on class activity design

Varying activity difficulty and order

Prompt, frequent instructor feedback



Additional Resources

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



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



- [The UDL Guidelines from CAST](#)



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