

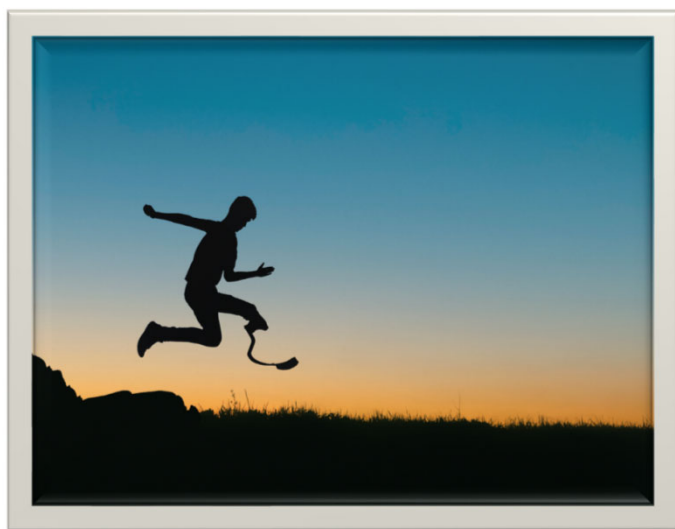


UDL Engagement:

Sustaining Effort
and Persistence

 Kentucky Department of
EDUCATION

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](#)



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Sustaining Effort Through Engagement



Sustaining Effort and Persistence

- Clarify the meaning and purpose of goals;
- Optimize challenge and support;
- Foster collaboration, interdependence and collective learning;
- Foster belonging and community; and
- Offer action-oriented feedback



Clarify the Meaning and Purpose of Goals

Prompts
and
reminders

Multiple
means of
display

Reachable
objectives

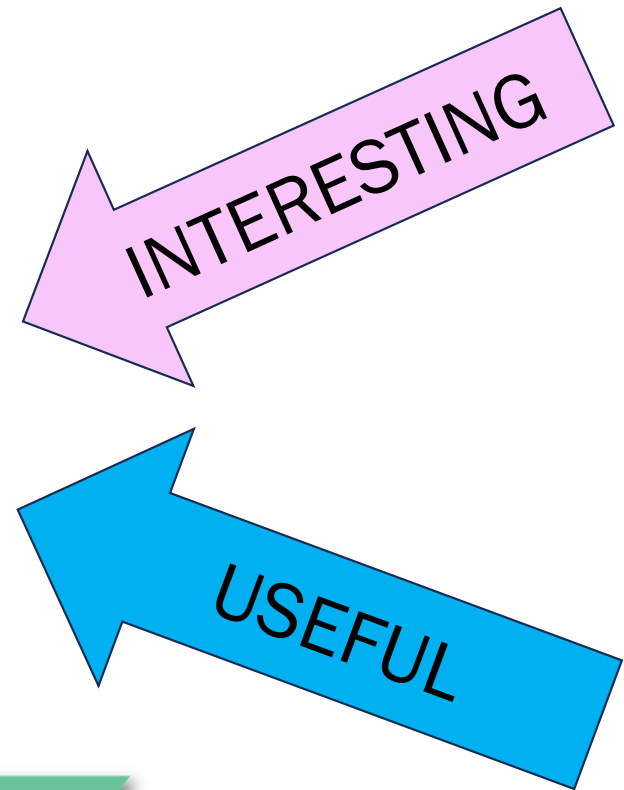
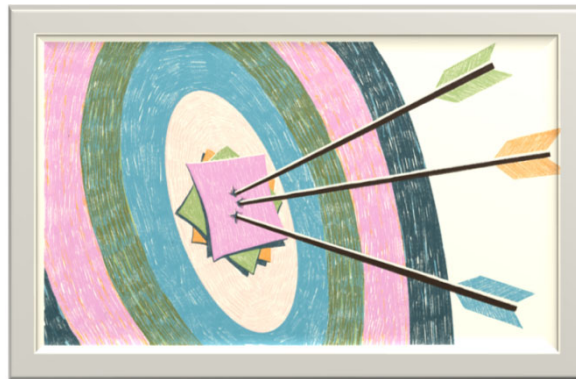
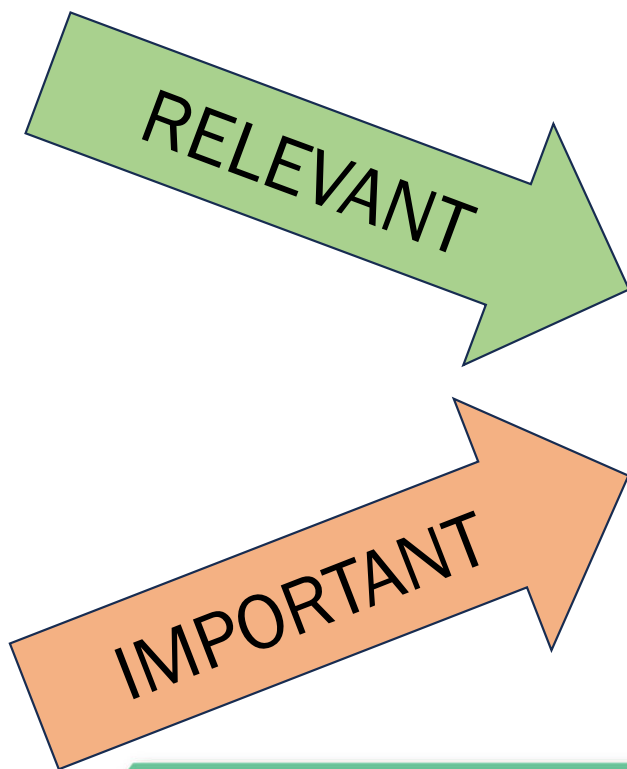
Scheduling
tools

Visual
scaffolds

Engagement
in
discussions



Learning Targets Should Be



Optimize Challenge and Support

Presume
competence in
capabilities

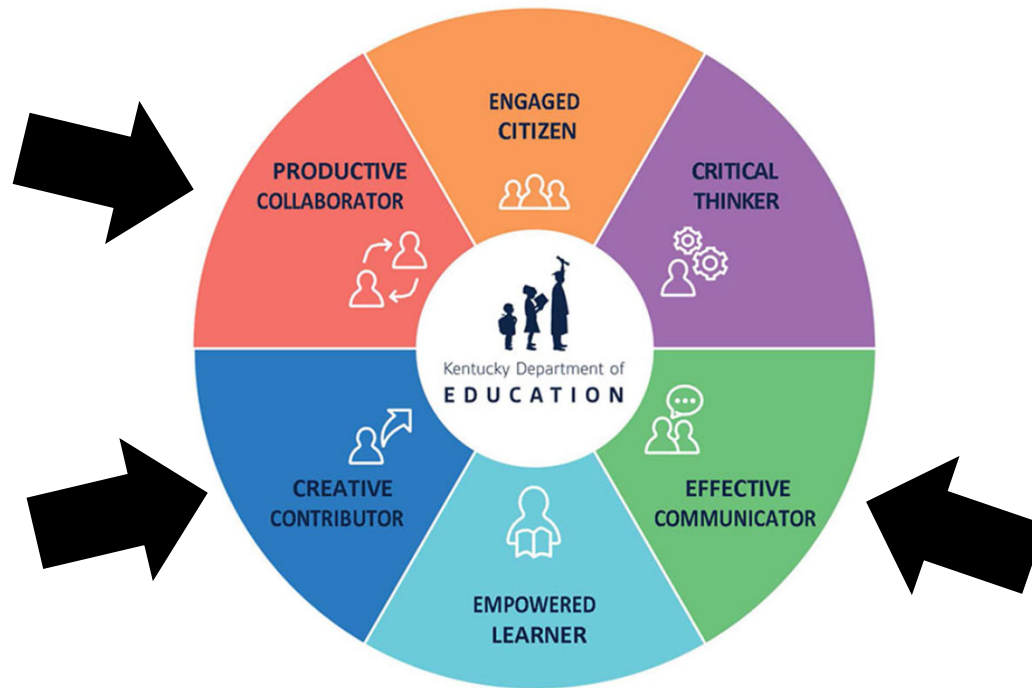
Vary complexity
and difficulty

Tools and
scaffolds

Emphasize
process, effort
and progress



Foster Collaboration, Interdependence and Collective Learning



Peer Mentoring and Cooperative Groups



Cooperative
learning
teams



Asking for
help from
peers or staff



Share
different
perspectives

Peer Mentoring and Cooperative Groups



Peer
interaction



Construct
communities
of common
interests



Encourage
questions

Foster Belonging and Community



- Provide multiple ways to develop relationships;
- Practice caring for one another; and
- Strengthen connections to learners' multiple and intersecting identities.

Offer Action-Oriented Feedback



Feedback should...

- Encourage perseverance, focusing on the development of efficacy and self-awareness;
- Encourage the use of specific supports and strategies in the face of challenges; and
- Emphasize effort, improvement and achieving a standard rather than on relative performance.



Feedback should also...



- Be frequent, timely and specific;
- Be informative rather than comparative or competitive; and
- Model how to identify patterns of errors and wrong answers, turning them into positive strategies for future success.

Sustaining Effort and Persistence Examples in the Classroom



[Lesson on Perimeter](#)

UDL in the Video

Gaining
Attention

Showing the
Visual

Providing
Choice and
Praise

Real-World
Connection

Providing
the “Why”



Next time...

Emotional Capacity

9.1

Recognize expectations, beliefs and motivations

9.2

Develop an awareness of self and others

9.3

Promote individual and collective reflection

9.4

Cultivate empathy and restorative practices



Additional Resources

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



- [The UDL Guidelines from CAST](#)



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



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