



RethinkEd | Together We Power Potential



Inclusive Practices for Every Classroom

Lauren Stafford, M.Ed
Director of Content and Curriculum

Agenda



Explore essential UDL principles.



Learn practical strategies for integrating UDL principles into diverse classroom models.



Discover powerful tools to cultivate an inclusive learning environment for all students.



Plan and implement differentiated instruction easily.



Track, Assess, Achieve



The Many
Faces of
Education



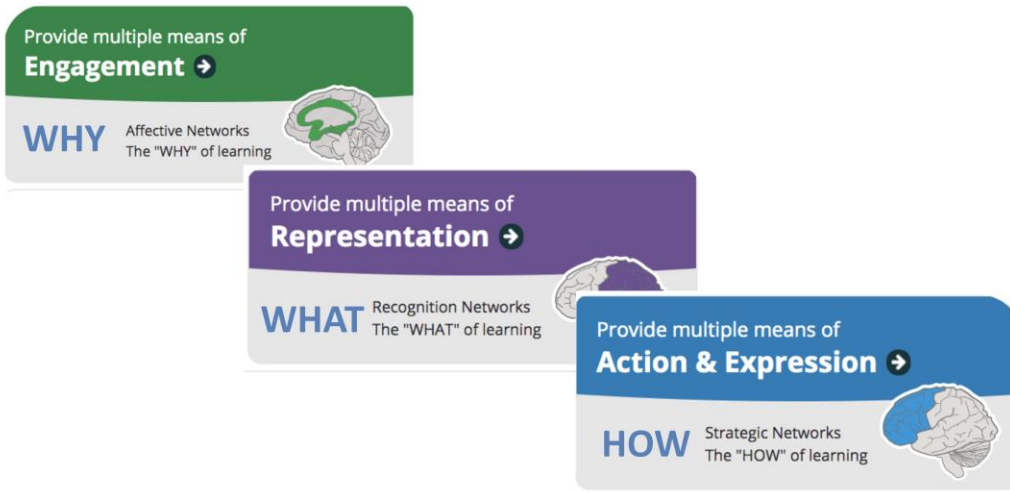
Teamwork Makes the Dreamwork



- ✓ Students
- ✓ Parents
- ✓ Advocates
- ✓ Educators
- ✓ Special Educators
- ✓ Service Providers
- ✓ Administrators

Universal Design for Learning

Universal Design for Learning



First constructed by the Center for Applied Special Technology (CAST) in the 1990s, Universal Design for Learning (UDL) is a research-based set of principles to guide the design of learning environments that are accessible and effective for all.

UDL is a **set of guiding principles** for curriculum development that ensures equal learning opportunities for everyone.

<https://www.cast.org/impact/universal-design-for-learning-udl>

Core Principles of UDL

A Universally Designed Curriculum includes:

1. **Multiple means of representation** to allow various ways of acquiring information and knowledge,
2. **Multiple means of expression** to allow alternatives for demonstrating knowledge, and
3. **Multiple means of engagement** to challenge appropriately, to motivate, and to allow learners to express and participate in their interests.

Representation

Providing instruction with different levels of language and multi-sensory supports (representation).

- Learners have diverse ways of perceiving and comprehending information.
- UDL provides three core guidelines for representation: perception, options for language, and options for comprehension.
- Utilizing programs like VizZle, as an educational tool, can help you align with these guidelines by offering various customization options for displaying information, alternatives for auditory and visual information.



Representation



To create a picture in your mind is to _____.



sleep



visualize

Representation

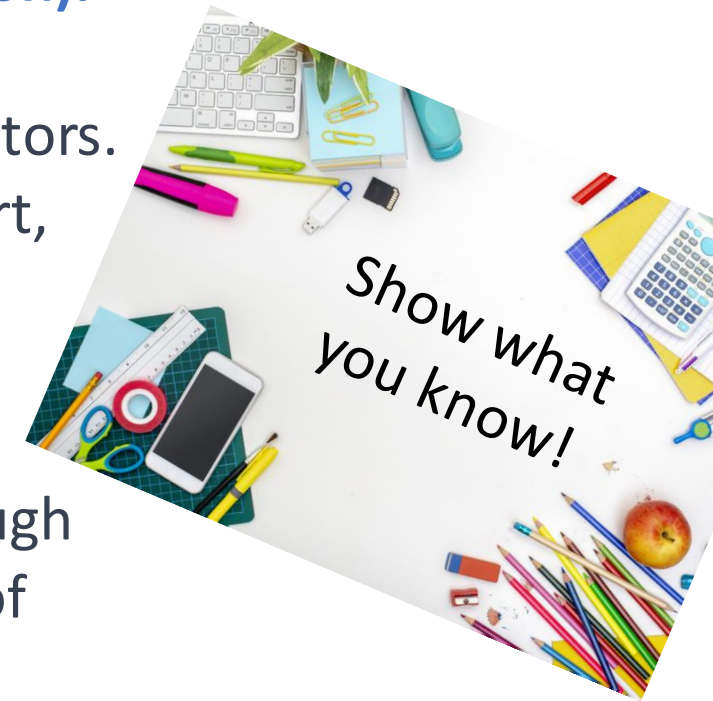
Does it click
and stick?



Action and Expression

Provide different activity types so students have a variety of ways to engage in learning and show what they know (action and expression).

- Engagement varies due to neurological, cultural, and personal factors.
- UDL emphasizes guidelines for recruiting interest, sustaining effort, and self-regulation.
- Allow students to make choices, minimize distractions, and offer differentiated levels of difficulty and immediate feedback.
- Students should always practice new skills in multiple ways, through diverse activities, online and offline experiences, using a variety of modalities to ensure true skill mastery.



Action and Expression

Writing is an important way to respond to reading. **Writing** is put on paper to share one's thoughts and ideas in an organized and clear way. Students should always be thinking while they are reading to help respond in writing or discussion to the text.

Responding is replying to a statement or answering a question either orally or in writing. When students have to respond to the text, it holds them accountable for their reading and helps them become stronger readers.



There are different ways we can respond to a question.

We can use **oral**, **pictorial**, or written responses.

Click/Tap to add response

My favorite food is pizza!



1st Step

2nd Step



If voting by mail, return your ballot



Register to vote

Decide if voting in-person or by mail

If voting by mail, register for a mail-in ballot

Find your polling place

Vote!

Research candidates

Communicates

Similarities

Inspect

Images

Compare

Engagement

Engagement in instruction can vary due to neurological, physical, cultural, and personal factors. UDL emphasizes guidelines for recruiting interest, sustaining effort, and self-regulation.

- Allow students to make choices
- Optimizing relevance
- Minimize distractions
- Offer differentiated levels of difficulty
- Providing immediate feedback.



Engaging and Accessible

- Text to Speech
- Field Size
- Highlighting
- Switch Accessibility
- Screen reader
- Prompting
- Reinforcement
- Student selected voices, themes and reinforcers



Accessibility Options

Text to Speech ON OFF Switch/Keyboard Accessibility ON OFF

Rate 9 (1 - 15)

Pitch 10 (1 - 20)

Volume 10 (1 - 10)

Voices

Highlight

Welcome to VizZle NextGen.
Created by Teachers for Teachers.

Display accessible Widget ON OFF

Interaction Options

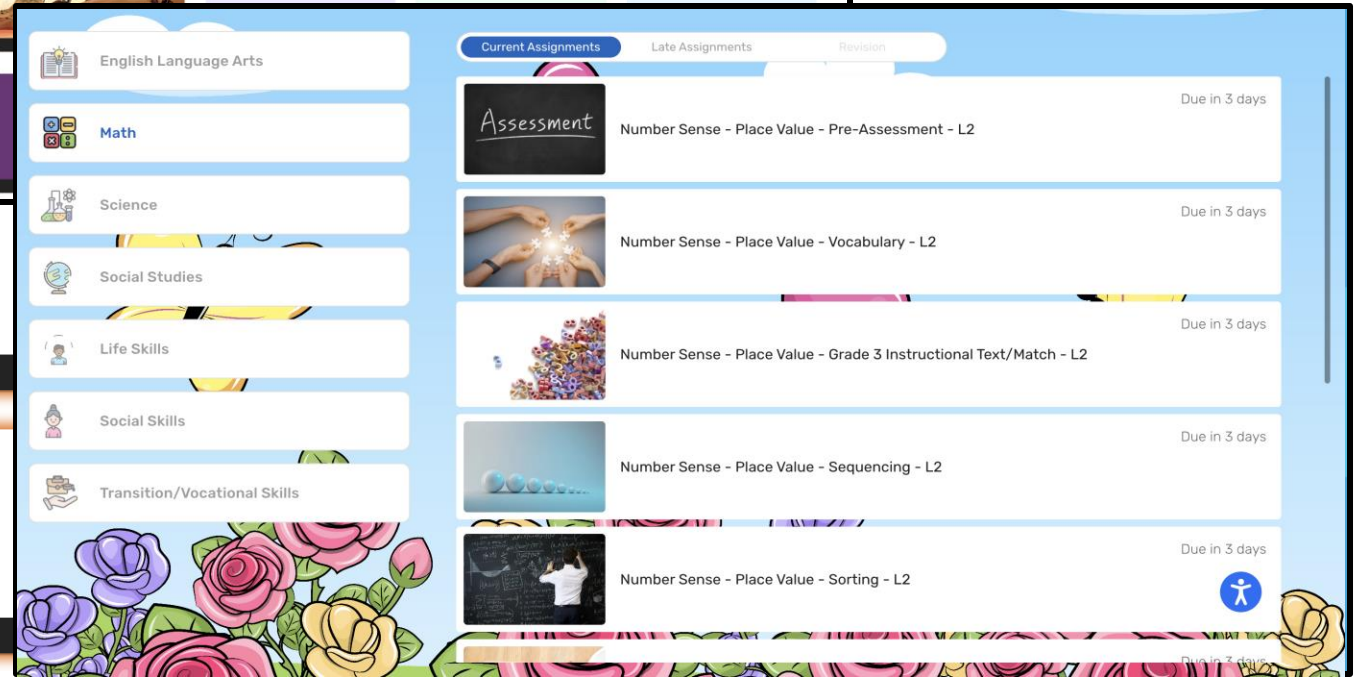
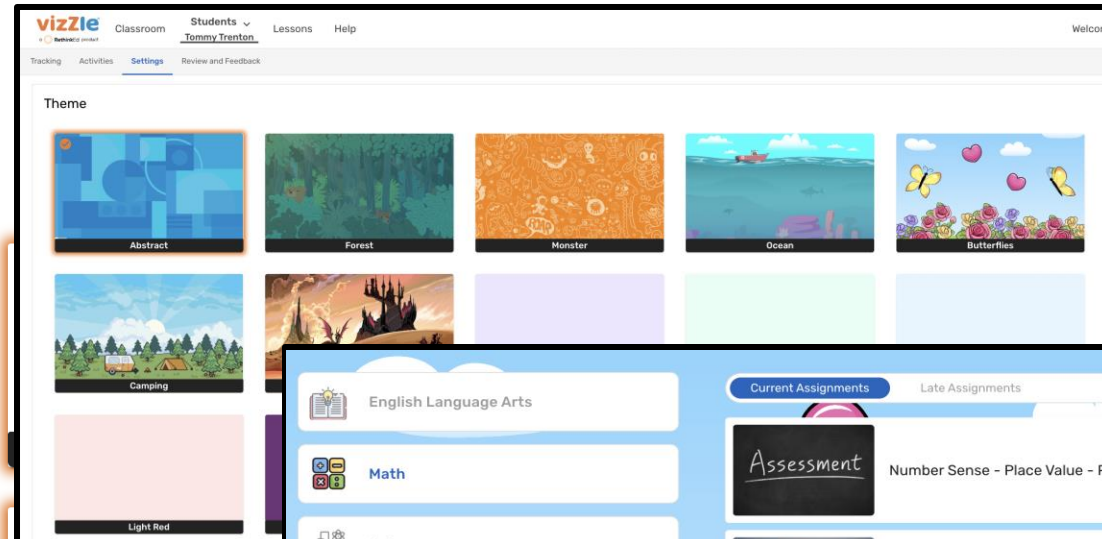
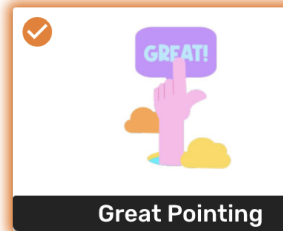
Red X Prompting ON OFF

Matching Type

Exit Lesson ON OFF

Max Choices 1 (1 - 5)

Personalize Learning



Putting It Into Action



ASSESS CHECK FOR PRIOR
KNOWLEDGE



INSTRUCT VOCABULARY
AND KEY INSTRUCTION



PRACTICE GENERALIZATION
ACTIVITIES



RE-ASSESS EVALUATE
STUDENT LEARNING

- Get to know your students academically. Include their interests, learning styles, backgrounds, strengths, and weaknesses to provide inspiration and motivation!
- Meet students where they are and move them forward with ease. This includes increasing engagement, independence, closing learning gaps, focusing on student well-being AND ultimate student success.
- Assessment, Instruction, generalization, intervention, and enrichment is essential in every type of classroom!

Group Students for Planning

- Create learning groups to easily differentiate student instruction. Creating groups allows you to think about the types of activities and differentiation for easy planning and student engagement.
- Think about the type of resources needed to promote comprehension, auditory, visual, tactile, kinesthetic. Do you have student groups that need additional visuals to support comprehension? Kinesthetic learners need to see, feel, hear, and experience new concepts.



Goals and Objectives



- Organize learning goals and objectives around your core subjects, thinking about large groups, small groups, 1:1 time, and independent work. Remember that collecting data to share and show progress across the school year is a non-negotiable requirement.
- Differentiated programs like Vizzle, can create an engaging learning environment that aligns with UDL principles and facilitates independence.

Rich and Rigorous Content & Curriculum

All students need access to appropriate standards-aligned content and curriculum.

- English Language Arts
- Math
- Science
- Social Studies



Standards-Aligned Curriculum

ELA

K-8

- English 1
- English 2
- English 3
- English 4

MATH

K-8

- Algebra 1
- Geometry
- Algebra 2
- Financial Literacy

SCIENCE

K-8

- Biology
- Earth Science
- Chemistry
- Physical Science

SOCIAL STUDIES


K-8

- Civics
- US History
- World History
- US Gov/Economics



It all starts with a first step!

Planning



**UDL
Planning
Worksheet**

SUBJECT AREA:

TOPIC:

DIFFERENTIATED LEARNING GOAL:

STATE STANDARDS:

MULTIPLE MEANS OF:	REPRESENTATION	ENGAGEMENT	EXPRESSION
Introduction or Hook			
Check for prior knowledge and/or pre-assessment			
Group instruction/ teacher-led			
Independent Practice/Application			
Closure and/or post- assessment			

Prepare for Inclusive Practices

The screenshot shows the Vizzle classroom interface. At the top, there is a navigation bar with the Vizzle logo (a RethinkEd product), 'Classroom', 'Students' (with a dropdown arrow), 'Lessons' (underlined), and 'Help'. On the right, it says 'Welcome NM' with a dropdown arrow and a chat icon.

Below the navigation bar, there is a 'Back To Lessons' link. The main content area is titled 'Unit 5 - Matter & Energy - Interactions' and 'Topic 1 - Photosynthesis Part 1'. There are three tags: '7th Grade', 'Science', and 'Academic Curriculum'. A blue 'Assign' button is in the top right corner of the content area.


The main text describes the topic: 'This topic focuses on photosynthesis, the process by which organisms use energy from the sun to transform carbon dioxide and water into nutrients and oxygen. It explores how the sun plays a crucial role in this process and how energy from the sun is transformed into chemical energy. Key vocabulary includes energy, photosynthesis, nutrients, sun, organisms, oxygen, carbon dioxide, and water.'

Under 'Resources & Materials', there are three cards: 'Lesson Plan' (with a star icon), 'Unit Guide' (with a book icon), and 'Observational Scoring' (with a flag icon). Each card has a brief description of its content.

On the right side, there is a dropdown menu 'Select a level to view/assign' set to 'Level 2 - Modified text, visual cues'. Below this is a list of six resources, each with a play button icon:

- Matter & Energy - Interactions - Photosynthesis Part Pre-Assess - L2 (with an 'Assessment' icon)
- Matter & Energy - Interactions - Photosynthesis Part Vocabulary - L2 (with a plant icon)
- Matter & Energy - Interactions - Photosynthesis Part Instructional Text/Match - L2 (with a plant icon)
- Matter & Energy - Interactions - Photosynthesis Part Categorizing - L2 (with a CO₂ leaf icon)
- Matter & Energy - Interactions - Photosynthesis Part Sorting - L2 (with a plant diagram icon)
- Matter & Energy - Interactions - Photosynthesis Part Game - L2 (with a flower icon)

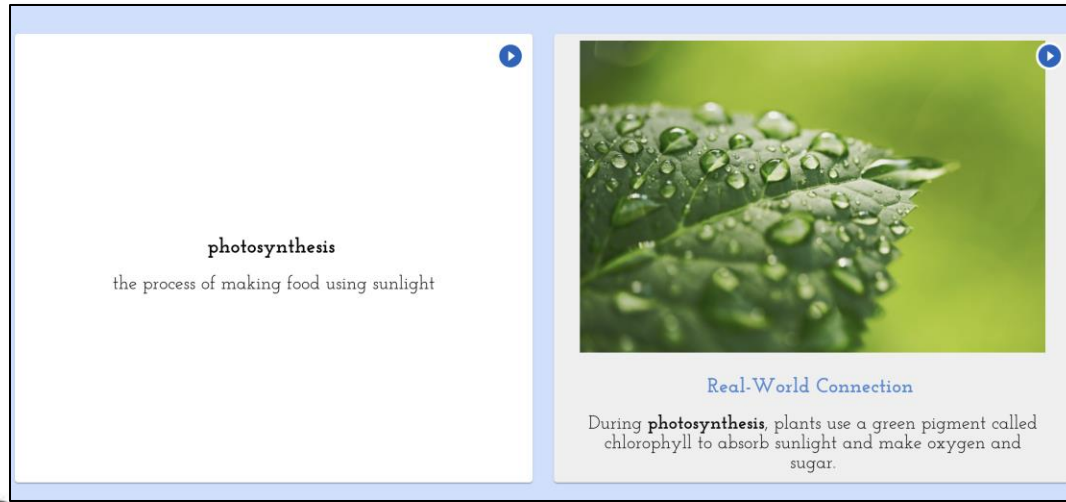
Differentiated Learning Goals

 a rethinkEd product		Science
Matter & Energy - Interactions		
Topic 1: Photosynthesis Part 1		Grade 7
Key Vocabulary		
<ul style="list-style-type: none">• energy• photosynthesis• nutrients	<ul style="list-style-type: none">• sun• organisms• oxygen	<ul style="list-style-type: none">• carbon dioxide• water
Differentiated Student Goals		
Level 1: Apply	Level 2: Recall	Level 3: Engage
<ul style="list-style-type: none">• Explain that radiant energy from the sun is transformed into chemical energy through the process of photosynthesis.	<ul style="list-style-type: none">• Describe photosynthesis in terms of its inputs and outputs.	<ul style="list-style-type: none">• Recognize that energy transformations occur during photosynthesis.


Problem to Solve



Inclusive Practices



photosynthesis
the process of making food using sunlight



Real-World Connection
During **photosynthesis**, plants use a green pigment called chlorophyll to absorb sunlight and make oxygen and sugar.

Introduce Vocabulary

- Representation, Action & Engagement, Expression



Inclusive Practices

Photosynthesis
oxygen.
Some of
energy.
growth
All part
The tree

The process of making food using sunlight is ____

oxygen

photosynthesis

organism

Observable Improvements



✓ **Student Success**

✓ **Benefits**

- Increased self-confidence
- Increase in positive behaviors
- Increase in time on task
- Improvement in academic achievement

Inclusive Practices for All!

Flexible Daily Scheduling: Provide daily schedules that incorporate flexibility and options to meet individual student needs.

Inclusive Classroom Setup: Create a map that demonstrates a flexible and universally designed physical environment.



Aligned IEP (Individual Education Plan) Supports: Discuss strategies with your team for aligning instruction with IEP goals while emphasizing UDL principles.

UDL-Infused Curriculum Focus: Address core subjects through multiple means of representation, engagement, and expression. Consider each of your core subject areas and pick a strategy that promotes inclusive practices when planning.

Life Skills

- ✓ Personal Care
- ✓ Independent Living
- ✓ Health Management
- ✓ Tools
for Independence
- ✓ Money Management
- ✓ Safety Practices
- ✓ Community Access



Social Skills



- ✓ Decision Making
- ✓ Relationship Skills
- ✓ Self-Awareness
- ✓ Self-Management
- ✓ Social-Awareness

Transition-Vocation Skills

- ✓ Self-Advocacy
- ✓ Self-Determination
- ✓ Personal Management
- ✓ Interpersonal Skills
- ✓ Empathy Skills
- ✓ Job Seeking Skills
- ✓ Employment Settings
- ✓ Employability Skills
- ✓ Career Attire
- ✓ Career Development
- ✓ Careers in the Community
- ✓ Job Demands
- ✓ Job Performance
- ✓ Workplace Awareness



Action, Engagement, Expression

vizzle COURSES
a rethinkEd product

COURSE: TRANSITION/VOCATIONAL SKILLS
GRADE BAND: 6-12
UNIT: EMPLOYABILITY SKILLS
TOPIC: PART-TIME EMPLOYMENT

Extension Activity: Stocking Shelves
Level 1

- Walk to the shelf and see how many grocery items are stocked. There should be 5 of each item on the shelf.
- Let's Check! Write how many you have of each.
 - _____ cans of green beans
 - _____ boxes of pancake mix
 - _____ bottles of ketchup
 - _____ packs of gum
 - _____ bags of all-purpose flour
- How many are missing?
 - _____ cans of green beans
 - _____ boxes of pancake mix
 - _____ bottles of ketchup
 - _____ packs of gum
 - _____ bags of all-purpose flour
- Find and use a basket or a pushing cart, walk to the food storage, and grab grocery items that are missing from the shelves.
- Sort and organize each missing grocery item on the shelf.
- Take a final count. There should be a total of 5 for each item.
 - _____ cans of green beans
 - _____ boxes of pancake mix
 - _____ bottles of ketchup
 - _____ packs of gum
 - _____ bags of all-purpose flour






Great job stocking the shelves!

vizzle COURSES
a rethinkEd product

COURSE: TRANSITION/VOCATIONAL SKILLS
GRADE BAND: 6-12
UNIT: EMPLOYABILITY SKILLS
TOPIC: PART-TIME EMPLOYMENT

Extension Activity: Stocking Shelves
Level 2

- Walk to the shelf and see how many grocery items are stocked. There should be 5 of each item on the shelf.
- Let's Check!
 - Cross out how many you have of each.
 - Circle how many are missing.

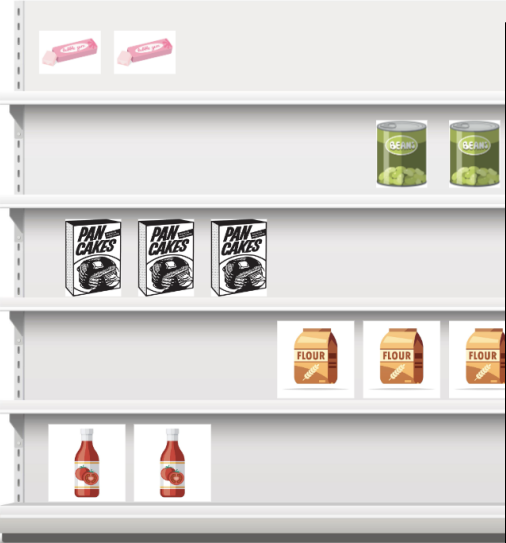
Green beans 	1	2	3	4
Pancake Mix 	1	2	3	4
Ketchup 	1	2	3	4
Gum 	1	2	3	4
Flour 	1	2	3	4

vizzle COURSES
a rethinkEd product

COURSE: TRANSITION/VOCATIONAL SKILLS
GRADE BAND: 6-12
UNIT: EMPLOYABILITY SKILLS
TOPIC: PART-TIME EMPLOYMENT

Extension Activity: Stocking Shelves
Level 3

Let's stock the shelves!

















Great job stocking the shelves!

vizzle COURSES
a rethinkEd product

COURSE: TRANSITION/VOCATIONAL SKILLS
GRADE BAND: 6-12
UNIT: EMPLOYABILITY SKILLS
TOPIC: PART-TIME EMPLOYMENT

Extension Activity: Stocking Shelves
Level 3

Samples:
[Environments](#)

[Part-Time Employment](#)

Get Creative

Colors

Page Type

Build A Book Matching Sorting Game Sequencing Categorizing Advanced Matching Multiple Choice

Choose Number of Response Cards

Single Page or Side by Side

Single Page

ADD PAGE COPY PAGE

Colors 1 more cards

Image/Video 4 2 more cards

The screenshot shows the 'Colors' activity editor. It features a sidebar on the left with navigation options: Page Type (selected), Text & Media, Preview, and Activity Details. The main area displays a 'Page Type' selection menu with buttons for 'Build A Book', 'Matching', 'Sorting', 'Game', 'Sequencing', 'Categorizing', 'Advanced Matching', and 'Multiple Choice'. Below this is a preview window showing a card layout with 'Image/Video' and 'Text' fields. To the right, there is a 'Choose Number of Response Cards' slider set to 4 and a 'Single Page or Side by Side' toggle set to 'Single Page'. At the bottom, there are 'ADD PAGE' and 'COPY PAGE' buttons, and a row of icons representing different media types and their quantities.

Colors

Search Vizzle Library

colors

blue green orange pink

purple red white yellow


paint bingo chips blocks black

ADD PAGE COPY PAGE

SELECT CLOSE

The screenshot shows the 'Colors' activity search interface. It features a search bar at the top with the text 'colors'. Below the search bar is a grid of 16 color-related items, each with a small image and a label: blue, green, orange, pink, purple, red, white, yellow, paint, bingo chips, blocks, and black. The interface also includes a sidebar on the left with navigation options: Page Type, Text & Media, Preview, and Activity Details. At the bottom, there are 'ADD PAGE' and 'COPY PAGE' buttons, and a 'SELECT' and 'CLOSE' button. The background is a dark blue gradient.

Compliance



Assignment Sent!

Dates 07/19/2023-07/25/2023

Items Topic 3 - Printing

Add Custom Goals for Enhanced Data Tracking

Custom Goals enable advanced data tracking and real-time notifications. [Learn More](#)

STUDENT LIST

- Benjamin Wilson
 - ELA - 1, 7 - Foundational Skills/Print Awareness, 3 - Printing, Level 2
- David Johnson
 - ELA - 1, 7 - Foundational Skills/Print Awareness, 3 - Printing, Level 2

[Skip Custom Goals](#) [Save & Close](#)

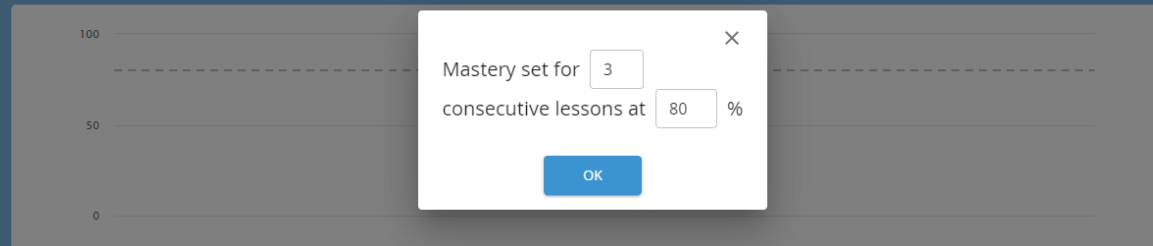
Intermediate (3-5) Self-Contained (level 2)

Lesson Results for: Math - 6 (Beta), 8 - Geometry, 1 - Trian...

Mastery set for 3 consecutive lessons at 80%

Mastery achievement is recalculated after every lesson play

[Print Goal/Obj](#) [Archive Goal/Obj](#)




Mastery set for 3 consecutive lessons at 80%

OK

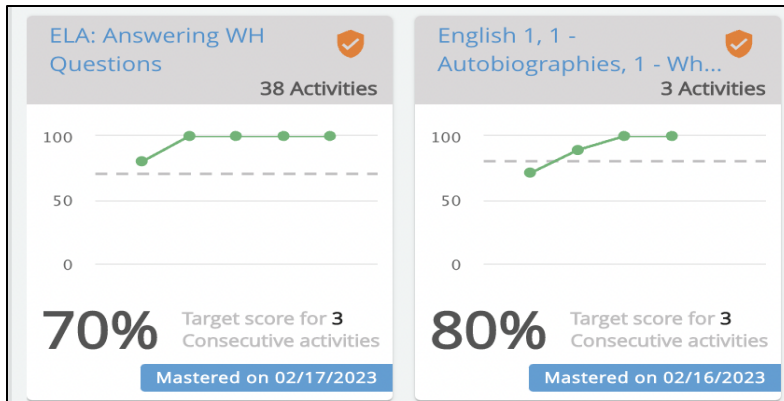
Only lessons played to completion are displayed and counted toward Mastery progress

Lessons

	Geometry - Triangles - Categorizing - L1	No Lesson Plays Yet with Answered Questions
--	--	---

Track, Share, and Celebrate Success

- Automatic collection of data
- Data filtered by topic or goal
- Teacher notifications for mastery
- Administrative dashboard
- Customizable reports



Summary

Avg Percent	Avg Questions	Avg Right	Avg Wrong	Avg Lesson Time	Total Lesson Plays
75.67	7.00	5.33	1.67	1.17	3

Detail

Lesson Name	Complete	%	Questions	Correct	Incorrect	Start Time	Minutes	Logged-in User
Autobiographies: Pre-Assessment L3	Y	67	9	6	3	09/15/2021 12:57 PM	1.4	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Storymatch L3	Y	60	5	3	2	09/15/2021 12:58 PM	1	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Vocabulary L3	N	N/A	0	N/A	N/A	09/15/2021 12:59 PM	0.3	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Storymatch L3	N	N/A	0	N/A	N/A	09/15/2021 01:00 PM	0.1	lauren.staffordx@rethink.com
Autobiographies: What is an Autobiography? Vocabulary L3	Y	100	7	7	0	09/15/2021 01:00 PM	1.1	lauren.staffordx@rethink.com

Page 4 of 12

Write in standard form.

9^3

729

93

27

19,683

None of these are correct.

Foundations of Algebra Venn

They have a 2

There are 3

4

5

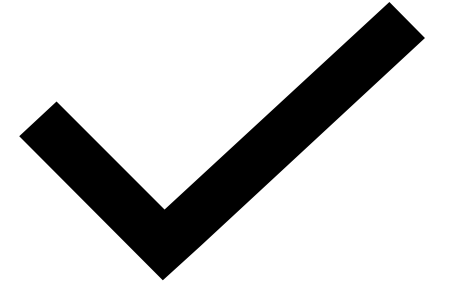
6

7

8

-112

Takeaways



- ✓ **Core Principles and Connections:** Start small and grow what YOU know!
- ✓ **Rigorous Learning for All:** Standards-aligned content and track progress every step of the way.
- ✓ **Making Learning Accessible:** Present information in engaging and flexible formats to meet the needs of all students.
- ✓ **Empower Expression:** Discover methods for students to “show what they know” in many ways, ensuring everyone can participate and move forward on their learning journey.

Power up student potential by opening doors to all learners with engaging, inclusive, and accessible instruction!

Resources and References



RethinkEd

- ✓ Inclusive Practices eBook
- ✓ UDL Planning Sheet

- ✓ <https://www.cast.org/impact/universal-design-for-learning-udl>
- ✓ Universal Access Through Inclusive Instructional Design: International Perspectives on UDL
- ✓ Building Inclusive Education in K-12 Classrooms and Higher Education: Theories and Principles
- ✓ Developing Inclusive Environments in Education: Global Practices and Curricula

RethinkEd

Looking for resources to enhance and apply Universal Design for Learning best practices?

Vizzle

MTSS Training Series

Comprehensive Behavior Suite

Behavior Suite

High-quality universal behavior support optimizes learning and well-being. Learning positive behaviors, decreasing behaviors that interfere with learning, and promoting both student and educator success requires a holistic approach.

- Foster sense of safety and well-being
- Increase time spent on meaningful instruction
- Improve academic performance

RethinkEd

Webinar Replay

<https://get.rethinked.com/udl-inclusive-practices-for-every-classroom-replay>

Q and A