

# **EASE into UDL through a Visual Approach!**

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FDLRS Crown**

# Today's Objectives

- **Participants will learn how to use Thinking Maps as an ingredient for proactively implementing UDL in the classroom starting in the planning process.**
- **Participants will look at standards/access points then move into planning lessons that integrate UDL and Thinking Maps seamlessly.**

# Today's Lesson on Netboard



- All of the materials can be found on the UDL and Thinking Maps Netboard if you would like a copy
- Use the QR code or the URL to access the materials
- Or go to Netboard.me and look for UDL and Thinking Maps Lesson

[https://weigelp.netboard.me/udlandthinkin  
gm/?tab=93336](https://weigelp.netboard.me/udlandthinkin<br/>gm/?tab=93336)

**STUDENTS  
ARE DIVERSE**



# Multiple Means of Engagement



How learners  
get engaged  
and stay  
motivated

How learners  
are challenged,  
excited or  
interested.

Affective Network:

The Why of Learning

Teachers stimulate interest and  
motivation for learning

Students will be able to engage with  
tasks, learning and the world.

# Multiple Means of Representation



How we gather facts and categorize what we see, hear and read

Identifying letters, words, or an author's style are recognition tasks

Learners will be able to identify and understand information, ideas and concepts

Recognition Network:  
The “What” of Learning

Teachers present information and content in different ways

# Multiple Means of Action and Expression



## Strategic Network:

### The “How” of Learning

Teachers differentiate the ways that students can express what they know

How we  
organize and  
express our  
ideas

Writing an  
essay or solving  
a math problem  
are strategic  
tasks

Learners will be able to plan, execute and monitor actions and skills

The Universal Design for Learning Guidelines

CAST | Until learning has no limits™

### Provide multiple means of Engagement

Affective Networks  
The "WHY" of Learning



### Provide multiple means of Representation

Recognition Networks  
The "WHAT" of Learning



### Provide multiple means of Action & Expression

Strategic Networks  
The "HOW" of Learning



Access

#### Provide options for Recruiting Interest (7)

- Optimize individual choice and autonomy (7-1)
- Optimize relevance, value, and authenticity (7-2)
- Minimize threats and distractions (7-3)

#### Provide options for Perception (8)

- Offer ways of customizing the display of information (1-1)
- Offer alternatives for auditory information (1-2)
- Offer alternatives for visual information (1-3)

#### Provide options for Physical Action (4)

- Vary the methods for response and navigation (4-1)
- Optimize access to tools and assistive technologies (4-2)

Build

#### Provide options for Sustaining Effort & Persistence (9)

- Heighten salience of goals and objectives (9-1)
- Vary demands and resources to optimize challenge (9-2)
- Foster collaboration and community (9-3)
- Increase mastery-oriented feedback (9-4)

#### Provide options for Language & Symbols (2)

- Clarify vocabulary and symbols (2-1)
- Clarify syntax and structure (2-2)
- Support decoding of text, mathematical notation, and symbols (2-3)
- Promote understanding across languages (2-4)
- Illustrate through multiple media (2-5)

#### Provide options for Expression & Communication (5)

- Use multiple media for communication (5-1)
- Use multiple tools for construction and composition (5-2)
- Build fluencies with graduated levels of support for practice and performance (5-3)

Internalize

#### Provide options for Self Regulation (6)

- Promote expectations and beliefs that optimize motivation (6-1)
- Facilitate personal coping skills and strategies (6-2)
- Develop self-assessment and reflection (6-3)

#### Provide options for Comprehension (3)

- Activate or supply background knowledge (3-1)
- Highlight patterns, critical features, big ideas, and relationships (3-2)
- Guide information processing and visualization (3-3)
- Maximize transfer and generalization (3-4)

#### Provide options for Executive Functions (10)

- Guide appropriate goal-setting (5-1)
- Support planning and strategy development (6-2)
- Facilitate managing information and resources (6-3)
- Enhance capacity for monitoring progress (6-4)

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

# Who is the Expert Learner?

## Purposeful and Motivated

Eager to learn

Set challenging goals for themselves

Persistently work to achieve their goals

Reduce distractions to learning

## Resourceful and Knowledgeable

Activate background knowledge in order to assimilate new information

Understand what they need in order to retain new knowledge

Know how to transform new knowledge into useable information

## Strategic and Goal-Directed

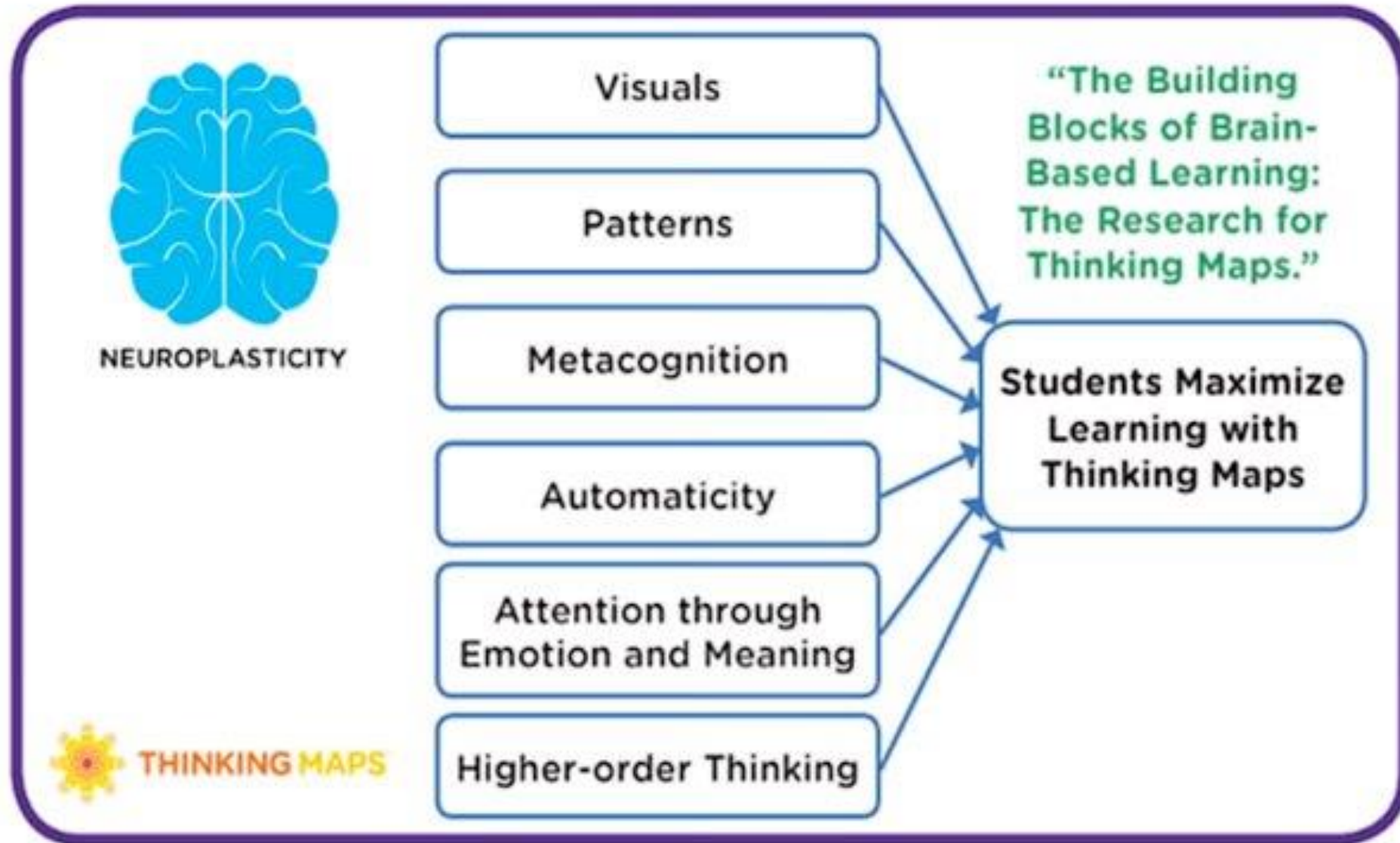
Have a plan for learning

Use strategies to optimize learning

Understand their strengths and weaknesses as learners

Abandon strategies that are ineffective

# The Brain-Based Foundations for Thinking Maps



# Eight Cognitive Processes



◇ Define



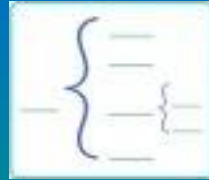
◇ Describe



◇ Compare and Contrast



◇ Classify



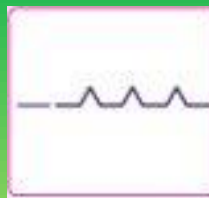
◇ Whole to Part



◇ Sequence



◇ Cause and Effect



◇ Relationships

# Start with a Standard

## ◆ LAFS.3.RL.1.3

- ◆ **Describe characters in a story (e.g., their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.**

# Consider the Access Points

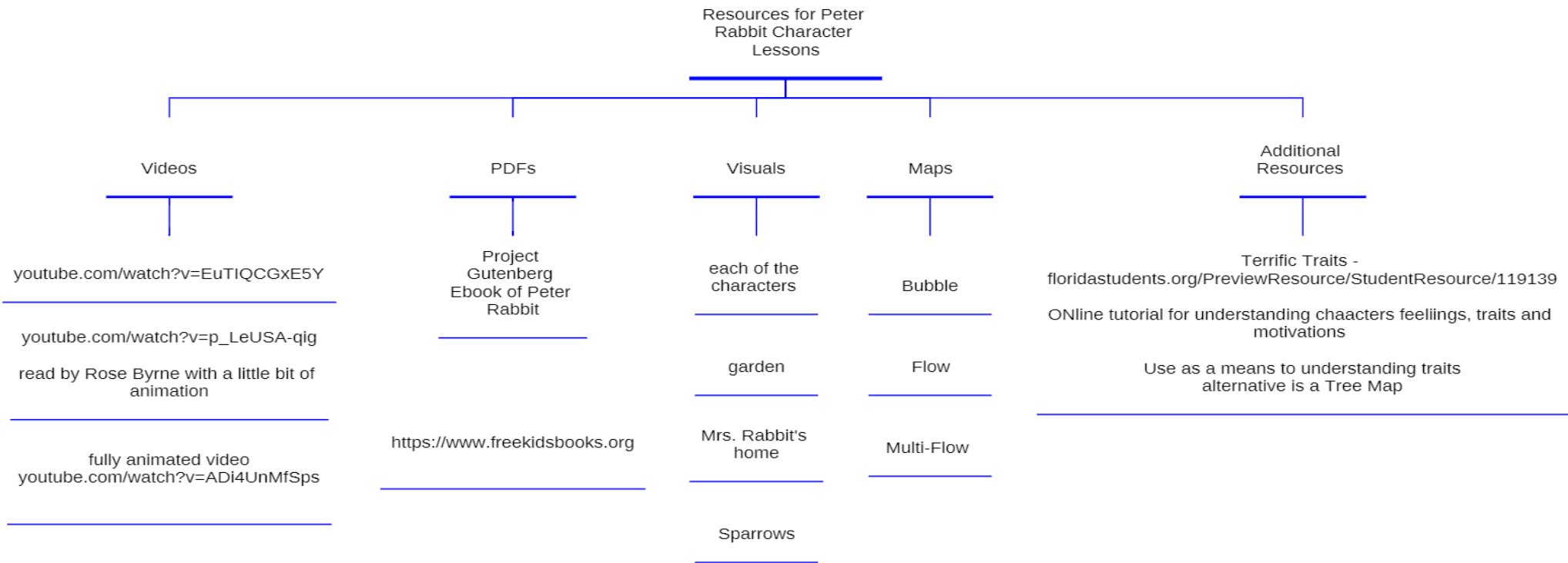
- ◆ AP.3a – Describe a character's **traits** in a story using **details** from the text and illustrations
- ◆ AP.3b – Explain how character's **actions** contribute to the **sequence of events/plot**
- ◆ AP.3c – Explain a character's **motivation** in a story using the character's thoughts, words, and actions as **evidence from the text**
- ◆ AP.3d – Explain a character's **feelings** in a story using the character's thoughts, words, and actions as **evidence from the text**
- ◆ AP.3e – Describe how a **character changed** in a story (e.g., different words, thoughts, feelings, actions)
- ◆ AP.3f – Analyze how a character's **point of view** influences a conflict within the text

# Lesson Objectives

◆ Describe different characters from the story

Describe how Peter's feelings changed throughout the story

# Lesson Resources



# Multiple Means of Representation

## Visual

PDFs

Story Books

Ebooks

Comic Strips

## Auditory

Book on Tape

Text to Speech Feature with  
an Ebook

Adult or Peer Reads Aloud

## Mixed

Video

Flow Map Reflecting Each  
Phase of the Story

# Let's meet Peter



**The Tale of  
Peter Rabbit**

# Tell the Story Through Pictures



# Process the Information

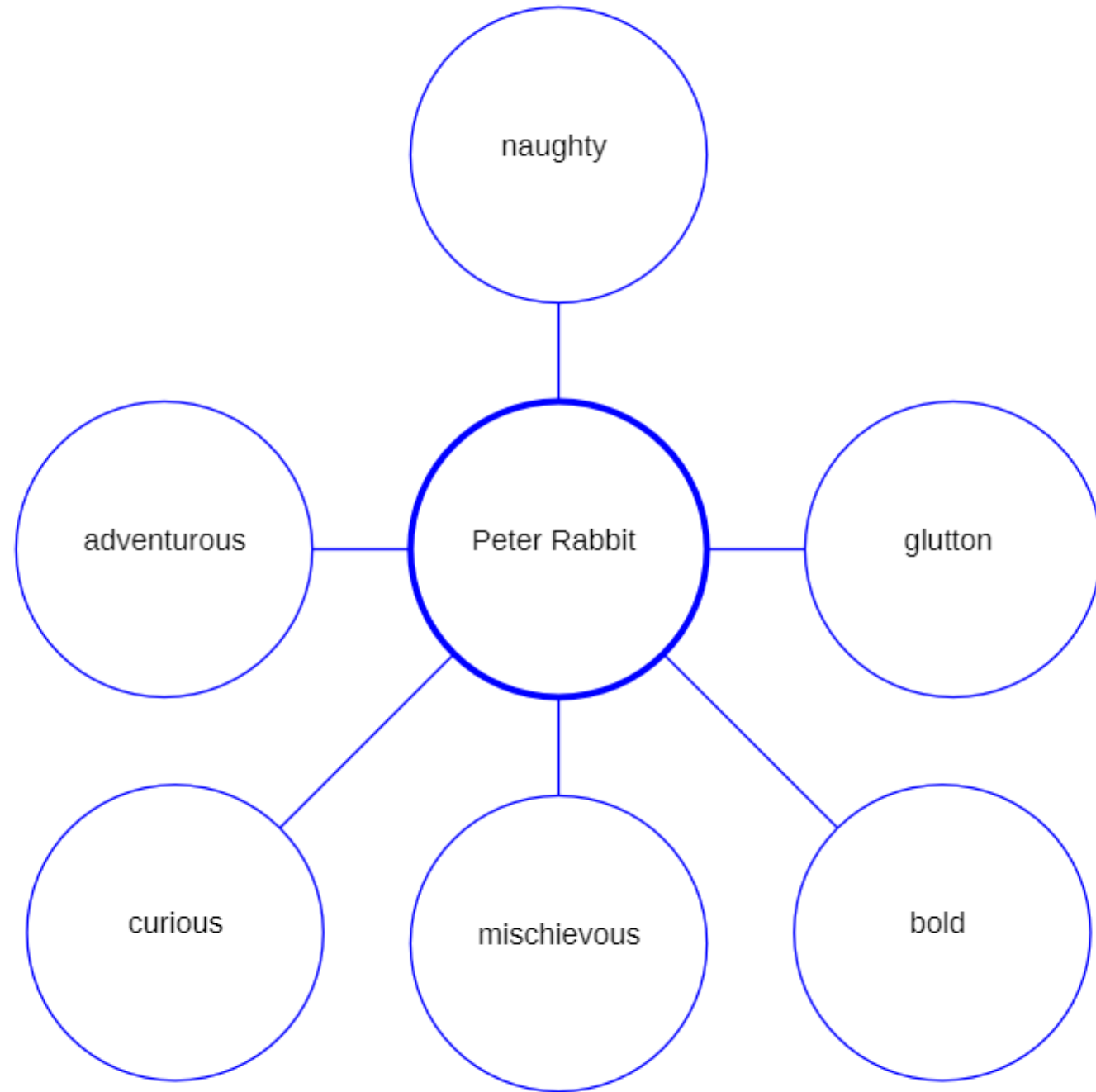
- ◆ Consider the information that has been represented

# Lesson Objectives

◆ Describe different characters from the story

Describe how Peter's feelings changed throughout the story

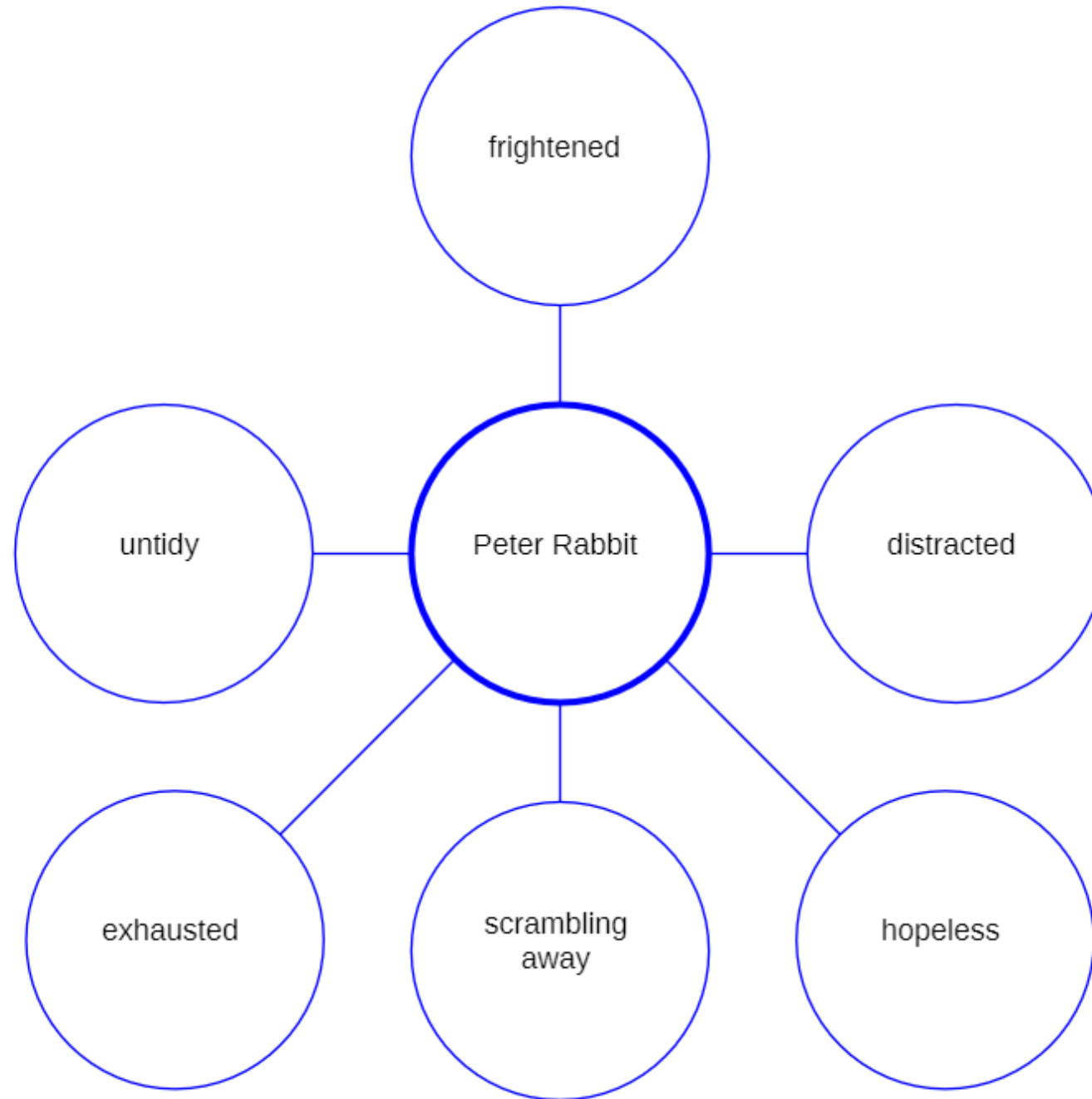
# Beginning of the story



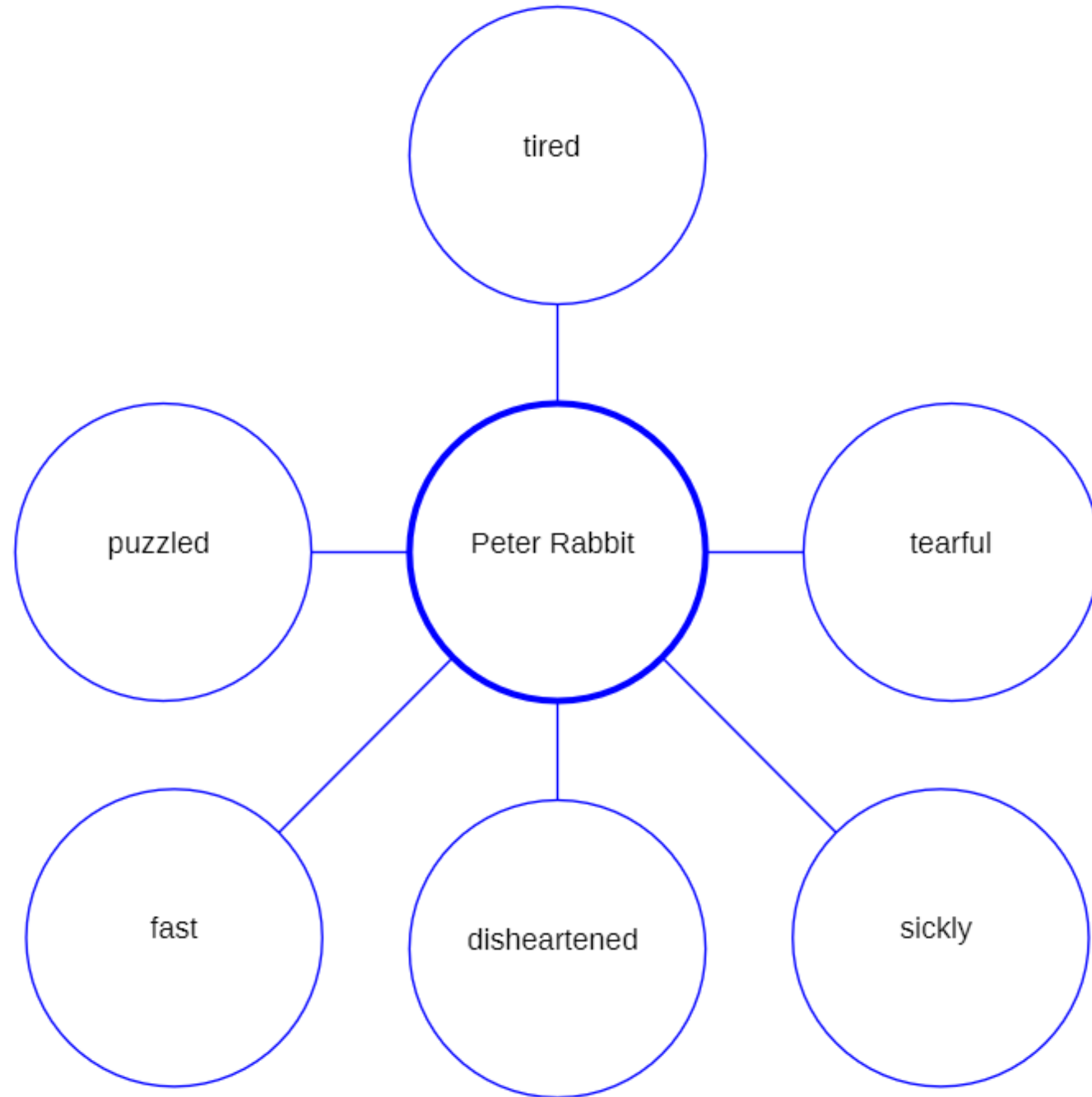
# Your turn to describe Peter



# Middle of the story



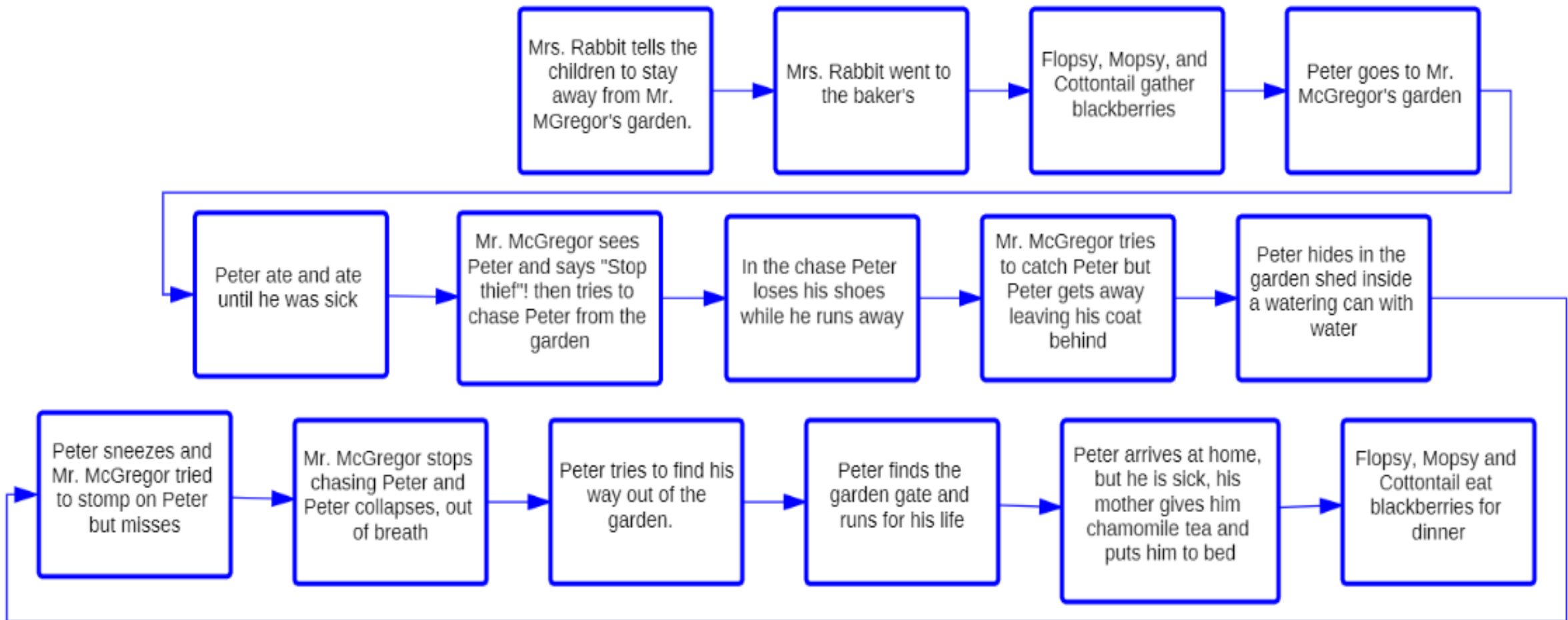
# End of the story



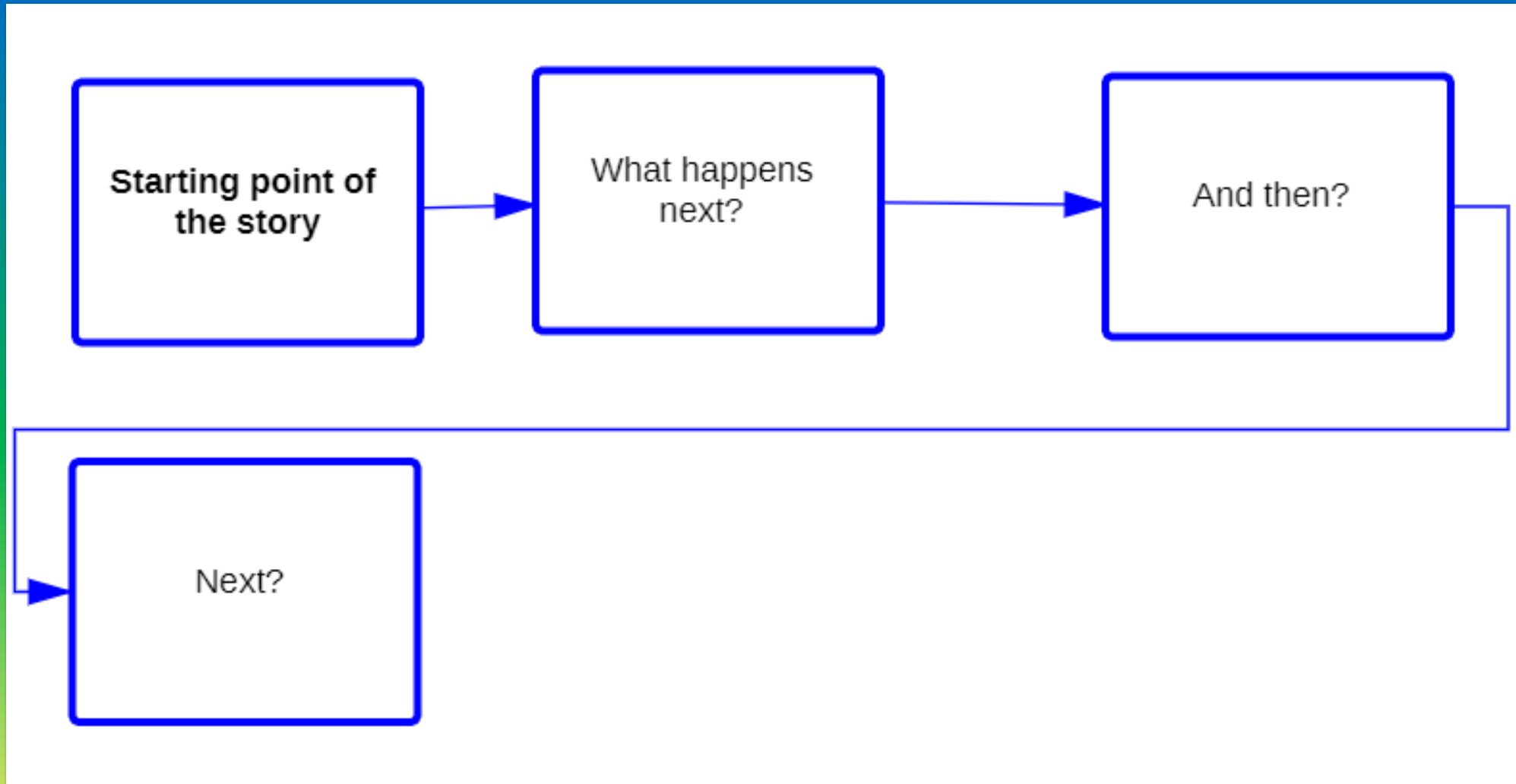
# Show the sequence Through Pictures



# Sequence Peter's Adventure



# Your turn to sequence the story



# Multiple Means of Action/Expression

## Visual

Sequence the Events with a  
Flow Map

Create a drawing reflecting  
the sequence of events

## Auditory

Retell the story to a peer or  
adult and explain how Peter  
changes throughout the  
story

## Mixed

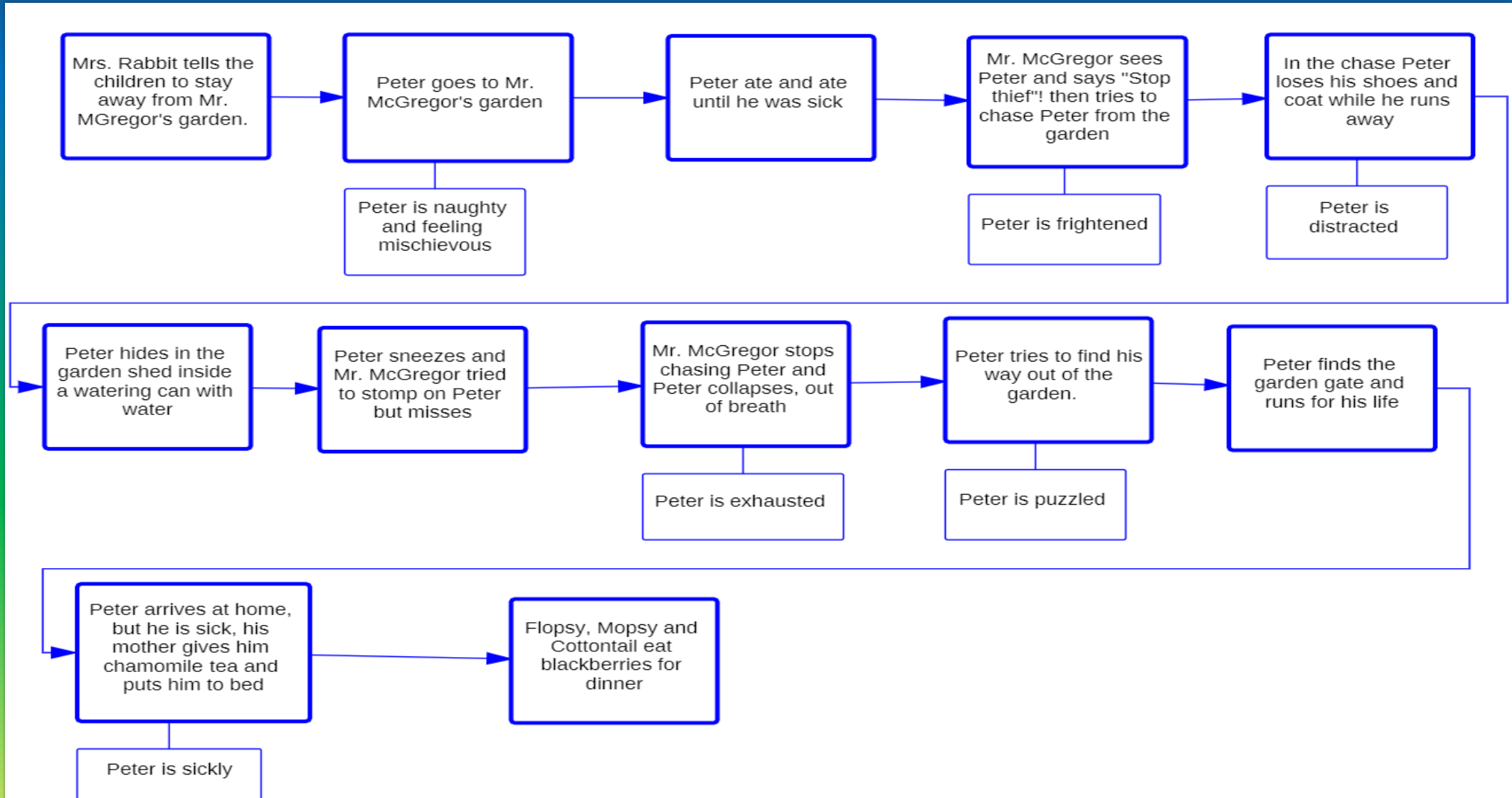
Renact the story with peers  
Create a Power Point or  
Google Slides presentation

# Lesson Objectives

◆ Describe different characters from the story

Describe how Peter's feelings changed throughout the story

# Sequence Peter's Emotions



# What about the Expert Learner?

## Purposeful and Motivated

Eager to learn

Set challenging goals for themselves

Persistently work to achieve their goals

Reduce distractions to learning

## Resourceful and Knowledgeable

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## Strategic and Goal-Directed

Have a plan for learning

Use strategies to optimize learning

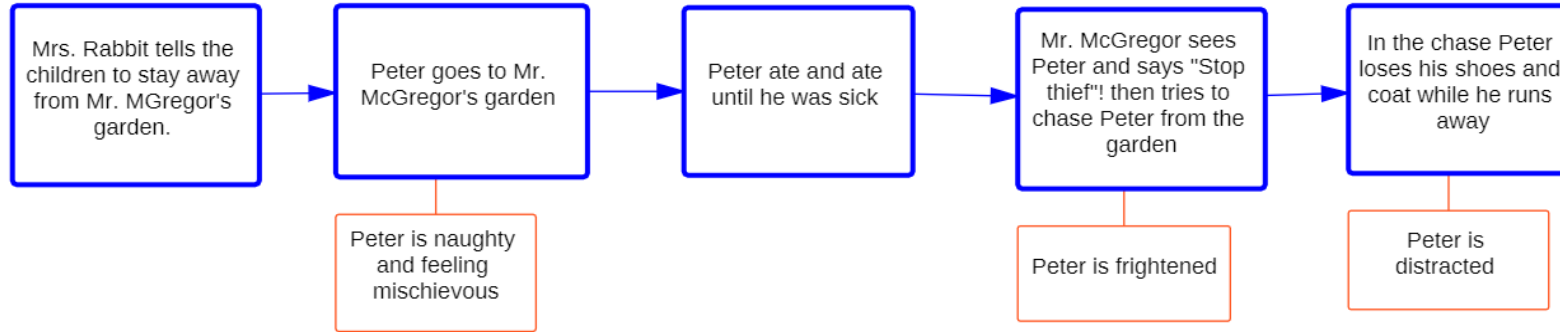
Understand their strengths and weaknesses as learners

Abandon strategies that are ineffective

# Where do we go from here?

So what do we know about Peter from this map?

Peter went through a traumatic experience and survived.



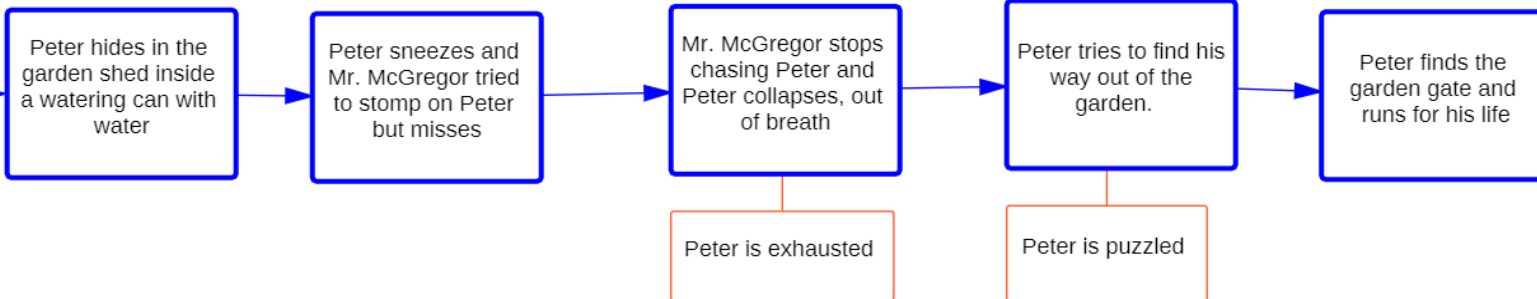
Peter is naughty and feeling mischievous

Peter is frightened

Peter is distracted

Where did the information come from?

The Tale of Peter Rabbit story

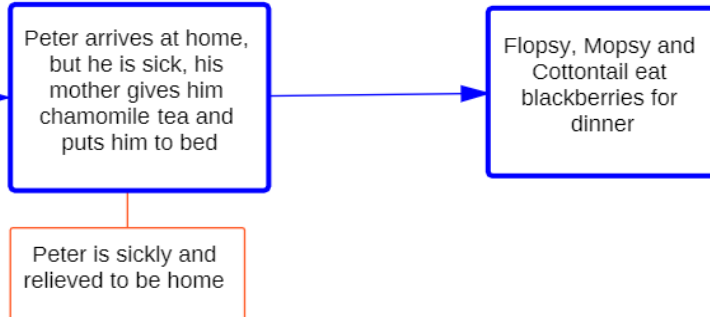


Peter is exhausted

Peter is puzzled

Was there a specific point of view in the story?

The story is primarily reflected through Peter's point of view.



Peter is sickly and relieved to be home

So why does any of this matter?

In simplistic terms, mother knows best.

# Questions for Today's Presentation?

Patti Weigel, M.Ed.

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# Thinking Maps Questions?

Contact James Dean,

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Representative

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