Universal Design Instruction

An Honors Thesis (Honors 499)

by

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May 2012
Expected Date of Graduation
May 5, 2012
Universal Design Instruction (UDI) is an essential teaching tool in education. It lives by using all senses, not just telling, or showing, but involving the students. An educator provides a student with multiple representations of the concept, engages the student according their interests, and allows the student to choose how they would like to manifest what they have learned (Burgstahler, 2009, p. 1) UDI is based on the architectural design of making a building accessible to everyone. Not only does UDI make a building accessible for people who have special needs, but also it makes accessing the building easier for people without disabilities. Applying this concept to a classroom makes lessons accessible for all abilities. This essentially would rule out Response to Intervention and some after school programs if implemented correctly.
Acknowledgements

I would like to thank, first and most importantly, my thesis advisor, Dr. Thatcher, for allowing me the privilege to take her "dream course" about universal design instruction. In this class, my eyes were opened to the beauty of including all ability levels in one classroom with minimal barriers. Not only did my teaching style grow tremendously during that semester, but my philosophy on education transformed. I felt motivated and empowered to share this concept with everyone because this is truly the education our students deserve. I cannot thank you enough!

I would like to thank my fiancé, Tyler, for always telling me exactly what I needed to hear when I had a rough day during my last semester at Ball State University and especially during student teaching. You have found a way to make the worst times amazing, and the best times unforgettable.

I would also like to thank my supervising teacher during student teaching, Sarah, for providing me with great resources and experiences with universal design instruction that I will further use and expound upon in my career.

I would finally like to thank all of the professors I have had during my four years at Ball State University. Each of you have played a role in shaping my ideals and beliefs about education. Because of your discipline and expectations, I can become the teacher I have always wanted to be. Your knowledge and wisdoms are something I will always carry with me.
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Introduction

Imagine this world. In this world, we can only use stairs. The televisions and telephones have no volume control. In this world, there is no difference between colors. We can only use one sense at a time, and we are confronted when we find alternative ways of doing a task. Many of our students are educated in this world. This world: a one-dimensional world that expects them to succeed, but does not provide them the means or path to do so. As an educator, it is our duty to make our environment accessible to our students, to build a way for them to acknowledge the differences and similarities in their environment. We do not expect infants to walk the day they are born. Instead, we strengthen them every day, teaching them other things until they are ready. Moreover, when the day comes when they start to try to walk, we offer our hands as guidance and our words as comfort when they fall down. We give them different toys and objects to help them walk. We allow them to crawl when they need to. We have them walk a few inches by themselves, and then a foot, and then a yard. We support them. However, we fail to do this when our students enter elementary schools, where they learn some of the most crucial information. We tell them there is only one way to learn a concept and only a certain amount of time to do so. There is never one way to see, learn, or understand something, and there is never a time limit on when one can learn it. The educational world needs universal design instruction.

Universal design instruction is based off the architectural concept of making a building completely accessible to anyone, no matter what type of ability he or she may have. When we apply this concept into the world of education, what educators are doing is making their instruction, teaching style, and classroom environment accessible to each and every student.
According to The Center for Universal Design (2007), there are seven characteristics of universal design instruction (UDI). The seven characteristics are as follows: equitable use, flexibility in use, simple and intuitive use, perceptible information, tolerance for error, low physical effort, and size and space for approachable use.

While writing the lessons, the teacher must ask themselves, "Have I incorporated something for each sense," and "Are my directions thorough and easy to follow?" As well as asking these questions, the teacher must think through the possible results of the activities and the reaction of the students to the activities.

In this thesis, the reader will learn what universal design instruction is, the importance of universal design instruction in the classroom, how to implement the strategies in his or her own classroom, and an example of math, reading, and science lesson plans based around UDI. The lessons will be based on the storybook, *The Rainbow Fish* by Marcus Pfister. These lessons could be used as an individual lesson or put together to make a short unit plan on the book. Finally, the reader will find a classroom management plan based on universal design. Universal design instruction improves the effectiveness of teaching by including all senses in the planning, teaching, and assessment of instruction.
What is Universal Design Instruction?

The Center for Universal Design at North Carolina State University (2007) defines universal design instruction (UDI) as, "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design." Many of today’s educators are being informed on how to design a curriculum that includes all types of learners, abilities, interests, and cultures. It is important for the students to have material presented to them in multiple ways, instruction that is engaging according to their interests, and have choices in how to express what they have learned (Burgstahler, 2012, p. 1). The purpose of making objectives and goals in teaching is to assess how well the students understood and completed those same objectives and goals, but many times teachers are not only assessing if the student can communicate the objectives given. For example, if a teacher gives a student a worksheet about addition and tells them to do only the even problems, but the student does all of the odd problems, what happens? The student receives a zero on the worksheet, even though he or she had all of the problems answered correctly. Did the teacher assess the original objectives of the lesson or how well the student followed directions?

Universal design instruction implements a thought-through curriculum. As teachers are planning their lessons and classroom environment, they are thinking about who can and cannot access the instruction. Teachers are thinking about the kind of barriers and errors that will occur as students explore the topic of learning (NICHCY, 2010). Teachers are also thinking about how they are providing the information. Are they using enough examples to engage all types of learners? Are they making sure that students who are below and above average will be interested
and able to complete the various practices in the lesson? Will the students feel like they are all on the same level and able to participate as much as the other students?

Universal design instruction is not meant to only benefit the students who have disabilities, but to benefit anyone in the classroom (Elias, 2011, p. 149 – 150). As blood type “O” is considered the universal donor of blood, because anyone can receive the blood without any harmful affects, universal design instruction is made so anyone student can receive the instruction with zero obstacles. Universal design can only benefit the students.

As educators, our purpose is to provide students with an education in the least restrictive environment possible to the maximum extent possible (Article Seven, 2008, p. 90). In order to better understand the importance of students being educated in the general education classroom, one must understand the purpose and history of least restrictive environment. Least Restrictive Environment (LRE) is a critical standard that upholds the Fourteenth Amendment and has furthered the rights of students with disabilities, guaranteeing the freedoms and education provided for every citizen. LRE is individualized. Universal design instruction provides individualization. Because of its undefined setting, it is left for interpretation according to each child's needs. One major factor is intertwined throughout every child’s LRE: a student with a disability is to be educated with nondisabled students to the maximum extent appropriate. Universal Design’s purpose is to be usable by all people to the greatest extent possible, and the purpose of LRE is to educate students with disabilities with their nondisabled peers to the maximum extent possible. Universal design instruction ensures that not only will students with disabilities be able to participate in the general education setting more, but also the students in the general education setting, for one hundred percent of day, are able to gain from the universal instruction because it meets everyone’s specific strengths and builds the weaknesses. The two
work together to make education the most effective it can be for both disabled and nondisabled students (Hall, Strangman, & Meyer, 2009, p. 20).

Sheryl Burgstahler (2012), of University of Washington, states, “the field of universal design (UD) can provide a starting point for developing a framework for instruction. You can apply this body of knowledge to create courses that ensures lectures, discussions, visual aids, videos, printed materials, labs, and fieldwork are accessible to all students” (p. 1). Although this is describing how to approach UDI in the university setting, the same concept should be present on the elementary education level. Universal design is the starting point to begin the foundations of instruction. If educators do not know what is available, how to claim their resources, or the present level of their students, they will not be able to identify the weaknesses and problems and then come up with appropriate solutions.

Although universal design instruction is a common phrase in education, it has its roots in architecture. Ronald L. Mace coined the term. When he was working on universal design, his quest was to make sure that all buildings and wares in the building could be used by virtually anybody (The Center for an Accessible Society, n.d.). For example, people who use wheelchairs could push a button for the door to open instead of struggling to open it themselves. What most people would consider a daily activity that requires no thought or effort was an obstacle for those in wheelchairs. They would have to maneuver and manipulate themselves in order to open a door. This was not efficient at all, could cause embarrassment, and people with physical disabilities did not have equal opportunity to access the building. By applying the concept of universal design, someone was able to come up with an efficient, simple way that would allow those with disabilities the same ease and access as those without disabilities. The button to open the door did not inhibit the safety of the structure, integrity of the building, or compromise the
architectural beauty. It simply allowed everyone to be able to participate in a daily activity. Today, we see people with diverse abilities using automatic doors for many different reasons.

In order to understand how and what UDI is, one must understand the foundation and principles that uphold it. There are seven principles to UDI. Like the standards teachers use to develop their instruction, professional lives, and classroom environment, the UDI principles lay out the foundational beliefs and standards that one must follow in order to implement it. These seven principles are: equitable use, flexibility in use, simple and intuitive, perceptible information, tolerance for error, low physical effort, and size and space approach and use (Center for Universal Design, 2007). These principles work together to make the classroom effective and accessible to all students. The beauty of UDI is its concepts can be applied to any kind of grade level, course, or class.

The first principle, equitable use, is defined as “the design is useful and marketable to people with diverse abilities” (Center for Universal Design, 2007). The key word in this principles is “diverse abilities.” UDI does not focus on making lessons and standards lower in order to accommodate students. It safeguards the instruction so students who struggle and students who excel with the material can get the most out of their instruction time. UDI does not focus on what students cannot do, instead it conjures all of the strengths he or she has (Dolan & Hall, 2001, p. 7). This principle is the cornerstone in UDI. The purpose of UDI is to make sure everyone can have equal access to education and principle one focuses on inclusion. The activities the teacher does must involve everyone. It should be “identical whenever possible, and equivalent when not” (Center for Universal Design, 2007).

The second principle is flexibility in use. It is important for the instruments of UDI to be used in more than one way, accommodating to the user’s abilities. For example, instead of only
using stairs to enter a building, the building could have a ramp. The ramp would be used for people in wheelchairs, people carrying a heavy load, or for anyone else. The ramp is universally designed to get someone from point a to point b no matter their ability (Burgstahler, 2012, p. 1).

The third principle, simple and intuitive, keeps teachers culturally sensitive. The methods of instruction must be “easy to understand, regardless of the user’s experience, knowledge, language, or current concentration level” (Center for Universal Design, 2007). Information should flow from one topic to the next, provide clarity, and be succinct.

The fourth principle, perceptible information, states students should be able to acquire the same information despite the students’ weaknesses. The methods teachers use in the classroom cannot be biased towards one group of students. In order to ensure all students are taken care of, the teacher should use multiple ways of presenting the information through tactile, visual, and auditory learning methods. In presenting the information, the teacher could color code like information. This provides students with an instant connection between material and resources without having to struggle to search for it (Elias, 2011, p. 151).

The fifth principle, tolerance for error, assumes students will make errors during guided and independent practice. The teacher should think ahead of the possible errors the students could make and make changes to the lesson, provide “fail safe features,” and give thorough directions (Center for Universal Design, 2007). The purpose of this principle is to give students a safe route to the learning goal without getting stuck in unnecessary sandpits (Elias, 2011, p. 151).

The sixth principle is low physical effort. This principle strongly correlates with the physical environment of the classroom. According to Burghstaler, (2009) the students should be able to access art supplies, games, activities, and other rooms in an appropriate and timely
manner like their fellow peers. Instead of having the individual do all of the physical work, machines and technology can be used to make everyday tasks easier (p. 2).

The last principle also incorporated the idea of the physical environment for UDI. Principle seven ensures that the size and space in the classroom is effective and simple. Every student should have a clear path, enough room for their work, and be able to move and see throughout the room with ease (Center for Universal Design, 2007).

Together these principles work together to ignite the teacher’s thoughts about each aspect of his or her room. The teacher develops techniques to include all of the students in his or her own classroom. The purpose of UDI is not to dilute the content, and the belief is not that the classroom is as weak as the weakest link. The purpose is to build a classroom that supports every student and eliminates the unnecessary difficulties. The belief is that all students are capable and what the educator puts in to their curriculum will be what the student can get out of it (Thompson, Anderson, & Liu, 2004, p. 7). UDI provides a detailed route to a curriculum with the flexibility of constant adjustments according the individuals’ abilities. Education’s focus is to teach our students how, when, why, where, and what, but how can we really teach our students about life and academics if we are not providing them with the right tools and paths to uncover and discover their true potential, passions, and talents? Is it fair to say because one student has a disability he or she has to find their own to education, while teachers focus on the strengths of those students who do not need additional help? What kind of society would we live in if we believe only those without disabilities were allowed to lead successful lives?
Why is Universal Design Important?

In order to understand the purpose and importance of UDI, one must first understand least restrictive environment. Least restrictive environment and universal design work together to give students the most effective instruction. If UDI is done appropriately, students with disabilities can spend more time in the general education classroom, which is the purpose of least restrictive environment.

Least Restrictive Environment (LRE) mandates that children with disabilities are educated with nondisabled children to the maximum extent appropriate. LRE is vital to a student with a disability. According to DuBow (1988), LRE “requires each agency to have various alternative placements available in order to secure that each handicapped child receives an education which is appropriate to his or her individual needs (p. 90).” Through LRE, a student is in the best learning environment for them. According to Raines (1996), it is an environment that can facilitate an individualized education to help culminate the student’s abilities and aid the student so they can have a foundation of opportunity. Instead of setting the student apart from the rest, one can give his or her students the individualized attention they need by applying different strategies to their lessons. These strategies would include all of the students so it would not be necessary to make modifications in the classroom, because all of the students would be able to engage in the instruction equally.

The origin of separating students according to their ability is deeply rooted in the United States’ early immigrations. Schools and other facilities were built to teach English to non-speakers as a way to transition them into English speaking schools (Raines, 1996). “Opportunity” schools ignited the use of separate schools and programs for students with a
disability. According to Juvonen & Bear (1992), commonly, students with disabilities, whether they are cognitively, physically, emotionally, or culturally based, can have trouble interacting within a classroom. With linguistically and culturally diverse classrooms, interaction can become difficult. According to Hulett (2009), non-English speaking students were put in special education classrooms for students with cognitive delays and labeled as having a cognitive disability. LRE was not designed as a drop-off for students who were diverse linguistically and culturally.

Least Restrictive Environment started as a civil case in 1954. Brown v. Board of Education (1954; hereafter Brown), determined separate is not equal. According to the U.S. Constitution, amendment fourteen, a citizen has the right to equal protection and due process. A right cannot be taken away without a hearing and each citizen has the same rights. Separating students into different schools violated the Fourteenth Amendment multiple ways. Students were not allotted the same rights as other students according to their skin color. Taking away this right without due process of a hearing violated another right. Brown established that separate is not equal because social interaction is a part of education and growth. According to Raines (1996), “If one substituted the word “disabled” for “Negro” and the word “abled” for “white” in Brown, then it becomes clear how the Fourteenth Amendment became the constitutional basis for the rights of children with disabilities to be educated” (p. 3). The interpretation of LRE has changed vastly within the last forty years. As education has become more individualized, LRE has too. Disabilities do not automatically indicate what setting a child should be educated in, as years before. A more individualized approach to choosing LRE is appropriate and completes an educational circle. With an appropriate LRE, an appropriate education can be administered (Nietupski 1995).
The least restrictive environment ensures students with disabilities the correct learning environment. Students with disabilities are to be educated with nondisabled students to the maximum extent appropriate. Removal of students for a regular education setting is only available when supplementary aids and related services are not sufficient in the regular education setting. Using universal design instruction, the regular education setting should become more sufficient than an alternative setting. According to Article Seven (2008) in Indiana’s Special Education Rules, “Each student with a disability has an equal opportunity to participate with nondisabled students in non academic and extracurricular services and activities to the maximum extent appropriate” (p. 89). Not only does LRE place an effect on a student’s academic growth, but also their social growth. Students with disabilities have the right to social integration, because of Brown (Nietupski 1995).

Besides the case of Brown, many court cases have addressed LRE. Daniel R.R. v. State Board of Education (1989, hereafter Daniel R.R.), dealt with children being pulled out of a regular education setting and placed in a full-day special education class. The parents of Daniel felt Daniel was losing critical social growth and appealed the school’s decision to move him out of a regular education setting. The result of Daniel R.R. was a two-part test; if the answers to both parts of the questions were yes, the LRE was met. This case defined whether LRE was met for the child. Another important case that defined LRE was Hartmann v. Loudoun County Board of Education (1998, hereafter Hartman). As in Daniel R.R., the court made progress in defining LRE. Mark Hartman displayed disruptive behaviors within the regular classroom setting and moved into a full special education setting. The parents felt Mark was not mainstreamed with his peers to the maximum extent appropriate.
Least Restrictive Environment is based on the need of the child as is UDI. The child, metaphorically, starts in a regular education setting, if his or her needs are not being met, the regular education setting is restrictive and the child moves to an environment that provides the needed help (Hulett 2009). Placing a student in a separate classroom or school is the last setting on the continuum. Related services, supplementary aids, and modifications to the curriculum are provided to the child first. If these services cannot give a basic level of opportunity for the student, a change in classroom setting is considered. However, it is the educators’ job to try their best to include that child in the general education setting as much as he or she can.

Universal design is crucial in fulfilling least restrictive environment, but its boundaries do not stop with students with disabilities. Not only does UDI give students with disabilities with equal access to the curriculum and assessments, it also helps students who are gifted and talented, or the average developing peer. “Universal Design for Learning is not a special education initiative. It is a philosophical shift in our thinking about teaching and learning that requires knowledge and cooperation at all organizational levels and among all subjects and fields. UDL supports the learning of all students of all ages, including students who are gifted and talented, English Language Learners (ELL), and students who learn differently with or without disabilities” (CAST, 2012, p. 10).

Using UDI, our students are able to access the curriculum and are provided education in a variety of different learning modalities. Maryland Department of Public Education stated (2011), “This means the strategies are built into the curriculum, instruction, and assessments instead of requiring the teacher to make many adjustments for individual students after the fact. This makes UDL more efficient in the long run, because it reduces teacher time spent creating retrofits and benefits more students from the outset. UDL is also more acceptable to students
because instead of relying primarily on adjustments that single out students, UDL offers flexibility and choice to all students” (p. 40). In this quote, UDL stands for universal design learning which is interchangeable with universal design instruction. Universal design is a key component in planning curriculum. The purpose of education is to provide our students with a free and appropriate education, in the least restrictive environment, to the maximum extent possible. This can be achieved through UDI.

UDI is not a panacea and does not eradicate the importance of differentiation and special programs for students with disabilities or are gifted and talented. According to Burgstahler (2009), “Employing UDI principles does not eliminate the need for specific accommodations for students with disabilities. For example, you still may need to provide a sign language interpreter for a student who is deaf. However, applying universal design concepts in course planning ensures full access to the content for most students and minimizes the need for special accommodations” (p. 3). Universal design instruction extends “to the maximum extent possible.”

In education, we want to build our students to live the best possible lives they can, where no child is left behind. We want to build an “I can” world. In order to do this, we have to highlight their individual strengths. Providing a curriculum where the student is able to engage and express their knowledge in a way that is suitable for them is only fair. Universal design instruction is important because it provides every student to an avenue of success.
How to Implement Universal Design Instruction

By now, it is only hoped that the reader is asking how. How can I implement UDI in my classroom? In order to apply these principles, the teacher must understand that each student is an individual and the way he or she learns is unique to them. The students have strengths and weakness in their different skill levels because of prior knowledge and experience, cultural background, and how they process and store information. When teachers apply their knowledge of the students they can use the seven principles of UDI in their classroom to make effective instruction time.

According to the article “Gaining Access to General Education: The Promise of Universal Design for Learning,” by Jimenez, Graf, and Rose (2007), there are seven elements of implementing UDI. The seven elements are as follows: technology infrastructure and support, administrative support, teacher training support, redefined roles for special and general education teachers, collaborative curriculum planning, parent community involvement, and creative funding.

Technology and UDI go hand-in-hand, however, a school does not need to have the latest technology to implement UDI. Technology infrastructure means that technology does need to participate in UDI. Technology makes information accessible and flexible. For example, lesson plans and practices can be put on the Internet for students to access at home. Students can use word prediction programs to write papers. Technology supports UDI. It is not the center of UDI (MDPE, 2011, p 18). Administrative support simply means that individuals are on the same page. The administration is able to communicate effectively and express to each section of the school in a way that the school can work together as a team. The third component, teacher
training support, is an important standard in the lives of teachers. Teachers are to seek out professional development opportunities and reflect on their performance. Education is an ever changing world, and it is simply too much for one educator to learn all by themselves. Teachers need to receive “training and support” in order to be able to provide students with resources in the classroom (MDPE, 2011, p. 16). Two teachers can co-teach many different ways. It is important for the general education teacher and the special education teacher to have a clear path of communication in order to use each other’s resources and discuss children’s present levels so they can give their students the best and most effective education possible. This is the fourth component of implement UDI in a school. The fifth component, collaborative curriculum planning, works closely with the fourth component.

Teachers need to work together to not only design effective instruction, but to “examine curricular objectives, and gather new tools, materials, and supports” (MDPE, 2011, p. 17). Each representative of education needs to be present during the discussion of curriculum, because each person has a different point-of-view, and can offer valuable information that contributes to the success of UDI. Not only do professional educators and representatives need to be present during the discussion of implementing UDI, but also the parents play a central role in the student’s lives. Their contributions can be effective and much needed in school systems. Parents can continue to help their child using UDI at home. This is component six. The last component is creative funding. Sadly, resources and technology in education are usually not free, but the local community and state can provide money to help schools implement UDI (MDPE, 2011, p. 17). These seven components help schools implement UDI in the school, however teachers are able to also do certain things in their classroom to make it more UDI friendly.
According to Burgstahler (2012), teachers need to have clear objectives that set forth what is expected to be covered during the course of the school year. The teacher also needs to know who his or her students are. What cultures they come from and what interests he or she may have. It is the students’ classroom; the students should be able to take ownership for their classroom. It is important for the teacher to ask the students what they enjoy doing, and reflect on how lessons went. The teacher should be well versed in a multitude of learning strategies and resources, as well as able to apply effective instructions, practices, and assessments. When the teachers has a vast background knowledge of different points-of-views and resources, the teacher is able to pick and choose different methods that will work in different situations. Long-term planning and constant assessment of students work gives the best evidence of the teaching strategies and material that needs to be covered. The teacher must constantly reflect each day so he or she knows what they can do better to make their classroom more accessible (p. 1).

Every student has strengths and weaknesses. UDI works with three areas of the brain, which “are as varied and unique as our DNA or fingerprints,” for each student (Center for Applied Special Technology, 2012, p. 1). The recognition network defines what is being learned. Each student varies in how they process and store the information being taught, that is why it is important for teachers to provide multiple ways for accessing the content (MDPE, 2011, p. 17). A teacher can do this by providing visual, auditory, and tactile examples within the lessons. They can also provide scaffolding in order to build students’ knowledge up to the objective. These could range from study guides to chapter outlines to using small group discussions (Burgstahler, 2012, p. 3). The second area of the brain is called the strategic network. The strategic network is “how we organize and express our ideas” (Center of Applied Special Technology, 2011, p.1). An educator should allow multiple ways for the students to
Rationale for Lesson Plans and Classroom Management Plan

There are three lesson plans and a classroom management plan included in this thesis. The purpose of these documents is to give the reader examples and ideas on how a UDI lesson plan or classroom management plan may look. In order to implement effective UDI lesson plans and classroom management plans, the teacher must know their students' interests, cultures, and present levels. Therefore, changes or additions may need to be made on the lesson plans and classroom management plan to better suit the needs of specific classrooms. These are only guides which show how to include multiple methods of showing content and allow students to choose the way they wish to express their knowledge.

The classroom management plan is designed for a third grade classroom, as the lesson plans are as well. The beauty of UDI is that the teacher can reflect on and change the instruction and rules in the future to better meet the needs of the students as he or she better understands his or her students. He or she can also find alternative resources to include in lessons. When a classroom implements UDI, there is no limit to what resources the teacher can use. The purpose is to find the best ones that meet the students' needs. UDI in a classroom is ever-changing and growing, as are the students. When writing lessons, keep in mind the need for accommodations and adjustments. Teaching is also a learning process.

As a map helps a traveler reach their destination, a well-planned lesson helps the students reach the objective. The better the teacher knows the roads of resources and different instructional methods, the better prepared he or she will be to avoid road blocks and obstacles that are bound to occur while teaching, and provide a smooth journey for the students.
express their knowledge. The students should be able to present their information orally, artistically, or as written expression. Allowing students to choose their form of expression not only ensures that the teacher will receive their strongest work, but when a student gets to showcase their strength they will be more engaged and motivated (Burgstahler, 2012, p. 3). Checking for understanding is also crucial in the strategic network. It is important that students are scaffolding correctly so they can provide their best performance. The last and not least of the three networks is the affective network. The affective network is “how students get engaged and stay motivated” (Center for Applied Special Technologies, 2012, p. 1). When a topic pertains to an individual or incites prior knowledge, the student is able to not only take their previous perceptions of the topic and build onto them, but they can be engaged and motivated because of their previous experiences. If students were to have a lesson about music, would they rather learn about polka or pop? The content needs to be relevant to them. When a student knows they can apply the information, even if it is just regurgitating the information to a small group of peers, the students are being held accountable. Making the content relevant to the students can be dependent on the gender, ability, age, ethnicity, and interests of the students (Burgstahler, 2012, p.3). Students can also be engaged by using “a variety of instructional methods” (MDPE, 2011, p. 18).

There are many different resources to use in order to implement UDI into the classroom. The most important things to remember about implementing UDI concepts into the classroom are: the materials and instruction must be flexible, allow students to choose their methods of representing what they know, use a multitude of different teaching strategies, give the students time to fix errors, and make sure the content is motivating.
Universal Design Reading Lesson

Aims for this Lesson:

EL.3.2.4 2006
Recall major points in the text and make and revise predictions about what is read.

EL.3.2.6 2006
Locate appropriate and significant information from the text, including problems and solutions.

Lesson Objectives:

After reading, The Rainbow Fish, the students will identify the main problem in the story and respond with four out of five possible solutions for the problem.

Procedures for Guided Practice:

Transition: Students will be dismissed table by table to have a seat on the story-time in their assigned seating location. The story-time rug will be made up of color blocks. If a student has a visual disability, the student will be given a way to find his or her seat independently. This may mean the student has a seat he or she can find with their cane, with help of a peer partner, or their seat will feel differently to the hand’s touch. Each student will be assigned their own color block to sit on. The students may be moved according to the teacher’s discretion. In order to be dismissed from the table, all students in the group must have their belongings put away except for whatever is needed for the upcoming lesson. The students must all be quiet.

Students in wheel chairs or have mobility disabilities will have a peer partner who will help them get to their assigned location if need be. Also, these students will be assigned their story-time locations first, as to ensure they can have equal access to the story. This means students with auditory or visual problems will sit closer to the reader. Students who are in wheel chairs will sit towards the back or sides of the reader. Students who have attention difficulty will
sit in an area where they have a less stimulated environment. This may mean closer to the teacher, sitting by certain peers, or having a “fidget” to hold. A fidget is a hand held instrument that is used to provide stimulus for the student. The student who uses a fidget will have their senses stimulated, therefore allowing them to keep better focus on fewer things.

Once all of the students are sitting in their assigned seating location, the teacher will lead the students in a song with hand motions (examples: songs about sight words or definitions of words). The purpose of this activity is to engage all senses and physical activity before moving into an instructional time that provides little movement.

**Introduction:** The teacher will ask the students what make him or her special. The students who are called on will answer what make him or her special. The teacher will then ask the students to think of one thing that makes the person next to them special. The teacher will call on students to share their responses.

The teacher will then explain that today they will be reading a book called *The Rainbow Fish.* “There is something very special about the rainbow fish, but the rainbow fish encounters a problem in the middle of the story. Rainbow fish does not have many friends and he thinks he is the most beautiful fish in the wide blue sea.”

**Motivational Activity:** “I want you to think of why the rainbow fish might not have any friends, why he is the most beautiful fish in the sea, or why he might be special. (Give the students enough time to not only process the question, but also for them to bring up and interpret the information). I will give each of you a fish. I want you to color your fish to represent you and what makes you special. On the back or bottom of your fish, write why rainbow fish might
not have any friends, why he is the most beautiful, or why he might be special on the back of your fish. Remember to use complete thoughts.

The students will have clipboards (instead of using their desks) they can work on while they sit in their story-time area to color their fish and write a sentence. Students can choose to do this on a piece of paper or on a computer program such as Paint. Dismiss the students according to where they would like to work. “Students who would like to work on the computer may be dismissed, students who would like to work at their desks may be dismissed, and those who would like to stay in the story-time area can begin.”

The fish will go up on the bulletin board to display. The students will talk about their predictions with the students to their sides while they wait for everyone to be finished.

Different mouse options will be available for computer use. The students can choose the mouse that best fits their needs. The teacher will check for understanding while the students are working on their fish and talking about their predictions.

“When we are reading The Rainbow Fish, I want you to think about the problems that come up during the story, and the different ways they are solved. When we are done reading the story, we will identify the problems and come up with different solutions.”

Activity Development:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After the motivational activity, students will read <em>The Rainbow Fish</em>. Before reading the book, the students will take a book walk.</td>
<td>1. By taking a book walk, it gives students the time to become familiar with the book. Students will become informed about the story through the pictures and the bold words. This helps activate prior knowledge, as well as engaging the students to make predications and formulate a plot in their head before they read the...</td>
</tr>
<tr>
<td>2. The students will read <em>The Rainbow Fish</em>.</td>
<td></td>
</tr>
<tr>
<td>3. After the story ends, the teacher</td>
<td></td>
</tr>
</tbody>
</table>
will ask the students about the story. What happened? Why did rainbow fish act like he did? Were any of your predications correct?

4. The teacher will introduce how to identify the problem in the story, possible solutions, and what the solution in the story was. The teacher will ask what a problem is. What is a solution? Why do we have problems? Why do we need solutions? Explain that there was a problem and solution in *The Rainbow Fish.*

5. The students can draw a picture, write a story, or list the problems that happened in the story. They will then take one of the problems and come up with five different solutions for that problem, one of the solutions must be the solution in the story. This solution must be identified. They can portray these solutions through writing or art. If they use writing, they can type using a word prediction software. They can also draw the solutions and orally explain what is occurring in the pictures.

2. Each of the students will have their own copy of the book. The students will follow along in their book while being able to watch/listen to it on the Smartboard or computer. Using the website (www.storylineonline.net), students will be able to watch the book, listen to it, and read it. This helps all of the different learners and allows those with special needs to receive the accommodations they need. The teacher will check for understanding during this time by observing if the students.

3. By asking questions after the story, the teacher is able to build comprehension and scaffold the plot line in the children.

4. The students are building their understanding of the story by answering the comprehension questions.

5. Not only must the students be able to identify the problems, but they must be able to regurgitate possible solutions. This assesses their comprehension of the text. It also may reflect their knowledge of problems and solutions. If students with autism are present in the classroom, it may be necessary to form a small group to help them with the social context of the story while everyone else works.
*Many teachers would be hesitant to allow students to use word prediction software, however the objective of this lesson is not to see how well the students can spell, but how well they can identify problems and possible solutions. The objectives and means of assessment are aligned. If the objective was spelling in conjunction with identifying problems and solutions, the assessment and lesson should be rethought in order to include diverse abilities, or a separate assessment should be given on spelling. Either way, students should know what their objectives and expectations are and be graded on only that. Anything else could be used for the teacher’s knowledge on what type of lessons or review he or she needs to prepare in the future.

Each student will have a stoplight on his or her desk. When doing independent work, the student can change the color of the stoplight to how they are doing on their work. Red means I do not understand and I need help, yellow means I understand but I need help, and green means I understand and do not need help.

**Closure or Culminating activity:**

After students finish their problem/solution assessment, the students will present their work to their table groups. The table groups will discuss what occurred in the story and possible solutions they discovered. The students will then pick one solution to discuss with the whole class. During the whole class discussion, students will present the problem and the reasoning behind the solution for the problem. Each student will be given a checklist for his or her problems and solutions in place of a rubric. This will hold them accountable for their work.

**Assignments and Evaluation of Student Learning:**

The students will not have a formal assessment over this standard today. The students will receive a score to show them where they are in understanding problems and solutions. On one bulletin board, there will be a pictorial rubric. At the beginning of the year, the students will be asked to draw a picture of their dream home. After they are done drawing their picture, they
will work together to make a grading scale of one to four. A one is the lowest and a four is the highest. The bulletin board will be divided into four equal parts. In the top left hand corner will be the “one” section, which will be a poorly drawn and weakly detailed dream house. The “two” section will be better with a better drawn house and more detail, the “three” section will be a well-drawn house with good details, and the “four” section will be a well-drawn house with great detail. Above each section will be a word to describe that grade such as: one equals poor or bad, two equals needs improvements, three will be good, and four will be best. This will give the students a pictorial and word reference to their scores on lesson assessments.

Scoring Guide:

<table>
<thead>
<tr>
<th>Excellent (4/4)</th>
<th>Good (3/4)</th>
<th>Needs Improvement (2/4)</th>
<th>Poor (1/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Participation</strong></td>
<td><strong>Participation</strong></td>
</tr>
<tr>
<td>Student participated in every activity in an orderly manner of time for their</td>
<td>Student participated in seventy-five percent of the activities, but</td>
<td>Student participated in half of the activities.</td>
<td>Student refused to do work even with help of aid and did not</td>
</tr>
<tr>
<td>ability.</td>
<td>caused a few disruptions.</td>
<td></td>
<td>participate or complete any of the activities.</td>
</tr>
<tr>
<td><strong>Problem and Solution Activity</strong></td>
<td><strong>Problem and Solution Activity</strong></td>
<td><strong>Problem and Solution Activity</strong></td>
<td><strong>Problem and Solution Activity</strong></td>
</tr>
<tr>
<td>Student correctly identified the problem and solution as well as describing or</td>
<td>Student correctly identified the problem and solution as well as describing</td>
<td>Student incorrectly identified the problem and solution as well as describing</td>
<td>Student incorrectly identified the problem and solution as well as</td>
</tr>
<tr>
<td>displaying four additional solutions.</td>
<td>or displaying three additional solutions.</td>
<td>or displaying two additional solutions.</td>
<td>describing or displaying one additional solution.</td>
</tr>
<tr>
<td><strong>Work Ethic</strong></td>
<td><strong>Work Ethic</strong></td>
<td><strong>Work Ethic</strong></td>
<td><strong>Work Ethic</strong></td>
</tr>
<tr>
<td>Student raised hand to answer question, followed directions, and worked to the</td>
<td>Student raised hand to answer question, followed directions, but did not</td>
<td>Student was asked to do their work three or less times, followed two of the</td>
<td>Student had to be asked to do their work more than three times or</td>
</tr>
<tr>
<td>best of their ability.</td>
<td>work to the best of their ability.</td>
<td>four directions for the activity.</td>
<td>refused to do their work altogether.</td>
</tr>
</tbody>
</table>
Universal Design Math Lesson

Aims for this Lesson:

MA.3.2.2 2000
Represent the concept of multiplication as repeated addition.

MA. 3.2.5 2000
Show mastery of multiplication facts for 2, 5, and 10.

Lesson Objectives:

After a lesson on multiplication, students will demonstrate and answer two multiplication facts for 2, 5, and 10, of their choice, with 80% accuracy.

Procedures for Guided Practice:

Transition: After recess the students will come in and put all recess equipment away in the appropriate place. The students who have auditory or visual disabilities will sit closer to the board and area the teacher will do his or her instruction. Students with sensory difficulty will have Velcro taped under the desk or their choice of fidget to help them focus on only the instruction. Here the instructional layout is not identical, not everyone can sit at the front of the room, but the instructional layout is equivalent. It is providing equal opportunity for all of the students to access the instruction.

Before the lesson is introduced, the students will “shake their sillies out.” This is a time where the students are allotted a few minutes to adjust to being back in the classroom and shake out their leftover energy. The teacher will hold up a pencil and a notebook cutout that has magnets on it. The teacher will then ask the students to take their pencil and notebooks out of their desks. The teacher will then place the cutouts on the board as a reminder to the students of what materials they were supposed to get out of their desks.
Introduction: “Today we will be learning about multiplication using touchpoints. Can a quiet hand tell me about what they think multiplication is? (Call on a few hands to gage where the students current understanding is). Multiplication is repeated addition. When we multiple two numbers together, we are really adding that number a certain number of times. “Who can tell me the other ways to multiply we have practiced? At the end of the lesson, you will be able to demonstrate how to multiply two multiplication facts for 2, 5, and 10.” “Who likes to clean their room?” “Who wishes that it took less time to clean their room?” “I know I do!” “Multiplication is a way for us to add the same numbers really quickly!”

Motivational Activity: In order to engage students in the lesson about multiplication, give students a hundreds table that has the even numbers highlighted, as well as the numbers that are divisible by five. Ask the students to count by two’s, by five’s, and by ten’s. The teacher should hold up the number as the students say it, as well as allow the students to use the hundreds chart as reference.

Activity Development:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After the motivational activity, students will be put into their small group tables. These small groups have been made in order to allow peer tutoring. Two stronger math students will be placed with two math students who struggle. The students will be given “touchpoint” lines.</td>
<td>1. Touchpoints are points on the number that help students add and subtract. The number will have its amount of points on it. In order to multiply using touchpoints, the student will count by the number that is being multiplied.</td>
</tr>
<tr>
<td>2. Before the students use their touchpoint lines, the teacher will place a problem on the board. (3 x 2)</td>
<td>2. The teacher place the problem on the board that the students will be working with first. The teacher will tell them the first number is the number the will use touchpoints for and the second number is the number the students will use to</td>
</tr>
</tbody>
</table>
3. The teacher will demonstrate how to do (3x2) on the board. She will place the touchpoints on the number three and then continue to count by two's until he or she comes up with the answer of six.

4. The teacher will then place another problem on the board and ask for the students to tell him or her which number receives the touchpoints and which number they are counting by. (The number must have a second number of 2, 5, or 10). The students can either use the touchpoint line, that already has the touchpoints on the numbers, or rewrite the problem in their notebook.

5. The students will then be given a large print fish-themed worksheet to use for practice. The class will go over the first five problems together, and the last five problems need to be done independently so the teacher can check for understanding. The students will then check over their last five problems as a class.

6. After the students are finished with their guided and independent practice, the students will complete a small assessment. They will be able to pick out two multiplication facts from the two’s, five’s, and ten’s facts and demonstrate using one of the methods they have learned. They will also have manipulatives, in the shape of fish, to use. When the students are done completing their assessment, they must explain it to the teacher. When they are done explaining it to count by.

3. It is important for the teacher to first model how the problem should be done, before expecting students to do it on his or her own.

4. The teacher is checking for understanding before allowing the students to do guided and independent practice.

5. The teacher is tying in the fish theme from the story. The students are given time to practice together so the teacher can scaffold. The last five problems are done independently so the teacher can gage where the students’ understanding is.

6. The students will be able to demonstrate how to solve the multiplication facts using their strongest method. Allowing students to express their assessment in a variety of ways, and giving them multiple tools to do so will build their understanding and participation. The students can also use a multiplication chart to help them double check their work.
the teacher, they can play their choice of math games individually or with a small group of up to four students.

*The students have already been taught two other methods of multiplication, using arrays and repeated addition. The students have been taught these concepts throughout three days of instruction in order to give students time to become comfortable with one method. The other methods have been taught using visual aids and manipulatives.

Each student will have a stoplight on his or her desk. When doing independent work, the student can change the color of the stoplight to how they are doing on their work. Red means I do not understand and I need help, yellow means I understand but I need help, and green means I understand and do not need help.

**Closure or Culminating activity:** When all of the students are done completing their assessment, the students can discuss in their small groups how they used their method to come up with the correct answer. Each student must “teach” their problem to the three other peers at the table. The students will then come together as a class. The teacher will ask which students preferred what method, and the students can share the methods they enjoyed using and why.

**Assignments and Evaluation of Student Learning:**

**Scoring Guide:**

<table>
<thead>
<tr>
<th>Participation</th>
<th>Excellent (4/4)</th>
<th>Good (3/4)</th>
<th>Needs Improvement (2/4)</th>
<th>Poor (1/4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student participated in every activity in an orderly manner of time for their ability.</td>
<td>Student participated in seventy-five percent of the activities, but caused a few</td>
<td>Student participated in half of the activities.</td>
<td>Student refused to do work even with help of aid and did not participate or complete any of</td>
<td></td>
</tr>
</tbody>
</table>
**Work Ethic**

<table>
<thead>
<tr>
<th>Disruptions</th>
<th>the activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student raised hand to answer question, followed directions, and worked to the best of their ability.</td>
<td>Student had to be asked to do their work three or less times, sometimes raised their hand, followed two of the four directions for the activity.</td>
</tr>
</tbody>
</table>

*The students were not given a grade on their math assessment. The teacher only used this information to gauge what type of instruction needed to be followed in the lessons on multiplication. Since the topic is fairly new to the students, the students were given the flexibility to go back and change their answers if they demonstrated one of the answers incorrectly. The students are still scaffolding multiplication and are not expected to be perfect at it. This instructional time also provided the teacher with the information to know what small groups to make, what methods the students preferred, and what arrangements he or she can make to make the lessons on multiplication more effective.*
Universal Design Science Lesson

**Aims for this Lesson:**

**SCI.3.4.1 2010**
Choose and use the appropriate tools to estimate and measure length, mass and temperature in SI units.

**Lesson Objectives:**

After a lesson on measuring length and mass, students will chose the appropriate tool to measure the number displayed on the fish 8 out of ten times. The fish will have a number on it and the fish will be weighted or the length it is labeled.

**Procedures for Guided Practice:**

**Transition:** Before science class begins, students will be given three minutes to lay their heads down and take a short break before engaging in another lesson. The purpose of giving students some time for them to be peaceful and quiet, is to allow them a few moments to collect themselves, and become refreshed for the rest of the day. Students do not need to participate in this, however they must be quiet during the three minutes. Students who have ADHD can help the teacher pass back papers into the mailbox, or run errands for the teacher. This also gives students time to get a tissue or use the restroom.

The students will be dismissed to their story-time seating in order to prepare to watch something on the screen. The teacher will dismiss the students by group, by asking them to name one thing they have learned. Only one student needs to answer for the group, they can answer by drawing a quick sketch and explaining it, orally to the teacher, or acting it out to the other students.

**Introduction:** “Today we are going to learn about the different metric units. In the United States we measure things in inches, pounds, or miles, but in different countries they use a
different system. They measure using centimeters or grams. Has anyone ever heard of or seen centimeters or grams? (These words will be written on the board as well as a visual depiction of what they are measuring: weight or length). Since scientists from the United States work with people from other countries, they needed a common way to measure items so they would be able to understand each other. They needed to be able to speak in the same language. The scientists use centimeters or grams to measure and compare answers. The metric system is the scientific measuring system. Let's open it up for some questions and comments.” (The students will have time to think of questions and ask them to the teacher. This will help activate prior knowledge and give them time to process and store the current information).

Motivational Activity: Students will watch a brief clip on how to measure a fish correctly (http://www.youtube.com/watch?v=0dsH1O6CQ8Y). This video clip depicts how to correctly measure a fish; it will be shown on the screen with closed captioning. It is something fun and interesting to engage the students in how to measure something.

Activity Development:

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1. After the motivational activity, students will have a seat in their groups. The teacher will explain what centimeters or grams measure.</td>
<td>1. The students need to be informed on what is being measured by what. When the teacher is explaining what the words mean, he or she will have a visual representation of something that can be measured or weighed. The teacher will also say he or she remembers that the longer words need something long to measure them, like a ruler. Making a mnemonic device will help the students recall the information.</td>
</tr>
<tr>
<td>2. The students will then be able to play this game on the Smartboard (<a href="http://www.funbrain.com/measure/five">http://www.funbrain.com/measure/five</a>). This game will help students remember how to measure something using a ruler. It will also lead into the discussion of which side to use on the ruler. The students can then play this game on the Smartboard (<a href="http://www.ictgames.com/mostlyPostie.html">http://www.ictgames.com/mostlyPostie.html</a>) to help them gain familiarity with what a gram measures and how to read a gram scale.</td>
<td></td>
</tr>
</tbody>
</table>
3. Before the teacher gives the students their assessment, the teacher will review what centimeters and grams are and why we use them. The students will be able to discuss in their small groups and one student from each group will communicate what they are and their importance.

4. The students will be given ten fish, each fish have a number on it. The students will have to determine if the number is appropriate for the weight or the length. The fish will vary in length and weight so the students can feel the different between those that are length and those that are weight fish. The student will also be allowed to use a ruler or scale to help them determine. Those that are length fish will have their numbers in red, and those that are weight fish will have their numbers written in green.

5. When one table is done, they will be able to put their fish in the appropriate net. One net will be for length fish, and the other net will be for weight fish. The small group will determine together which fish go where. The fish should already be separated, but it gives the students’ time to double check each other’s work.

| 2. This is an engaging game to help students activate their prior knowledge on how to measure something using a ruler. The students can take turns playing the game on the Smartboard. The teacher will also hand out rulers and ask the students to show what side of the ruler has centimeters. The teacher will be able to check for understanding while the students are playing the games. |
| 3. By asking questions before going into the assessment, the students are able to hear their peers definition of the information, which may help them process and understand it better. |
| 4. This assessment may take longer than the others, but it gives the student good practice with length and weight. The students will be able to make connections between length and weight. |
| 5. This assessment gives students the opportunity to work together and individually. The students are able to use each other as resources, as well as rulers and scales. It is important for students to make connections with their practice and instruction because those connections help recall information. |

Each student will have a stoplight on his or her desk. When doing independent work, the student can change the color of the stoplight to how they are doing on their work. Red means I
do not understand and I need help, yellow means I understand but I need help, and green means I understand and do not need help.

**Closure or Culminating activity:** Before the students are allowed to move onto their next activity, the students must write, type, or draw on a piece of paper (or computer) what centimeters measure and what grams measure. The teacher will then collect those and ask the whole class what grams are and what centimeters are.

**Assignments and Evaluation of Student Learning:**

**Scoring Guide:**

<table>
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<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (4/4)</td>
<td>Student participated in every activity in an orderly manner of time for their ability.</td>
</tr>
<tr>
<td>Good (3/4)</td>
<td>Student participated in seventy-five percent of the activities, but caused a few disruptions.</td>
</tr>
<tr>
<td>Needs Improvement (2/4)</td>
<td>Student participated in half of the activities.</td>
</tr>
<tr>
<td>Poor (1/4)</td>
<td>Student refused to do work even with help of aid and did not participate or complete any of the activities.</td>
</tr>
</tbody>
</table>

**Centimeter and Gram Activity**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (4/4)</td>
<td>Student correctly identified eight out of ten fish.</td>
</tr>
<tr>
<td>Good (3/4)</td>
<td>Student correctly identified six to seven fish.</td>
</tr>
<tr>
<td>Needs Improvement (2/4)</td>
<td>Student correctly identified four to five fish.</td>
</tr>
<tr>
<td>Poor (1/4)</td>
<td>Student correctly identified zero to three fish.</td>
</tr>
</tbody>
</table>

**Work Ethic**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (4/4)</td>
<td>Student raised hand to answer question, followed directions, and worked to the best of their ability.</td>
</tr>
<tr>
<td>Good (3/4)</td>
<td>Student raised hand to answer question, followed directions, but did not work to the best of their ability.</td>
</tr>
<tr>
<td>Needs Improvement (2/4)</td>
<td>Student had to be asked to do their work three or less times, sometimes raised their hand, followed two of the four directions for the activity.</td>
</tr>
<tr>
<td>Poor (1/4)</td>
<td>Student had to be asked to do their work more than three times or refused to do their work altogether. A student through a fit when asked to do their work.</td>
</tr>
</tbody>
</table>
Universal Design Classroom Management Plan

Classroom Rules:

1. Sit in your seat unless you have permission to leave it.
2. Walk, don’t run, at all times in the classroom.
3. Follow directions immediately after they are given.
4. Raise your hand a wait for permission to speak.

These rules will already be in place and will not be decided over by the students. However, if there is a problem with a rule in the classroom as a whole, the students can share their ideas about how to fix it, if another rule needs to be in place, or if the rule needs to be rewritten. The students can do this by telling the teacher or writing a note and placing it in the concern box. These rules are culturally sensitive and do not leave room for private interpretation by the students (Wong & Wong, 2009, p. 150).

Procedures and Routines:

Morning Procedure:

1. Empty book bag
2. Put book bag and coat away
3. Place homework in the corner of your desk
4. Place your attendance clothespin into packed lunch or school lunch
5. Use restroom and sharpen two pencils, if needed
6. Start on bellwork before the tardy bell rings
Homework Procedures:

1. Homework will be taken home in the take home folder
2. Parents will sign the student’s planner
3. Student’s will put their name and their number on the corner of their paper
4. Homework will be placed on the corner of their desk the following morning

Procedures are crucial to having a classroom run smoothly and efficiently. Procedures will allow teachers to identify situations and actions that are out of the norm. These procedures will be practiced for the first week of school so students will know what is expected of them. The teacher will demonstrate each procedure and step of the procedure, have the students follow him or her, and eventually do it on their own, during the first week of school. After the first week of school, the teacher will expect students to understand and know how to follow through with each procedure.

Students love structure and like knowing what they need to do, therefore procedures are perfect in the classroom. This procedure will allow parents to see what their child is doing in school, and also ensures any papers that need to be signed by their parents will be signed since the parent has to sign their child’s planner. In addition, this allows the teacher to see who has their homework done and who has not. The teacher is able to collect homework before going over it, to understand where students need help. In addition, the teacher is able to record grades quickly and pass them back in their mailbox since they will be numbered in alphabetical order.

The students will be recorded doing their procedures and the videos will be played back on the last day of the first week of school so students can watch them perform their
procedures. The only consequence for not following through with a procedure is that the student must go back and do it until it is done correctly. This will be left up to the teacher’s discretion according to the needs of the student and the situation. However, rules and procedures are two different things and need to be treated as such (Wong & Wong, 2009, p. 167 – 180).

Restroom procedure:

1. Use the restroom swiftly and silently
2. Flush the toilet
3. Wash your hands
4. Throw away any trash
5. Get a drink or fill up your water bottle

Students will be allowed to have two scheduled restroom breaks during the day, however, if a student needs to use the restroom during class, they will quietly raise their hand showing three fingers. These three fingers help the teacher to know what they need help with without causing a disruption in the classroom.

How to enter the classroom after recess:

1. Walk into the room quietly
2. Put away all toys, balls, and coats
3. Sit down with your take home folder on your desk
4. You will be dismissed by tables to use the restroom and get a drink of water

This will cut back on the noise and possible safety issues of children pushing and running. Cutting back the chaos of the children coming from recess will help get them back into
the swing of the classroom. It also allows students to have the size and space they need to effectively move through the classroom.

Sharpening pencils:

1. Use extra pencil
2. If extra pencil is not sharp, quietly ask neighbor
3. If your neighbor does not have a pencil, raise your hand with the number two signal.
   You may go back to the pencil mugs, place your unsharpened pencil in the designated pencil mug, and pull out a sharpened pencil from the other mug.

Getting teacher’s attention:

1. 1 finger – student needs help
2. 2 fingers – student needs to leave his or her seat
3. 3 fingers – student needs to use the restroom.

Discipline:

First offense: Verbal warning

Second offense: Action plan

Third offense: Conference with teacher to reevaluate the action plan and a call home

In emergency or severe situations, students will be sent directly to the office.
Rewards:

Materialistic rewards will not be the sole use in the classroom. Praise and positive notes will be used from the teacher and students. Warm fuzzies will be given from student to student in a 'pay it forward' method. Students earn warm fuzzies from doing a good deed. When giving a warm fuzzy, the student will state why they are giving it to the person. In addition, when improvement is shown or students achieve good grades, students will receive one token. These tokens can be used to purchase goodies on Friday before dismissal.

Action Plan for Second Offense:

The teacher and the student will fill out the action plan together. This gives the student and teacher time to talk about the offense, what an appropriate consequence would be, and how they can avoid the situation in the future. It also holds the student accountable for their actions in the present and future.

Student: I have read the classroom discipline plan and understand it. I will abide by these rules while in Mr./Mrs. ********** classroom.

Signature: ____________________________
Date: ________________

Parent: I have read the classroom discipline plan and have gone over it with my child. I understand and support these rules, disciplines, and rewards.

Signature: ____________________________
Date: ________________
**Continued misbehavior**

Misbehavior that continues in the classroom will result in a conference with the parents in order to figure out the reason behind the action. The six-step method will be put into place, and documentation by action plans will be used to decide a way to fix the behavior. Continued misbehavior will be defined as misbehavior that occurs three or more times after the first action plan has been written. All of these behaviors and punishments will be discussed during the first week of school so students know what to expect.
Three Websites for Implementing Universal Design

All of these websites are great tools for teachers to use in any discipline. Any student can use these websites, and there is a text-to-speech option on most computers, which could aid students in reading the content on the websites.

1. http://bubbl.us/- This is a wonderful website to help students brainstorm. The website allows students to do concept mapping online. The students are able to type and print their information directly onto the website. Organizing thoughts and ideas help students better prepare for writing. This is a wonderful website to help.

2. www.wordsift.com - This website allows students to copy and paste text into a box. The information is then sorted. The words that occur the most often are larger while other words are smaller. It also provides images for the words and a web to help describe how the words relate. This is a great tool for students who struggle with making connections and aids other students in building up what they already know.

3. http://www.teachervision.fen.com/graphic-organizers/printable/6293.html - This website provides a vast number of different graphic organizers dependent upon abilities and interests. Allowing students to explore them and find the best organizer for them, will help them become more fluent in sorting and organizing information from the text.
Conclusion

Universal design instruction is centered around “a sensible and economical way to reconcile the artistic integrity of a design with human needs in the environment. Solutions which result in no additional cost and no noticeable change in appearance can come about people, simple planning, and careful selection of products” (Mace, Hardie, & Place, 1991). It provides effective instruction, allows for creativity, and motivates the students to be the best they can be. Students need to feel valued, have ownership over their education and classroom, and be engaged in the learning process.

Albert Einstein once said, “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” It is this quote, which ignites the fuel for universal design instruction. It is the belief that every one of us has something special, something to contribute to our society. We cannot put our students in the constant position to believe there is nothing beautiful or genius about them. As teachers, it is our job to give our students plenty of opportunities to be successful. They may not be A+ students in every subject, but every student has something special inside of them, and when we put them in the position to showcase and develop those skills – that’s when great learning and growth takes place. Getting to know students and planning for our students is the best thing that can be done for them.

Universal design instruction, is by far, one of the greatest avenues of instruction we can give to our students to provide them the most effective, least restrictive education. It is universal design instruction that allows students to realize their potential and talents. It is universal design instruction that can ensure our children will not be left behind.


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| question, followed directions, and worked to the best of their ability. | question, followed directions, but did not work to the best of their ability. | work three or less times, sometimes raised their hand, followed two of the four directions for the activity. | their work more than three times or refused to do their work altogether. A student through a fit when asked to do their work. |

*The students were not given a grade on their math assessment. The teacher only used this.