



# SPIN NEWS

The Newsletter for Parents of Children with Special Needs

SPECIAL  
PARENT  
INFORMATION  
NETWORK

## 2015-16 School Year Special Edition

SPIN is co-sponsored by the Disability & Communication Access Board and the Department of Education. Services include a phone line for information referral and support, a quarterly newsletter, an annual conference and community workshops. SPIN is guided by an Advisory Committee made up of parents, professionals and people with disabilities.

### SPIN

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## Universal Design for Learning and the benefits for all children

Universal Design for Learning (UDL) is an approach to teaching and learning that can help teachers customize the Common Core curriculum to benefit all learners, regardless of ability, disability, age, gender, culture or language background and teach a classroom full of students with diverse needs.

### What is UDL?

A set of principles for designing curriculum that provides all individuals with equal opportunities to learn. Grounded in research of students' learning differences and effective classroom settings, UDL principles allow for varied and flexible ways to

- Present or access information, concept and ideas (the "what" of learning)
- Plan and execute learning tasks (the "how" of learning")
- Get engaged and stay engaged, in learning (the "why" of learning)

UDL addresses the primary barrier to learning: inflexible, one-size-fits-all curriculum. It empowers teachers to meet the needs of diverse students.



### Engagement

Stimulate motivation and sustained enthusiasm for learning.

### Representation

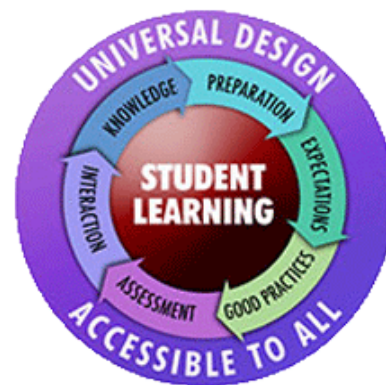
Present information and content in different ways to support understanding.

### Action and expression

Offer options and support so everyone can create, learn and share.

### Where did UDL begin?

The term Universal Design refers to a movement in architecture with a goal of making places and things accessible and adaptable to a variety of users, including individual with disabilities. For example, ramps and curb cuts, which provide access for wheelchair users, also make it easier for parents with baby strollers, elderly people and delivery people to negotiate walkways and streets. The concept that everyone benefits when designs incorporate the need of every



user has become known as universal design. UDL extends to education by applying advances in how the brain processes data and the design of curriculum (educational goals, methods, materials and assessments) for diverse learners.

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# Principles & Guidelines of UDL

## Presentation of Lessons:

Design lessons from the beginning to be flexible in the presentation of information. There is no one way to teach a lesson to fit every student in the classroom. If you are teaching a math concept, use things they can see, touch, feel, move and stack rather than only the symbols.

## Provide Multiple Means of Expression:

Allow students to show what they know in a variety of ways like writing, drawing, speaking or using assistive technology. Follow the strengths of the student and introduce them to alternative ways to express their knowledge through the buddy system, small group instruction and self-directed learning.

## Multiple Means of Engagement:

Make learning important to the life of a student by finding ways to motivate them. Some students are engaged in what they are learning using spontaneous and novel teaching techniques, while others may find this scary, preferring routine and calm instruction. Some students like to work individually, while others thrive when working in groups. There is no one way to engage all students, but by providing multiple options, you increase the opportunities for learning and interest.

## In a Nutshell:

UDL guidelines are about making sure there are enough options, flexibility and alternatives built into the curriculum. The goal is to create challenges aplenty for the most gifted and talented student, while providing a variety of options and supports for the most struggling student. The diversity of learning styles is built into the curriculum from day one, so that every student can achieve success. UDL allows children to express their new found knowledge in multiple ways and creates a positive experience in learning, which is beneficial to the student, family and school.

## Why is UDL necessary?

Individuals bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA or fingerprints. Three primary brain networks come into play:

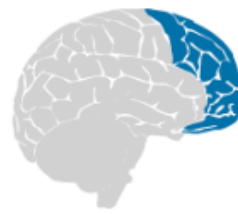
### Universal Design for Learning

**Recognition Networks**  
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

**Strategic Networks**  
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

**Affective Networks**  
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

## Universal Design for Learning Guidelines

### I. Representation

Use multiple means of representation

1. Provide options for perception
  - Options that customize the display of information
  - Options that provide alternatives for auditory information
  - Options that provide alternatives for visual information
2. Provide options for language and symbols
  - Options that define vocabulary and symbols
  - Options that clarify syntax and structure
  - Options for decoding text or mathematical notation
  - Options that promote cross-linguistic understanding
  - Options that illustrate key concepts non-linguistically
3. Provide options for comprehension
  - Options that provide or activate background knowledge
  - Options that highlight critical features, big ideas, and relationships
  - Options that guide information processing
  - Options that support memory and transfer

### II. Expression

Use multiple means of expression

4. Provide options for physical action
  - Options in the mode of physical response
  - Options in the means of navigation
  - Options for accessing tools and assistive technologies
5. Provide options for expressive skills and fluency
  - Options in the media for communication
  - Options in the tools for composition and problem solving
  - Options in the scaffolds for practice and performance
6. Provide options for executive functions
  - Options that guide effective goal-setting
  - Options that support planning and strategy development
  - Options that facilitate managing information and resources
  - Options that enhance capacity for monitoring progress

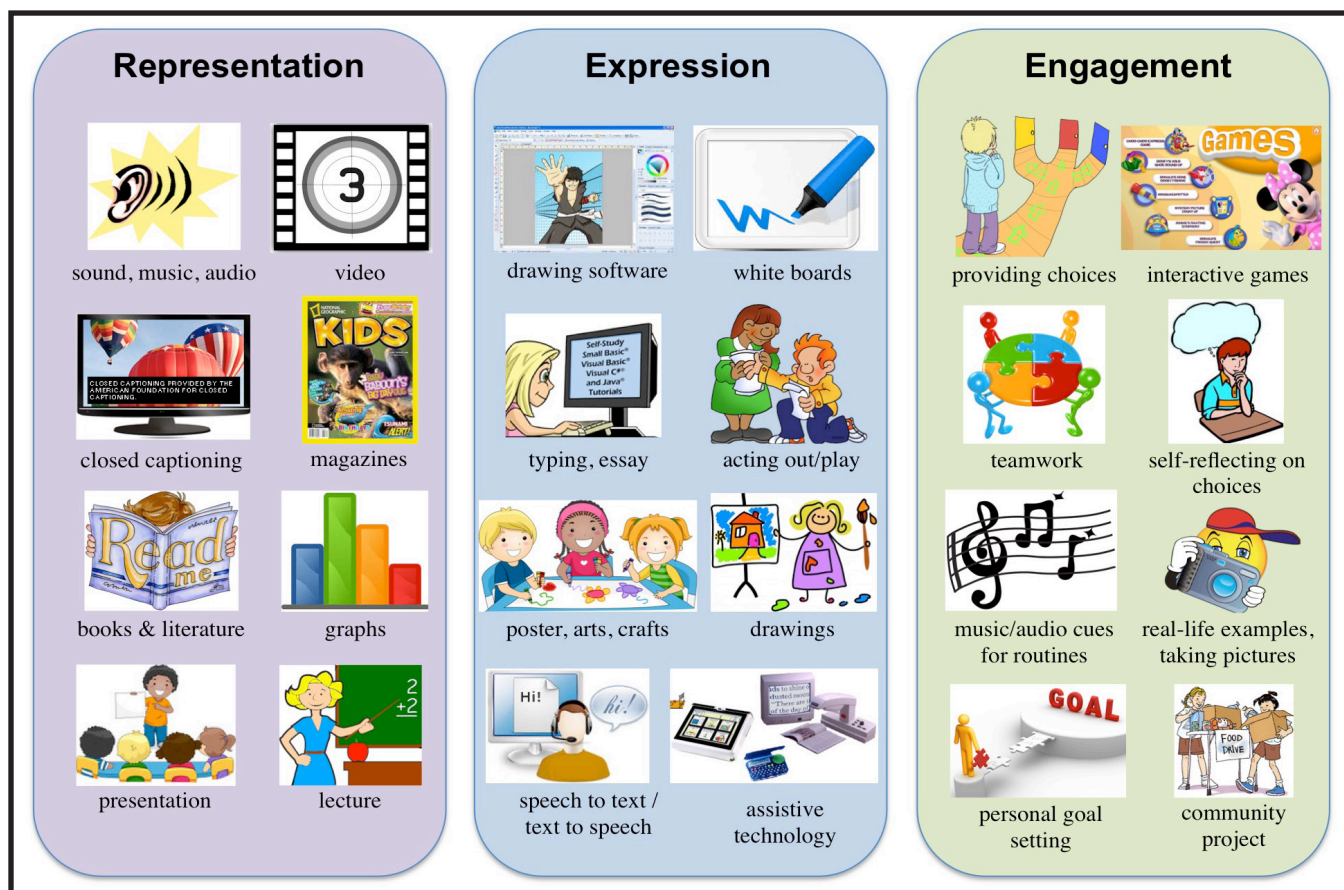
### III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest
  - Options that increase individual choice and autonomy
  - Options that enhance relevance, value, and authenticity
  - Options that reduce threats and distractions
8. Provide options for sustaining effort and persistence
  - Options that heighten salience of goals and objectives
  - Options that vary levels of challenge and support
  - Options that foster collaboration and communication
  - Options that increase mastery-oriented feedback
9. Provide options for self-regulation
  - Options that guide personal goal-setting and expectations
  - Options that scaffold coping skills and strategies
  - Options that develop self-assessment and reflection

Graphic credit: National Center on Universal Design for Learning

# Examples of Universal Design for Learning



## Is UDL included in the Common Core?

Yes, it is included in a section called “application to students with disabilities.”

## Is UDL only for students with disabilities?

Not at all. Although it gives the impression that UDL is only for students with disabilities, research shows it applies to all other learners as well. For example, video captioning is very important to students who have hearing loss, because it shows the words on the screen they may not be able to hear completely. This support is also helpful to students who are English language learners, struggling readers and for kids working in a noisy classroom.

## Is UDL appropriate for all students?

All students can benefit from the types of instruction used to reach learners “in the margins,” because the learning needs of individual students vary a great deal. UDL can be used within all inclusive general education, resource and fully self contained classrooms.

*“The usual mantra is to try harder. Trying harder is impossible when you’re already trying as hard as you can. But you can always try DIFFERENT.”*

~ Seth Godin

## Highlights of UDL

- Recognizes that students represent a wide spectrum of learners and removes barriers to learning
- Promotes students to become expert, confident and engaged lifelong learners
- Increases access for every student by designing lessons from the beginning because one size does not fit all

## Learn more about UDL

### National Center on Universal Design for Learning

[www.udcenter.org](http://www.udcenter.org)

Learn more about UDL, watch videos, find resources.

### Parent’s Guide to Universal Design for Learning

[www.cpacinc.org/wp-content/uploads/2009/12/ParentsGuidetoUDL.pdf](http://www.cpacinc.org/wp-content/uploads/2009/12/ParentsGuidetoUDL.pdf)

Parent-friendly information on UDL, assessments, case studies and tips for parents.

### Free Technology Toolkit for UDL in ALL Classrooms:

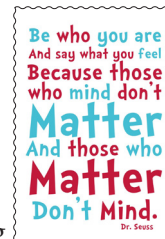
[www.udltechtoolkit.wikispaces.com](http://www.udltechtoolkit.wikispaces.com)

Links to free apps and programs for audio books, writing tools, text-to-speech, graphic organizers and more.





# MARK YOUR CALENDARS...



Easter Seals Hawaii Youth Services presents:

**7/20-24 Intersession Day Camp**

**8/17 Y.E.S. Girls Night Out**

**8/28 Y.E.S. Boys Night Out**

Call Jennifer Norton at 529-1725 x1141 or email [jnorton@eastersealshawaii.org](mailto:jnorton@eastersealshawaii.org)

The Hawaii School for Deaf & Blind presents:

**8/21- Family Learning Vacation**

**8/22** Workshops, networking, activities, food and fun. Contact Roz Kia at 733-4999 or email [Roz\\_Kia@notes.k12.hi.us](mailto:Roz_Kia@notes.k12.hi.us) for registration and pricing information.

**8th Annual Traveling Mini-Conference 2015**

Presented by the Learning Disabilities Association of Hawaii

**8/13** Lanai

**8/27** Molokai

**9/11** Hilo

**9/12** Kona

**9/16** Maui

**10/2** Kauai

**10/10** Oahu

For locations and details, contact LDAH at 536-9684 or toll-free (800)533-9684.



Epilepsy Foundation of Hawaii presents:

**8/12 Epilepsy Talk Story meetings**

**10/14** Ward Warehouse. RSVP by calling

**12/9** 528-3058 or email [efh@epilepsyhawaii.org](mailto:efh@epilepsyhawaii.org)

**9/4-5 11th Annual HABA Conference**

Hosted by Hawaii Association for Behavior Analysis

UH Manoa, East-West Center

to register, go to [www.hawaiiaba.org](http://www.hawaiiaba.org)

**10/4 Hawaii Children and Youth Day**

at the State Capitol building

10:00 am - 3:00 pm

visit [www.hawaiiicyd.org](http://www.hawaiiicyd.org) for more information

**10/24 Footsteps to Transition Fair**

Hosted by DOE Central & Leeward Districts Kapolei High School, 8:00 am - noon

for students transitioning from high school to adult services/work/college

Call SPIN to register 586-8126

**Ongoing Children's Community Council Meetings**

Attend one of the 17 meetings held around the state to discover community resources in your area, and bring concerns, ideas and feedback to DOE staff and stakeholders.

Visit <http://www.hawaiipublicschools.org/ParentsAndStudents/SupportForParents/Pages/CCC.aspx> or call 586-5363 to find a monthly meeting near you.

Don't forget to visit our re-designed website **[www.spinhawaii.org](http://www.spinhawaii.org)** for new content and upcoming events!

**Special Parent Information Network: Hawaii**  
Resources, support & information for families with children who have special needs

Introduction SPIN Conference Events Education News Community Resources Parent Guide SPIN Newsletter

Family Support Groups Information and Referrals Health Services

Education Conflict Resolution Miscellaneous Resources

To get your FREE copy of our new **Parent Guide** give a call 586-8126 or email us at [spin@doh.hawaii.gov](mailto:spin@doh.hawaii.gov) or visit our website.

**A Parent's Guide to Partnership in Special Education**  
May 2015

INTRODUCTION  
OVERVIEW OF LAWS IMPACTING STUDENTS WITH DISABILITIES  
CHILD FIND & REFERRAL  
IDENTIFICATION & ASSESSMENT  
EVALUATION & REEVALUATION  
DETERMINING ELIGIBILITY  
PROGRESS  
PLANNING FOR TRANSITION  
PLACEMENT  
SCHOOL RECORDS  
PENDING DISCIPLINARY/BEHAVIORAL PROCESS  
NOTIFYING  
WORKING TO AVOID  
WORKING TO AVOID

**SPIN - Special Parent Information Network**  
Community Organization

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