



Universal Design for Learning in Physical Education

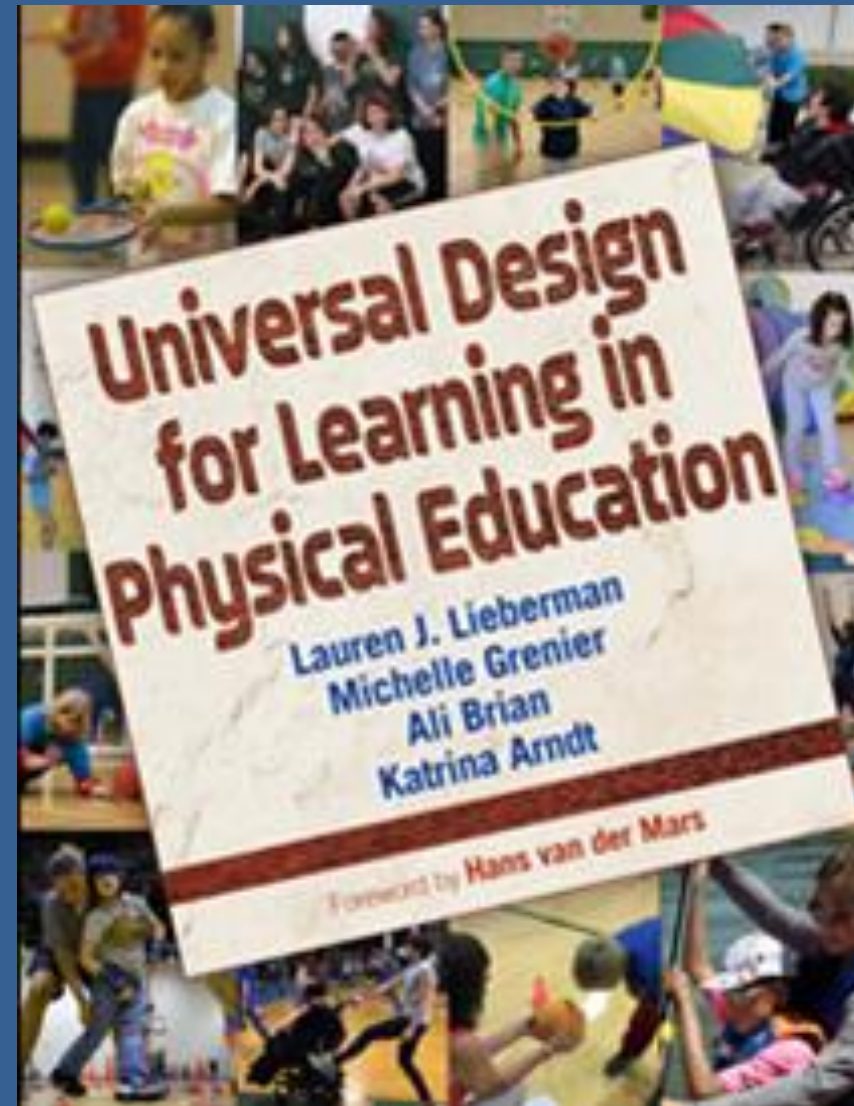
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Universal Design for Learning in Physical Education



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What is UDL?



Instructional planning and delivery framework intended to increase, meaningful access and reduce barriers to learning for all students including those with diverse learning needs

You are
the
change
agents!!!!

How can
you
educate
your
peers?

- Start with the questions-
- How are you making your curriculum accessible to all students?
- How are your students demonstrating their learning?
- How are you delivering the information to meet a diverse range of student need?

The change agents are you. Right now is the time to enhance the delivery and the way you plan and teach all your students.

Federal Guidelines

*Emerged from American with
Disabilities Act in 1990*

*The UN Convention on the Rights
of Persons with Disabilities
recognizes access to information
and communications technologies,
as a basic human right.*

*Section 504 of the American
Rehabilitation Act of 1973
discusses a great deal about the
need for inclusion regardless of
ability.*

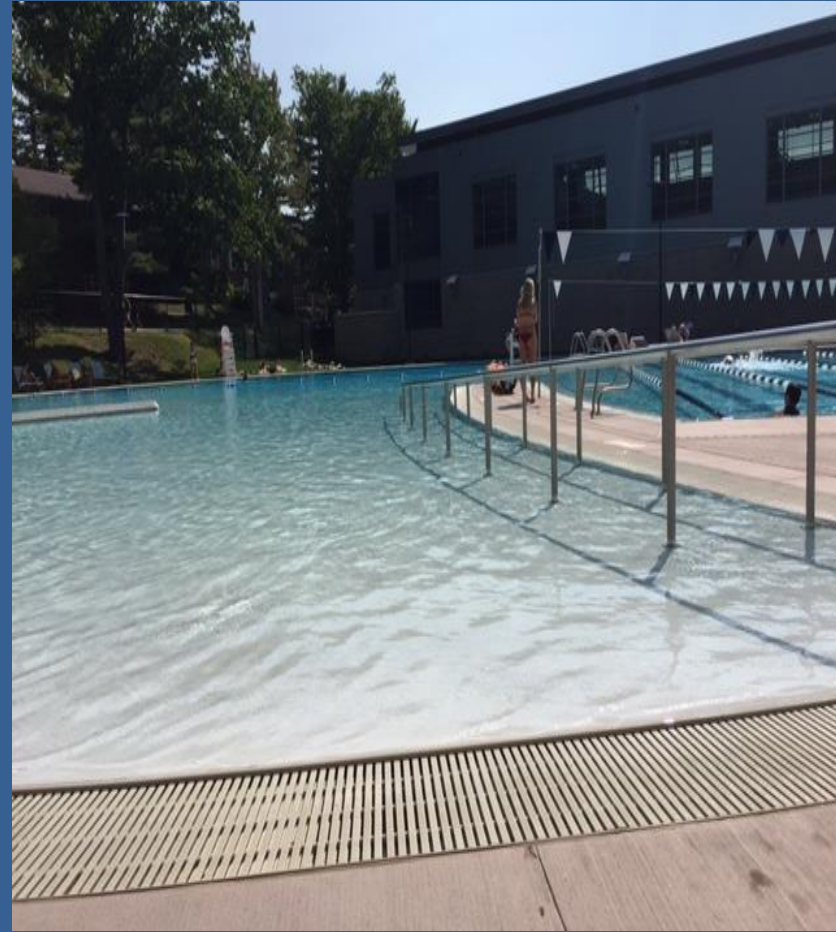
Origins of Universal Design

“Consider the needs of the broadest possible range of users from the beginning”

Architect, Ron MacCormack



Old and New/Barrier Free



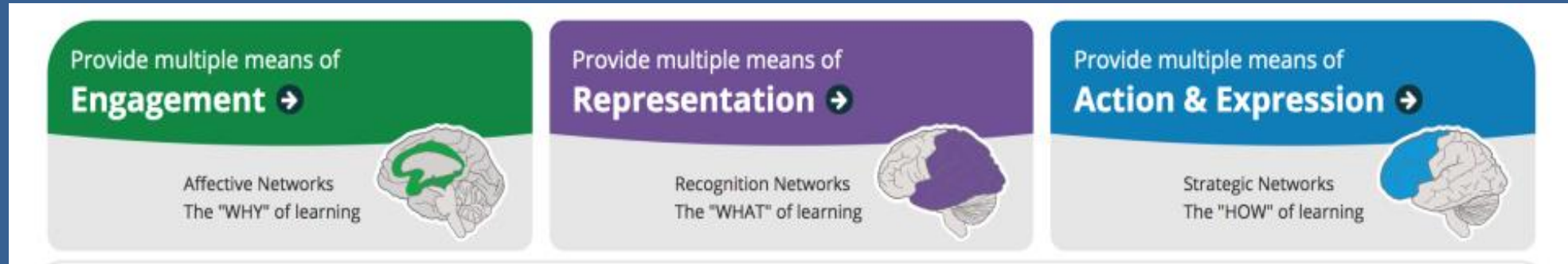
Universal Design for Learning Guidelines

UDL focuses on the WHY, WHAT, and HOW of learning-

- Essential when delivering instruction to home

- Essential when students return to school AFTER a wide range of experiences

Essential when teaching face-to-face



Provide multiple means of Engagement

Affective Networks
The "WHY" of Learning



Provide multiple means of Representation

Recognition Networks
The "WHAT" of Learning



Provide multiple means of Action & Expression

Strategic Networks
The "HOW" of Learning



Access

Provide options for Recruiting Interest ⁽⁷⁾

- Optimize individual choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Minimize threats and distractions (7.3)

Provide options for Perception ⁽¹⁾

- Offer ways of customizing the display of information (1.1)
- Offer alternatives for auditory information (1.2)
- Offer alternatives for visual information (1.3)

Provide options for Physical Action ⁽⁴⁾

- Vary the methods for response and navigation (4.1)
- Optimize access to tools and assistive technologies (4.2)

Build

Provide options for Sustaining Effort & Persistence ⁽⁸⁾

- Heighten salience of goals and objectives (8.1)
- Vary demands and resources to optimize challenge (8.2)
- Foster collaboration and community (8.3)
- Increase mastery-oriented feedback (8.4)

Provide options for Language & Symbols ⁽²⁾

- Clarify vocabulary and symbols (2.1)
- Clarify syntax and structure (2.2)
- Support decoding of text, mathematical notation, and symbols (2.3)
- Promote understanding across languages (2.4)
- Illustrate through multiple media (2.5)

Provide options for Expression & Communication ⁽⁵⁾

- Use multiple media for communication (5.1)
- Use multiple tools for construction and composition (5.2)
- Build fluencies with graduated levels of support for practice and performance (5.3)

Internalize

Provide options for Self Regulation ⁽³⁾

- Promote expectations and beliefs that optimize motivation (3.1)
- Facilitate personal coping skills and strategies (3.2)
- Develop self-assessment and reflection (3.3)

Provide options for Comprehension ⁽⁶⁾

- Activate or supply background knowledge (3.1)
- Highlight patterns, critical features, big ideas, and relationships (3.2)
- Guide information processing and visualization (3.3)
- Maximize transfer and generalization (3.4)

Provide options for Executive Functions ⁽⁶⁾

- Guide appropriate goal-setting (6.1)
- Support planning and strategy development (6.2)
- Facilitate managing information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)

Goal

Expert learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

Engagement
Principle 1

Stimulating students interests and motivation for learning in a variety of ways.



Examples:
Teacher distributes as much equipment as possible to maximize opportunities to respond.
Games and rules are modified to address multiple learning domains.

Representation
Principle 2

Presenting information and course content in multiple formats so that all students can access it



Examples:
Audio, visual, kinesthetic, and approaches specific to the needs of the child such as tactile modeling. Utilize a variety of teaching strategies.

Action and Expression Principle
Principle 3

Understanding that there are multiple avenues for students to perform the GLO's




Examples:
Allow for a variety of skills that meet particular learning outcomes.
Recognize that students' abilities will be different!

Universal
Design for
Learning



Whether face-
to-face or
remote



EXERCISE

For Children & Teenagers





Heart rate to 170 bpm
3-4x per week =
improvement in
fitness in 8-12 weeks.



Resistance training
2 or 3x per week
improves **muscle strength**
and endurance.



Every 15 mins of exercise
improves **academic performance**
by an average of about a
quarter of a grade.



Cardio exercise
increases confidence,
reduces stress and anxiety.



Exercise between the ages of **11-18**
increases bone density, particularly
in the spine and hip.



30 minutes on the treadmill
boosts **problem solving**
by up to 10%

REGULAR PHYSICAL ACTIVITY



Helps to build and maintain healthy
bones, muscles and joints



Helps reduce the risk of developing
obesity and chronic diseases



Helps to achieve and maintain
a healthy body weight.



Improves the quantity
and quality of sleep



Greater self-esteem and
better self-image



Improves coordination
and motor skills

Multiple Means of Engagement-How do you motivate your students?

- Challenges
- Preferences (foods), Rewards
- Music (Ariana Grande), Pop culture
- Social Media-
https://static.flipgrid.com/docs/Flipgrid_physical_education.pdf
- MANGA
- Other?



Multiple Means of Representation – How we teach and provide materials to the student

- Learning Platforms in the School
- Zooms
- Images
- Students for demonstration
- Posters
- Song with cues
- [SUPER MARIO](#)
- OPTIONS



Multiple Means of Action and Expression-How do we assess what they know?

- Computer
- Verbal/sign description
- Physical demonstration
- Photo choices
- Physical demonstration
- Variations in performance (distance, equipment, speed, skill)



WELCOME TO PE CLASS BEGINS...



UNDERHAND THROWING



KEYS TO SUCCESS



STAND FACING YOUR TARGET.



BRING YOUR THROWING ARM BACK BEFORE YOU THROW.



STEP WITH YOUR OPPOSITE FOOT AS YOU THROW.



RELEASE THE BALL BETWEEN YOUR KNEE & WAIST LEVEL.



FOLLOW THROUGH TO YOUR TARGET.

SET UP

Put your basket on the ground about 5 walking steps away from your throwing spot. You'll have one minute to see how many times you can get your stuffed animal or sock ball to land on your target.



5 walking steps away



LEVEL 1

Each time you make it in the basket
take a step back

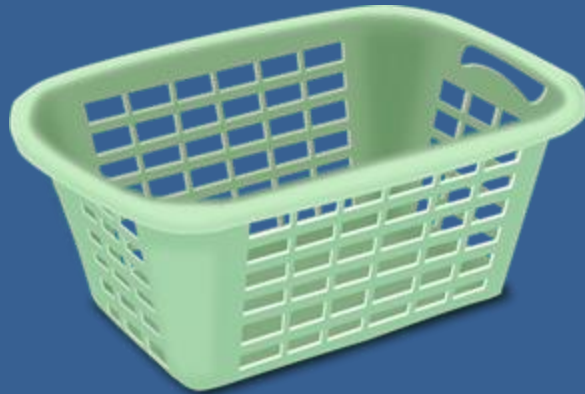


5 walking steps away



LEVEL 2

Change the angle you are throwing from.



5 walking steps away

5 walking steps away

5 walking steps away

5 walking steps away



LEVEL 6

Make up your own.



5 walking steps away



Action and Expression





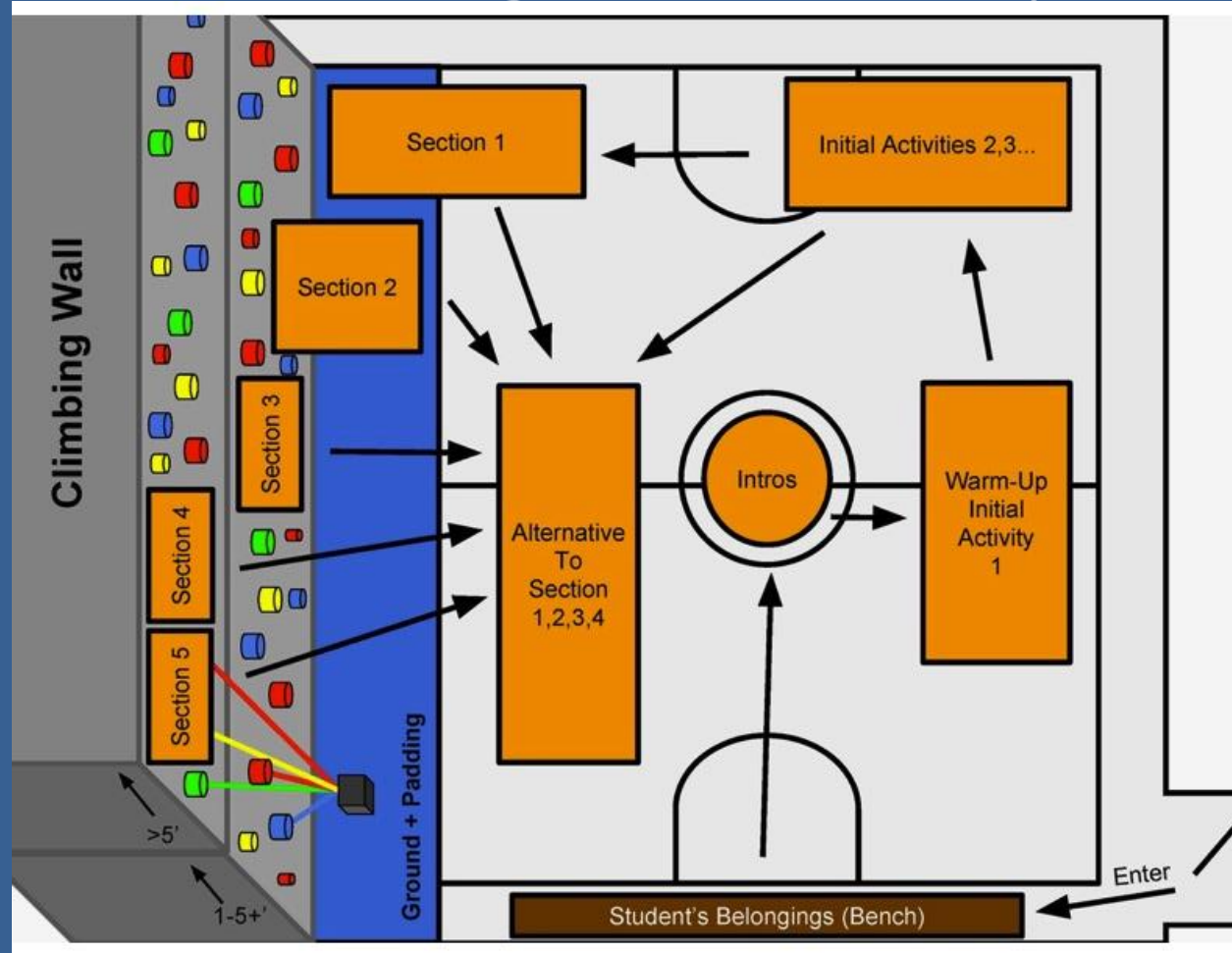


EVERYONE HAS THEIR OWN STYLE

S1.M25
Individual-
Performance
Activities
Demonstrates correct
technique for basic
skills in one self-
selected individual-
performance activity.
(S1.M25.6)



Thinking about the space



Traverse wall as an option!



[illegible]

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Thank-you!

<https://us.humankinetics.com/products/universal-design-for-learning-in-physical-education-with-web-resource>

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