

MaryHannah Schwarzen
Dr. Saynes
EDUC 224 Human Learning
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Practicum Journal

3/9/2020

Mrs. Sheddan, Rhea Middle School

2 hours

Lunch Period class: This period I looked for identity versus role confusion, as this was a topic we had just discussed in Human Learning. There's definitely one girl who is exploring her identity, and she is doing this via the way she dresses. She is wearing very iconic clothing that is very different from the rest of her classmates: black turtleneck, big hoop earrings, large chain necklace. Another boy in class prominently displays a cross necklace, showing his identity.

6th Period Class: This class I was able to lead the questions and answer for the preliminary worksheet. Students watched a video on the Dred Scott Decision, and then used their textbooks to answer worksheet questions. Both Mrs. Sheddan and myself were available to answer any questions students might have about the assignment. At the end of ten minutes, we went over them together. I read the questions and asked for someone to volunteer to give their answer. The class did really well!

4/8/20

Addressing Disruptive and Noncompliant Behaviors (Part 1): IRIS

1 hour

1. Ms. Rollison has a comprehensive behavior management plan in place. Why isn't it working for all of her students?

It seems to me that in some ways, her behavioral management plan doesn't include certain kinds of students. For those students that it fits well with, there are no issues, but she clearly has two students who aren't "fitting into the box." Since they don't respond to this kind of management, she's seeing behavior that is outside of what she would hope for.

2. How can Ms. Rollison determine what behaviors she should address and when she should address them?

Behaviors that need to be addressed are those that disrupt classroom learning time in a negative way. There's a difference between a student who is extremely excited, and thus louder than everyone else in the classroom, and a student who is pestering classmates and distracting them from work. I would say that a good plan is to address these issues quickly by verbal reminders first, so as to head them off before they become a real problem.

What do you think triggered Mark's behavior?

I'm fairly certain in watching this video clip, that Mark was triggered by the worksheets. I'm suspicious that he doesn't like writing, and having two assignments given to him was overwhelming and made him nervous.

1. What are some indicators that Mark has entered the Agitation Phase?

Fidgeting, slouching in chair, moving his head in an irritated manner.

2. Are any of the other students in the room displaying signs of agitation?

The student in front of Mark might be bored, as they are also fidgeting.

3. Is there anything the teacher could have done to intervene at this phase of the cycle?

She could have grouped the class together into groups of two to three students for group interaction and work.

1. How did the teacher stop Mark's progression through the acting-out cycle?

She used a kind voice and compliment to get his attention, and then used a check-in as incentive to get to work. After he did the first, she praised him, then moved him on to something he was more interested in doing, which was helping a friend.

2. What did she do after stopping his inappropriate behavior?

She teamed him up with another person to increase interest, and praised his hard work.

1. List three reasons why some students continue to cause problems even when there is a good classroom management plan in place?

- a. Frustration
- b. Feeling unable to complete an assignment/lack of self-confidence or fear
- c. Embarrassment

2. Discuss at least one benefit and one challenge of intervening early in the acting-out cycle to prevent problem behaviors from escalating.

- a. Intervening early allows you to cut off the behavior before it becomes destructive.
- b. This can be challenging though, as you don't want to push the child into a higher cycle step, and sometimes it is hard to identify triggers.

3. Think back to the Challenge at the beginning of this module. Ms. Rollison is having trouble with Patrick, who is a model student on some days and is rude and disruptive and refuses to work. Unfortunately, she probably does not have enough information to figure out what Patrick's triggers are. Although not discussed explicitly in the module, can you think of three methods by which Ms. Rollison could determine his triggers?

- a. Talking to him and asking him for feedback
- b. Talking to his parents and asking them for help
- c. Observing him carefully in class to see what happens before he acts out

4. Ms. Rollison is also having trouble with Tameka, who refuses to do any written work. In this case, Ms. Rollison does have enough information to figure out what Tameka's trigger is. What is it?

- a. Clearly she feels like she cannot complete written assignments and this is causing her to get upset and refuse to even try.
5. Once either Patrick or Tameka enters the Agitation Phase, what would you recommend that Ms. Rollison do? If she doesn't recognize the Agitation Phase, what would you recommend differently for the Acceleration Phase?
 - a. Once they reach the agitation phase, I would recommend that she immediately break the cycle by changing the environment. Get them out of the situation, and often you can prevent them going farther.
 - b. If they reach the Acceleration phase, then I would recommend she put an immediate halt by not pushing for completion, but rather
6. What is the primary reason that teachers are often reluctant to engage in debriefing during the Recovery Phase? Why is it important to debrief in spite of this reluctance?

4/15/2020

Addressing Disruptive and Noncompliant Behaviors (Part 2): IRIS

1 hour

- 1. What aspects of these students' behaviors do you think Ms. Rollison should focus on?**

Since she cannot focus on Patrick's problems at home, she might choose to "debrief" him when he arrives at school. This might allow him to express how he's feeling and what has happened and take some of the charge out of his acting out behaviors. For Tameka, she should focus on her frustration and anxiety concerning writing, and help her get to a place where she can enjoy these tasks.

- 2. Who can Ms. Rollison go to for help?**

There has to be some sort of support team within the school system, such as a counselor?

- 3. What can Ms. Rollison do to encourage initial compliance to her requests?**

She can praise good behavior, and encourage them to look at triggers in a new way.

- 4. What techniques can Ms. Rollison use to manage the disruptive and noncompliant behaviors of students like Patrick and Tameka?**

She can have a plan set in place to cut off behaviors before they begin to take place, such as watching her students' reactions and reacting to them in advance.

1. High Probability Requests

- a. high-probability requests operate on the assumption that students are more likely to obey teacher directives if they are already engaged in compliant classroom behavior.

2. Choice Making

- a. The purpose of choice making is not to allow students to avoid tasks, but rather to give them more control over their own learning, as opposed to merely complying with teacher-led activities. Research shows that choice making seems to lend itself to independent work activities or to one-on-one instructional situations

3. Differential Reinforcement

- a. Differential reinforcement of other behavior (DRO)
 - i. Reinforce the student when s/he refrains from engaging in the target behavior.
- b. Differential reinforcement of low rates of behavior (DRL)
 - i. Reinforce the student for engaging in the target behavior less often. Used for positive behaviors that occur too frequently.
- c. Differential reinforcement of incompatible behaviors (DRI)
 - i. Reinforce the student when s/he engages in an identified behavior which is incompatible with the target behavior.

1. Why is a special education teacher a good resource to help deal with student behavior problems?

He or she is a great resource, because they have extensive training in dealing with a variety of behavioral issues, and how to respectfully and efficiently deal with them.

2. Explain how high-p requests work and why they increase the probability that a student will comply with a teacher's request.

High-P requests are sort of like rapid-fire requests. In this method, the teacher asks the student to do multiple small tasks, such as handing out materials, sharpening pencils, etc., and follows them up immediately with praise. This raises the students self-esteem, makes them interested in continuing to receive praise, and thus makes them more likely to follow through with a larger task they don't want to do, such as writing a paper.

3. Imagine that you have a student in your class who acts out during independent math activities. Would you use high-p requests or choice making with this student? Explain your answer.

I might do this, as it might first distract them from their behavior, and then encourage them on the right path towards good behavior based on the praise I would give them for completing the small tasks.

4. For what types of behaviors would you implement a DRL procedure? Give one example.

DRL is best enacted to cut down on a behavior that is happening too often. For example, I might use DRL to encourage a child to stay in his seat and complete his history worksheet, instead of getting up to use the bathroom every thirty minutes. This should be coupled with other methods however, that will encourage him to enjoy his work more.

5. List a consideration for teachers who implement DRI.

DRI is best used to halt a behavior in its tracks. For example, I might use DRI if a student is bouncing up and down in his seat. If I call him up to help me with math problems on the board, he can no longer be involved in disruptive behavior. It's important though that in getting a student to stop doing one behavior, that you are not rewarding them when they are acting out in another way--just because they're not bouncing in their seat doesn't mean talking to their neighbors is okay!

6. Mary Jo often spends time talking to her table group about topics not related to the instructional task. Design a DRO procedure to decrease non-instructional talk and to increase instructional talk.

Mary Jo greatly enjoys spending free time, so her teacher decides that as an incentive to stay quiet during work, for every fifteen minutes that Mary Jo can stay quiet, she will gain one minute of free time. The teacher keeps track on the clock at the back of the room, and lets Mary Jo know by a nod when she has successfully completed this action. Mary Jo then makes a tick mark on her notebook for every minute she's earned. At the end of the day, she may use her free time to read. Eventually, the teacher increases these times to every twenty minutes quiet, every twenty-five, every thirty, etc.

4/19/2020

Ashley Hixon Kindergarten Zoom Meeting

1 hour

While it's hard to get everyone uploaded and started, this allows the students to get some chat time in with the fellow classmates they've been missing.

In review, Mrs. Hixon had the students review addition and subtraction by making the equals, addition and subtraction sign with their arms.

She engages the students through a new medium with a scavenger hunt. She asks them the addition facts, and shows them by holding up items and having them find items in their house to represent each number in the addition and subtraction problems. This engages the kinesthetic learners especially, and makes a new and potentially confusing new way to do school lots of fun. The students have memorized facts about addition and subtraction, showing knowledge. Students show comprehension through identifying the numbers in the problems, and the ability to gather materials that coincide with the numbers. Students show application of what they have learned with their ability to complete the problems properly.

At the end of the class period, Mrs. Hixon allows the kids to talk and share things that have happened for them while they've been in quarantine.

4/19/20

Differentiated Instruction: Maximizing the Learning of All Students

3 hours

1. What is differentiated instruction?

Differentiated instruction is meeting a student where he or she is on an individual basis, and doing this for your entire class.

2. How do teachers differentiate instruction?

There are lots of ways! They have to start by assessing their students and determining needs. Then, they can craft lessons that allow for various levels of readiness and learning.

3. How do teachers prepare their students and their classrooms for differentiated instruction?

By meeting with parents and students, and explaining that this will be a little different, but better, since she/he will be assessing the children year-round to ensure that he/she can be the best possible teacher they need. Also, by addressing the differences in class and explaining and modeling how this method will benefit all.

4. What does differentiated instruction look like in the classroom?

It looks a lot of different ways!

5. Describe at least four significant ways in which differentiated instruction differs from traditional classroom instruction.

6. How can teachers get to know their students? Make sure to include the three characteristics of students that are important for differentiating instruction and give at least two examples of how teachers can learn about each.

7. Ms. Hasbro has taught high-school Spanish for ten years. She would like to start differentiating instruction and needs to make some changes.

a. Explain why each of Ms. Hasbro's classroom practices listed below is not a differentiated practice.

b. Describe what Ms. Hasbro can do differently with each of them.

- Delivers instruction primarily by lecturing
- Does not permit students to retake tests they have failed
- Records zeros for missing assignments
- Groups students at the beginning of the year based on the previous year's achievement test scores
- Gives bonus points for classroom participation
- Gives a test every Friday

8. Think back to a class you took in high school. Describe both the class and how the teacher typically conducted it. Describe five elements that you would change to make it more differentiated. (Make sure to include at least one each for content, process, and product.)

My class experience was rather unique, since I was homeschooled, and did not often participate in larger co-ops. As such, class scenarios were very different for me. We did our schoolwork at the kitchen table, so I worked with all age groups. We had differentiation in high school, in that while I took science courses, my brothers would take the same courses, but have different assignments and different assignment difficulty levels than me. I really can't think of any ways that my mother didn't differentiate, as we

were all different ages, all different proficiency levels, and she modeled our learning experiences around our unique learning profiles.

4/21/2020

Autism Spectrum Disorder (Part 1): An Overview for Educators

2 hours

1. What is autism spectrum disorder and what are the characteristics associated with it?

ASD is a developmental disability that can look very different for each child. It is characterized by developmental differences in communication, social interaction, and behaviors/actions. Children with ASD look very different, but repetitive behaviors are a key sign as are things such as low communication, communication not at age level, restricted behaviors or patterns of play.

2. What should teachers consider when working with students with autism spectrum disorder?

Every child with ASD is completely different! This means that approaches for each of them will need to be unique.

3. Identify the two major characteristics of ASD. For each characteristic, provide at least two examples of how a child with ASD might display them.

a. Persistent deficits in social communication and social interaction across contexts

- i. Inability to talk with appropriate age level grammar and language functions
- ii. Inability to understand social cues of others with whom they interact

b. Restricted, repetitive patterns of behavior, interests, or activities

- i. Running cars down a ramp, but not being able to do anything else with them
- ii. Taking a bucket of cars and flipping all the cars over and sliding them around on their roofs

4. Watch the video of a mother interacting with her twins, Nathan and Benjamin (time: 1:20).

a. View the video.

b. Identify the twin who demonstrates early warning signs of ASD and describe the warning signs.

- i. Nathan shows signs of ASD. He gives his mother no eye contact while playing, and does not pick up on her cues. He shows no interest in the game, but instead more interest in a piece of the banister. Unlike his brother, he is nonverbal during the game. He doesn't seem to understand the game.

c. Compare the behavior of the twin who demonstrates early warning signs of ASD to that of his brother.

- i. Unlike Nathan, who shows early signs of ASD, Benjamin engages in the game, laughing and making eye contact with his mother. He repeats her words, picking up on her cues as to how to modify the game. When the train falls, he uses his words to indicate that he wants help. Nathan shows no verbal use during the game, and is more interested in other objects than engaging
- 5. There are two ways that children can be identified as having ASD.**
- a. *Compare and contrast the two methods of identification.*
 - i. Medical diagnosis needs family input and a medical professional's input, and assesses communication, social interaction, and fine motor abilities. Educational determination also looks for family input, and uses systematic assessment of academic achievement, communication skills, and intellectual ability. Both methods look at adaptive behavior.
 - b. *Explain why having both diagnoses is important for a child and her or his family.*
 - i. If an instructor suspects ASD, it can be helpful to have a medical diagnosis as well to back up what she sees in the classroom. Working together, all professionals can help the child achieve the greatest possible growth, as each side will assess and help with different sides of development. These diagnoses can see if children qualify for their state's intervention programs.

6. Pick one of the scenarios below (from the Challenge) and answer the questions.

Scenario: Jaquese

This is Jaquese, a ten-year-old student in an inclusive fourth-grade classroom. Jaquese loves mathematics and science and is above grade level in both subjects. Because of this, his teachers have a hard time keeping him engaged during mathematics and science instruction. On the other hand, Jaquese has difficulty with reading and writing. He also struggles with reading comprehension, both when a story is read to him and when he reads it independently. He's obsessed with superheroes and will often quote and act out scenes from their comic books or films. This is often frustrating for the teacher, because no matter how she tries to distract him from his imaginary superheroics, he always comes back to them. In fact, he often cannot begin his work until he has finished acting out an entire scene. Further, most students do not understand his obsession; they find Jaquese annoying and do their best to avoid him.

- a. *Would this child or student have an IFSP team or an IEP team? Explain.*
 - i. He would have an IEP team as he is ten years old, and the age range for an IEP is 3-21.
- b. *Who are the required members for this team?*
 - i. The parents, general educator, special education teacher, principal, a representative of the school district, other professionals such as a school psychologist, the student as often as possible, and any other relevant individuals.

that he needs to stay focused. If he makes it, then his reward is playing superheroes!

- b. *Provide individualized structure and support.* His enthusiasm for superheroes can most certainly be used to encourage interest in school. For example, the teacher could use a comic book to encourage reading, then work up to superhero chapter books. He might also be able to comprehend and retain things that are read to him better this way, as it is on a topic that he loves.
- c. *Use evidence-based practices.* To keep him engaged in science and mathematics, the teacher can ask him to help her. He can come up and help her write things on the board, assist other students, and (if able) can explain concepts.

4/27/2020

Autism Spectrum Disorder (Part 2): Evidence-Based Practices

3 hours

1. What do educators need to know about EBPs for children with autism?

It is important to collaborate with parents, to ensure that the EBP lines up well with how the child will react and how they behave. Implementation at home and school will increase the likelihood that the EBP will work. Just because it is an evidence-based practice doesn't mean that it will work for a particular student. Make sure to use evidence-based practices that are from trustworthy sites and are backed up by data.

2. What specific strategies can improve outcomes for these children?

Evidence-based practices teach appropriate behaviors and help children move past inappropriate behaviors.

3. Define autism spectrum disorder:

ASD is a developmental disability that results in significant developmental delays and differences, and has two major characteristics: differences in social communication/social interactions and restricted, repetitive patterns of behavior, interests, or activities. These characteristics look different for every child on the ASD spectrum.

4. List the two primary characteristics of ASD.

- a. Repetitive and/or restricted behaviors, interests, or activities
- b. Differences in social communication and social interactions

5. Explain why ASD is referred to as a "spectrum disorder."

Children with ASD have very different abilities, strengths and needs, and thus it is called a spectrum disorder.

6. Identify and briefly describe the four steps educators can use to make an informed decision when selecting an EBP.

- a. Identify and define the target behavior -- choose an EBP only after carefully observing the child and giving careful definition to the target behavior

- b. Collect baseline data -- note the behavior's occurrence rate, so that you can tell if the EBP is working once implemented.
 - c. Establish a goal or outcome -- decide what you want to be the goal of the EBP in very detailed language.
 - d. Select an EBP -- choose one based on many factors, such as child characteristics, teacher expertise, and student goals.
- 7. Five EBPs are sometimes referred to as foundational strategies. List and briefly describe the five strategies.**
- a. Reinforcement -- Removing an unwanted object or task, or providing a positive such as a sticker to encourage a behavior.
 - b. Time delay -- Providing prompts, and then slowly increasing the time between these prompts so that the student is working more on his/her own each time
 - c. Modeling -- Demonstrating the skill yourself before asking the student to replicate
 - d. Prompting -- verbal or visual cues to encourage a behavior, ideally backing off the cues so that they independently perform the action
 - e. Task analysis -- taking apart a skill into smaller pieces, and then showcasing and having the student perform these smaller tasks in order to build up to the whole skill
- 8. For each video below, identify which foundational strategy is being used.**
- a. Task Analysis
 - b. Modeling
- 9. For each scenario presented in the table below, select one strategy to address the student's needs and explain why you chose that strategy. Select a different strategy for each scenario.**

Scenario	Strategy Selected	Justification for Selection
Trevor, a 14-year-old boy, is having difficulty transitioning from one activity to another.	Antecedent-based Intervention	This EBP offers arrangement of events or circumstances that precede the occurrence of an interfering behavior and is designed to lead to the reduction of the behavior. For Trevor, this will allow him to not stress, as the teacher will give him a heads up when they are about to transfer from one thing to the next, and will allow her to halt his difficult behavior.

<p>Carly, a six-year-old, has difficulty putting on her coat by herself.</p>	<p>Task Analysis</p>	<p>This EBP breaks a task into smaller steps and teaches the child the skill by teaching them the smaller pieces first, then combining it all together.</p>
<p>Alexa, a three-year-old girl, swings her doll around instead of playing with it as intended (e.g., feeding it).</p>	<p>Response interruption/redirection</p>	<p>This EBP introduces a prompt when an interfering behavior is occurring, in the hopes of redirecting the child from this behavior, and reducing its occurrence rate.</p>

10. Visual supports and PECS are effective strategies to address communication needs of children with ASD. Briefly explain how each strategy can address this need.

- a. Visual support is any visual display that supports the learner engaging in a desired behavior or skills independent of prompts. Examples of visual supports include pictures, written words, objects within the environment, arrangement of the environment or visual boundaries, schedules, maps, labels, organization systems, and timelines.
- b. PECS is an AAC that looks to help kids with low communication skills gain vocabulary through cards containing pictures. They give these cards to people in order to communicate their needs and wants.

11. Discuss the differences between a focused intervention and a comprehensive treatment program.

- a. EBPs are focused interventions that target discrete skills or behaviors and are employed for brief periods of time until their goals are achieved. Five of these interventions, sometimes referred to as foundational strategies, can be used alone, in combination with other strategies, or incorporated into multicomponent strategies. They are reinforcement, prompting, time delay, modeling, and task analysis.
- b. A comprehensive treatment program (CTP), a highly structured program that incorporates focused interventions, targets multiple developmental domains (e.g., cognitive functions, social skills, adaptive behaviors), and is employed for extended periods of time (e.g., one year). Many of these comprehensive treatment models (CTM) are based on ABA principles, yet some incorporate other theoretical models or approaches (e.g., social cognitive theory, developmental approach).

12. Promoting independence is often a goal for students in high school. Briefly describe how each of the following strategies can promote independence.

- a. Self-management strategies
 - i. Students become more aware of their behaviors and how to distinguish between appropriate and inappropriate behaviors. While doing so, they learn to monitor their own behavior, and make choices based on what they are seeing and experiencing. This allows them more independence, as it teaches them how to react, and then lets them try it out.
- b. Technology-aided instruction and intervention
 - i. This option allows students more independence, as it puts them in charge of communication through technology options such as iPads. Many students have grown up around technology, and are very familiar with it, allowing them more freedom and also a sense of confidence.

4/27/2020

Mrs. Ashley Hixon Zoom Meeting #2

30 minutes

In this period of time, Mrs. Hixon handed over leadership to her practicum student. I focused mainly on motivations for learning in this particular Zoom meeting, looking to see if I could tell what pushed kids to learn and learn well. I wanted to see if I could tell even without being there in person!

Students tell their fellow classmates their last names, and then have them say what letter their last name starts with. They then "show and tell," an item that also starts with the same letter.

One student has forgotten to bring his item, and instead of just letting it go, or picking a random object, he excuses himself and goes to find an item. This shows mastery-orientation, as though he forgot, he is motivated to participate with his peers and wants to be a part of the game.

4/29/20

Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students

2.5 hours

1. **How can teachers at Sycamore Middle School meet the educational needs of all of their students?**

By using UDLs, an option that allows them to craft lesson plans that are diverse and varied to target every learning preference.

2. To meet the needs of the widest range of students, what should teachers consider when planning their instruction?

They need to keep in mind the various learning preferences within their class, especially as they create lesson plans. They should recall this as they work through each portion of creating and offering a lesson: learning goals, instructional materials, instructional methods, assessment

3. Evaluate the materials that Mr. Cottrell plans to use, listing at least one potential barrier for each.

Tools	Potential Barriers
Lecture and chalkboard	<ol style="list-style-type: none"> 1. Students need ability to view and comprehend visual materials 2. Students must be able to comprehend and process auditory feedback
Textbook	<ol style="list-style-type: none"> 1. Students may struggle with comprehension based on their reading level
Overhead projector	<ol style="list-style-type: none"> 1. Students once again will need to be able to process and comprehend visual material, which may be a problem for children with visual impairments.

4. List at least three possible universally designed materials or media that Mr. Cottrell can use and explain why each will more flexibly meet the students' needs.

UDL Materials	Rationale for Use
E-Textbook	Many textbooks come with an online version, and this will allow for text size adjustment and a read-aloud option..
Websites	These offer many different mediums usually, and will allow for engagement and exploration.
Models and visual/hands-on materials	These allow for a greater representation of what is being discussed, and helps peak interest, and allows for kinesthetic learners to be engaged.

5. Do these universally designed materials or media address the needs of Pierre, a student who is primarily a tactile learner? If not, adjust the materials accordingly.

I feel that the models allow for a tactile learner.

6. Briefly describe Universal Design for Learning. Make sure to include the three principles of UDL.

UDL is a method for offering a wide variety of learning opportunities, as it realizes that every child learns differently. It looks to peak interest, and offer the best way for each child to grasp, comprehend and present information.

- a. Representation - how the teacher present the lesson
- b. Action Expression - how the child works through, learns, and presents information
- c. Engagement - how the class is involved and engaged with the class material

7. When they develop goals using the principles of UDL, what is the main thing that teachers need to keep in mind?

It's not about how the students relate their knowledge, but about what the intent of the lesson and goal are.

8. Next week, Mr. Schlotzsky, an eighth-grade social studies teacher, will begin a chapter on colonial America. He'll lecture, write notes on the chalkboard, and give his students handouts. To assess their knowledge, Mr. Schlotzsky will ask his students to research colonial America in greater depth on the Internet and to give a three-to-five-minute oral presentation. Help Mr. Schlotzsky to evaluate the traditional materials and media he plans to use. For each a) list any potential barriers, and b) suggest UDL solutions.

Components	Barriers	UDL Solution
Lecture/ notes on chalkboard	Students must be able to see, hear and comprehend visual and auditory feedback	He can keep these methods, but should think about adding such things as a video with captioning.
Handouts	Students must be able to have the reading level of the text, and must be able to see	E-text where the font size may be adjusted, and the option for a read-aloud is available
Internet research	Students must be able to see and navigate to their own resources	Internet research is fine, but perhaps offer some specific sites or some pointers as to how to best acquire the knowledge so that students aren't left to their own devices with

		frustration
Oral reports	Student must be able to compile information and then give an oral presentation	Have this as an option, but also offer such ideas as a video recording, a paper, etc., for a report

9. Imagine that you are a second-grade teacher beginning a unit on plants. Your goal is to teach the students the parts of a plant, making sure to incorporate the three principles of UDL. Using the table below, describe at least two ways you would present the information, assess your students, and maintain their engagement in the subject.

Learning Goal	Know the parts of a plant (roots, stem, flowers, leaves)
Presentation	<ol style="list-style-type: none"> 1. Models of different types of plants, passed around for students to see. 2. Video of a plant growing and showcasing the various parts. 3. Lecture, with slides of parts of plants
Assessment	<ol style="list-style-type: none"> 1. Show me-tell me method ("point to the stamen," "Where is the stem?") 2. Draw a picture of a plant showing all the parts
Engagement	<ol style="list-style-type: none"> 1. Students will get to dissect plants brought in to class 2. We'll sing a song naming the different parts of plants

10. Turn a traditional lesson plan into a UDL lesson plan. Choose either of the options below. At the beginning of the year, Ms. Hamilton, a tenth-grade biology teacher, collected information about her students' learning preferences and learning needs. Of her 29 students, 12 prefer to learn visually, 10 prefer to learn through auditory means, and 7 prefer to learn kinesthetically. Additionally, two students struggle with reading and several have difficulty planning and organizing writing assignments.

Traditional Lesson Plan	UDL Lesson Plan
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Goal: The students will read the first three sections of the chapter on DNA in the textbook and turn in handwritten responses to the textbook review questions.	Goal: The students will explore the concept of DNA and become familiar with its make-up
Focus: The structure of DNA	Focus: The structure of DNA and why it's important
Materials: Textbook, lecture, PowerPoint presentation, worksheet	Materials: Textbook with e-text option on computer (read-aloud option, font size adjustment), Powerpoint with pictures, models of DNA to pass around and use as speaking, video with captioning on DNA with graphics of DNA
<p>Instruction:</p> <p>10:00-10:30 — Whole-group: Teacher summarizes the main ideas for sections 1-3 of the textbook, using a PowerPoint presentation and lecture</p> <p>10:30-10:40 — Independent work: Students complete worksheets by labeling diagrams of DNA and writing the definitions for each keyword</p> <p>10:40-10:50 — Independent work: Students start working on the textbook review questions for these sections and will complete for homework</p>	<p>Instruction:</p> <p>10:00-10:20 -- Whole group: The teacher offers slides with images of DNA and discusses with the class the structure and importance of DNA</p> <p>10:20-10:40 -- Whole group: Students work together to draw a large group picture of what it looks like and label its parts</p> <p>10:40-10:50 -- Small group: Students will break off into smaller groups to research DNA and then will come back together to share the fun facts they discovered</p>
Assessment: Review questions will be graded	Assessment: Assessment will be over a final project that the students can decide on: will they create a model of DNA and "teach" a mini session, will they write a report in the form of a scientist first discovering DNA, or will they make a video demonstrating their mastery?

I want to remember this: "Focus on identifying a goal that does not embed the means, the *how* to achieve the goal, since once you embed the how into the goal you're actually restricting the goal to a certain population of students. You want to remove barriers."

Identify potential barriers that might make it difficult for some students to achieve the goal and b) rewrite the goal so that it incorporates UDL principles.

"UDL reminds us to look at three things, primarily, in order to understand the differences in our students. What does the student know already? Secondly, what does the student know how to do? What are the skills and strategies they have? Thirdly, a teacher needs to know what kinds of things will engage and motivate the student. So the point in UDL is making sure you know all three of those things, because that will allow you to design a good lesson."