UDL and SIOP: Strategies to Support All Learners

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Introduction

Universal Design for Learning (UDL) and the Sheltered Instruction Observation Protocol (SIOP) are both evidence-based frameworks designed to promote positive outcomes for diverse learners in general education settings. While UDL focuses on students with disabilities and SIOP focuses on English Learners, both are designed to provide tools for designing general education instruction that will promote the success of all learners. This poster outlines the shared components of the frameworks and demonstrates how both can be used together to create an efficient approach for general education instruction. Aligning these frameworks may support efficiencies in teachers and teacher candidates' learning to support all learners.

Universal Design for Learning (UDL)

- **Principle 1: Provide multiple means of representation (recognition network)**
  - Guideline 1: Perception
  - Guideline 2: Language and Symbols
  - Guideline 3: Comprehension
- **Principle 2: Provide multiple means of action and expression (strategic network)**
  - Guideline 4: Physical Action
  - Guideline 5: Expression and Communication
  - Guideline 6: Executive Functions
- **Principle 3: Provide multiple means of engagement (affective network)**
  - Guideline 7: Recruiting interest
  - Guideline 8: Sustaining Effort and Persistence
  - Guideline 9: Self Regulation

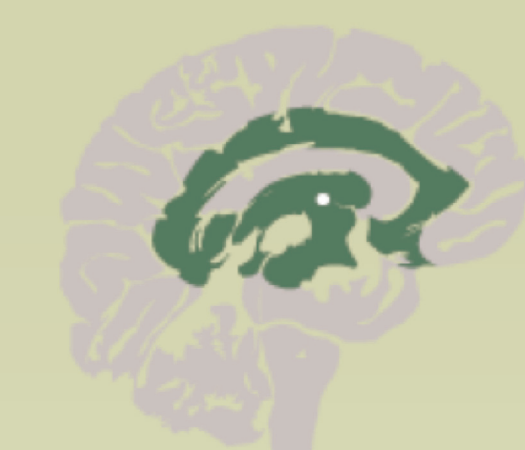**Recognition Networks:** the **WHAT** of learning

Strategic Networks: the **HOW** of learning

Affective Networks: the **WHY** of learning

Multiple Means of Representation
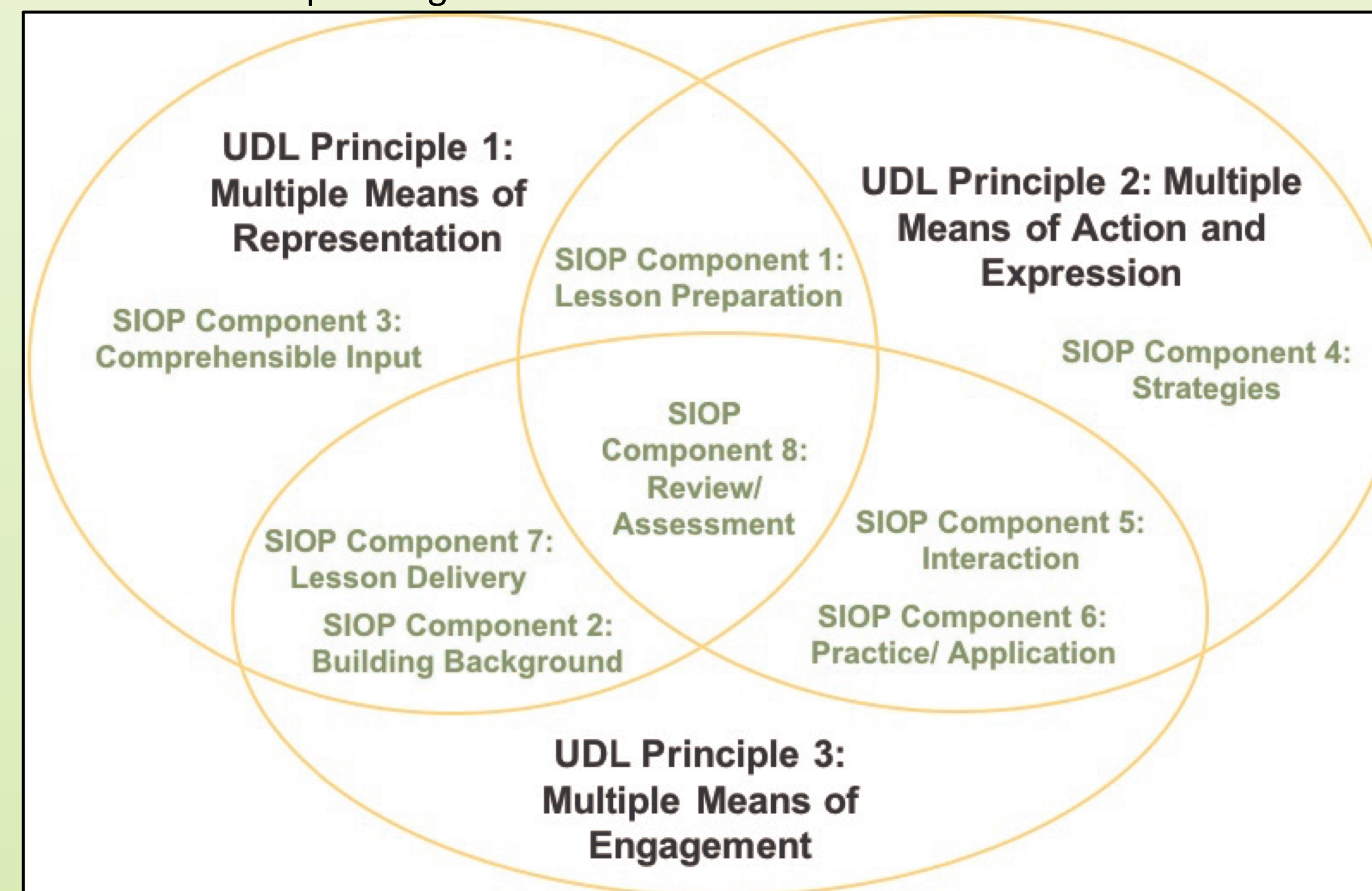
Multiple Means of Action and Expression

Multiple Means of Engagement

Using the Models in Tandem

UDL provides a larger conceptual framework for the organization of curriculum development while SIOP provides concrete tools for lesson development and instructional delivery. Both models promote reflection on, and response to, the needs of diverse learners and demonstrate a reflexive instructional process. While each is designed for a specific target population, both models represent "good teaching" and can be used to promote learning for all students, not just diverse learners, and when used in tandem they allow for greater inclusion of students with diverse learning needs.

Why is this a good thing?
- Planning can become more efficient and productive
- This allows the whole learner to be seen and appreciated
- Broader perspectives of all students in planning will be taken into account

UDL Principle 1: Multiple Means of Representation

UDL Principle 2: Multiple Means of Action and Expression

SIOP Component 3: Comprehensible Input

SIOP Component 1: Lesson Preparation

SIOP Component 4: Strategies

SIOP Component 8: Review/Assessment

SIOP Component 7: Lesson Delivery

SIOP Component 5: Interaction

SIOP Component 2: Building Background

SIOP Component 6: Practice/ Application

UDL Principle 3: Multiple Means of Engagement

Lesson with SIOP and UDL Practices

Standards: First Grade
Reading standards: 1. Ask and answer questions about key details in a text (UDL 1 & 2, SIOP 8); 7. Use the illustrations and details in a text to describe its key ideas (UDL 1 & 2, SIOP 8); 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text (UDL 1 & 2, SIOP 8).
Writing standards: 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure (UDL 1 & 2, SIOP 8); 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (UDL 1 & 2, SIOP 8).
Theme: The student will read the story titled "Jump, Frog, Jump" and make inferences. Student will answer questions posed by teacher, create illustrations, and practice writing responses (UDL 2, SIOP 4).

Objectives
Language: Students will read each page of the book, then verbally respond to questions about the text. Students will answer questions (verbal & written) about the main idea, key details, and illustrations (UDL 2, SIOP 6).
Content: Written product, summarizing, sequencing events. Popsicle stick puppets for visuals of character (UDL 2, SIOP 6).
Learning Strategies: The strategy for this lesson will be a direct instruction lesson plan, which includes:
• **Informal Assessment:** making inferences by previewing selection (UDL 2, SIOP 2).
• **Communication of learning and language objectives:** verbal explanation of lesson with visuals on the whiteboard.(UDL 1 & 3, SIOP 3).
• **Explanation of outcomes:** for understanding main idea, details, and illustrations.
• Use of book to explain sequence of events (UDL 1 & 3, SIOP 2).
Guided Practice: summarizing with student and guiding through the illustrations; Written response of key events in the story (UDL 1, SIOP 7).

Key Vocabulary: Sight words for K-1 and Jump, Frog, Fish, Turtle, Net, Slid, Snake, and Pond (UDL 1, SIOP 3).
Materials: Text, whiteboard, markers, paper cutouts of characters, popsicle sticks, 1st grade lined paper, and written response graphic organizer (three tiered) (UDL 2, SIOP 6).
Motivation: (Build Background) Teacher will begin the lesson by introducing the book and asking students what they think the book is about. Students will make inferences based on the illustrations and the title. Teacher will have students read the title to gauge understanding of the words. This will all be done 1:1 (UDL 1, SIOP 2).
Presentation: The student will read the text out loud with teacher 1:1. We will discuss what is happening in the story based on the characters, main idea, and details from the story. Teacher will ask questions of the student such as, "What will happen next?" "What will the frog do?" and ask about repetition in the story (UDL 2, SIOP 4 & 5).
Practice/Application:
• The student will cut out and apply each character from the story to a popsicle stick to recreate scenes from the text (UDL 2, SIOP 6).
• The student will write responses based on what happened in the text and questions that were asked (UDL 2, SIOP 6).
• The student will complete the three tiered graphic organizer in order to summarize what happened in the story. The student will map out the sequence of events. Unknown words will be written on the whiteboard for review (UDL 2, SIOP 6).
Review/Assessment: Unknown words will be reviewed from the text. The student will read back their responses to the questions posed by teacher. The student and teacher will recreate the text with the popsicle stick puppets. The student will verbally review the sequence of events, main idea, and characters (UDL 1 & 2, SIOP 8).

Sheltered Instruction Observation Protocol (SIOP)

Eight SIOP components:
- Component 1: Lesson Preparation
- Component 2: Building Background
- Component 3: Comprehensible Input
- Component 4: Strategies
- Component 5: Interaction
- Component 6: Practice/Application
- Component 7: Lesson Delivery
- Component 8: Review & Assessment

Classroom Implications: Promoting Accessibility

- **Cultural Relevance:**
  - Encourage students to make connections between their own experiences and new information
  - Emphasize and access student background knowledge
- **Accessibility:**
  - Use of graphic organizers
  - Range of texts, files, videos, audio, etc.
  - Provide ample opportunities for students to demonstrate understanding through various means.
- **Efficiency of Learning:**
  - Plan for a range of learners at once, rather than individual differentiation
  - Use direct and explicit language
  - Provide instructional language visually, verbally, and through other means including with the use of technology to promote language development
  - Provide multiple access points to the content to facilitate learning for all students.
  - Use consistent scaffolding throughout lesson delivery

References

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

Echevarría, J., Vogt, M., & Short, D. J. (2013). *Making content comprehensible for English language learners: The SIOP model*. Boston: Pearson Allyn & Bacon.

Edyburn, D. L. (2010). Would You Recognize Universal Design For Learning If You Saw It? Ten Propositions For New Directions For The Second Decade Of UDL. *Learning Disability Quarterly. 33*(1), 33-41.

Review/Assessment, Lesson Preparation, Building Background, Lesson Delivery, SIOP, Comprehensible Input, Practice Application, Interaction, Strategies