

Beyond Sorry: From “Don’t” to “Do”

An Innovative UDL Approach to
Emotional Intelligence through the
Power of Choice and Truth-telling



Goal of Universal Design for Learning

Empower students to take ownership of their learning by breaking down barriers so they can become active, self-directed learners who can strategically navigate their educational experiences.



"No is a full sentence."

"Tiny tornados, endless nos."

"No is my most-used word."

Universal Design for Learning Guidelines

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.

Design Multiple Means of Engagement



Design Multiple Means of Representation



Design Multiple Means of Action & Expression



Design Options for Welcoming Interests & Identities (7)

- Optimize choice and autonomy (7.1)
- Optimize relevance, value, and authenticity (7.2)
- Nurture joy and play (7.3)
- Address biases, threats, and distractions (7.4)

Design Options for Perception (1)

- Support opportunities to customize the display of information (1.1)
- Support multiple ways to perceive information (1.2)
- Represent a diversity of perspectives and identities in authentic ways (1.3)

Design Options for Interaction (4)

- Vary and honor the methods for response, navigation, and movement (4.1)
- Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)

Design Options for Sustaining Effort & Persistence (8)

- Clarify the meaning and purpose of goals (8.1)
- Optimize challenge and support (8.2)
- Foster collaboration, interdependence, and collective learning (8.3)
- Foster belonging and community (8.4)
- Offer action-oriented feedback (8.5)

Design Options for Language & Symbols (2)

- Clarify vocabulary, symbols, and language structures (2.1)
- Support decoding of text, mathematical notation, and symbols (2.2)
- Cultivate understanding and respect across languages and dialects (2.3)
- Address biases in the use of language and symbols (2.4)
- Illustrate through multiple media (2.5)

Design Options for Expression & Communication (5)

- Use multiple media for communication (5.1)
- Use multiple tools for construction, composition, and creativity (5.2)
- Build fluencies with graduated support for practice and performance (5.3)
- Address biases related to modes of expression and communication (5.4)

Design Options for Emotional Capacity (9)

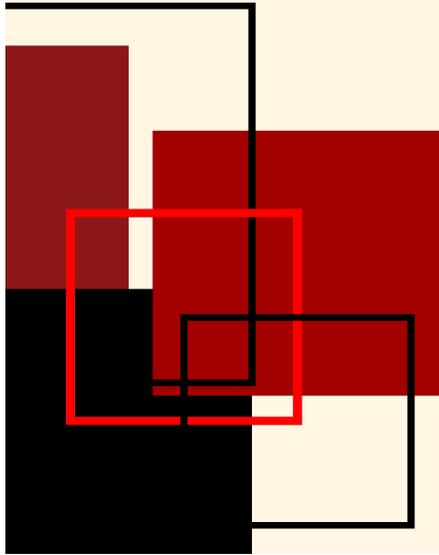
- Recognize expectations, beliefs, and motivations (9.1)
- Develop awareness of self and others (9.2)
- Promote individual and collective reflection (9.3)
- Cultivate empathy and restorative practices (9.4)

Design Options for Building Knowledge (3)

- Connect prior knowledge to new learning (3.1)
- Highlight and explore patterns, critical features, big ideas, and relationships (3.2)
- Cultivate multiple ways of knowing and making meaning (3.3)
- Maximize transfer and generalization (3.4)

Design Options for Strategy Development (6)

- Set meaningful goals (6.1)
- Anticipate and plan for challenges (6.2)
- Organize information and resources (6.3)
- Enhance capacity for monitoring progress (6.4)
- Challenge exclusionary practices (6.5)



Early Childhood Education: Retrieval-Based Learning

Using games and questions

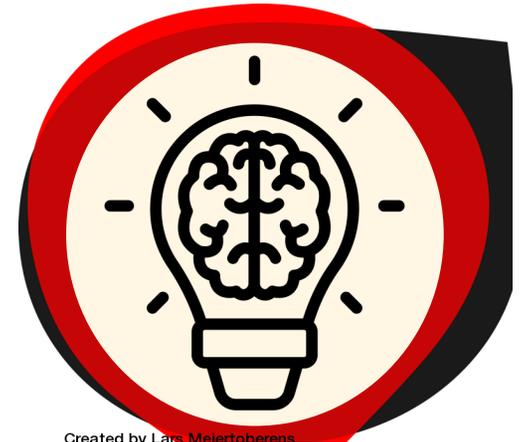
Recalling information from memory

Developing problem-solving skills

Learning from mistakes



Research by Dr. Lisa K. Fazio



Created by Lars Meieroberens

RETRIEVAL PRACTICE IN 3-MONTH OLD INFANTS

LEARNING



Infant learns to move the mobile by kicking

3 DAYS LATER

PASSIVE ACTIVITY

Infant watches someone else move the mobile



RETRIEVAL ACTIVITY

Infant kicks to move the mobile him/herself



VS.

How long do the infants retain the memory?

9

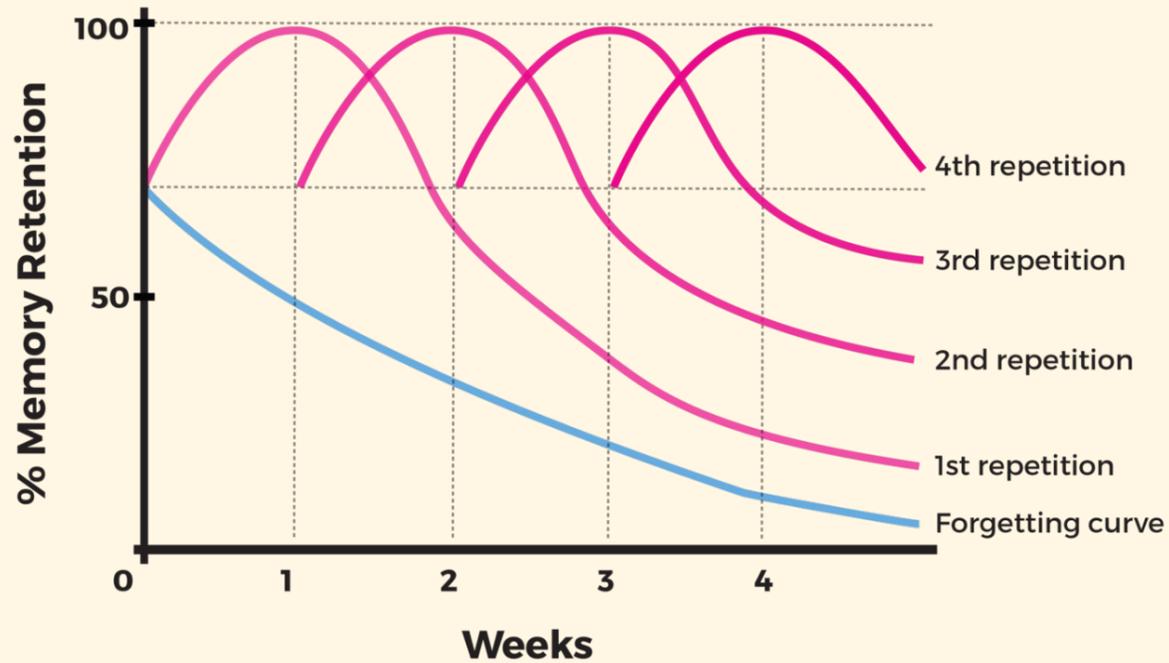
DAYS OF RETENTION

14

Ebbinghaus Effect

Curve of Forgetting

For newly learned information





Fast & Curious

Quizizz

Try 1	Try 2

Memory Capture - Resource Example





NO

Don't

"Don't" stops momentum for learning and achieving

Not a reaction...a teachable lesson

Think about your thinking

Ask questions





Do

“Do” is a goal... Giving choices sets up options for flow and keeps momentum for learning and achieving

What is the goal?

Teach protocols and expectations that fit that goal



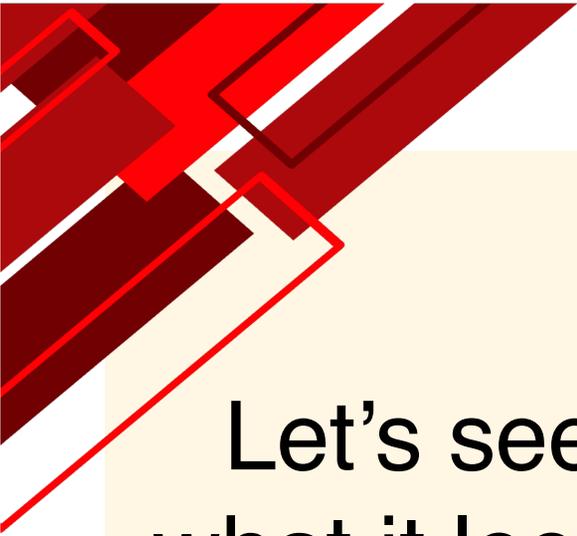
Beyond Sorry

Truth-tell, Mind-change, Form-change

Instead of “sorry”...

1. “I did _____. Next time I can choose to _____.”
2. “I did _____ and made you feel _____ .
How can I change that? Will you forgive me?”
3. “I was thinking _____ , but now I understand
that I _____ .”





Let's see
what it looks
like in action





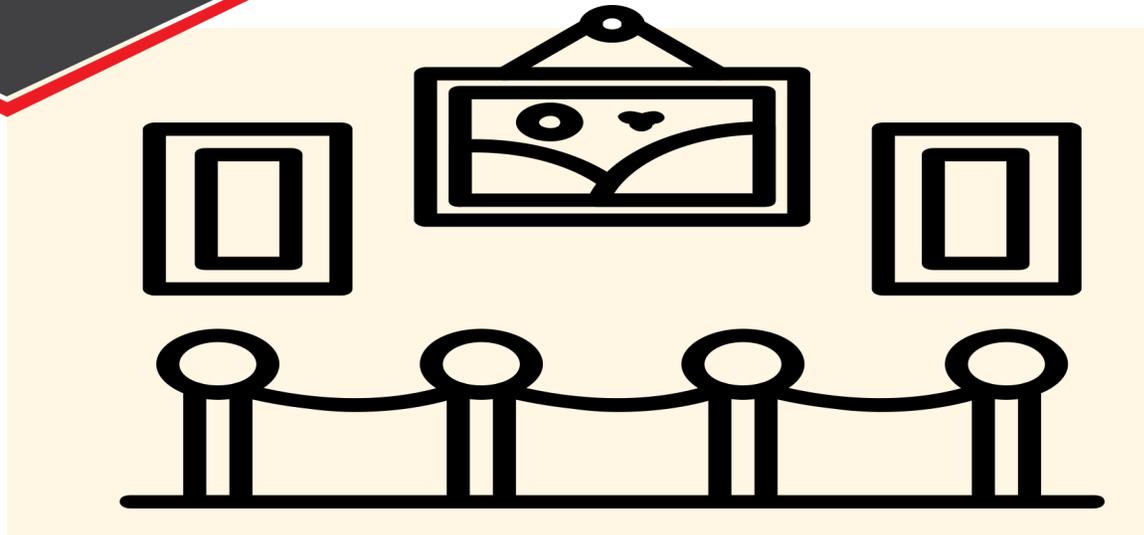
Fast & Curious

Quizizz

Try 3	Try 4

Gallery Walk

Choose how you want to record your observations of the 8 pie pieces as you go!



Email us a picture of your learning creation.



nmudlcoaches@crecnm.org

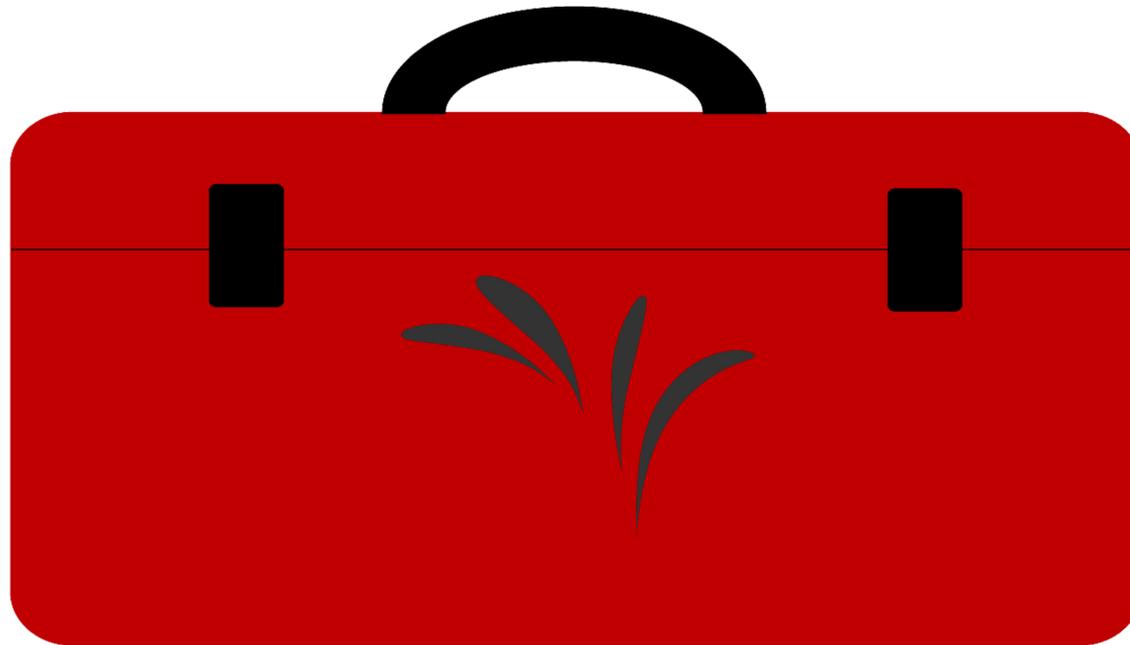


Thoughts

S H A R E

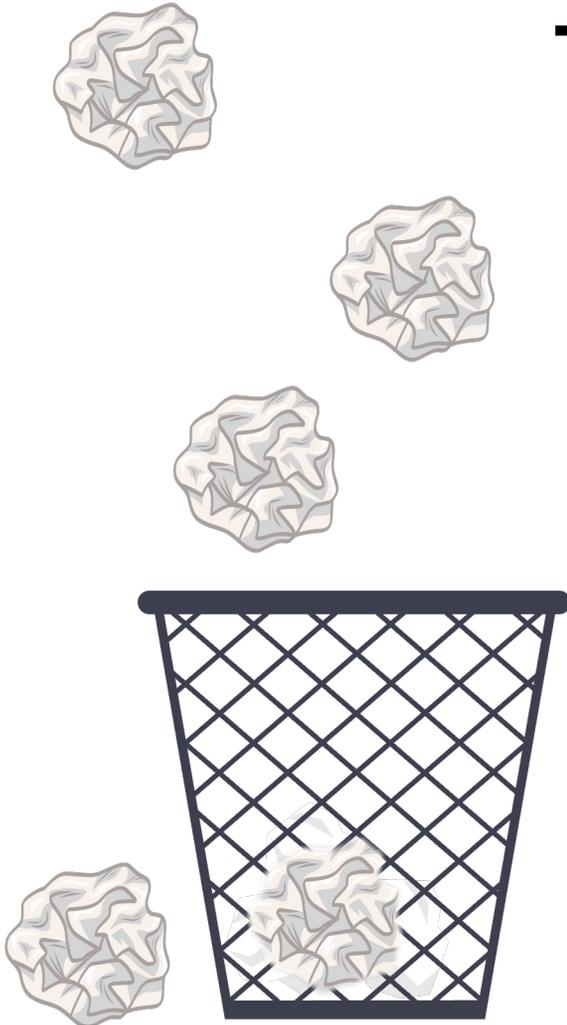
Each Group: Express your noticing, wonderings, and learnings with your UDL experiences

Resources



Add to your teacher toolbox

Trashketball Feedback



I found value in...

I would like to learn more about...

I will apply _____ by doing _____.

Other...all feedback is appreciated!



**THANK
YOU**

Contact Us:

nmudlcoaches@crecnm.org

Follow Us:



@NM UDL



@nm_udl



@NMudl1



@nmudlteam9570

