

UDL Guidelines: Engagement

For more examples visit:
<http://udlguidelines.cast.org/>

Engagement

AFFECTIVE NETWORKS:
 THE WHY OF LEARNING



Provide options for self-regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Examples: modeled high expectations, embedded student self reflection of behavior, behavior contract, etc.



Examples: Student set learning goals, progress charting, project based learning, class activities that elicit peer and personal feedback, etc.



Examples: Behavioral checklists, teacher think-a-louds modeling frustration strategies, timers, break area, digital expert course, revision, model persevering, etc.



Examples: Choices offered that represent different DOK levels, restricting of choice, layering standards together into one goal after they both have been mastered separately, zone of proximal development, etc.

VISUALIZING THE ZONE OF PROXIMAL DEVELOPMENT



Provide options for sustaining effort and persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Examples: Learning goal displayed in multiple ways, students restating learning goal, short term objectives that trace to over arching learning goal, model of work samples that exemplifies learning goal, etc.



Examples: Partner work, Student Learning Communities, peer reviews, peer editing, digital collaboration via a learning management system, team roles, etc.



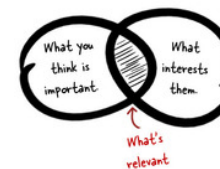
Examples: Clear specific feedback (digital or no-tech), FAST - frequent, accurate, specific & timely, etc.



Provide options for recruiting interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

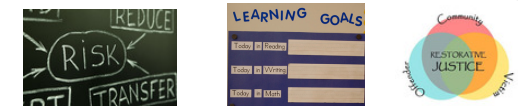
Examples: Using students' interests to make concepts relevant, students apply concept to a physical experience, telling engaging stories, drawing from cultural backgrounds for content examples, etc.



Examples: Assignment choices, students select tools needed for a choice, students design their own choices, students choose which method they'd like for learning, etc.



Examples: Positive classroom culture, risk taking is encouraged, clear learning space and learning objective, restorative justice, finding behavioral functions, new experiences championed, etc.



UDL Guidelines: Engagement

For more examples visit:
<http://udlguidelines.cast.org/>

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING



Provide options for self-regulation

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for recruiting interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Engagement



[Empty box for notes]

[Empty box for notes]

[Empty box for notes]

[Empty box for notes]

[Empty box for notes]

[Empty box for notes]

[Empty box for notes]

[Empty box for notes]

[Empty box for notes]

[Empty box for notes]