



The Think Inclusive Podcast

Season 6, Episode 6

Paula Kluth | Universal Design Daily

Tim Villegas (00:00):

Have you ever thought about starting your own podcast? When I was trying to get the think inclusive podcast off the ground, I didn't know where to start. I had so many questions. How do I record an episode? Where do I find background music? How do I get my show on apple podcast, spotify, and all the other places? People like to listen? Where do I even find advertisers? The answer to every one of these questions is really simple. Anchor anchor is a one stop shop for recording, hosting, distributing, and monetizing your podcast. And Best of all, it's 100 percent free and 100 percent ridiculously easy to use. So if you ever wanted to start a podcast, go to anchor.fm/start to join me in the diverse community of podcasters already using anchor. That's anchor dot FM slash start. I can't wait to hear your podcast

Tim Villegas (00:58):

Recording from my office and Beautiful Marietta, Georgia. You were listening to the think inclusive podcast, episode 21 today. We have Polish fluids, nationally recognized author and speaker on the topic of inclusive education and autism. We talked about her latest book, universal design daily, and how educators can learn to plan for all students, but changing their mindset. After the podcast, please visit [Patrion.com backslash inclusive podcast](https://patron.com/backslashinclusivepodcast) where you can support our goal to bring you in depth interviews with inclusive education, community advocacy, thought leaders. Also, you can help other people find this like giving us a five star review on apple podcasts or wherever you listen to the podcast. So without further ado, here is the interview.

Tim Villegas (01:46):

It's been a, it's been a few years since we've talked on the phone. This is a really exciting. Thank you for doing this. Um, so what I'm going to date, thank you for having me. I can't believe

Paula Kluth (01:57):

I actually can't believe that it's been a couple of years because I'm always reading and everything that you are posting and writing. So, um, it feels like it was just yesterday, but I'm so glad to be back with you said. That's great.

Tim Villegas (02:09):

Yeah, yeah, absolutely. Um, so let's see what I wanted to talk about. A few things. Um, uh, one about the universal design daily, but I also, I have a few more questions. I know we didn't talk about it beforehand, but I was actually looking at, I was looking at the questions I asked you. I think I'm believe it was like, I want to say three, almost three or four years ago. Gosh, I can't believe it's been that long, but because we talked about, um, your book, don't we already do inclusion? And we talked about a reverse inclusion and we talked about um, families taking their students from public schools, putting them in

private schools. Um, but, um, I guess the first thing I wanted to ask was what is kind of new in your world, because I know that you have a universal design daily, the book, but what else is kind of new for you that you'd like to talk about?

Paula Kluth (03:22):

Well, this has been really well last time we spoke I was kind of returning, returning to my roots and you're right when don't worry to do inclusion had just come out. So I was kinda going back and talking more broadly about inclusive education and you know, it was, I was kind of at a point in my career where when I was talking to folks, I was making some assumptions that, you know, we're on the same page and you know, we have this commitment to inclusive education, but started to realize that there's a big difference about, first of all, how people interpreted it, the language of inclusive education in semantic differences, in the different commitments philosophically from place to place. And I thought, you know, it was time to go back and just revisit, um, you know, the energy that, that I felt let you know, that existed back know the eighties when it was newer to folks.

Paula Kluth (04:18):

Uh, when the, when, when we saw more, um, you know, well, you know, more, more folks understanding inclusion for the first time for a little bit, you know, bright eyed about it. And so I wanted to go back and just say, you know, we're kind of, it was like, um, you know, Nike, there is no finish line. I mean, you know, we're, we're never done. That was sort of the point of that book, that there's always something in our model that we can revive, not just because I'm, you know, not just because it's been a while since the initial research around it, but I felt like technology changes, our social models change, you know, her attitudes evolve. Um, because of things like udl and coteaching evolving. We have new practices. I just thought it was time for a little oxygen so that I spent a couple of years doing a lot of work in that area.

Paula Kluth (05:10):

But of course what goes around comes around. So again, trying to breathe some life into those conversations. Of course, you know, um, Udl was really gaining a lot of momentum and in a lot of schools I personally was working in coteaching was really blossoming. So in other words, the folks that were, I'm making big strides and inclusive education, you know, I was at that point, okay, conversation once again, which is okay, tell us how to do this in the most practical ways. And, and, you know, once, um, but after spending a couple of years in that world of sort of philosophy, um, and the beliefs around inclusion, it was kind of time to, to, you know, move onto some of these other projects where I got talk to folks and spent a little bit of time looking at the latest research and latest practices and curriculum and Instruction and support.

Paula Kluth (06:08):

And so it's Kinda just been a nice, um, you know, a nice path in the last couple of years and still going back and forth in those areas. But, um, but, you know, I, I find that a lot of the places that I've been working with, especially those in longterm, um, you know, I did find that the shot in the arm or on inclusion was, was really helpful. But um, but they, they definitely want to then take the next steps and they want to evolve and how they think about designing instruction. They want to think about human resources. And I was interested in going back to the books and those things too because, you know, a lot has changed. I'm talking about Udl, so much has changed in the field just and my last, a short time, the eighties when I started studying, I mean, think of how many models that we've seen, how different kinds

of language that's been used, personalized instruction, different curricular adaptation, differentiated instruction, universal design. So there's money to, um, you know, there's, there's plenty to uh, you know, even for folks that have been doing this work for awhile, there's, you know, there's, there's plenty to take a look at in a new way.

Tim Villegas (07:16):

So I think that, you know, in, in talking about and talking about the book and the reason why you, you wrote the book helped me Maitland. So like if you talk to me as if I was a teacher that had done that, that my administrators and you know, my instructional support specialists are saying, hey, we really want you to utilize universal design for learning in your lesson plans, a, you know, in, in your code teaching model. And we, you know, we'd, we'd love for it to, when we go through and see your teaching, this is what we want to see. Um, explain to me what is it, what exactly is Udl and what am I supposed to do with these, the, this framework?

Paula Kluth (08:00):

Well, it's a great question because I too find, um, that there's, there can be very confusing, especially if you come from. No, you knew, you knew about differentiation and um, you had, you just had to remember a couple of different categories and their warranties, you know, many different ways of, of understanding principles and checkpoints and things like that. Um, with Udl. However, um, I, I stick the reason why a lot of schools are attracted to it and, and why I'm attracted to it in many ways is because you're dealing with the same idea. True. I think what's confusing to teachers is they think, well, I was already doing a lot of these things. Why are you now taking this and giving it a different house and giving her a different name. Um, I'm providing a new lens and do a couple of reasons for that.

Paula Kluth (09:00):

Um, the first is that, um, well I'll, I'll say I kind of, you know, was, was reluctant to, um, to sort of remodel and reshape the way I was talking and thinking, but I think the three things that might be attracting a lot of administrators are number one, um, as, as opposed to some of the other models, there is this nice evolution and focused around thinking about technology not as a set of materials but as a way of thinking. So it's not to say that those examples and that focus wasn't in previous models. If you pick up any dope, anything on differentiation, you're going to find these kinds of examples. But I think that the origin of Udl and the initial thrust came a lot out of looking at what technology could do for people in leveling the playing field and provided opportunities and just having access to the norm that a lot of it grew out of that.

Paula Kluth (09:57):

So that's number one, is that there's more of a focus there. The second thing that I think made people excited about Udl was that, well, I'll speak for myself. The word universal itself. I'm not sure this has already always happening in practice, but the idea that we could hold this higher standard and say this is really about all kids and one of the things I say when I'm presenting is if you are using udl and you don't notice that there is a wider range of learners in your school or classroom or district, you know, because of this, then we're really, um, it really flies in the face. I think of the intention of a model like this. It's about universal. That means everybody. So we should be the focus. I think the intention here on all students I think is really important. And the third piece I think that's interesting and maybe why it's getting a lot of attention from fault, maybe, um, you know, versus some, some previous models is that it, it takes into account a lot about the learner and the learner as an agent.

Paula Kluth (11:08):

Again, it's not to say that other methods that we have, you know, celebrated in a differentiation model or in a curricular adaptations model, didn't, didn't have that, that language or that didn't have those examples. But there's a lot of, of, uh, you know, centering on student engagement and students setting their own goals and the growth mindset and we're really thinking about these partnerships and new way. So again, those elements might have been another models, but they're really central in universal design. So that's the first part. That's I think why people are excited. The second part, which is what, you know, what it is, universal design. Well, it's just like some of those other models that I mentioned, it's, it's, you know, it's a way of designing curriculum, instruction, assessment, um, in a way that is going to be supportive of all learners that's going to accommodate variability and uniqueness and differences from the ground up.

Paula Kluth (12:13):

So the criticism, I think if there's, if you can use that word differentiation, it was additive or it was retrofit so that it kind of did the lesson and then you say, oh, tim needs something different and Paula really needs some support there. So the idea here and not, and again I think many, many things, teachers didn't the name of differentiation and in many authors and myself and that, that wrote about differentiation had those ways of being in mind, the universal design with its very initial language. I'm focused on this idea that design, this was from the ground up and in a lot of folks may know this already, but your language is universal. Design comes out of architecture and it's that idea that, you know, you wouldn't have to go in and retrofit some part of the building, but you would build those ramps and in a way that's right into the design and it's a beautiful part of the design and everybody can use it and there are options for all, um, but it's not something that we have to add in or change up because of one or two individuals, um, or percent.

Paula Kluth (13:19):

So it focuses a universal design, focuses on these three areas and you'll feel you'll see overlap right? From other models. So different folks will call these categories something different. But, um, this one focuses on something called engagement, which is, um, about that it sounds like it's something that we do to kids, but a lot of strategies that have been targeted engagement are also things that kids would do. Again, that sense of agency or pursuing their own interests. It's about, uh, making sure that there's relevance, cultural relevance, personal relevance. What about motivation? Are they challenged? That sets engagement and you're going to provide multiple methods, maybe not in every lesson, but throughout the days, the weeks and months in the year. And then you're going to look for multiple methods of action and expression. And that's really about how we are going to teach and support all kinds of ways of showing what you know so that students can demonstrate learning in lots of different ways.

Paula Kluth (14:22):

They can demonstrate their understanding. We've seen that language before for sure, obviously know other ways of, under, of thinking about that, um, of labeling and I should say. And then finally, there's these multiple methods of representation. So that's giving students lots of ways of acquiring information and knowledge so that we are going to make sure that if we're providing, we're, we're teaching a lesson that there's lots of ways for kids to get that there may be physical models, they may be doing a field trip, a virtual field trip they could read about. So that's kind of saying like, you know, everything from having lots of different kinds of materials to making sure that through the use of technology for example, kids

can, you know, use ereaders to enlarge text. So that's the ways in which they're getting the content or information, um, is, you know, is appropriate for them.

Paula Kluth (15:16):

So when you hear those three categories, you know, a lot of teachers feel overwhelmed. It seems like a lot. But in some ways that's only three compared to other models, models, differentiation. Um, throughout the years that I've had eight or nine different variables to keep in mind. So, um, you know, it's just, I think it's just an, you know, any of these models and the evolution of his model. It's an attempt to, I think inspire us to think about the possibilities for students and, but also a way. So in other words, here's all the things that we might do to make a home for kids. But I think it's also, I think the other reason our models evolve is to, uh, everyone's attempt to say what, how can I phrase this in a way that is elegant in its simplicity? And I think as everyone's attempt to say, how do we take what we know today and make that, you know, think about universal design.

Paula Kluth (16:18):

How do we do this in a way that's accessible for. So I think by breaking it down to these three categories, granted there's a lot of, and you know, what the folks at at cast, um, the materials they put out for us. I mean, there's a lot sort of under each one of those to consider. But I think those three categories are an attempt to say, hey, these are the three things we want you to keep mindful around. And so if throughout, with your coteaching partners, with your students, with, you know, being your lesson planning when I'm coming in to observe you as your administrator is Ras, um, what kind of language do I have to have an concepts? Should I have some command of, you know, take, you know, what I would say is start with trying to get a grasp on the differences in those three principle.

Paula Kluth (17:08):

And then secondly, start to understand that you're already doing this and just start to shake out, okay, of the things I'm doing, where do they fit in this model? And in that model, within those areas May, may I need more study around which of those areas contain a strategies that I don't know much about. Um, how can I keep adding to my, um, my knowledge base around the. So it does provide space for us to brainstorm and collaborate. Provides kind of a, you know, a, a common language for us as collaborative partners. Um, but I do think it can be a lot, um, but I always say, you know, just start small, start with the, you know, those, the principles themselves and then fill in and understand what you're already doing and how it fits in and I think that can help folks take next steps and start to understand this is not reinventing the wheel, you know, how to do this. It might be a different way of talking and it might be, um, helped you provide us a framework to learn some new things.

Tim Villegas (18:23):

So I, so I have a couple different questions from, from what you said the first would be, um, what would be the main pushback that you get if, if you do have from teachers when you were explaining udl and these principles and kind of, is it, is it more, I'm already doing this, why do I need to do this or is it, is it more, um, I don't know how specifically to do this. Can you tell me how specifically to do it or is it something else that you get as a, as a, as pushback. Okay.

Paula Kluth (19:03):

You know, it's like there's some sense of overwhelm, there's some confusion about the model. I think the first thing is so much that there's so much material out there and again, so many different ways that

I've heard many different explanations of what it is and how to start. Um, so I always say just, I always start by saying, let's just catalog, let's just get, get you that firm grasp on these three principles. Do you have a sense of that? And then we're going to use that as a way to understand your unit. And then your last name. So in these last names, you know, are there multiple ways for students to get that content? Do you students have multiple ways, not just within lesson, but let's also look broadly across the days, the weeks and months in the year to see how many, you know, let's just collect some strategies.

Paula Kluth (19:47):

Let's start to plug in much you have in that. I, you know, after that, when I get the sense of like I don't know where to start, I don't know what else to do. Especially for those that thinks they're not doing it. I had just picked one know, start with something, you might just start by saying you don't get to add in some more open ended questions, um, as a way to frame units or start by maybe taking one unit and providing a wider range of learning materials. Or maybe you are going to introduce a few new tech tools. Maybe you haven't had kids blogging before, you haven't introduced a speech recognition software, something like that. Um, maybe you're going to coteach with somebody new. That's a really powerful strategy. Maybe you're going to start by varying your student groupings, uh, giving some choices, some new assessment tool.

Paula Kluth (20:38):

So put when we put it that way. Those are all, that's all things, you know, teachers. Oh yeah. Well I guess I could do that. Oh yeah. I could, you know, maybe try new assessment tool. So just trying to break it down to this is the kind of stuff you've always done. Let's just look at 'em as I said, with those three different principals. Sometimes it helps to just kind of, again, recategorize a little bit of what they're already doing. And then, um, you know, just pick someplace to get going. I'm one of the things that, you know, I suggest often in that that place of overwhelm is to give, you know, start with a single less and give it a makeover, kind of a hack. Right. So, you know, you asked you to take one lesson maybe with a partner and just say, okay, is this rigorous enough ms dot actually one of the ideas from the book, and I use this a lot with teachers, is we just start with, okay, let's look at this and you know, let's look at things like, is it rigorous enough?

Paula Kluth (21:35):

Is it accessible, is it interesting? Is it, you know, the activities varied. Are there several ways for students to learn or how many ways are there for students to show what they know? Just start with just one lesson and having them identify, Oh yeah, right, this actually looks pretty good and that's actually another idea is, you know, don't fix it if it ain't broke. I mean some things you have a really elegantly simple lesson is already there. And I think that can be helpful for teachers too, is just to look at this say, oh these, yeah, that's actually, you know, well done. And that's why I say it's, it's about not just looking at lessons and units, but it's also about looking at the course of the year. So a lot of teachers will say, I love when I do that simulation lesson. That's my. And I asked about your favorite lesson with the kids and then I say maybe for you it's just about increasing, um, you know, the, the frequency of some of the things that you know, really work well and you know, that kids really respond to.

Paula Kluth (22:33):

So it may not be about reinventing the wheel. It, that may be thinking about the menu or, or even the rhythm of the lessons from week to week and increasing the good stuff there. Um, and, and also just looking for, for feedback from folks. So it might be assessing, asking students to give you some feedback

if you have a teaching partner, doing some observing back and forth about what's, you know, what's working. And then just kind of build a little bit slowly. Um, but you know, when I was writing the book I found myself, I was overwhelmed with all the sort of narrative accounts of Udl. So that's why it's like, you know, 365 ideas and you can just open it and pick something and say, okay, this isn't engagement idea. I think I'll take this and b, because if I felt that much overwhelmed with getting started, I thought other people will too. So that's one of the things I tell folks is like a open a page and pick something and just try it. You don't have to keep using it, but just try it. And you can use any number of resources from that. You can open a blog, you can go on twitter, try something in an area that you feel is um, you know, maybe an area that you. Is it a growth area for you,

Tim Villegas (23:47):

right? Yeah. The go back, um, you sort of answered my second question in that was a, what are some specific strategies maybe from even the book, um, that, that can kind of refocus you and I think you made a really good point, um, if I, if I heard you correctly, that sometimes, um, you know, we know what works, we know what keeps the students engaged, but we almost don't want to use it all the time because we feel like, oh, well they're, they're going to get used to this or they're going to get satiated on it or whatever. But I think that, um, I think that another way to think about it is yes, you actually do know what your kids like and what your students like and, and you can vary the way that you represent the material, like you said, using the udl principle. Um, and it's okay to have fun. It's okay. It's okay.

Paula Kluth (24:50):

It's necessary because we know that, you know, laughter releases endorphins. We, you know, that movement interaction, that that's part of that engagement is it's okay and it's actually really good for you. It's really good for them. Um, you know, the kids aren't, it's not good, it's not healthy, it's physically healthy for kids to be sitting in getting, um, for long periods of time. Um, and so we know that, you know, that's why a lot of these engagement strategies have to do with kids. Does agent kids making things, kids asking questions, kids in charge, students, student a student centered, a fill in the blank, right? So project based instruction, um, service, learning, all that good stuff and things like you said, like bringing in humor and figuring out what kids find, what's novelty and joy. All those things are an important part, especially at that engagement piece.

Paula Kluth (25:44):

And it's important. And like I said, it's a teacher sometimes, you know, it is, I think it's like, oh, well it can't be, you can't be a circus every day and it doesn't necessarily have to be every day. You know that you've got three plus twirling in the era of. But over the course of the days, the weeks, the months of the year, students should be able to count on you for a learning experiences that do a rise, that rise up to meet them, so to speak, and that they should, that, that classroom should be a place of exploration and there should be smiles and there should be laughter and there should be human connection. All of those things are good, that just for a healthy community. But those things are good for learning. And the other thing I think that's important about, um, you know, and again, I think that's focused on engagement here versus like process or a content which are more, again, I loved those other, you know, not saying Mrs necessarily, um, you know, for some teachers that language that's the most inspiring and helpful.

Paula Kluth (26:47):

But I, I like that language of engagement because I think it helps us to think about those things in ways. Maybe other models didn't as well. Um, but the other thing I would say about, yeah, repeating things is that, um, yeah, you want, you know, two things. I always say you want repetition because when you have some repetition, whether it's every Friday we have this kind of collaborative exercise, we always kick off Monday with morning meetings or on Wednesdays I always infuse a lot of group work or whatever. Those patterns, those patterns are helpful for kids, right? Because they know if there's some expectation there that helps with routine and ritual helps a lot of our kids we know. And also I think helps us too with things like planning and collaboration. So if you're the speech path and you know that we do a lot of collaborative work on Wednesdays, um, that's like, you know what, I don't have a lot of time scheduled, I don't have normally scheduled time in your classroom on Wednesdays, but if anything opens up, I know to go to your class or have kids are working and I can easily work with students from lots of different goals because I know that there is that teacher.

Paula Kluth (27:50):

So I love it. That. And the other thing that I like about patterns is that, um, I think it's great for coteaching partners. It becomes a shorthand, right? So like this is how we always, we always do social studies center just to kick off social studies stations to kick off every new unit. So when we start to plan together, that's already in the books. You already kind of know what we usually do at those stations. We usually know which teacher is going to facilitate, so it starts to build in some really nice shorthand there. But having said that, when you have, you know, whether it's this book or blogs or twitter or whatever you're using for your ideas, when you then have some of these other resources, now you've got your patterns down menu can jazz it up and feel like, okay, I'm already using a lot of different things.

Paula Kluth (28:37):

They know what kids like. Now I realize, okay, we've been doing that same collaborative structure every Friday. Now that I feel like there's a nice variation across the days, let's now look and try a different collaborative structure on Fridays or if we're still gonna kick off with our stations and you use it, facilitate let's. Why don't I do that? Or why don't we take out the station where kids were doing writing in this way and have them do something collaborative so, you know, once you kind of stabled out there and then you can start with that, um, you know, trying something different. I'm switching some things out and building your repertoire because I don't expect that every lesson you've got 100 ways, um, you know, for students to, um, you know, as an engagement strategies or methods of action or methods of representation, but across the days, the weeks and months in the year, we think even those patterns, you want to make sure that there are lots of ways for kids to show what they know.

Paula Kluth (29:33):

Lots of ways for kids to understand the content, lots of ways for them to engage and be motivated. So that I think is kind of a balancing act, right? So that there is some, um, what's the word I want? Um, there's, there's an element of a ritual and a predictability is what I want. But then there's also that I can count on you for some of this novelty to. Because we know that that's really helpful. Um, it's a really helpful for students. Um, and it's, uh, it's a, it's a nice, uh, it's a learning state. A novelty is that, um, you know, supports students' attention and, um, is very motivating. So it's kind of just that back and forth and making sure that we have a little bit, a little bit of both.

Tim Villegas (30:26):

Yeah, we want predictability and pattern, um, but that also can become pretty stale. And then also also the, this, this idea of compliance. Um, so, um, well, I, I went to an autism conference here in, uh, here in Georgia just recently and I was so struck by what I'm. One of the speakers said, and her name is Emily Reuben. I Dunno if you're familiar with her, but she said something, I'm paraphrasing that um, uh, have a well behaved child does not equal a fully engaged child. And I loved that because for many of our teachers, compliance or a well behaved class isn't very important and it is so important that, uh, that is, you know, they have their classroom management system and they have their rewards and they have their, you know, their, their tokens, their token economy, and they have the marbles in the jar and all that stuff.

Tim Villegas (31:40):

And that's all great. And I'm not saying that that is necessarily bad, but the focus is on let's get a routine. Let's get everything is structured so that my classroom is a well oiled machine as opposed to are my kids having fun, are they engaged, are they learning as the most important piece of that. And I think that that is so important when you're talking about universal universal design for learning is that really is the biggest piece of it. Um, and if your kids aren't, if you, if your students don't like you, and I'm not saying that you should be friends with your students, but if they don't like you, they don't love learning and love their friends and love coming to school then that they have no motivation or his self. There is no intrinsic value to learning. So, uh, having all of that together, it doesn't even, it doesn't even what setting it is.

Tim Villegas (32:40):

It could be coteaching, it could be even a in a special day class or a self contained classroom. It can be in a small group room. Anytime you have a teacher that is invested in the student in that relationship. I think that is where the magic really happens. And, and learning really happens. So, um, I, I really, I appreciate this conversation because in a, and I definitely see the, um, I definitely see why administrators and district leaders want to have this conversation with their teachers because I think they really do see it as it, as the big key to unlocking all the other things. You know, that the test scores and all that stuff because they do see that that is important and that is because that's just the system that we have set up. But um, but yeah, yeah. Um, and

Paula Kluth (33:39):

I mean look at the research coming out about places that are increasing recess and because they're just increasing recess is the only intervention test scores are going up. It just shows you the difference between. I mean that's just one small area, but when you look at this misconception that if we get kids in their desk quietly and we teach and talk at them, that that's going to have these results, these positive results when in fact what we know is that students need to move to share, interact and get intellectually messy and that they need to be agents. I mean, one of the things I look at when I'm, I'd been doing some like walk around in schools as part of this book, so sometimes I'll do a little presentation and then I'll go and see lessons. And one of the things I do is I just in my own head, I'll just walk along the corridor, it doesn't matter, elementary, high school, and I'll say, I wonder, okay, let's just say it's a half an hour into the school day.

Paula Kluth (34:37):

I wonder and how many classrooms I'll see students doing anything other than sitting in their desks working quietly. And it's shocking to me. Um, so in every classroom there'll be some time for that. But

it's shocking to me that how many times does a hundred percent of the classrooms, 10 classrooms, everybody's in their seat working quietly when we actually know that, you know, that students, you know, require to movement, they need engage, they need to have their hands on, they need mine's on. They need to be solving problems. We should be hearing their voices. I mean, that's a great marker. A lot of the ideas, as you know, in the engagement section, um, you know, a principal here and also in the, um, you know, the principle of, um, of, um, a representation. But well actually you could talk about it in any one of the principles I suppose.

Paula Kluth (35:37):

But um, and I was trying to say action and expression, uh, we should be giving kids all kinds of ways to interact with materials, interact with each other, have leadership in the classroom. And so I always say one of the good markers, you know, of knowing if you're getting there is to sort of start to evaluate how much of the time are you talking versus how much of the time they're talking in course of a week, how many different ways we're there for students to learn and slash or show what they know. Um, so some of those kinds of questions can be really helpful. How many times would you say that students, you know, laughter, we're joyful. You kind of alluded to that during a week. Those are really good. Yeah. Starting places for thinking about is this a place, is this a productive learning environment? Because those things are not just nice to have.

Paula Kluth (36:25):

Those things are central to learning itself. And so when you, and especially when you talk about things like getting kids in their seats and the marbles in the jar, we know that there are so many benefits now to movement and I wouldn't say that everything that I've written about engagement is movement oriented, but a lot of what I've written in here about engagement in a lot of the ideas of, um, you know, expression are about movement or in some kind of active learning. So for example, um, some of the benefits of active learning that we know it's good for, you know, it's good for health. We know it's good for creativity, especially things like brainstorming. We know it's really helpful for retention. We know it's really good for engagement. Staying with the material itself. I mean, it could go on and on. And so this, the data starer I'm amazing.

Paula Kluth (37:18):

I think in some ways how long it's taking an institution, um, that, you know, I think really cares about, um, uh, you know, about change and about learning, um, that it's taking a long time because it's just, it's what schooling is so entrenched in media or in books. Like we see, you still see if you turn on, if you turn on a medical show, they have a operating room that looks like today's operating room. Otherwise people would think that was ridiculous show. So it, you know, they show, I think, you know, many of the more common technologies. But when you see a classroom on tv, it looks like the classrooms that we grew up in, right. You don't see cooperative learning. You see the teacher as you know, sometimes even it drives me crazy. You'll see the teacher on the chalkboard, I say no, you know what I'm saying? It's like syllabus is barry tradition, national way of thinking about.

Paula Kluth (38:14):

So it's a very hard, you know, for some reason in our profession it's even though we know that, what's that? The class two should look very different today than it than it did before we had this data. Um, yet I think there's a real pool even for newer teachers because of what you said, Tim, I think because of there's like these reward structures are these values that are in place or because people are panicked

about testing. Even though the irony of that is, you know, you look, we know that students learn more when they are in fact at the center of this, when they are in dialogue, when they are connected, when they are teaching, then the way to get higher test scores is actually to move away from traditional constellations. So that's sort of the, the irony. But yeah, you're 100 percent. You're right

Tim Villegas (39:01):

about the compliance

Paula Kluth (39:02):

for sure.

Tim Villegas (39:03):

Yeah. And, and also what I find too is that teachers are, are resistant to change because they feel, I don't know if offended is the right word, but they, they like, well, I've been, you know, some of the older the teachers have been teaching for a long time will, I've been doing this for so long this way. Why is it now that I have to change and then they, and then so that the blame is on the students so. Well, if only they would practice more at home if only their parents would discipline or follow through if only. So all of these things, these are, these are big barriers. I think that, that, um, of, uh, of, of the mindset that, well, I don't have to change. It's the students that have to change. And so, and even when, you know, when you think about, um, uh, you know, we were talking about changing behavior in the applied behavior analysis, right?

Tim Villegas (40:10):

When we create behavior intervention plans, they aren't for the kid, for the teacher. This is like you have to change the environment in order to change someone else's behavior. So you have a certain, you have this environment that, that fosters a particular kind of behavior out of, in, out of whoever. And you actually have to change the environment in order to change the behavior. But a lot of times the mindset is, well, if only they would. Um, so that is, I think, a really big obstacle. And so it, it's, it's difficult to kind of massage that, that idea so that it's, it's not, it's not about blame, it's not about blaming teachers because they've been doing it wrong all these years. I think it's about here is, here is what we know works and why wouldn't we want to do what works, you know?

Paula Kluth (41:13):

Yeah. And you know, and I think sometimes for some teachers it may be that you know, that there are, you know, it's not their style or something. I other, I've had teachers tell me, oh my gosh, my principal would hit the roof if you saw me doing some of these things that you were showing me if they were dancing around or what they were playing some of these collaborative games or if they were engaged in drama. So I don't know if that's actually true or if there's a perception of the teacher because I think there's a lot of things that we're up against in schools. It may be that some teachers were, were taught in the more traditional way. It could be some that don't feel that they have to support whether or not that's true, you know, I mean, but they feel that they don't.

Paula Kluth (41:56):

In other cases, I feel like maybe they don't, they, they, they were not raised in that model so they're not quite sure. Actually what it looks like, um, and so that's another challenge. So in the beginning of the book, in the very front part, I have a part about, um, about, you know, doesn't have the ideas are for pd,

so diff, so pd for udl professional development and so I have a lot of ideas in there for that very thing you're talking about because I feel like a lot of folks are like, I don't even know what this looks like. So I, you know, I'm suggesting things like, you know, go and talk to other folks in your district, you know, do an observation and your district asked, can a lot of principals to say, here's the problem, but I've got a solution that, can I go and see another English teacher that's doing something that you would call udl.

Paula Kluth (42:46):

A lot of administrators would be very open to that idea I say is, um, some people might be aware of the language of pineapple charts, which are kind of this new. I get newer to me, but I thought written about in a great blog called cult of pedagogy. Um, and they talked about having this, uh, I think pineapple because pineapple means friendship I think, but anyway, did this chart in the teacher's lounge and you can find them online, you'll find lots of examples on Pinterest, but you essentially have a schedule in your teacher's lounge and then anybody that's doing anything innovative. So it's like Tim is going to do some really cool, um, you know, students are going to be creating, you know, they're, they're going to design their own Rube Goldberg machines and you know, it's there. I'm going to, you know, my physics teacher and here are the principles we're going to be looking at.

Paula Kluth (43:37):

Oh Wow. I'd love to see that. So you just put on there, Hey, I'm going to be doing is with golden machines all Monday. And so that means if you put it up, that means anybody can come visit your classroom. Any teacher, any administrator, they don't evaluate you. There is no conversation. It's very informal, but you're just learning from somebody else or somebody else that's like, oh, I'm going to actually have students use the three d printer. Uh Oh. I've never even seen that in use in a classroom. What are you gonna do with it so you can put that up. And so it's this way of learning from others in your building that feels, let me be less intimidating, quite frankly. It's way cheaper than going to a conference if you really don't have a lot of resources. Um, but, so I, I would say, you know, for those that they are feeling up against it and doing something new.

Paula Kluth (44:26):

Another idea is um, two, um, and I've written about this before, but having sort of like a udl fair at your school where everybody brings one thing, just one thing that you're doing. And so maybe like, oh, I've been doing this, I've been trying, you know, this cool new APP. Um, and so I want, I can do a quick demonstration of that. Or Hey, we're doing a lot of one teach, one observe in our classroom and we have a little video clip of that. Or we've been using choice boards a lot and we did a little, you know, we could do a little five minutes on that. So that's just another way that if you do feel like whether it's, hey, old dog new tricks or whether it's, I don't feel the support necessarily and I'm not coteaching or maybe it's just that I don't know what it looks like. Look for some, you know, customized professional development, um, to um, you know, to, to get some feeling of, you know, get a, get it grasp on it, but also to, to feel like, you know, Andrew Isolation. Um, and to be a little bit inspired.

Tim Villegas (45:33):

Those are fantastic ideas. I think that, um, everyone should get universal design for daily for themselves and uh, and uh, get those practical strategies. Is there anything else that you wanted to either talk about or promote a while I've got you. Well, I've got you recording,

Paula Kluth (45:59):

you know, one thing that um, you know, not only is it a promotion I guess, but also I think well be helpful to people is um, well let me say one more thing about a pd saying that if I can leave with. One thing is, you know, whether you're ending the school year, by the way, I think those, those books that teach till mid June for example, or late June, the best time to try something new in the classroom am, I don't know if you agree with me, is at the end of the year point, right? What's the why dude? That. Because now it's like, you know, they see a lot of stuff. Everyone's a little board. Everyone's a little. Yeah. Hired. Go ahead and knock it out, create a, you know, do the cool panel, try some meat, you know, Improv techniques, you know, to uh, to work on your metaphors or no coteach with your speech path.

Paula Kluth (46:43):

You haven't done that book. Sleep. This is a great time to just, you know, just jazz things up a little bit. Um, and with that, what I would say is considered as a, as a way to kind of get focused after just listening to this podcast is sit down either by yourself or with any partner in just set like a couple of udl goals for yourself that can help you feel like, here's everything out here. I want to do okay, but let's just boil it down to a couple things. So you might just say, okay, I'm going to buy, you know, my goal next year is to use a new active learning technique every month, next year, or I'm going to co teach with my reading specialist, you know, by the end of the school year here, or I'm going to teach my classroom paraprofessional about what Udl is so that we're both empowered by this date.

Paula Kluth (47:36):

I'm going to go to, you know, I'm going to sign up for this workshop or seminar. So you can just kind of just start to focus maybe just one goal and if, if folks listening can maybe think about just a couple of themes to start their journey, that might be a good way to do it. Um, but I wanted to say for, um, for resources that I've been, I've been doing some little short videos. I think I've done like six or seven of them and they're called off the page and they're basically, I just, you know, was people were writing or calling and they're saying, I had one client that I worked with for a long time and they said, can you send us a video of that one thing that you said that one time

Tim Villegas (48:14):

like, okay, and then somebody else

Paula Kluth (48:15):

ask for that. And I'm like, I'll just put them up for anybody. So, um, I have like a youtube channel now, so it's just my name and every, um, every month I put one up the last six months or something. But um, I probably will end up not doing as many, maybe like every other month. That's probably what I'll end up doing. Um, but all of the ideas are just from any book. So I'll just take, you're going to love this kid or I'll take 30 days for the coach, that classroom and I'll just shoot a five minute video and I take one little idea paragraph from a book and I just talk about it and they're free. You just download them from the tube. And you can use them in a professional development setting if you're having a brown bag lunch with your pair professionals, if you are presenting to your school board. It's just a little more so about something related to inclusion. So I've done I think three from universal design daily. So whether it's that you're interested in or something else that's a free resource that I want to. So to be able to use to take the energy of inclusion, other places and a couple of other things that um, you know, maybe even bed be baffling. Yeah. I'll check out the videos that are on the youtube.

Tim Villegas (49:26):

Great. Awesome. Um, so they can, the listeners can find you at [inaudible] dot com I believe. And then you're on twitter as well. Um, I think at, yeah,

Paula Kluth (49:38):

yeah. Pinch friends, facebook, and I'm a fledgling instagram. Use it.

Tim Villegas (49:45):

Okay. All right, good. Good. Well thanks for your time. Um, and I appreciate you taking time out to speak with us.

Paula Kluth (49:59):

Thank you so much tim. I really appreciate. I feel like I'm, I, you know, I just feel like I'm having a coffee with you. So hopefully that's not too casual because you're just, it's just like a, this is the kind of thing all people should get to do is just have these collegial conversation. So I thank you as well for that.

Tim Villegas (50:16):

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