UDL AND INCLUSIVE TEACHING PRACTICES IN ITALY

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RESEARCH QUESTION

How teaching practices, coming from the Italian inclusive education system, match up with UDL principles?
40 years of inclusion

UNCRPD

DfA/UD

Strong didactic and pedagogical research and practices

International comparison (Globalization effects)

ITALIAN BACKGROUND
The Universal Design for Learning Guidelines

**Provide multiple means of Engagement**

- **Access**
  - Provide options for Recruiting Interest (7)
    - Optimize individual choice and autonomy (7.1)
    - Optimize relevance, value, and authenticity (7.2)
    - Minimize threats and distractions (7.3)

- **Build**
  - Provide options for Sustaining Effort & Persistence (8)
    - Heighten salience of goals and objectives (8.1)
    - Vary demands and resources to optimize challenge (8.2)
    - Foster collaboration and community (8.3)
    - Increase mastery-oriented feedback (8.4)

- **Internalize**
  - Provide options for Self Regulation (9)
    - Promote expectations and beliefs that optimize motivation (9.1)
    - Facilitate personal coping skills and strategies (9.2)
    - Develop self-assessment and reflection (9.3)

**Provide multiple means of Representation**

- **Access**
  - Provide options for Perceiving (1)
    - Offer ways of customizing the display of information (1.1)
    - Offer alternatives for auditory information (1.2)
    - Offer alternatives for visual information (1.3)

- **Build**
  - Provide options for Language & Symbols (2)
    - Clarify vocabulary and symbols (2.1)
    - Clarify syntax and structure (2.2)
    - Support decoding of text, mathematical notation, and symbols (2.3)
    - Promote understanding across languages (2.4)
    - Illustrate through multiple media (2.5)

- **Internalize**
  - Provide options for Comprehension (3)
    - Activate or supply background knowledge (3.1)
    - Highlight patterns, critical features, big ideas, and relationships (3.2)
    - Guide information processing and visualization (3.3)
    - Maximize transfer and generalization (3.4)

**Provide multiple means of Action & Expression**

- **Access**
  - Provide options for Physical Action (4)
    - Vary the methods for response and navigation (4.1)
    - Optimize access to tools and assistive technologies (4.2)

- **Build**
  - Provide options for Expression & Communication (5)
    - Use multimedia for communication (5.1)
    - Use multiple tools for construction and composition (5.2)
    - Build fluencies with graduated levels of support for practice and performance (5.3)

- **Internalize**
  - Provide options for Executive Functions (6)
    - Guide appropriate goal-setting (6.1)
    - Support planning and strategy development (6.2)
    - Facilitate managing information and resources (6.3)
    - Enhance capacity for monitoring progress and performance (6.4)

**Expert learners who are...**

- **Purposeful & Motivated**
- **Resourceful & Knowledgeable**
- **Strategic & Goal-Directed**

OUR RESEARCH

1. Two meetings to introduce UDL approach, and to identified teachers reactions about UDL

2. Compilation of a questionnaire, related to the checkpoints of UDL, to bring specific examples of teaching practices.

3. Teachers’ attitude on UDL, particularly connected to the use of ICTs (Focus – group).
Our Target Group

120 General ed. teachers engaged in the inclusive education specialization course (our students)

- Occupation
  - Full contract teachers: 5%
  - Temporary contract teachers: 2%
  - Educational assistant: 2%
  - Kindergarten educators: 11%
  - Others: 2%
  - Total: 80%

- Educational level
  - Infant school (3-6): 21%
  - Primary school (6-11): 25%
  - Lower Secondary school (10-14): 18%
  - Upper Secondary school (14-19): 36%
  - Others: 16%

- Age
  - 20-29: 26%
  - 30-29: 10%
  - 40-49: 48%
  - >49: 2%
WHO ARE THE «ITALIAN SUPPORT TEACHERS»?

- General ed. Teachers
  - Master degree (primary school)
  - + training on didactics and pedagogy (secondary school)

- Inclusive education specialization course
  - 1 year (60 ECTS)
Universal Design for Learning (UDL) Guidelines

**Knowledge**

**Skill**

**Competence**

**Goal**

**Purposeful & Motivated**

**Resourceful & Knowledgeable**

**Strategic & Goal-Directed**
# PRINCIPLE 1. PROVIDE MULTIPLE MEANS OF REPRESENTATION

## 1. Perception
- Provide information through different modalities: visual alternative (1.3) and auditory alternative (1.2)
- Propose information in formats that can be transformed by the student (1.1)

## 2. Understand
The information must be clear and understandable to everyone.
- Clarifying: lexicon and symbols (2.1), syntax and structure (2.2)
- Facilitating decoding (2.3)
- Promoting understanding between different languages (2.4)
- Presenting information in different ways (guideline 1) creating clear links between them (2.5).

## 3. Comprehension
- Develop the ability to process information:
  - Activate or supply background knowledge (3.1)
  - Knowing how to identify important information (3.2)
  - Knowing how to select and manipulate information (summarized, classify, sort, contextualize ...) (3.3)
  - Go from knowledge to competence (3.4)

<table>
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<tr>
<th>Access to information</th>
<th>Build - to know information</th>
<th>Internalize – process, organize, use... information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Skill</td>
<td>Competenze</td>
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I. Fornire molteplici mezzi di rappresentazione:

<table>
<thead>
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<th>esempi</th>
<th>Mai</th>
<th>Qualche volta</th>
<th>Quasi sempre</th>
<th>Sempre</th>
</tr>
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</table>

1. Fornire opzioni per la percezione

1.1 Offrire diversi modi per personalizzare la visualizzazione delle informazioni

1.2 Offrire alternative all’informazione uditive

1.3 Offrire alternative all’informazione visiva

2. Offrire opzioni per la lingua, le espressioni matematiche e i simboli

2.1 Chiarire il lessico e i simboli

2.2 Chiarire la sintassi e la struttura

2.3 Aiutare la decodifica del testo, note matematiche e simboli

2.4 Favorire la comprensione tra le diverse lingue

2.5 Illustrare attraverso molteplici mezzi

3. Fornire opzioni di comprensione

3.1 Attivare o fornire la conoscenza pregressa

3.2 Evidenziare schemi, caratteristiche importanti, grandi idee e relazioni

3.3 Guidare l’elaborazione, la gestione, la visualizzazione e la manipolazione delle informazioni

3.4 Favorire il transfer e la generalizzazione
GUIDELINE 1 - PROVIDE OPTIONS FOR PERCEPTION

TEACHERS SELF-ASSESSMENT
- Always 40%
- Often 48%
- Sometimes 9%
- Never 3%

TEACHERS PRACTICES
- Consistent data 73%
- Not consistent data 27%
CHECKPOINT 1.1 OFFER WAYS OF CUSTOMIZING THE DISPLAY OF INFORMATION

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<th>Sometimes</th>
<th>Never</th>
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Legend:
- Blue: Always
- Orange: Often
- Gray: Sometimes
- Yellow: Never
- Red: Total
CHECKPOINT 1.2 - OFFER ALTERNATIVES FOR AUDITORY INFORMATION

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<th>Never</th>
<th>Total</th>
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</thead>
<tbody>
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</table>

Legend:
- **Always**: 10 times or more
- **Often**: 5-9 times
- **Sometimes**: 1-4 times
- **Never**: 0 times
# Checkpoint 1.3 - Offer Alternatives for Visual Information

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Total: 25, 11, 33, 19, 8, 25, 2, 2, 2, 3, 10, 4, 1, 5, 14
GUIDELINE 2 - PROVIDE OPTIONS FOR LANGUAGE, MATHEMATICAL EXPRESSIONS, AND SYMBOLS

TEACHERS SELF-ASSESSMENT
- Always: 37%
- Often: 47%
- Sometimes: 9%
- Never: 7%

TEACHERS PRACTICES
- Consistent: 70%
- Not consistent: 30%
CHECKPOINT 2.1 - CLARIFY VOCABULARY AND SYMBOLS

- Explanation of the teacher
- Images, photos, graphics, formulas, explanatory texts, sounds
- Educational software for communication and language
- Identify key words and concepts and give the explanation
- Create a glossary
- Use of well-identified symbols and letters
- Use simple and clear terminology
- Interactive games
- Translate languages, symbols, formulas into physical and motor actions
- Find the meanings through dialogue among students
- Not applicable
- No reply

<table>
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<th>often</th>
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- 33 | 59 | 1 | 4 | 8 | 8 | 7 | 1 | 3 | 1 | 1 | 13
# Checkpoint 2.2 - Clarify Syntax and Structure

Highlight structural relations to make them explicit

- Make connections to previously learned structures
- Clarify unfamiliar syntax through alternative representations
- Clarify unfamiliar syntax through oral explanation
- Dramatization of the text to understand the structure
- Make connections to the environment
- Simple and clear communication
- Use of different colors, numbers, and characters for each sentence
- Read and listen together
- Collective discussion
- Division of text or problem into sub-items
- Not applicable
- No reply

<table>
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<td>and characters</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for each sentence</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Read and listen</td>
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<td>0</td>
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<td>together</td>
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<td></td>
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<td>Collective</td>
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<td>discussion</td>
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<td>0</td>
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<tr>
<td>of text or problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>into sub-items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>11</td>
<td>30</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
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<td>4</td>
<td>10</td>
<td>5</td>
<td>7</td>
<td>26</td>
</tr>
<tr>
<td>No reply</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
CHECKPOINT 2.3 - SUPPORT DECODING OF TEXT, MATHEMATICAL NOTATION, AND SYMBOLS

<table>
<thead>
<tr>
<th>Offer clarification of notation through lists of key terms</th>
<th>Use of multimedia support</th>
<th>Use of visual signs for text and tactile signs for Braille</th>
<th>Use of text to speech</th>
<th>Digital text with an accompanying human voice recording</th>
<th>Narration aloud from the teacher</th>
<th>Cooperative reading</th>
<th>Use the automatic voice for digital mathematical notations (Math ML)</th>
<th>No reply</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Often</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
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Total: 42
CHECKPOINT 2.4 - PROMOTE UNDERSTANDING ACROSS LANGUAGES

<table>
<thead>
<tr>
<th>Method</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide electronic translation tools</td>
<td>6</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>Video with subtitles</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Make all key information in the dominant language of the student</td>
<td>7</td>
<td>16</td>
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<td>0</td>
<td>26</td>
</tr>
<tr>
<td>Embed visual supports</td>
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<td>5</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Link key vocabulary words to definitions and pronunciations in both dominant and heritage languages</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Sign Language</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Use of captions</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
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<tr>
<td>Use of body language</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Non verbal communication tools</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Use of sound and audio supports</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Use of tactile support</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Translation of words, songs, text</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Creation of vocabularies</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td>no reply</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>11</td>
<td>23</td>
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<tr>
<td>not applicable</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>23</td>
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Total: 18 1 22 26 8 7 2 1 1 6 2 8 2 27 13
CHECKPOINT 2.5 - ILLUSTRATE THROUGH MULTIPLE MEDIA

<table>
<thead>
<tr>
<th></th>
<th>Use of body</th>
<th>Visual information</th>
<th>Music</th>
<th>Captions</th>
<th>Objects</th>
<th>Video</th>
<th>Physical and virtual teaching materials</th>
<th>Explicit links between information in texts and its symbolic representation</th>
<th>Charts, diagram, schemes, maps</th>
<th>Live experiments done by the teacher</th>
<th>Direct observation</th>
<th>3D vision</th>
<th>No reply</th>
<th>Non applicable</th>
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<tbody>
<tr>
<td>Always</td>
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<td>10</td>
<td>4</td>
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<td>3</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>25</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>15</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0</td>
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<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
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<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>3</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
GUIDELINE 3 - PROVIDE OPTIONS FOR COMPREHENSION

TEACHERS SELF-ASSESSMENT

- Always: 40%
- Often: 51%
- Sometimes: 6%
- Never: 3%

TEACHERS PRACTICES

- Consistent: 72%
- Not consistent: 28%
CHECKPOINT 3.1 - ACTIVATE OR SUPPLY BACKGROUND KNOWLEDGE

- Make explicit cross-curricular connections: 5 (Always), 11 (Often), 0 (Sometimes), 0 (Never)
- Anchor instruction by linking to and activating relevant prior knowledge: 10 (Always), 1 (Often), 1 (Sometimes), 0 (Never)
- Provide basic knowledge: 6 (Always), 6 (Often), 0 (Sometimes), 0 (Never)
- Activate previous knowledge: 26 (Always), 18 (Often), 2 (Sometimes), 0 (Never)
- Bridge concepts with relevant analogies and metaphors: 3 (Always), 2 (Often), 1 (Sometimes), 1 (Never)
- no reply: 0 (Always), 6 (Often), 1 (Sometimes), 1 (Never)
- not applicable: 8 (Always), 9 (Often), 1 (Sometimes), 0 (Never)

Total: 6 (Always), 22 (Often), 12 (Sometimes), 46 (Never)
CHECKPOINT 3.2 - HIGHLIGHT PATTERNS, CRITICAL FEATURES, BIG IDEAS, AND RELATIONSHIPS

<table>
<thead>
<tr>
<th>Use cues and prompts to draw attention to critical features</th>
<th>Highlight links between concepts/objects</th>
<th>Highlight key words/concepts in the text</th>
<th>Provide different examples to bring out the key features</th>
<th>Use graphs, concept maps, graphic organizers, billboards, ecc to emphasize key ideas and relationships</th>
<th>Direct observation to identify key elements</th>
<th>Highlight key ideas/concepts through verbal explanations</th>
<th>Brainstorming</th>
<th>Games</th>
<th>Use of paraverbal language</th>
<th>Provide links to everyday life</th>
<th>no reply</th>
<th>not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Always</strong></td>
<td>7</td>
<td>3</td>
<td>13</td>
<td>8</td>
<td>13</td>
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<td>1</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td><strong>Often</strong></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>22</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Sometimes</strong></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td><strong>Never</strong></td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>
| **Total**                                                  | 12                                       | 9                                       | 20                                                      | 8                                                                               | 35                                             | 5                                               | 15                         | 1                  | 2                         | 1               | 2                   | 17                       | 7
CHECKPOINT 3.3 - GUIDE INFORMATION PROCESSING, VISUALIZATION, AND MANIPULATION

- Remove unnecessary distractions
- Access to content in different ways (films, images, etc.)
- Provide options for organizational methods and approaches
- Provide interactive models that guide exploration and new understandings
- Chunk information into smaller elements
- Introduce support structures
- Give explicit prompts for each step in a sequential process
- no reply
- not applicable

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Remove unnecessary distractions</th>
<th>Access to content in different ways (films, images, etc.)</th>
<th>Provide options for organizational methods and approaches</th>
<th>Provide interactive models that guide exploration and new understandings</th>
<th>Chunk information into smaller elements</th>
<th>Introduce support structures</th>
<th>Give explicit prompts for each step in a sequential process</th>
<th>no reply</th>
<th>not applicable</th>
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<tbody>
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<td>1</td>
<td>11</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Often</td>
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<td>7</td>
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</tr>
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<td>Sometimes</td>
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<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>never</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
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<td>23</td>
<td>9</td>
<td>8</td>
<td>12</td>
<td>4</td>
<td>25</td>
<td>19</td>
<td>13</td>
</tr>
</tbody>
</table>
CHECKPOINT 3.4 - MAXIMIZE TRANSFER AND GENERALIZATION

- Embed new ideas in familiar ideas and contexts
- Provide scaffolds that connect new information to prior knowledge
- Provide explicit, supported opportunities to generalize learning to new situations
- Prompt the use of mnemonic strategies and devices
- Include explicit opportunities for review and practice
- Offer opportunities over time to revisit key ideas and linkages between ideas
- Always
- Often
- Sometimes
- Never
- Total

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embed new ideas in familiar ideas and contexts</td>
<td>6</td>
<td>13</td>
<td>1</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Provide scaffolds that connect new information to prior knowledge</td>
<td>4</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Provide explicit, supported opportunities to generalize learning to new situations</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Prompt the use of mnemonic strategies and devices</td>
<td>3</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>Provide templates, graphic organizers, concept maps to support note-taking</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Include explicit opportunities for review and practice</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Offer opportunities over time to revisit key ideas and linkages between ideas</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

- no reply
- not applicable
FOCUS GROUP

Guidelines for all UDL

Learning

Students

Inclusion

Path

Tool

PUT

Can

Group work

Mastery

inceration

Work

Utopia

More

Not

Definitely

difficulties

Each

Teachers

Materials

Rebuild

Goal

Attended

Neural

Working method

Highlight

Curricular

Complexity

Complete

Involvement

Improvement

Attendance

Observing

Reflection

Organization

School

Times

For all

Attended

Experimentation

Activities

Innovation

Flexible

Program

Children

Needs

Process

Knowledge

Custom

Design

Cooperation

Reach

Staff

Balanced

Learning

Metacognition

Mastery

Found

Immediately

Work

Utopia

More

Not

Definitely

difficulties

Each

Teachers

Materials

Rebuild

Goal

Attended

Neural

Working method

Highlight

Curricular

Complexity

Complete

Involvement

Improvement

Attendance

Observing

Reflection

Organization

School

Times

For all

Attended

Experimentation

Activities

Innovation

Flexible

Program

Children

Needs

Process

Knowledge

Custom

Design

Cooperation

Reach

Staff

Balanced

Learning

Metacognition

Mastery

Found

Immediately

Work

Utopia

More

Not

Definitely

difficulties

Each

Teachers

Materials

Rebuild

Goal

Attended

Neural

Working method

Highlight

Curricular

Complexity

Complete

Involvement

Improvement

Attendance

Observing

Reflection

Organization

School

Times

For all

Attended

Experimentation

Activities

Innovation

Flexible

Program

Children

Needs

Process

Knowledge

Custom

Design

Cooperation

Reach

Staff

Balanced

Learning

Metacognition

Mastery

Found

Immediately

Work

Utopia

More

Not
“I have noticed many aspects, in the guidelines, that in my experience as a teacher I had not taken into account... there is much to learn.”

"I found myself using the UDL, without being so conscious"

“To me, as a teacher with little experience, UDL is an excellent help for teachers”

“The UDL is a formidable tool for the teacher, it allows you to pay attention to what you do and that you could do, is a guide and a reminder, can act both as a check list and logbook”
There is much in common between the two approaches.

Need of less experienced teachers to have guidelines, such as UDL, that help them in the curriculum design.

Need to further develop didactic competences in initial “training & education” of general ed. Teachers.

Creative use of resources VS Difficulties on finding resources.

UDL has helped to activate metacognitive processes on the use of technologies in teachers’ practices.
UDL AND INCLUSIVE TEACHING PRACTICES IN ITALY

Lucia de Anna - University of Rome "Foro Italico"

Marta Sánchez Utgé - University of Rome "Foro Italico"

Silvio Marcello Pagliara - AMO - Ausilioteca Mediterranea Onlus, University of Rome "Foro Italico"

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