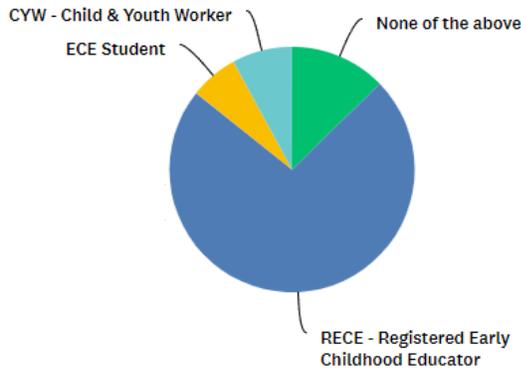


Universal Design for Learning (UDL) Survey Results

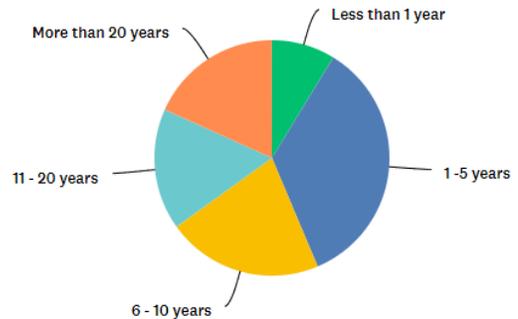
This survey had a total of 126 respondents, of the 126, 21 were completed online.

Demographics



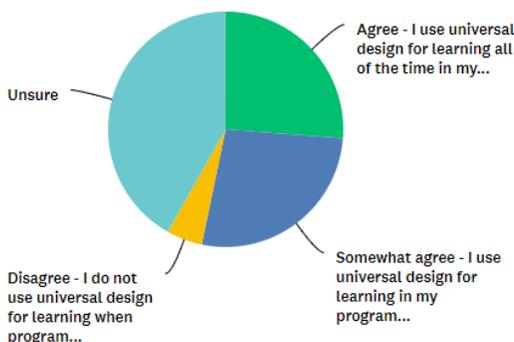
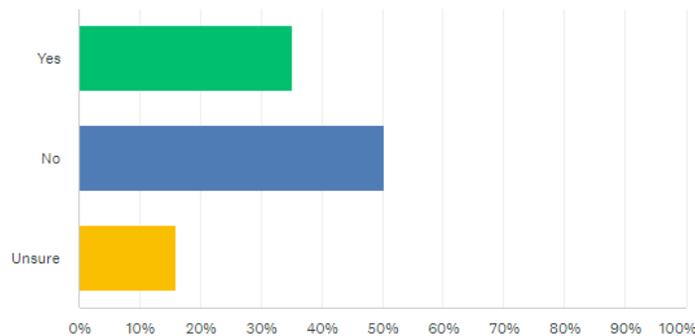
The majority of the respondents were Registered Early Childhood Educators (73%), 7.94% were Child and Youth Workers, 6.35% were ECE students, and 12.70% answered other (responses included Personal Support Worker, Social Work, Social Service Worker, and, Educational Assistant).

The majority of participants stated they have been in the field for 1-5 years (34.92%), followed by 6-10 years (21.43%), 18.25% reported more than 20 years, followed by 11-20 years (16.76%) and 8.73% had less than one year of experience.



Knowledge of UDL

Of the 126 respondents only 35.20% had heard of the term 'Universal Design for Learning' before, 50.40% had never heard to term and 16% were unsure.

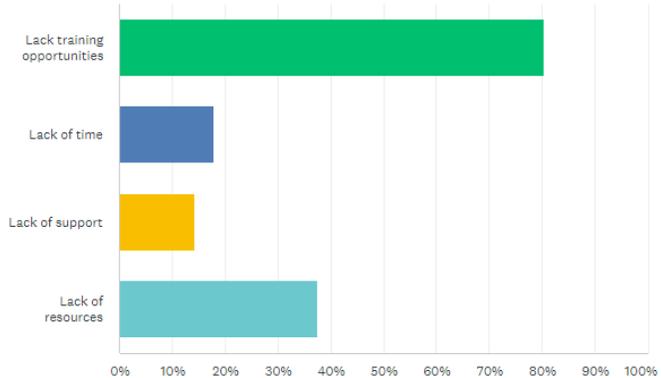


The majority of respondents were unsure if they use Universal Design for Learning in their program planning all of the time (41.80%). 27.5% respondents felt they somewhat agreed, 26.23% felt that they agreed, and 4.92% disagreed.

Universal Design for Learning (UDL) Survey Results

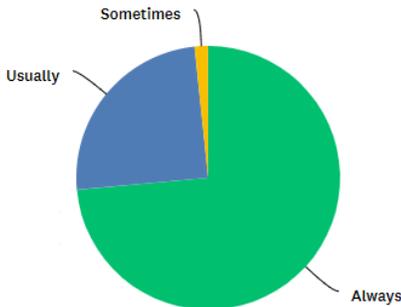
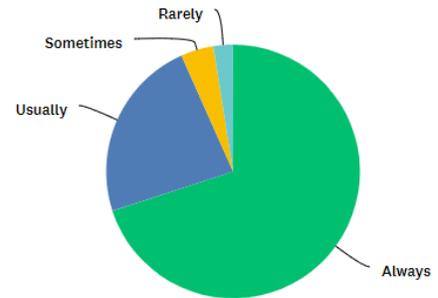
This survey had a total of 126 respondents, of the 126, 21 were completed online.

Of those that stated they did not use Universal Design for Learning in their program planning 80.36% expressed this was due to lack of training opportunities, 37.50% stated lack of resources, 18% stated lack of time, and 14.29% stated lack of support.



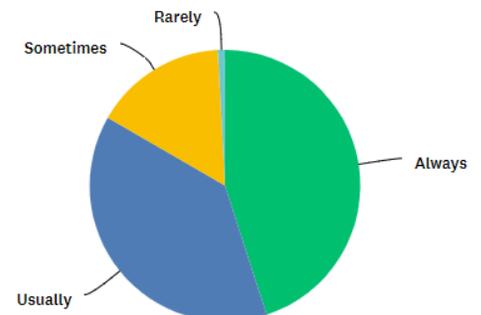
3 Principals of UDL

73.55% participants stated that they always ensure that there are **multiple ways for children to engage in activities**, 24.79% stated they usually do and 1.65% stated they sometimes do. Some common examples for this were; providing different activities and options at all times, providing a variety of materials, open-ended play, and providing multiples ways to complete an activity.



45% respondents stated that they always ensure to **represent activities and content in multiple ways**, 38.33% stated they usually do, 15.83% stated they sometimes do, and 0.83% stated they rarely do. Some common example for this were; visual schedules, presenting activities with different levels of challenge, scaffolding activities to including different deliver methods (songs, books, toys etc.)

70% respondents stated that they always ensure the children have **multiple ways for them to express their knowledge and skills**, 23.33% stated that usually do, 4.71% stated they sometime do, and 2.50% stated they rarely do. Some common examples that were shared are; creative expression through arts and crafts, regular scheduled check ins, and books on emotions.



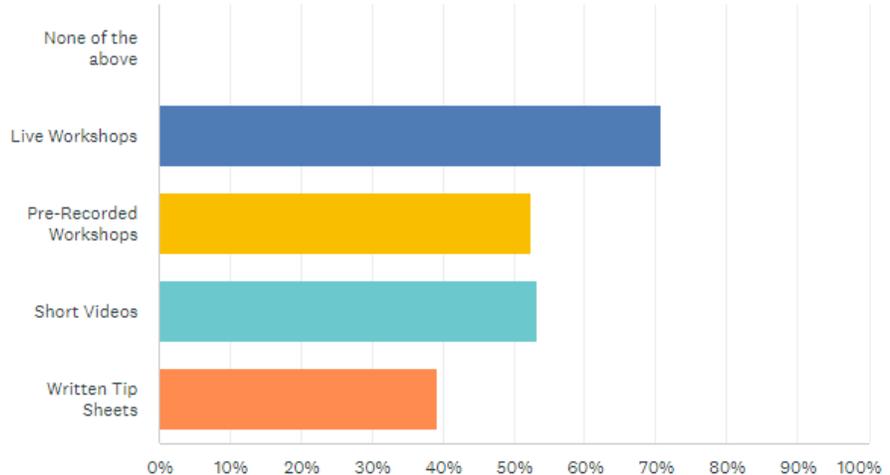
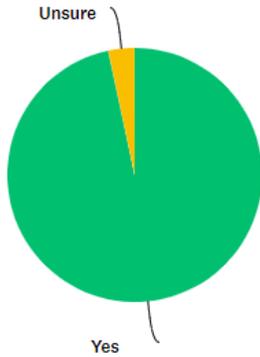
Universal Design for Learning (UDL) Survey Results

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Future Training

When asked if they would be interested in more training surrounding Universal Design for Learning 96.76% answered yes and 3.33% were unsure. Of those interested in more training, 70.83% answered they prefer live workshops, 52.50% prefer short videos, 53.33% prefer pre-recorded workshop, and

39.17% prefer written tip sheets.



Common Themes and Next Steps

Through the surveying process it was discovered that many educators were, and are, using Universal Design for Learning strategies in their daily practices, however they are unsure of the terminology or the impact of their approaches as it relates to Universal Design for Learning.

Over the coming months we will put together a range of resources based on our findings that will be made available to the Early Learning Professionals in Oxford County. It was found that the majority of educators would prefer live and interactive workshops to further their learning, and they would prefer if workshops and resources are provided through their work day. It is our hope to find ways to accommodate this by offering learning experiences in a variety of different formats. Some resources you can expect to be made available are workshops, videos, resources lists, planning templates and more! We will also be hosting a community wide challenge where Early Learning Professionals in Oxford County will be able to showcase how they implement Universal Design for Learning principals. Stay tuned for more details to come.