

Neurodiversity and
Universal Design for
Learning at SUP

SC Training Elective



Training Agenda

01

Disabilities at SUP

What kinds of disabilities might we see at SUP? How might they look?

02

What is UDL?

Learn the theory of Universal Design for Learning

03

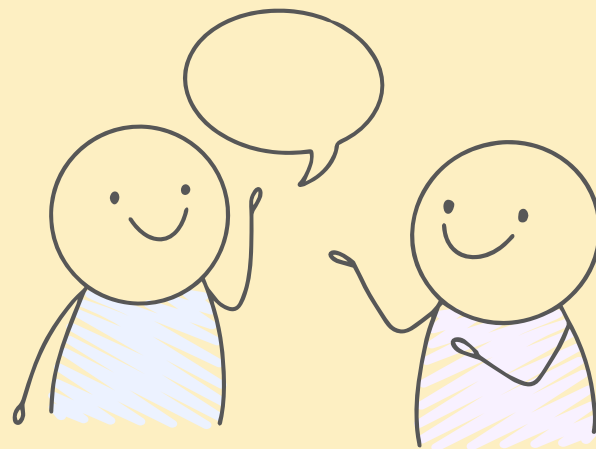
How to Use UDL?

Practical examples of how UDL can fit into a classroom and roleplay!

04

Roleplay

Practice teaching a lesson that incorporates UDL!



Do Now

Take 30 seconds to read the following text to yourself.

I suspect th at thechil b wi tha learn ing disadility mu stfre quent lyex ger i

e

n

o

e

a

n alicein won berl an bex is ten ceof the wef in b tba tthe ymu st co ge wi tha n unsta
dlew or lb in consistentabul tsa nd haphaza r b gerceg tio nsthey rec on Fuseb dyth
erca zys ym dols we piv them gress ureb dy t he leng tho ft imei nwic hto b oi tamb
frus tra ted dy regea teb fa ily resth eybo no tlear no hetra bit lon alw ayamb sow ern u
stte achth embif Fere ntly.

Debrief

- How did you feel during this task?
- What were some of the things that made the reading task difficult?
- What were some of the things you did that helped you to read this passage?
- What could I as the “teacher” have done better?

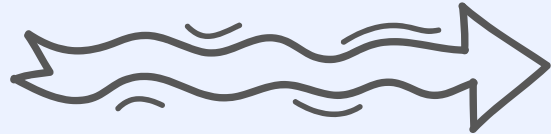
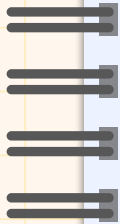
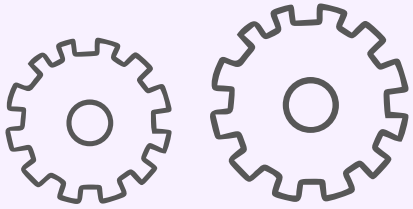
Actual Passage

I suspect that children with learning disabilities must frequently experience an “Alice in Wonderland” existence. Often we find that they must cope with an unstable world, inconsistent adults and haphazard perceptions. They're confused by crazy symbols we give them, pressured by the length of time in which to do it and frustrated by repeated failures. They do not learn the traditional way, so we must teach them differently.

01

What is a Disability?

Do you know the difference between a visible vs invisible disability?

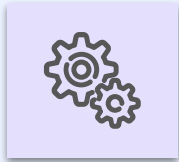


What Kinds of Disabilities Might we See at SUP?



ADHD

Common symptoms include: difficulty paying attention in class, forgetfulness, squirming/fidgeting, impulsive behavior (act without thinking), careless mistakes, difficulty sharing & getting along with others



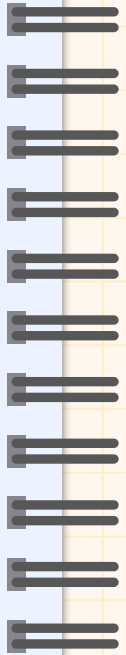
Autism Spectrum Disorder

A developmental disability that causes people to “behave, communicate, interact and learn in ways that are different than most other people.” While ASD is a spectrum, common symptoms include: avoiding eye contact, difficulty engaging in conversation, repetitive movements, ritualistic behavior, delayed language skills, hyperfixation on specific subjects

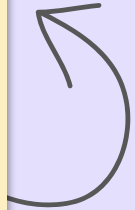


Learning Disabilities

Include dyslexia (difficulty with reading), dyscalculia (difficulty with math/numbers), dysgraphia (difficulty with writing)



Remember: a diagnosis does not define a person. Diagnoses can help individuals gain access to a range special services and supports that help them succeed, but ultimately no two people with same diagnosis are identical.



How Might a Disability Manifest?

Disabilities commonly impact one or more of the following areas:

1. Academics
 2. Behavior
 3. Social Skills
- How might a disability (ADHD, ASD, learning disability, or any other disability) impact these three areas?
 - What are the consequences of difficulties in these areas in a SUP context?
 - Can you think of any other areas a disability may impact?

A yellow spiral-bound notebook is shown against a light yellow grid background. The spiral binding is at the top. On the left side of the notebook, there is a light blue square containing the number '02'. To the right of this square, the text 'Universal Design for Learning' is written in a dark grey, sans-serif font.

02

Universal Design for Learning

What is UDL?

- Universal Design for Learning is a framework characterized by curricula that “include a range of options for accessing, using, and engaging with learning materials – recognizing that no single option will work for all students”
- A classroom that follows UDL facilitates inclusion of all types of learners, including those with disabilities

What do you think are the benefits and drawbacks of employing UDL at SUP?

How Might UDL Be Implemented at SUP?

Universal Design for Learning Guidelines



© 2011 by CAST. All rights reserved. www.cast.org, www.udlcenter.org
 APA Citation: CAST (2011). *Universal design for learning guidelines version 2.0*. Wakefield, MA: Author.

How Might UDL Be Implemented at SUP?

Read these two examples of UDL in pairs and discuss!

Mathematics Example

Suppose a math teacher uses the UDL approach to convey the critical features of a right triangle. With software that supports graphics and hyperlinks, he prepares a document that shows

- Multiple examples of right triangles in different orientations and sizes with the right angle and the three points highlighted.
- An animation of the right triangle morphing into an isosceles triangle or into a rectangle, with voice and on-screen text to highlight the differences.
- Links to reviews on the characteristics of triangles and of right angles.
- Links to examples of right triangles in various real-world contexts.
- Links to pages that students can go to on their own for review or enrichment on the subject.

The teacher could then project the document onto a large screen in front of the class. Thus, he would present the concept not simply by explaining it verbally or by assigning a textbook chapter or workbook page, but by using many modalities and with options for extra support or extra enrichment.

U.S. History Example

A U.S. history teacher using the UDL approach might ask her students to construct an essay that compares and contrasts the industrial North with the agricultural South in the 1800s. Her focus is the thinking behind the essay, the method of comparing and contrasting, as a means to help her students gain deeper understanding of the period and the geographical locations.

She emphasizes that there are many different approaches to constructing the essay and offers examples: outlines, diagrams, concept maps, digitally recorded “think alouds,” and drawings. She uses tools that support each of these approaches, so that students who need extra structure can choose the supports that work for them, and she creates templates with partially filled in sections and links to more information.

Because this is a long-term assignment, the teacher breaks the research and the writing into pieces and builds in group sharing and feedback to help students revise as they work. The teacher also provides models of the process by sharing the work of previous students who approached the problem in varied ways.

Examples of UDL



Watch this video!

Group Brainstorm Time!

How do you see UDL actualizing in your classroom and your curriculum?

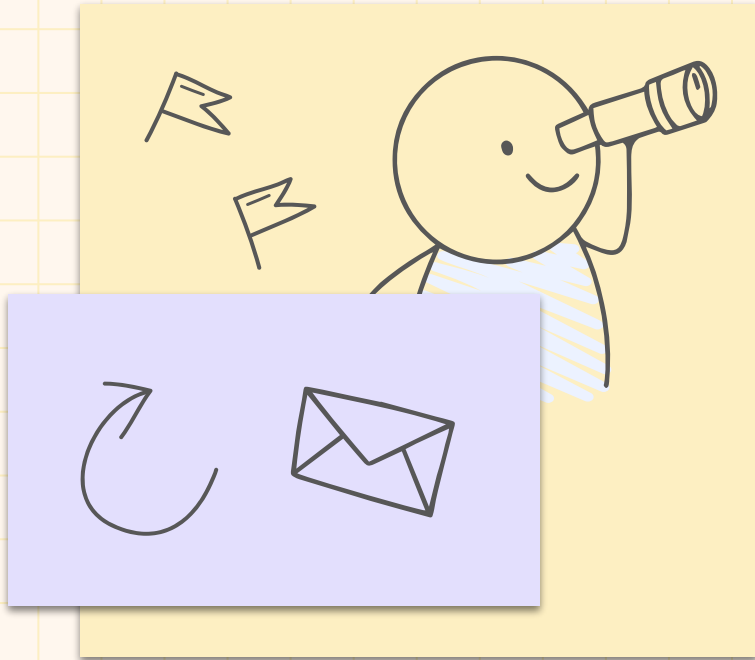
We'll write up your ideas on the whiteboard in the front and send you all a photo afterwards!

Roleplay

1. Pick a topic that you've already planned a curriculum for or that you're just really excited to teach
2. Using the ideas from our group brainstorm, take ten minutes to think about how you would differentiate that lesson with UDL
3. Then find a partner a practice teaching each other your lesson!
4. We'll take 15 minutes to do the roleplay, so make sure to switch roles in the middle!

Roleplay Debrief

- How did that feel?
- What parts of your lesson were easy to differentiate with UDL?
- What parts were more challenging?
- How do you foresee yourself employing UDL during SUP?
- What wonderings about UDL do you still have?
- Are there any more support resources that would be helpful to you?



CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, infographics & images by **Freepik**

Thank you!

Is there anything I can clarify?

