Mentor Matching Engine Teacher Professional
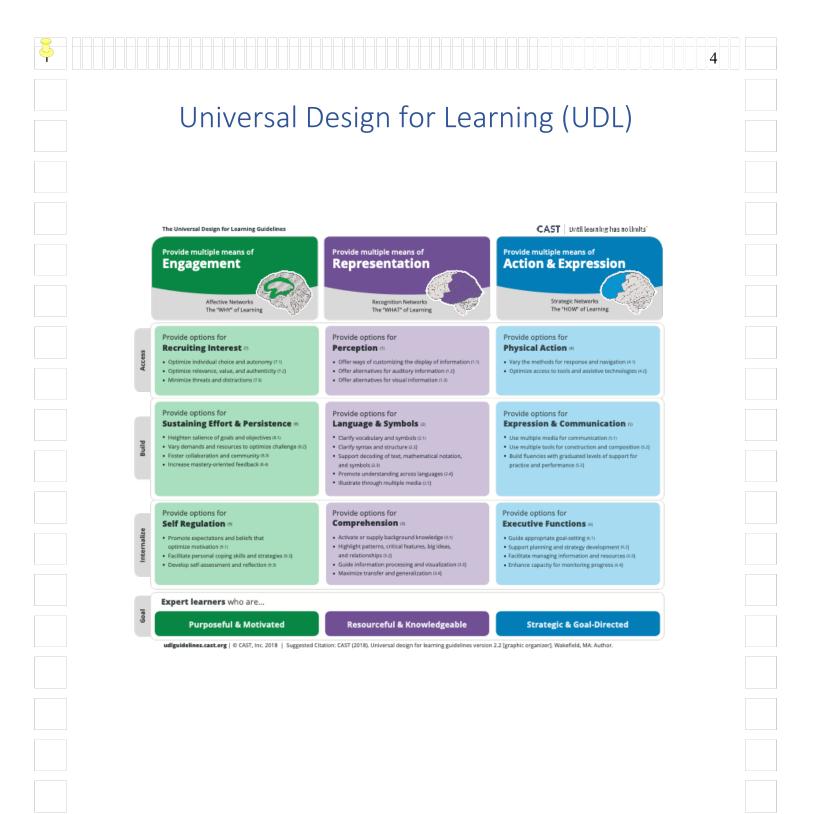Development
September 14, 2023

Resource Guide

Session: Breaking Down Barriers
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Imagine a Researcher

Sketch your image of a researcher below:

Universal Design for Learning (UDL)

The Universal Design for Learning Guidelines

CAST | Until learning has no limits™

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Affective Networks The "WHY" of Learning	Recognition Networks The "WHAT" of Learning	Strategic Networks The "HOW" of Learning

Access

Provide options for **Recruiting Interest** (7)	Provide options for **Perception** (1)	Provide options for **Physical Action** (4)
• Optimize individual choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Minimize threats and distractions (7.3)	• Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3)	• Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)

Build

Provide options for **Sustaining Effort & Persistence** (8)	Provide options for **Language & Symbols** (2)	Provide options for **Expression & Communication** (5)
• 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)	• 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)	• Use multiple media 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 **Self Regulation** (9)	Provide options for **Comprehension** (3)	Provide options for **Executive Functions** (6)
• Promote expectations and beliefs that optimize motivation (9.1) • Facilitate personal coping skills and strategies (9.2) • Develop self-assessment and reflection (9.3)	• 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)	• 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 (6.4)

Goal

Expert learners who are...

Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

udlguidelines.cast.org | © CAST, Inc. 2018 | Suggested Citation: CAST (2018). Universal design for learning guidelines version 2.2 [graphic organizer]. Wakefield, MA: Author.

Key Questions to Consider When Planning Lessons

Think about how learners will engage with the lesson.

Does the lesson provide options that can help all learners:

- regulate their own learning?
- sustain effort and motivation?
- engage and interest all learners?

Think about how information is presented to learners.

Does the information provide options that help all learners:

- reach higher levels of comprehension and understanding?
- understand the symbols and expressions?
- perceive what needs to be learned?

Think about how learners are expected to act strategically & express themselves.

Does the activity provide options that help all learners:

- act strategically?
- express themselves fluently?
- physically respond?

From: *Universal Design for Learning: Theory and Practice*

Available at udltheorypractice.cast.org

For print and accessible EPUB, contact publishing@cast.org or any book retailer.

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Comparing Legislation

Below is a reference guide outlining the differences and similarities of IDEA, Section 504, and the ADA.

	IDEA	Section 504	ADA
Defining Disability in the Law	Specific disability categories defined by law – covers students with educational disabilities requiring special services from specially trained teachers. Not all students are eligible.	Defines an individual with disabilities to (1) have a physical or mental impairment that limits one or more major life activities, (2) have a record of such an impairment or (3) are regarded as having an impairment.	Defines disability in the same manner as Section 504. Extends coverage to persons without disabilities who may be related to or associated with a person with a disability including HIV status, contagious and non-contagious diseases.
Who is covered?	Covers students with educational disabilities requiring special education services from ages 3-21 or until graduation.	Protects all individuals with a disability from discrimination in an educational setting based solely on disability.	Protects all individuals with a disability from discrimination in an educational setting based solely on disability.
Services provided	Offers remedial educational services in addition to services available to all mainstream students (PE, arts, field trips).	Eliminates barriers that prevents a student from full participation in programs and services offered to the general school population.	Eliminates barriers that prevents a student from full participation in programs and services offered to the general school population.

	IDEA	Section 504	ADA
Funding source	Federal funding provided for remedial services.	Schools cannot discriminate based on a student's disability and must provide appropriate accommodations. Schools do not receive additional financial support for services or auxiliary aids.	Schools cannot discriminate based on a student's disability and must provide appropriate accommodations. Schools do not receive additional financial support for services or auxiliary aids.
Documentation and Evaluation	o District responsible for identifying and evaluating students with disabilities o Schools are responsible for evaluations and performed at no expense to the student/parent o Parents must consent to evaluations and placement decisions	o K-12: Schools are responsible for evaluations, at no expense to the student/parent & parents must consent to evaluation and placement decisions. o College: Student is responsible for evaluation and documentation of disability & responsible for advocating and negotiating for accommodation plan.	o Students must self-identify as having a disability and provide documentation of the disability. o Evaluations and documentation of the disability are the student's responsibility and done at the student's expense. o Student is responsible for advocating and negotiating accommodations plan.

	IDEA	Section 504	ADA
Accommodations provided	Individual Education Plan (IEP) developed with parents, teachers, and other specialists.	o Elementary and Secondary: 504 plan developed with parents, teachers, and school personnel. o College: Accommodation plan developed with the student and disability services coordinator on campus.	Accommodations plan developed with the student and disability services coordinator on campus.
Placement in Classrooms	Placement in the classroom must be in the least restrictive environment, either in special, resource, or regular classrooms.	Placement is in regular classrooms with support services to eliminate barriers to the educational experience.	All courses are mainstreamed and accommodations are provided to students who qualify under the ADA.
Reminder: who is covered	K-12	K-12 and College	College and Employment

Adapted from: Utah.gov. (2018). *Comparison of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), & The Americans with Disabilities Act (ADA)*. Retrieved 2022, from https://www.schools.utah.gov/file/ccd1ba51-82a8-40fa-ac27-52bcca65b1d5

Examples of Reasonable Accommodations

Below is a reference guide providing examples of accommodations for different disability types.

A <u>reasonable accommodation</u> is defined as "modifications or adjustments to the task, environment, or to the way things are usually done that enable individuals with disabilities to have an equal opportunity to participate in an academic program or a job" (American Psychological Association, 2012).

<u>Reasonable</u> = do not create undue hardship or a direct threat (ADA National Network, 2022).

Disability Type	Accommodation Examples
Low Vision	✦ Seating near the front of the classroom ✦ Supplementary light source ✦ Electronic format for syllabi, assignments, readings, resources ✦ Image-enlarging technology (i.e. TV monitor, magnifier) ✦ Large print exams, handouts, signs, equipment and material labels
Blindness	✦ Adaptive lab equipment (i.e. talking calculators, tactile timers) ✦ Braille lab signs and equipment labels ✦ Auditory lab warning signals ✦ Verbal or audio descriptions of videos and visuals ✦ Audio-recorded, Braille, or electronic-formatted lecture notes, handouts, texts, etc. ✦ Computer equipment with optical character reader, speech output, Braille screen display and Braille printer output ✦ Raised-line drawings and tactile models of graphic materials
Hearing Loss	✦ Note taker ✦ Written assignments, lab instructions, summaries, etc. ✦ Visual aids and written supplements to spoken instructions ✦ Alternative testing location to reduce auditory and visual distractions ✦ Sign language interpreter ✦ Real-time captioning ✦ Seating near the instructor with unobstructed view of the speaker's face (lip reading)
Chronic Health Conditions	✦ Note takers ✦ Extra time on exams and allowance for breaks ✦ Flexible attendance requirements ✦ Assignments available in electronic format ✦ Facilitation of communication via e-mail rather than in-person

Disability Type	Accommodation Examples
Speech Impairment	✦ Alternative assignments for oral presentations (i.e. written assignments, one-to-one presentations) ✦ Flexibility with in-class discussions (i.e. use of online discussion boards)
Learning Disability	✦ Note takers ✦ Audio recorded lectures ✦ Captioned films ✦ Extended time on exams and assignments ✦ Alternative testing arrangements and locations ✦ Instructions provided in multiple formats (i.e. visual, oral, tactile) ✦ Computer technology with voice output, spellchecking and grammar checking capabilities ✦ Concise oral instructions ✦ Clear written instructions ✦ Well-organized visual aids
Mobility/motor impairment	✦ Extended time for completion of activities ✦ Class materials available in electronic format ✦ Use of ramps and raised platforms for student's access ✦ Wheelchair-friendly furniture and room arrangement (i.e. adjustable height lab benches and tables, space to accommodate and navigate a wheelchair, lab equipment located within reach) ✦ Computer technology with speech input, voice output, and alternative keyboard options ✦ Classrooms, labs, and field trips in accessible locations ✦ Note takers ✦ Lab partners

Adapted from: American Psychological Association. (2012). *Reasonable accommodations explained*. Retrieved June 30, 2022, from https://www.apa.org/pi/disability/dart/toolkit-three