

UNIVERSAL DESIGN FOR LEARNING

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Explicit instruction:

- A. demonstrate task with multi-sensory instruction
- B. complete task with student, then
- C. allow student to complete task on own with repeated practice

Multi-sensory: (visual, auditory, kinesthetic) instruction. Ideally, incorporate all three at once.

Visual aids: flash cards, maps, posters Auditory aids: recordings, podcasts

Kinesthetic aids: hands-on examples and tools such as math manipulatives

Processing:

Go slower in presenting materials Allow extra time for student to respond Break things down into smaller steps

Avoid requirement of reading out loud, writing on the board, especially for students with learning disabilities in reading and writing and math; this causes anxiety

Materials:

Use simple font such as "arial"/ use larger text size Few exercises and steps per page; simplify

Provide students copies of notes on lectures

Emotional Support:

Predictability and consistency are important to students Allow time out to regroup, calm emotions

Provide positive reinforcement

Set smaller goals and positively recognize when they are accomplished Incorporate relaxation techniques (ex: chair yoga or deep breathing exercises)

The brain pays attention to matter when it is meaningful and has an emotional hook

Environment:

Reduce distractions:

Allow preferred seating (ex: in front for better seeing & hearing/ to reduce visual distractions)

Allow use of earplugs when appropriate

Allow use of earplugs / earmuffs during testing