

UDL Station Teaching Activity—Station 3

Students with Decoding Deficits at the Secondary Level

- Need accommodations as noted in their IEP Which have you seen or used?
- Embed UDL: a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.
- Show information in different ways
- Allow students to approach tasks and demonstrate learning in different ways
- Offer options to engage students

Overview:

<https://www.cast.org/impact/universal-design-for-learning-udl#.WATeFfkrJD8>

Mrs. Watkins, an eighth –grade science teacher, typically lectures using PowerPoint while students take notes. She assigns her students to read and answer questions from the textbook, and requires them to conduct lab experiments by following written procedures. She assess her students using written tests. A student in her classroom has learning disability and reads at a third grade level. Based on what you know about Mrs. Watkins class:

- List at least three areas where this student might experience difficulty in her classroom.
- Suggest at least four types of information that Mrs. Watkins can share in an upcoming IEP meeting to help identify appropriate accommodations.
- List at least two presentation accommodations and two response accommodations the IEP team might identify for the student. Explain how these accommodations might help.
- Additionally, how might these specific accommodations help Mrs. Watkins maximize her student’s success?