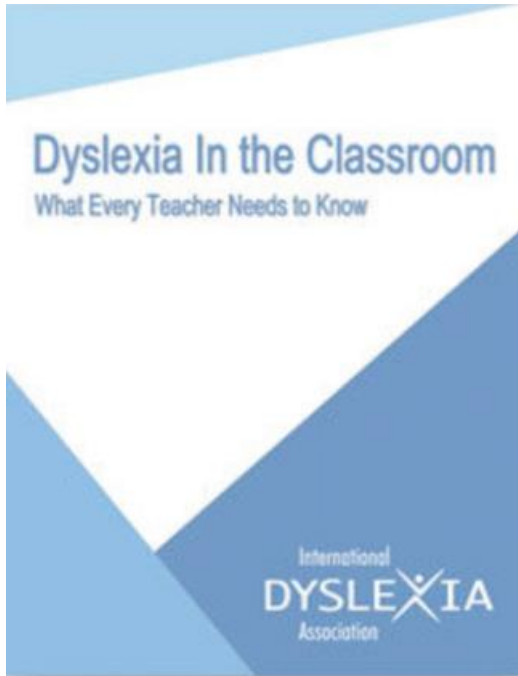


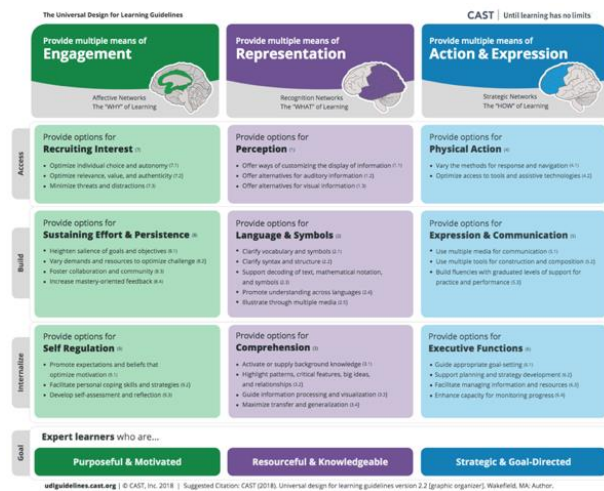
# UDL Crosswalk and Resources for WABIDA Dr. Peggy Coyne

May 28, 2020



Retrieved: <https://dyslexiaida.org/dyslexia-in-the-classroom/>

## UDL Guidelines



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

Retrieved:

<http://udlguidelines.cast.org/>

# Dyslexia in the Classroom: What Every Teacher Needs to Know

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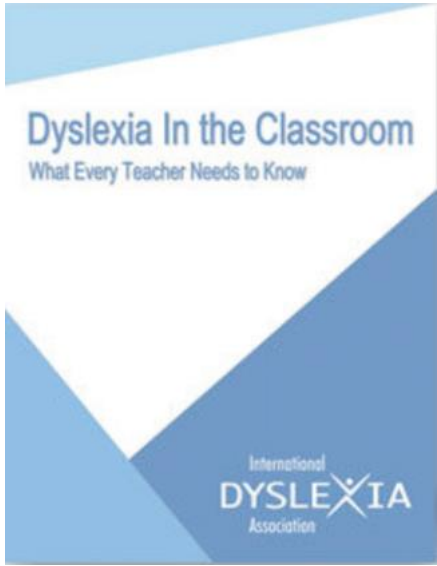

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# Social and Emotional Connections

## Stress and Anxiety

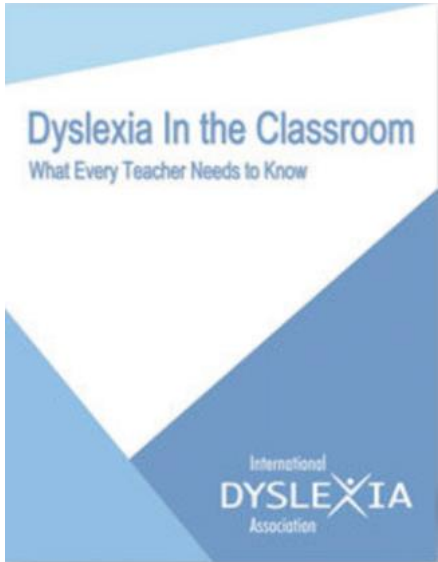

## Poor Self-Image

## Depression

	
<p>Listen to their feelings</p>	<p><a href="#">9.2</a> - Facilitate personal coping skills and strategies</p>
<p>Do not inadvertently discourage</p>	<p><a href="#">7.3</a> - Minimize threats and distractions</p>
<p>Reward effort</p>	<p><a href="#">8.2</a> Vary demands and resources to optimize challenge</p>
<p>Help students set realistic goals</p>	<p><a href="#">9.1</a> Promote expectations and beliefs that optimize motivation</p>

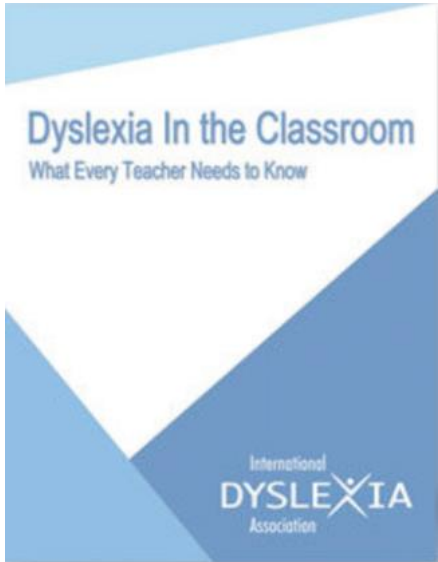

## Classroom Strategies, Tips, and Tools

## Accommodations Involving Materials

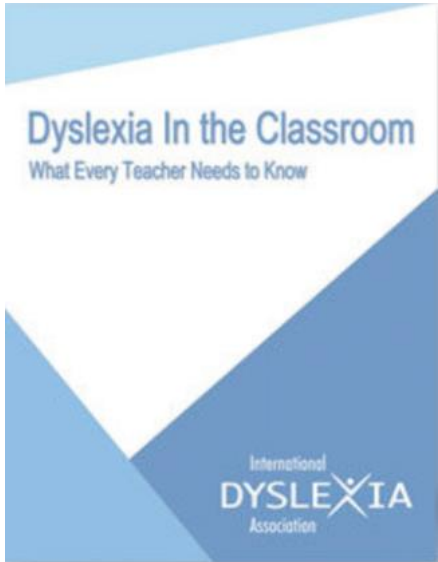

	<h2 style="text-align: center;">UDL Guidelines</h2> 
Clarify or simplify written directions	<a href="#">3.3</a> - Guide information processing, visualization, and manipulation
Present a small amount of work	<a href="#">3.3</a> - Guide information processing, visualization, and manipulation
Block out extraneous stimuli	<a href="#">3.3</a> - Guide information processing, visualization, and manipulation
Highlight essential information	<a href="#">3.2</a> - Highlight patterns, critical features, big ideas, and relationships
Use a placeholder in consumable material	<a href="#">4.1</a> - Vary the methods for response and navigation
Provide additional practice activities	<a href="#">3.4</a> - Maximize transfer and generalization
Provide a glossary in content areas	<a href="#">2.1</a> - Clarify vocabulary and symbols
Develop reading guides	<a href="#">3.3</a> - Guide information processing, visualization, and manipulation
Use an audio recording device	<a href="#">2.3</a> - Support decoding of text, mathematical notation, and symbols
Use of assistive technology	<a href="#">4.2</a> - Optimize access to tools and assistive technologies

## Classroom Strategies, Tips, and Tools

### Accommodations Involving Interactive Instruction

	
Use explicit teaching procedures	<a href="#">3.4</a> - Maximize transfer and generalization
Repeat directions	<a href="#">3.4</a> - Maximize transfer and generalization
Maintain daily routines	<a href="#">7.3</a> - Minimize threats and distractions
Provide a copy of lesson notes	<a href="#">3.4</a> - Maximize transfer and generalization
Provide students with a graphic organizer	<a href="#">6.3</a> - Facilitate managing information and resources
Use step-by-step instruction	<a href="#">3.4</a> - Maximize transfer and generalization
Simultaneously combine verbal and visual information	<a href="#">2.3</a> - Support decoding of text, mathematical notation, and symbols
Write key points or words on the chalkboard/whiteboard	<a href="#">2.2</a> - Clarify syntax and structure
Use balanced presentations and activities	<a href="#">2.5</a> - Illustrate through multiple media
Use mnemonic instruction	<a href="#">3.4</a> - Maximize transfer and generalization
Emphasize daily review	<a href="#">3.4</a> - Maximize transfer and generalization

## Classroom Strategies, Tips, and Tools Accommodations Involving Student Performance

	<h2 style="text-align: center;">UDL Guidelines</h2> 
Change response mode	<a href="#">4.1</a> - Vary the methods for response and navigation
Provide an outline of the lesson	<a href="#">6.3</a> - Facilitate managing information and resources
Encourage use of graphic organizers	<a href="#">6.3</a> - Facilitate managing information and resources
Place students close to the teacher	<a href="#">7.3</a> - Minimize threats and distractions
Encourage use of assignment books or calendars	<a href="#">7.3</a> - Minimize threats and distractions
Have students turn lined paper vertically for math	<a href="#">5.2</a> - Use multiple tools for construction and composition
Use cues to denote important items	<a href="#">3.2</a> - Highlight patterns, critical features, big ideas, and relationships
Design hierarchical worksheets	<a href="#">3.3</a> - Guide information processing, visualization, and manipulation
Allow use of instructional aids	<a href="#">6.3</a> - Facilitate managing information and resources
Display work samples	<a href="#">3.2</a> - Highlight patterns, critical features, big ideas, and relationships
Use peer - mediated learning	<a href="#">8.3</a> - Foster collaboration and community
Use flexible work times	<a href="#">8.3</a> - Foster collaboration and community
Provide additional practice	<a href="#">5.3</a> - Build fluencies with graduated levels of

	support for practice and performance
Use assignment substitutions or adjustments	<a href="#">5.1</a> - Use multiple media for communication

## Additional Resources

### ► Universal Design for Learning Foundations

Cast: <http://www.cast.org/>

Universal Design for Learning Guidelines: <http://udlguidelines.cast.org/>

Multiple Means of Engagement: <http://udlguidelines.cast.org/engagement>

Multiple Means of Representation: <http://udlguidelines.cast.org/representation>

Multiple Means of Action & Expression: <http://udlguidelines.cast.org/action-expression>

Dr. David Rose explains the UDL Guidelines:

<https://www.youtube.com/watch?v=wVTm8vQRvNc&feature=youtu.be>

### ► Books:

Universal Design for Learning: Theory and Practice (2014)

<http://www.cast.org/our-work/about-udl.html#.XpXJtVnKjBI>

Teaching Every Student in the Digital Age: Universal Design for Learning (2002):

<http://www.cast.org/our-work/publications/2002/universal-design-learning-udl-teaching-every-student-rose.html#.XqB9mINkIBI>

### ► For Parents and Educators:

Understood: [Understood | For Learning and Thinking Differences](#)

Empowering the variability of individuals

A Day in the Life of a Child with Dyslexia: Through Your Child's Eyes

<https://www.understood.org/en/learning-thinking-differences/child-learning-disabilities/dyslexia/a-day-in-the-life-of-a-child-with-dyslexia>

### ► Learner Variability:

The End of Average: Todd Rose

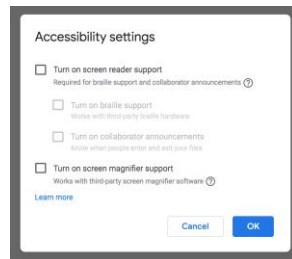
<https://www.youtube.com/watch?v=9GcJi4eaSeY&t=98s>

### ► Screen Readers:

Narrator for Windows: [Complete guide to Narrator - Windows Help](#)

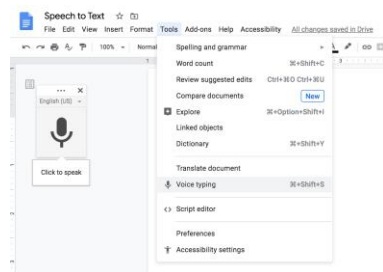
## Voice Over for Macs - [Screen Reader Basics: VoiceOver -- A11ycasts #07](#)

Google:



### ► **Speech to Text:**

Google:



### ► **Remote Learning:**

Accessible Educational Materials Center (AEM): [AEM: Home](#)

COVID suggestions: [Resources for Access and Distance Education](#)

Ten Tips for Creating Accessible Videos - [Top Ten Tips for Creating Quality Videos](#)

How to find Closed Caption videos on YouTube - [Search for videos with captions - YouTube Help](#)

Modules: <http://aem.cast.org/about/new-educator-training.html>



Understood: [Understood | For Learning and Thinking Differences](#)

Empowering the variability of individuals

Cites: [CITES: Framing the Future of Learning with Technology](#)



The State Educational Technology Directors Association (SETDA):

[Accessibility eLearning](#)

► **Communicating with Families:**

Understood: [Coronavirus Latest Updates and Resources](#)

The State Educational Technology Directors Association (SETDA):

[Considerations for State, District, School Leaders per Parent Communications](#)