

UDL-Con: *International* Session Descriptions

Keynote Speakers

Paula Kluth

Dr. Paula Kluth is a consultant, author, advocate, and independent scholar who works with teachers and families to provide inclusive opportunities for students with disabilities and to create more responsive and engaging schooling experiences for all learners. She is a former K-12 special educator who has served as a classroom teacher, co-teacher, and inclusion facilitator. Paula has also been a university professor and has taught courses on both inclusion and disability studies. Most recently, Paula's work has centered on helping teachers and administrators educate all students in their schools and classrooms. She also frequently works with families and advocacy groups to support goals related to inclusion. In addition to inclusive education, her professional interests include Universal Design for Learning, co-teaching, and educating students with complex support needs. Paula is the author of over 15 titles including *Universal Design Daily*, *30 Days to the Co-Taught Classroom*, *Don't We Already Do Inclusion?*, and *"You're Going to Love This Kid!": Teaching Students with Autism in Inclusive Classrooms*.

Mirko Chardin

Mirko Chardin is Novak Education's Chief Equity and Inclusion Officer. Before joining Novak, he was the Founding Head of School of the Putnam Avenue Upper School in Cambridge, MA. Mirko's work has involved all areas of school management and student support. His greatest experience and passion revolves around culturally connected teaching and learning, recruiting and retaining educators of color, restorative practice, and school culture. He is also a race, diversity and cultural proficiency facilitator & leadership coach for the Aspire Institute at Boston University's New Wheelock College of Human Development and Education and is a Virtual Module Content Provider and In-Person Technical Assistance Provider for the Dept. of Ed.'s Inclusive Practice Academy.

He is a principal mentor for the Perone-Sizer Creative Leadership Institute, a former Trustee at Wheaton College and is an active hip-hop artist. Mirko presents both locally and nationally on issues of cultural proficiency, equity, Universal Design for Learning and the use of personal narratives. He is also the co-author with Dr. Katie Novak of the bestselling ["Equity by Design: The Power and Promise of UDL"](#). He is available to provide workshops, seminars and trainings on implicit bias, microaggressions, UDL, restorative practice, identity, courageous conversations about race, and personal narratives.

In-Person Sessions

Chances and Choices, Andratesha Fritzgerald

Every day educators are faced with chances and choices. This workshop invites participants to explore stories and teach case studies featuring real-life scenarios grappling with design dilemmas. Through discussions, design challenges and feedback opportunities - participants will create and redesign new chances and choices that will lead to the disruption of anti-Black racism in education.

Interprofessional Education and its Impact on Educator and Provider Wellness, Jennifer Hockenhill

We don't typically think of structured interprofessional learning opportunities in educator and provider preparation programs as a method to address educator wellness. However, studies show that when

(a)roles and responsibilities have been delineated, (b)ethical considerations have been identified, (c)there are respectful engagements around disagreements, (d) knowledge and language are shared, and (e) there are shared responsibilities amongst interprofessional teams, student outcomes are more favorable and staff feel more balanced in their roles. Balanced staff equates to higher retention rates and increased student engagement.

Universal Design in Action: The Story of Montgomery College's UDC, Paul D. Miller

Join us for a focused one-hour session exploring Montgomery College's Universal Design Center (UDC). This session offers an insightful look into the UDC's development, its objectives, and its real-world impact on students and faculty. We'll provide a straightforward overview of what the UDC is, why it was created, and how it's making a difference in the college's approach to education. Expect a mix of practical information, brief case studies, and a glimpse into the everyday benefits of Universal Design in a dynamic educational setting.

Using Universal Design for Learning to Improve Student Behavior, Kelley Correio, Lindsay Hicks-Frazer

In this engaging presentation, educators will delve into the intersection of Universal Design for Learning (UDL) and student-led learning to improve classroom behavior and create an inclusive and learning environment that fosters student autonomy, competence, and a sense of belonging.

Enhancing UDL implementation with Universally Designed Coaching, Lisa Bosio

As leaders and coaches, we need to support teachers with implementing UDL to ensure they can be successful. In this session, you'll learn best practices for building strong relationships and shifting mindsets that interfere with success. You will also learn how to identify UDL practices and how to provide effective mastery-oriented feedback and coaching to inspire and challenge teachers to take their UDL practices to the next level.

VR Accessibility: A Systematic Review, Lillian Chumbley

This presentation provides a comprehensive analysis of the accessibility of Virtual Reality (VR) technologies in university settings. Focusing on empirical studies and expert opinions, we systematically examine the extent to which VR is accessible for diverse student populations, including those with disabilities. We evaluate current implementation strategies, technological barriers, and educational benefits of VR in higher education. Our review also discusses the guidelines and best practices for enhancing VR accessibility in academic environments. This session aims to offer insights into the challenges and potential solutions for integrating VR in universities, promoting inclusive and effective learning experiences.

UDL and Implementation Science: Adapting UDL Practice to (YOUR) Context, Cherie Smith, Tracy Mail

This session leverages implementation science to organize proactive planning for educational professionals. The active implementation formula requires effective practice, such as UDL, effective implementation, and enabling context through strong teams and mindsets to achieve socially significant outcomes. Because this session focuses on adapting practices to the learner's context, it may be broadly applied to any age and implemented anywhere learning occurs, including classroom, building, district, and state environments.

Leveraging Universal Design in STEM Education: A Case Study Approach, Jennifer Munoz

Join STEM4Real, a leading advocate for authentic STEM education, in an engaging and immersive Live Interactive Workshop at the CAST UDL Conference. This 60-minute session will delve into the integration

of Universal Design for Learning (UDL) principles, culturally responsive pedagogies, and Next Generation Science Standards (NGSS) through the lens of a case study student analysis. In this workshop, STEM4Real aims to offer significant new insights into the transformative power of Universal Design for Learning (UDL) in shaping the future of STEM education. Our session will go beyond theoretical discussions by providing concrete examples and a case study analysis that will empower educators to apply UDL principles effectively.

Meet LUDIA, Your AI-Powered UDL Partner, Elizabeth Stark, Jérémie Rostan

Meet LUDIA, your AI-Powered UDL thought partner. LUDIA is a chatbot designed to be a new kind of entry point and scaffold for developing a Universal Design for Learning mindset, intentionally designing to reduce learning barriers, and discovering the power of Artificial Intelligence. LUDIA does not just give strategies; they provide context specific and culturally relevant options for instructional design that take all three principles of UDL into account. All participants, novices, and experts alike, will have multiple ways to deepen their understanding and engage. Join us to explore how to reduce barriers with LUDIA!

Unlocking Design Mindsets to Lead UDL, Loui Lord Nelson, Cherie Smith, Elizabeth Stark

This session invites participants to leverage their curiosity, enthusiasm, and conviction about the benefits of Universal Design for Learning and act as a champion of change. Through interactive stories and role plays, this workshop aims to foster UDL mindsets of leaders. Every participant will leave with tools and strategies that they can put into action in their schools right away. Most importantly, they will gain a deeper understanding of the leadership mindsets that will allow them to effectively model, champion, and sustain lasting and transformative change in their schools and learning communities through UDL implementation.

How do the UDL Guidelines and Culturally Sustaining Pedagogy Intersect?, Blake Beckett

Blake Beckett will facilitate a discussion focused on how researchers can study how UDL and Culturally Sustaining Pedagogy intersect, as was proposed by Waitoller and King Thorius (2016) when they suggested the cross-pollination of the two instructional frameworks. She will share her own research efforts and invite a collaborative discussion of what this type of research helps us learn about these efforts and how we might envision future research focused on helping us learn about how teachers and students experience the intersection of UDL and CSP.

Using UDL for a Whole Child Approach, Lindsey Balderaz, Abby Neel

Embark on an enlightening journey at the Universal Design for Learning conference with the session titled "A Whole Child Approach through UDL Principles." This presentation delves into the transformative realm of project-based learning, exploring its profound impact on nurturing the holistic development of students. Discover how Artificial Intelligence is harnessed to foster equitable learning experiences, ensuring inclusivity for all. Uncover the pivotal role of social-emotional instruction in elevating student outcomes, promoting a comprehensive educational approach. Join us to explore innovative strategies that synergize UDL principles, project-based learning, AI, and social-emotional instruction for a truly enriching educational landscape.

UDL with an SEL Focus Through Nonverbal Communication and Tools, Annie Jackson, Edith Mancera de Gonzalez

This presentation advocates for a transformative approach to education by integrating Universal Design for Learning (UDL) with a Social-Emotional Learning (SEL) focus. Centered on the use of nonverbal tools, the session emphasizes inclusivity for students in special education and multilingual learners. Attendees will explore the seamless synergy between UDL and SEL, uncover practical applications of nonverbal tools, and gain insights into implementing these strategies to create a universally inclusive and

emotionally supportive learning environment. The presentation aims to empower educators to foster academic success and emotional intelligence in diverse classrooms.

Designing with the End in Mind: The 2024 National Educational Technology Plan, Desmond Rudd
The 2024 National Educational Technology Plan (NETP), released by the Department of Education's Office of Educational Technology (OET), aims to guide educators, students, and schools in maximizing the potential of technology for learning in any location and at any time. Drawing on evidence from the field, the NETP emphasizes the transformative impact of Universal Design for Learning (UDL) when combined with technology. This approach empowers students to demonstrate understanding in diverse ways, fostering an environment where learners have options and play active roles in shaping their educational experiences. This session will delve into the promises and challenges associated with accessibility in education, exploring how UDL, when coupled with technology, can support active learning. Participants will also examine how education systems across America are leveraging UDL and consider ways to implement the strategies and recommendations outlined in the NETP within their own organization and/or education practices.

Yeah, But, How Do I Grade This?: Rubrics for UDL Choice Assignments, Jennifer Pusateri
When new UDL teachers are ready to start offering choice assignments, the first question they often ask is "Yeah, but how do I grade this?" For some, grading is the biggest barrier to offering choice assignments. This session introduces educators to a step-by-step process for creating and grading a choice assignment. in three parts: (1) designing a "checklist rubric" that helps clarify the goals of the assignment, (2) turning a traditional assignment into a choice assignment and (3) making that same "checklist rubric" into a format-generic rubric that can be used to grade many different forms of student expression.

OEP & UDL: Essential Components for Educational Development in Sierra Leone, Kimberly M. Johnson, Andrew Unisa Dumbuya
It is time for us to think globally when it comes to equitable opportunities in education. This session will focus on barriers faced by learners and teachers in developing countries and how combining Open Education Practices (OEP) and UDL can address those barriers. Participants will learn how they can be involved in the systemic change that needs to happen in order to improve the future of learning, not only for traditionally marginalized students, but also for traditionally marginalized countries.

Designing Equitable and Culturally Responsive Project-Based Learning Experiences, Tasia Anna Chatman
Are you excited about project based learning? Curious about how to ensure project based learning is equitable and accessible to all students in a classroom? Are you wondering how to apply research based frameworks like Universal Design for Learning and Culturally Responsive Teaching to PBL? Project Based Learning can be powerful and transformational when it is accessible to marginalized students. In this interactive session you'll get practical tools and guidance to build more inclusive PBL experiences. You'll also have a chance to work with others to apply these skills to revise a sample PBL lesson or unit.

Working Collaboratively for UDL Progression in Ireland, Erica Meslin
This session aims to let participants know the status of UDL implementation across tertiary education institutes in Ireland. As the national leaders in UDL, AHEAD and UCDublin have worked together on various successful initiatives: 1) the UDL and UD Beyond the Classroom Badges which now have over 3,500 graduates in tertiary education throughout the country 2) the John Kelly UDL awards which award best practice in UDL in Ireland in post-secondary education with both individual and collaborative awards, and 3) Ireland's first UDL Charter which will begin implementation in late 2024. This session will

encourage participants to brainstorm and examine options for creating UDL focused partnerships within various societal spheres of their own. It will take a friendly and interactive approach on cross-sectoral relationship building, encouraging participants to think outside of the box in creating collaborative partnerships which lead to more sustainable positive change.

One Font Doesn't Fit All: Text Personalization Significantly Impacts Comprehension, Kathy Crowley

What if, just by reading with a different text format, your students' comprehension improved? That is exactly what readability researchers have proven. Small typographical changes to text format can enhance an individual's ability to read quickly and accurately and to comprehend more. Personalized reading formats are the next offering in personalized learning models with the promise, if implemented for students everywhere, to improve educational, career, and life opportunities. Insights from this emerging cross-disciplinary body of work can inform the design of better learning applications.

Integrating UDL and Restorative Practices into PBIS Universal Systems so All Students Thrive,

Jennifer Boettger, Marci Zeppegno

In this engaging and informative presentation, we will explore the potential for creating a cohesive and integrated approach to PBIS, UDL, and Restorative Practices. We aim to empower educators and administrators with the knowledge and skills to seamlessly weave these initiatives into a unified system, fostering inclusive environments where all students can thrive. The session will include real-world examples, case studies, and interactive discussions to illustrate successful integration strategies. Participants will leave with a deeper understanding of the benefits of a unified approach and practical insights to implement integrated practices effectively. By attending this session, educators and administrators will be equipped to create inclusive learning environments that not only meet the diverse needs of all students but also make implementation manageable and motivating for staff. Join us in taking a step towards breaking down silos and fostering a collaborative approach to enhance student outcomes.

UDL Success: Guiding Implementation with Interactive Strategies and Implementation Science,

Leah Padilla, Laurie Balsano Wright

In this interactive session, participants will follow the journey of a district's implementation of Universal Design for Learning and explore the guided steps taken to support the implementation of UDL using the principles of implementation science. Participants will interact with the following steps to create a system for sustained UDL implementation: - Data Collection - Building an Implementation Team - Developing an Implementation Plan - Implementing an Implementation Plan Experiences, tools, and resources will be shared to support the implementation. These guided steps will support your school/district in the creation of sustainable and robust UDL implementation that benefits all learners.

Implementing Universal Design for Learning (UDL) in Professional Learning Experiences, Teresa

Judd

Universal Design for Learning (UDL) principles can be incorporated into professional learning experiences for adult participants. This leads to greater participant engagement and application of the content in the participant's setting. At the Utah State Board of Education (USBE), educational specialists, coordinators, and directors received ongoing training on UDL principles that they incorporated into professional learning experiences, projects, and meetings for USBE and local education program staff. This session will provide an overview of the training provided and examples of how UDL principles were incorporated into professional learning experiences and other state-level projects.

Skills for Students to Lead their Learning, Heather Cowap

In an era of diverse learners and rapidly evolving educational landscapes, it is crucial to equip students with the skills necessary to lead their own learning. This presentation will delve into blending UDL, a

framework promoting inclusive educational design, and Scrum, an agile project management methodology. By combining these two approaches, educators can foster an environment that encourages student autonomy, collaboration, and adaptability. The skills students will learn are durable life success skills as well as supporting academic achievements.

What assumptions about learning & intelligence need challenging? All of them!, Mary Margaret Hughes

CAST's UDL framework (2.0) is supported by 1500 research titles. Approximately half use theory to support research inquiry, design, and analysis. Review of UDL's framework research revealed that common assumptions about teaching and learning have come from theories in research that omit culture as a contextual factor, use language that is outdated, and/or conveys deficit perspectives. This presentation highlights the most common educational theories and challenges the evidence-base that supports them before sharing equity-forward research that expands theory to include historically marginalized students.

Supporting Students Rising as Expert Learners with Co-Teaching & UDL, Fred Cochran, Sung Park

The co-teaching classroom is the ideal environment to elevate student learning by applying the principles of Universal Design for Learning (UDL) in lesson design. Experience firsthand how the 6 models of co-teaching can be used to provide students with multiple ways to engage, perceive, and demonstrate their learning. We will explore strategies to empower students developing as expert learners.

Proactively Supporting Executive Function by Developing Strategic Learning Skills, Alexis Ann Reid, Lisa Beth Carey, Gerald Reid, Luis Pérez, Margaret Flood

Providing "options for executive functions" is a critical UDL guideline for supporting strategic learning. However, few teachers report being explicitly taught about executive functioning from a neurodevelopmental or cognitive perspective. Through research and professional experience, Lisa Carey and Alexis Reid know that educators, parents, and even healthcare professionals can miss opportunities to support the learners' executive function development due to misconceptions about this critical set of cognitive skills. This panel will unpack executive functions- what they are, how they develop, and how we can support them in various learning environments.

Improving at the Margins: Designing for Students with Disabilities, Stephanie Lassalle, Nykeisha Bryer

Learn how the pilot Networked Improvement Community for Students with Disabilities worked with practitioners to dramatically improve outcomes for students at the intersection of race, class, and ability, while strengthening learning environments for all students. Explore promising research-based practices showing early evidence of impact for students often positioned furthest from opportunity, applying insights to your own school-based contexts. This dynamic session will share lessons learned from the three-year project and provide resources and actionable insights to drive equitable progress for students across our school communities.

STEAMBuilder + TECLA: Integrating AI and UDL for Inclusive Maker-Centered Learning, Xavier Dominguez, Marta Sanz, Kim Ducharme

This session unveils how to integrate AI with maker-centered learning and Universal Design for Learning (UDL) principles to create inclusive and tailored educational experiences. It explores the international team's innovative approach to developing learning pathways that adapt to the diverse needs of learners and educators, fostering inclusion and engagement, and supporting all students to thrive in K-12 STEAM education worldwide. Leveraging Fab Labs' global knowledge and neuroscientific insights drawn from the expertise of Diverse Foundation and CAST's UDL framework, STEAMBuilder helps educators effectively

plan and deliver lessons while being mindful of the design process and adapting to the local context. The session also shares an associated student-facing project called TECLA, which seeks to measure the effects of introducing maker-centered learning in primary education students in schools of maximum complexity due to high numbers of migrant families, socio-economic challenges, and students with special needs.

Using UDL to Navigate Technological Change, Joanna Friend, Sharmaine Itwaru, Mandy Bonisteel
Technological change is happening at an accelerating pace, changing the way we work, learn, and engage with the world. This panel session will explore how institutions can use Universal Design for Learning (UDL), a framework to improve and optimize teaching and learning, to respond to and prepare for technological change. Attendees will learn about strategies for using UDL to embrace technological advancements and create a more accessible and inclusive learning environment for all students.

Faculty innovation communities development through universal design for learning, Jingrong Pearl Xie, Amy Allen, Nicole Pitterson, Mark Nichols
The Universal Design for Learning Community of Practices group at Virginia Tech supports instructors in identifying and meeting diverse learning needs in various learning environments across disciplines, integrating technology tools and inclusive design and pedagogy. This teaching innovation project is funded by the provost's office at VT. We adopted Wenger's (1998) definition of communities of practice for the purpose of supporting 12 UDL faculty fellows across the disciplines to learn together. In this session, we share our experience of developing a Faculty Fellow program focused on UDL education, implementation, evaluation, and dissemination at VT.

TSEL + UDL + MATH= our Individual and Collective Math Mindsets, Anne Childers, Lybroan James, Al Rabanera
In this session, we will delve into the ways in which mathematical environments contribute to the development of identity, agency, curiosity, and a sense of belonging. Our approach is centered around cultivating mindsets that purposefully employ Transformative SEL (TSEL) and Universal Design. Join us as we navigate the path to designing the next generations of mathematical identities.

Universally Designing Learning Acceleration, Heidi Espindola, Becky Canham
Explore the intersection of learning acceleration and UDL implementation. This session will showcase how Placer County, serving as a regional hub for the California Collaborative for Learning Acceleration (CCLA) grant, seamlessly integrates Universal Design for Learning (UDL) practices from the California Collaborative for Inclusive Learning (CCIL) project into Learning Acceleration implementation. Uncover how administrators employ implementation and improvement science processes to assess and plan for system improvement, and delve into CCIL-inspired professional development activities, such as lesson design lab, teacher-led instructional rounds and coaching. Join us for an insightful session, where innovative practices converge for impactful educational progress.

An Instructional Coach's Journey to Implementing UDL, Lindsey Beam
Participants will gain valuable insights into the integration of Universal Design for Learning (UDL) principles within professional learning communities (PLCs). The instructional coach will candidly share experiences, detailing both successes and failures encountered along the journey. Participants will learn about the strategic incorporation of professional development (PD) into PLC activities and the alignment of UDL principles with other school and district initiatives. The presentation aims to provide a comprehensive overview, offering actionable takeaways and outlining the next steps in this exploration of enhancing lesson design for diverse learners.

Examining UDL implementation across a campus from a sustainability perspective, Frederic Fovet
Scholarship on UDL within the post-secondary sector has mostly focused on its benefits for diverse learners within the classroom. The strategic dimensions of cross-campus implementation represent an emerging literature that has only recently been prioritized. This workshop examines ways sustainability represents a highly pertinent facet of this work and plays a significant role in the way UDL is conceptualized. It highlights the need for a reflective, proactive, and ongoing overlap between the literature on sustainability and inclusion, in all UDL initiatives. This interactive session is structured around findings from a Canadian study and encourages participants to develop awareness and strategies.

UDL in workforce development: from education to industry, Luis Pérez and Sam Catherine Johnston
During this session, participants will hear about the innovative ways UDL is being leveraged to ensure career pathways are open and accessible to all learners. The session will showcase how UDL is imbedded in projects focused on connecting industry and education to helping learners explore different careers; creating universally designed work-based learning tools and preparing postsecondary faculty and career technical education teachers. Participants will explore the curriculum, hear from project participants, consider how and why the Department of Labor (DOL) and Office of Career Technical and Adult Education (OCTAE) support the use of UDL, and analyze ways they might be able to incorporate UDL into workforce development inside and outside of formal education and training.

Designing Inclusive Technology Systems: We Have Our CITES on AEM, Christine Fox, Michelle Soriano

The future is inclusive. Educators, learners, and families are using inclusive technology to scaffold and support everyday learning tasks. So how do we design inclusive systems that promote these inclusive educational practices? This session will provide you with a roadmap for supporting UDL implementation with inclusive technologies and materials. Walk away equipped with the resources to design technology ecosystems of the future with a step-by-step process for identifying and removing systemic barriers when teaching with technology.

A UDL Case Study: Results from One District's Sustained Implementation

This study investigated Universal Design for Learning (UDL) implementation over fourteen years in one U.S. school district. We identified aspects of implementation associated with UDL, and that contributed to inclusion of students with disabilities across multiple contexts. In this session, we share implications and tools for taking this journey. In this session, participants will learn about district wide implementation of UDL through a case example. The presentation will include description and analyses of the process and results of multi-year UDL implementation. After this presentation, participants will be able to assess their own district or school's needs and goals for expanding inclusive education through implementation of UDL and identify concrete action steps they can take to begin the implementation process. By learning about one district's experiences, including challenges faced during the process, strategies used to overcome challenges, and improved student outcomes that resulted from UDL implementation, participants will gain insight into how UDL implementation can support inclusion of students with disabilities and positively impact learning outcomes for every learner. In addition, participants will be given resources to support their first steps for implementing UDL, whether they are just beginning their work or have been implementing UDL in their site already.

Future Forward: Education Innovation Pitchfest, Facilitated by Christine Fox

This inaugural CAST Pitchfest is an opportunity to showcase their innovative products and services. Selected partners will pitch in front of the UDLCOn in-person and online attendees for five minutes each and there will be an opportunity for questions and answers. Participating companies will include Landmark College, Educating All Learners Alliance and Instructure.

Getting to Know UDL Guidelines 3.0: From Promise to Practice, Jenna Gravel, Nicole Tucker-Smith
CAST is thrilled to announce the launch of UDL Guidelines 3.0. This session will highlight the key concepts included in the update and how the changes will support designing more equitable and inclusive learning environments. We'll engage in a collaborative design opportunity to apply Guidelines 3.0 and practice using the updated considerations. Participants will also learn more about resources to support their implementation of this next iteration of the UDL Guidelines.

UDL & Career Pathways: Leveraging UDL to Foster Belonging in STEM Careers, Amanda Bastoni, Donald Walker

A sense of belonging is particularly important for predicating persistence in STEM and fostering STEM career thinking for underrepresented STEM students - like rural girls. In this interactive and engaging presentation, Dr. Amanda Bastoni, Director of Career Technical and Adult Education at CAST and CAST CTE Trainer Donald Walker, will share free drone curriculum, projects, handouts, slide decks and activities created through Take Flight, an NSF-funded project (#2146613). Educators will discover how they can use drones to increase a sense of belonging for girls in STEM, foster STEM career thinking, and increase CTE participation for girls. Participants will use flying orbs.

Envisioning Broader Application: Adapting UDL for Professional and Staff Supervision in Educational Contexts, Adam Lalor

What do you get when you apply UDL to a highly researched postsecondary staff supervision model? Universally-Designed Synergistic Supervision (UDSS)! Research demonstrates that high-quality supervision promotes success for professional and student staff in higher education. Unfortunately, prevailing models of supervision fail to account for cognitive and physical access needs. This session will highlight how the power of UDL can be harnessed for use in the supervisory context. Strategies for implementing UDSS will be discussed.

Explore UDL Professional Learning Experiences Offered in Collaboration by CAST and the Harvard Graduate School of Education, Jenna W. Gravel, Allison Posey, and Michelle Patterson

Do you want to explore professional learning opportunities to build background in UDL and implementation? Are you hoping to connect with an international cohort of educators who are committed to learning about UDL? This session is for you!

CAST and the Harvard Graduate School of Education have partnered to launch a UDL Professional Learning Series! Join us to learn about the two virtual courses included in this series: UDL Explore and UDL Apply. We'll explore the learning goals and design of each course as well as former participants' experiences. Then, we'll engage in one of the course activities as a way to preview how we leverage UDL in the design of the courses to support participants to grow their UDL practice and to build community. We'll conclude by creating space for questions to explore if these courses might align with your own professional learning goals and contexts.

This session is brought to you by the Harvard Graduate School of Education.

In-Person Design Labs

Designing a Tailored Professional Learning Ecosystem: A UDL-Approach Workshop, James McKenna

In this hands-on workshop, you will draft a professional learning plan for organizational improvement that considers: - how people learn - where people learn - when they need learning support Draft goals for

performance improvement for admins, teachers, and other staff. Identify existing resources, opportunities, and systems that you can leverage to

How to Leverage the Educating All Learners Alliance to Drive UDL, Jackie Keenan, Treah Hutchings

The EALA team will guide participants through innovative approaches to implementing UDL using our resources. We will explore practical strategies, success stories, and collaborative initiatives that empower educators to create inclusive and accessible learning environments. Each participant will create a unique UDL toolkit using the resources on our website to support ALL learners this upcoming school year.

Promoting Equity Through the Integration of Universal Designing for Learning and Culturally Sustaining Pedagogy, Kerri Olore, Sheena Rancher, Emily Spitzman, Amy Mercado

This interactive workshop will explore the dynamic intersection of cultural identity, power dynamics and pedagogy. Participants will analyze personal and social identities, unveiling the impact of implicit bias on student success. Centered around the pivotal role of Culturally Sustaining Pedagogy (CSP), the workshop will shed light on how culturally sustaining practices serve as the crux for fostering Universal Design for Learning (UDL) and flexible thinking about educational technology tools and teaching strategies. The workshop will include small group discussions and an opportunity for educators to create or revise their own lessons and activities that promote inclusion and empower all students.

Examining CTE pathways through the lens of UDL, Jennifer Hanks

CTE course offerings have increased on secondary campuses, yet the number of expert learners completing pathways varies widely. Pathway completers exhibit significant variations across learner groups, particularly within traditionally marginalized student communities. Join us for an engaging and purposeful discussion where attendees will collaboratively explore this hypothesis: Does universally designing CTE pathways and courses increase rates of success for all learners? Attendees will engage with structured protocols to analyze and understand the barriers facing these programs and examine how we can use UDL as a mechanism to support expert learning and increase equitable outcomes for our CTE students.

UDL Talks

Utilizing Peer Learning Groups to Intensify UDL, Coridon Laws

On its own, Universal Design for learning is not new, but providing a space for educators to improve their UDL techniques has not been easy, otherwise most educators would be practicing this. This is considering all the other job/career duties that is expected of educators, especially educators in the realm of higher education. There is a certain expectation that college-aged and college-level students possess a "college-readiness" skill-set. Because faculty are not equipped (or believe they are not) to deliver content to students that are not college ready, they often find themselves frustrated on how to "get through" to students that are "left-behind" so to speak. Faculty and college-level educators want to help, but do not know how to help or where to start to help. Peer/Professional Learning Communities (PLCs) help reduce the anxiety and isolation that is felt by college-level faculty in trying to find ways to provide more accessible ways to educate the student body. The goal of my interaction would be to discuss how aligning institutional objectives and goals within the PLCs as well as providing service/professional development hours allows faculty to "kill two birds with one stone" so to speak, while also fostering growth within educators.

Implementing UDL based programs for inclusion, literacy and STEAM in vulnerable school context in Barcelona, Marta Sanz Palau, Xavier Dominguez

"Programa DLec" is an evidence based programme implemented in a multi tiered format for reading and writing acquisition. Programa DLec starts with a general screening to monitor learning difficulties at school and picturing an individual reading profile to target intervention. Teachers receive a 30h-teacher program during the year about reading and writing learning acquisition and DLec methodology to use in the classroom twice a week. Programa DLec has a unique methodology developed in Catalan language for multilingual and at- risk children. DLec methodology intervenes in a preventive stage, group intervention and in one-to-one format for children with risk factors for difficulties in reading and writing. From Kindergarten to 4rth grade, learners acquired hierarchical and systematic intervention of Phonological Awareness, Alphabet Code, Decoding, Orthography and Fluency. Data from more than 1500 children demonstrates a significant positive impact in children with social risk factors to prevent school dropout and promote their potential.

Blending Traditional Alaskan and Western Science Learning in Simulations, Leslie Bondaryk, Carolyn Staudt

For students coming from a cultural background where language is only spoken and science practices are part of the oral tradition, a standard presentation of westernized explanation can bewilder students and slight the community. In order to respect both tradition and state-required curriculum standards, we are developing a suite of simulations that feature multiple points of view (both Y'upik and Western renderings of constellations and star navigation systems) and translated on-demand readings of critical terms. These simulations and associated culturally aware lessons will be discussed in detail along with the process used to engage the community Elders in their creation.

Proactive Environments: Supporting Students with ADHD in Higher Education, Andrea Jamieson, Tanya Pinkerton

In the session, we will present findings from our pilot study on (1) student reports ASU faculty implementing instructional strategies aligned to UDL's engagement principle (2) student perception of the benefit of using specific UDL aligned strategies the relationship between the engagement UDL strategies students reported are often used and the strategies that students report to be most beneficial to their academic success.

The Transfiguration of HigherEd and Workplace Learning, Laura Fothergill

All students, all learners, all people are not on the same learning pathway, in school, in college, at work, and in life. Learning, life-long learning, and training effectiveness can only be achieved for all learners if barriers are removed. The UDL framework and guidelines provide a system-altering, earth shattering way to adapt industries that have been, so far, slow to acknowledge and fully use UDL. This session is about how a complete and beautiful change is possible for these industries because all of us can stop doing what we've always done, and we can stop getting what we've always gotten.

UDL v. Generative AI: A Talk and Competitive Simulation, Noor Akbari

Generative AI bans are increasingly a barrier to inclusivity in K-12 schools, higher education, and professional training. Students lose the freedom to engage, represent, and express as they choose when assignments and assessments are designed around preventing AI cheating. In this session, Rosalyn.ai Co-Founder and CEO Noor Akbari will discuss how to integrate AI into curricula without sacrificing UDL, soft skills development, and academic integrity. To gain firsthand experience with these issues, participants will compete in teams to detect AI cheating in a recorded exam session, and see how they fare against an AI proctor.

Is UDL Part of the Pendulum?, Loui Lord Nelson

There is a popular notion in education that if you wait long enough, the pendulum will swing and classroom practices will go back to what they were in the past. Unfortunately, research, theories and policy all demonstrate this as truth. How is UDL associated with the pendulum? In the past 40 years, has UDL sustained the pendulum or disrupted the pendulum? And what is our role as UDL advocates?

Design for Openness and Curiosity: How Intercultural Learning informs UDL, Lillian Nave

This talk will explore the vital role that intercultural competence has to play in designing flexible learning environments. We often separate goals into knowledge and skills categories, but have we considered the inclusion of attitudes in our goals, both for ourselves as designers/instructors and for our learners? In Higher Education, the AACU has outlined several intercultural competence goals in the areas of knowledge, skills, and attitudes. We will map the oft overlooked attitude goals of curiosity and openness onto UDL to better serve the cultural variability of our learners.

Online Sessions

Bridging Barriers: UDL and AI in Inclusive Language Education, Terri Easter

Explore the transformative synergy of Universal Design for Learning (UDL) and Artificial Intelligence (AI) in 'Bridging Barriers.' This session delves into innovative strategies and real-world applications, showcasing the potential of UDL and AI to revolutionize inclusive language education. Join us in breaking down barriers, fostering equitable learning environments, and creating connections that transcend linguistic challenges. Discover how these powerful tools bridge the gap to ensure every learner thrives in an inclusive language education landscape.

Dream 2B: Supporting Elementary Mathematics Game-based Learning with UDL, Kenneth Holman, Jessica Hunt

ChatGPTDream2B is an innovative game-based learning platform that embodies Universal Design for Learning (UDL) principles to enhance students' understanding of fractions. This narrative-driven game offers tier-2 fractions intervention, focusing on foundational concepts in a student-friendly manner. Dream2B combines the effectiveness of game-based mathematics curricula with UDL strategies, ensuring an accessible and engaging learning experience. It features a character, "Bunny," who navigates through six diverse game worlds, each representing a unique STEM-based career. This session aims to present Dream2B as a comprehensive, inclusive educational tool, highlighting its role in facilitating data-driven, process-oriented student interventions.

Visual Thinking Strategies to Support the UDL Guidelines, Margaret Flood, Fred Boss, Shan Nolan

This workshop is a practical exploration of how Visual Thinking Strategies (VTS), used as an inclusive strategy, can be used as an effective tool to support Universal Design for Learning (UDL) in providing multiple means of engagement, representation and action and expression for every student in multiple learning environments including the virtual. The workshop will give participants a brief overview of VTS before signposting how, as an inclusion strategy, it aligns with the vision of UDL. Participants will have the opportunity to engage with the VTS process and reflect on how this strategy can support inclusion.

The Role of UDL in Fostering Inclusive Equitable Language Education, Celine Healy, Margaret Flood

This session brings together key concepts of UDL with communicative and action-oriented approaches in the context of MFL learning, with practical examples of its application. It explores UDL as a means of supporting the Council of Europe's focus on plurilingual and intercultural education in promoting

democratic cultures in the classroom and beyond. UDL provides teachers and learners with a scaffold through which they can more fully realize the communicative, action-oriented approaches to furnish learners with choice in language input and output across modes of communication so that every learner can participate more fully in developing their language proficiency.

Cultivating Equitable and Culturally Sensitive Asynchronous Online Learning Environments, Angel Morgan

This workshop examines how the Universal Design for Learning (UDL) 3.0 initiative fosters inclusive, culturally responsive online spaces. It explores UDL's impact on diverse learners and the importance of culturally inclusive practices in asynchronous online course discussions (AOCD). The session highlights the need for cross-cultural strategies and technology in developing sensitive asynchronous discussions and addressing gaps in understanding diverse social and cultural backgrounds in online learning. Activities in this workshop focus on developing culturally sensitive AOCDs and the pivotal role of UDL and technology in supporting diverse learners.

Better Together: Using Partnerships to Enhance UDL Practices, Aurora Dreger, Nick Covington
Imagine a landscape where all hands are on deck, and partnerships are the catalysts for unlocking the full potential of Universal Design for Learning (UDL). From forging connections with OST providers to fostering teacher-parent partnerships, hear from leaders from the Educating All Learns Alliance (EALA) on how activating your networks can enhance UDL practices in your classroom or school. Join us to discover how collaboration can amplify the effectiveness of UDL, by creating an inclusive and enriching learning environment for all learners.

Universal Design for Learning Meets Multilingual Learners with Exceptionalities, Andrea Honigsfeld, Audrey Cohan

Our virtual presentation will offer significant new insights into how UDL can more intentionally and systematically be aligned to (1) culturally and linguistically responsive (CLR) education and (2) content and language integration through teacher collaboration for multilingual learners to break down silos and bring more cohesive school communities. More specifically, we will offer a carefully constructed crosswalk between UDL and the unique needs of multilingual learners with exceptionalities (MLEs) who are traditionally among the most marginalized groups of students and engage participants in critical reviews and analyses of resources and tools related to providing access to MLEs.

Rhetorical storytelling and UDL: How can sharing experiences create meaningful change?, Ella Collins-White, Sarah Humphreys

The UDL framework optimally facilitates an adaptation of learning towards a more inclusive and responsive model. But how can we use the groundswell of individuals using UDL to cut across institutional barriers and create lasting change? We have found that showcasing individual's stories, highlighting their challenges, barriers and solutions, garners support and reveals the impacts that these changes have for both students and staff alike in a rhetorically powerful way. During this workshop attendees will have an opportunity to concretely explore examples, share stories, and consider how they might best showcase these in their contexts.

AI-Enhanced UDL Ecosystem: Connecting Educators to Transform Student Experiences, Monique Laura, Samantha Poulos

Educators in Higher Education sometimes feel isolated and struggle to find support and resources guiding them through enhancing their practices. To address this, this workshop will introduce a research informed design framework "Designing for Diversity" developed at the University of Sydney, an innovative institutional website that serves as a hub for educators engaged in enhancing student learning

experiences. Central to connecting this community of educators and upscaling the use of UDL literacy across campus is the sharing of stories through case studies and the use of tailored AI agent to unpack the process with new members. This workshop will explore how this integrated platform can facilitate the widespread adoption of AI-supported UDL strategies, leading to more equitable and effective education for all students.

Drawing on UDL to understand and reduce academic stress, Elizabeth Hitches

The UDL guidelines prompt us to consider how we can minimise threats and distractions (7.3), support beliefs that optimise motivation (9.1) and facilitate personal coping skills and strategies (9.2). This workshop draws on Elizabeth's current research and will cover why it is crucial that we consider academic stress in achieving these guidelines, not only for students' learning, but for their physical and mental health too. Participants will be empowered to see the role they can play, drawing on UDL to proactively reduce unnecessary academic stressors.

Using UDL to Proactively Design Math Instruction, Ashley Marlow

The disparities we see in our education systems have a profound impact on students' opportunities and future success, especially in math. Every child deserves access to quality, affirming learning opportunities in math. Inclusion means every child is meaningfully engaged in grade-level math. Instead, we often see students pulled out of grade-level instruction to receive intervention. Teachers often don't have the tools and content knowledge to proactively design their math instruction so all kids ARE included in their main lesson. This workshop aims to provide educators with practical strategies using UDL to create inclusive and accessible math learning environments for all students in grades PK-5.

Connecting Research and Practice: UDL Supports for Trades Apprentices, Naomi Fraser, Andrea Bobadilla, Jasmine Thomas

The shortage of workers in the skilled trades is a prevalent issue in both the United States and Canada, requiring a focus on new, inclusive forms of training and workforce development. In Canada, learning disabilities affect at least 10% of the general population and there is increasing evidence this figure is much higher in the apprenticeship system. A large number of apprentices do not receive adequate supports to identify and address their learning challenges and end up leaving their careers, exacerbating existing labour shortages. In this session, we will share our experience as evaluators on an innovative project that is piloting a support model for apprentices with learning disabilities and differences, including implementation lessons from adapting UDL approaches and measurement tools within a construction trades context.

UDL and AI: The Dynamic Duo, Brenny Kummer, Nick Williams

In the ever-evolving landscape of education, the pursuit of inclusive learning environments stands as a paramount goal. However, the journey towards Universal Design for Learning (UDL) has been hindered for many educators who grapple with limited time, energy, and resources. Recognizing these challenges, our breakout session, seeks to bridge this gap by showcasing how AI can be a transformative ally, offering educators the support they need to seamlessly integrate UDL principles into their teaching practices while saving precious time. In this hands-on session, we'll explore many free AI tools that can help create accessible resources, rethink environment designs, and provide a helpful complement to implementing UDL implementation.

Better with Age: A 20 year story of UDL implementation, Nick Williams, Brenny Kummer

Since UDL first started in Bartholomew Consolidated School Corporation in 2003, we have improved practices as we further our implementation of UDL. Participants will obtain resources that we use in our district, gain a better understanding of how the UDL mindset positively impacts all of our stakeholders and

will reflect and collaborate with others on what small steps they can make to have huge impacts on student learning.

Empower the Learner Profile: A Tool for Advocacy and Self-Advocacy, Kathleen McClaskey
Research tells us that "Identity is at the core of adolescent social and emotional learning." Knowing one's identity includes How I Learn using the UDL Lens of Access, Engage and Express. With this lens, each learner is empowered to know and share the variability in their learning that includes both strengths and challenges. In this session, participants will use the adaptive version of the Access, Engage and Express charts to create an Empower the Learner Profile for a neurodivergent learner they know and then discuss how they could empower their learner to self-advocate for their own learning.

Access, Build, Internalize: Enabling Opportunities for UDL Adaptations in Higher Education, Gabriela Pawlus Kasprzak, Samantha Chang, Anna Limanni, Michal Kasprzak
Despite its endorsement by federal and provincial/state laws, Universal Design for Learning's (UDL) implementation across the post-secondary sector has been slow and inconsistent due to barriers such as institutional constraints, lack of leadership commitment, and misconceptions about UDL (Timu»ô et al., 2023; Cotan et al., 2021; Fovet, 2021; Martin et al. 2019). Current research suggests a combination of bottom-up and top-down strategies, training opportunities and instructional design supports (Hills et al., 2022; Krisch and Luo, 2023). This session will discuss these issues, present a toolkit of strategies and resources, and examine case studies to aid UDL adaptation efforts.

STEM Design Panel: Why We Fight for Access and Equity, Catherine Saldutti, Kwaku Edusei, Robert James Gabriel, Dan Morrison, Nicolle Zapien, Richard Zapien
It's time for all members of our community to acknowledge a basic truth: the path to STEM learning and all things technological was paved by and for the privileged. Our panel of designers, clinicians, practitioners and educators will share how they removed barriers to access to academic privilege in STEM and beyond. Interact with the panelists to uncover unconscious biases about learning, intelligence, equity, language and identity that need to be challenged to encourage more confidence and broader participation in STEM, and in a technology-rich world more generally. Download the panelist bios and bring questions to this transdisciplinary design discussion.

Creating equitable and inclusive schools: District Guidance for UDL Implementation, Susan Hardin, Bill Wilmot
Building on the formative work of the UDL School Implementation Criteria (UDL-SIC), leaders from large, small, rural, and urban districts created guidelines to help support school-wide UDL implementation. This comprehensive tool helps district leaders think beyond the classroom, and navigate systems change to address the most pressing school implementation needs. In this lab, you'll have an opportunity to explore the tool's flexible options and design the best pathway to address your district's unique problem of practice. You'll work in breakout groups with experienced UDL leaders to create equitable outcomes for everyone in your school community.

CTAE SIG Student Voice Project, Erin Vobornik, Tara Schwab
This conference presentation focuses on the commitment of the Career, Technical, and Adult Education (CTAE) SIG to amplify the voices of our learners. We will discuss the Student Voice Project from its inception and give an update of its progress. We will engage participants by discussing the ways in which they explore and receive student feedback in general and if applicable, as related to UDL. Participants will have the opportunity to join the project to ensure that their states and learners are reflected in the data. By exploring ways to leverage the introspection and experiences of both educators and learners, we seek to propel the application of UDL, fostering an environment where the voices of those involved contribute

to meaningful advancements in CTAE. Join us as we delve into strategies to harness the power of student perspectives and professional experiences, collectively working towards moving the needle of UDL in the field of CTAE.

Pre-Recorded Sessions

The Paradigm Shift that Can Save Education, Alia M. Latorre

What do the most successful businesses and UDL have in common? They start with 'why.' Simon Sinek's Golden Circle and the framework of UDL provide the necessary ingredients for a fundamental shift that can save education. This session invites every participant to question the why, how, and what of our current systems to imagine a new paradigm that may be the answer educators and learners have been searching for. Come to this session with an open mind and be prepared to share your stories, experiences, and ideas in a judgment-free zone.

La Inteligencia Artificial aplicada a la Educación Inclusiva, Agustín Juan Zareñana Andrade

Se comparte la propuesta fundamentada en la teoría del conectivismo de Siemens George (2004), en el Diseño Universal de Aprendizaje y en lo que propone la UNESCO (2023.06.21) de que "la Inteligencia Artificial aplicada a la Educación tiene la capacidad de hacer frente a algunos de los mayores desafíos que afronta el ámbito de la educación, de desarrollar prácticas de enseñanza y aprendizaje innovadoras y de acelerar el progreso en la consecución del ODS 4". También se basa en el documental de los 17 ODS que organismos internacionales, sector privado, sociedad y gobierno trabajando en red articularon esfuerzos. (CapacitaRSE, 2016).

UDL from a European perspective: Opportunities and Challenges, Tracy Galvin, Linda Plantin Ewe
While UDL is well established in the American context, it is a newer concept across Europe. In this talk the authors will discuss and problematize the experiences gained of implementing UDL across the learning cycle in formal school years and Higher Education (HE). Based on our research and professional experiences in supporting others to be UDL practitioners within the European context, we will provide practical solutions and recommendations for further research.

Empowered By AI to Choose: A Tech-Forward Approach to UDL, Andrew Easton

Are you feeling overwhelmed by the wealth of AI-powered tech tools available? If so, join us for a session grounded in a practical approach to UDL that provides structure and clarity for how, when, and where AI can be leveraged to empower learners to co-design learning experiences with their teacher(s).

A Universal Design for Learning-based International Trip with Youths with Disabilities, Jongwoo Lee

Youths with/without disabilities in Korea participated in the international field-based research project. This project has been sponsored by huge financial groups in Korea and specially designed since 2005 for youths with and without disabilities to work together as one team and to become promising contributors to society with disability awareness. This presentation conveys a practical model of a UDL-based international trip with youths with special needs, drawing attendees' attention to how UDL principles are applied to actual cases.

Using a Digital Social Annotation Tool to Implement UDL Principles, Madeline Ruggiero, Angela Ridinger-Dotterman

In this session an English Professor and librarian will discuss the research behind the benefits of using a digital social annotation tool and how the use of the tool aligns with UDL principles. They received a grant

to study the influence of group learning with the social annotation tool, Hypothesis, and the impact this would have on critical thinking skills and student engagement in a community college English class. The focus will be on UDL guidelines that go beyond providing options. The UDL guidelines will be illustrated using a GPS mindset framework rather than the GPS navigational system.

Creating an Introductory Video For Your Course, Martine C. Rife

Creating a video introducing your college course, is a great way to motivate and engage students from Day 1. Introductory videos share our enthusiasm for the course, as well as our understanding that every learner has different needs and styles. An introductory video is a great tool to embed in your course syllabus, and a wonderful place to let learners know you are flexible and knowledgeable about working with the variability each learner brings to the course. This workshop covers basics of why and how to make an introductory video for your course.

Research to Practice: UDL Transforming Mathematics Instruction in Elementary Education, Nakita Packer, Brandon Woodland

Let's Dive into the dynamic world of Universal Design for Learning (UDL) in this immersive 60-minute Live Interactive Workshop tailored for educators working with elementary students. This session offers a perfect blend of insightful content and engaging participant interaction. Participants will collaborate for at least 30 minutes, fostering a hands-on approach to applying UDL research in real classroom scenarios. Through generative discourse, interactive activities, and group collaboration, educators will leave with practical strategies to integrate UDL principles into their classrooms.

Harnessing Technology to Empower All Learners, Oluremi Wright

Join this interactive and collaborative discussion about how technology and digital tools promote UDL in the classroom, allowing all learners to feel heard, seen, safe and celebrated.

Planning an Inclusive and Accessible Birthday Party: The UDL Way, Mamta Verma

Let's learn the impact of the Universal Design for Learning (UDL) framework on purposeful lesson planning. By following the UDL principles that emphasize flexibility and personalized support, the planning process ensures inclusivity and caters to the diverse needs of students while preventing potential barriers. In this engaging introduction to UDL, you will participate in a hands-on birthday planning exercise to gain insights into effectively addressing diverse needs and potential barriers. Witness a seamless transition from birthday planning to lesson design, promoting proactive implementation of UDL-based strategies that foster an inclusive educational environment.

Unlearning: Round 2, Allison Posey

In March 2020, our book *Unlearning* was released - and at the same time, the world shut down due to the global pandemic. Since then, what have we learned? What have we unlearned? How have we changed our practices to make sure that we are meeting the diverse needs of each and every learner? The process of unlearning can be uncomfortable, like getting a new phone with a new platform, or changing how you make your morning coffee. However, this discomfort is necessary for growth. We must change our mindsets to change the larger system. In this session, we will explore how implementing Universal Design for Learning (UDL) has required many of us to unlearn many our outdated beliefs, assumptions, and teaching practices. We will discuss the tools and tips that have empowered educators to take their practice to new levels of inclusion.

Blending UDL and the Science of Reading: Creating Inclusive and Effective Literacy Instruction, Texthelp

How can UDL and the Science of Reading coexist to enrich literacy instruction? During this session, we will explore the intersection of these two powerful frameworks, addressing common concerns and highlighting

synergies. Our presenters will dive into the Science of Reading, outlining its core principles and how it complements UDL's inclusive strategies. Through real-world examples and practical tips, discover how to seamlessly integrate these approaches to foster effective, equitable literacy instruction for all students. Leave with a comprehensive understanding of how UDL and the Science of Reading can collaboratively enhance your teaching practices and support diverse learners in mastering reading skills.

Perspectives Redefined: Students Shed Light on UDL's Impact in Classrooms, Texthelp

Could there be a better way to uncover the transformative power of Universal Design for Learning in tomorrow's classrooms than through the perspectives of our students? Join our student-led panel discussion where moderators will introduce the foundational principles of UDL and share their personal experiences with its implementation and practice. Through the voices of our student panelists, gain unique insights into how inclusive education models have positively impacted their in-classroom learning and Social Emotional Learning. Expect to leave this session with a valuable understanding of how UDL is transforming learning experiences and reshaping inclusivity and personalized learning in real-world classrooms.

Poster Sessions

Transformative Teaching: The Crucial Role of UDL in Fostering Inclusivity and Proactive Lesson Planning, Mamta Verma

Proactive planning, guided by UDL principles, anticipates and caters to varied student needs, enhancing learning outcomes and striving for educational equity. UDL transforms lesson planning into an inclusive, dynamic process, ensuring equal opportunities for every student. In a creative introduction to UDL, teachers immersed themselves in a birthday planning scenario, gaining practical insights into addressing diverse needs. This hands-on experience seamlessly transitioned to lesson planning, encouraging proactive design with UDL principles for an inclusive educational approach.

Supporting students with reading difficulties (including dyslexia) through a UDL lens, Daniel Silberstein

In this presentation you will learn the definition of dyslexia and learn how to screen students for phonological and orthographic weaknesses. Learn how Universal Design For Learning (UDL) can support and develop students decoding, reading, and comprehension skills and provide attendees with technology tools, scaffolds, and graphic organizers that are immediately implementable.

Meet Corgi: Digital Graphic Organizers to Support STEM learning, Anne-Marie Knokey, Jenna Gravel, Beth Fornauf, Bryan Dean