CAUTHE TEACHING AND LEARNING SIG

INCLUSIVE TEACHING PRACTICES

KAPLAN BUSINESS SCHOOL AUSTRALIA

BOZENA RUPNIK, MCCT

ACADEMIC SUCCESS CENTRE MANAGER

Document classification: Internal

Creating fair and supportive learning environments

- *UDL - general overview*
- *student engagement*
- *delivery format considerations - curriculum design + delivery*
- *case study - two most common conditions*
- *assistive technology*
- *references and further reading*

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Acknowledgement of Country

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INCLUSIVE TEACHING PRACTICE

Inclusive practice in teaching, learning and assessment is an approach which

recognises

reflects

celebrates

the diverse backgrounds, experiences, identities and abilities of the student body within higher education institutions.

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- # WHAT IS UDL?
- # IMPORTANCE OF FLEXIBILITY IN TEACHING

“Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn”

https://www.cast.org/impact/universal-design-for-learning-udl

flexible

supportive

engaging/ active learning

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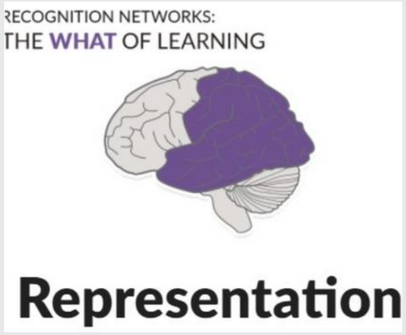
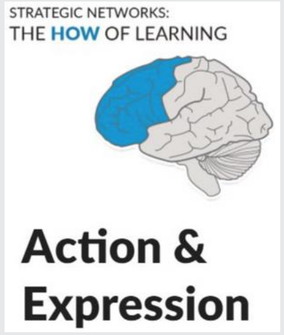
UDL CONSIDERATIONS

- Provide individual choice
- Provide autonomy
- Provide relevance and value
- Minimise distractions



- Present information in different formats
- Use visuals to explain concepts
- Scaffold to help create links to prior knowledge



- Multi-sensory learning = experience.
- Incorporate tools that help achieve learning goals.
- Build on student autonomy - goalsetting, planning , negotiating, reflecting on progress.

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HOW DO YOU CURRENTLY ENGAGE YOUR STUDENTS? WHAT NEW METHODS COULD YOU TRY?

- Group work vs. independent study?
- Real-world problem-solving activities?
- Written or visual delivery?
- Controlled (assigned roles and tasks)

or Flexible (focus on the outcome not the method)

TIP: ALLOW STUDENTS TO SELECT PROJECT TOPICS THAT INTEREST THEM OR RELATE TO THEIR PERSONAL EXPERIENCES.

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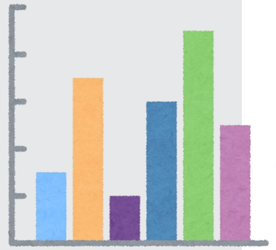
PRESENT INFORMATION IN MULTIPLE WAYS.

- Use different media (text, audio, video, interactive elements).
- Provide visual aids, graphs, charts, and models.
- Ensure materials are accessible (captioning, alternative text).



TIP: PROVIDE LECTURE CONTENT THROUGH VIDEOS, PODCASTS, AND WRITTEN TRANSCRIPTS.

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IDENTIFY A TOPIC YOU TEACH AND DISCUSS DIFFERENT WAYS TO REPRESENT IT.

- WHAT ARE SOME ALTERNATIVE WAYS TO PRESENT THIS TOPIC TO YOUR STUDENTS?

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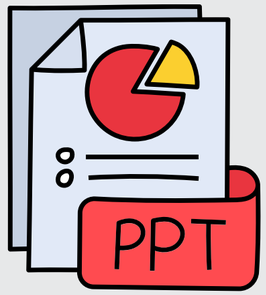
PROVIDE LEARNERS WITH VARIOUS WAYS TO DEMONSTRATE THEIR KNOWLEDGE.

- Offer multiple means of expression (written, oral, visual).
- Use technology tools to support diverse communication methods.
- Provide scaffolding to develop learners' skills.



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ASSESSMENT CONSIDERATIONS

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INFOGRAPHIC

Create a visually appealing infographic that presents key facts, statistics, and initiatives related to your chosen issue. Make it concise, informative, and visually engaging.

VIDEO

Record a video presentation where you share your research findings. You can use visuals, slides, or animations to make it more engaging.

PODCAST

Host a podcast episode where you discuss your research findings and engage in a conversation about the importance of your chosen issue.

ART

Express your research creatively through art! Create paintings, sculptures, or any other art form that symbolizes the challenges and opportunities related to your chosen issue.

SOCIAL MEDIA

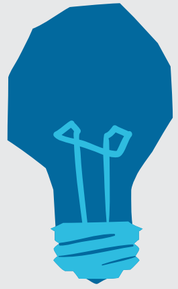
Design a social media campaign to raise awareness about your chosen issue. Use relevant hashtags and create engaging posts to educate your peers about the importance of the goal.

VR EXPERIENCE

If you're tech-savvy, design a virtual reality experience that immerses your peers in the challenges and solutions related to your chosen issue.

PROTOTYPE

Get innovative! Design a prototype of a sustainable solution or product that addresses the challenges of your chosen issue. Explain how your innovation can contribute to achieving the goal.



MINI RESEARCH PROJECT OPTIONS

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CURRICULUM DESIGN CONSIDERATIONS

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CURRICULUM DESIGN CONSIDERATIONS

1. **START WITH GOALS:**
   - Clearly define the learning goals. Ensure that they are flexible and can be achieved through multiple means.
2. **Analyze Current Teaching Methods:**
   - Evaluate your current instructional strategies, materials, and assessments to identify areas where you can incorporate UDL principles.
3. **Develop Flexible Learning Materials:**
   - Create materials that provide multiple means of representation. Use digital tools to create accessible content, such as captioned videos and screen reader-friendly documents.
4. **INCORPORATE MULTIPLE MEANS OF ENGAGEMENT:**
   - Design activities that offer choices and foster collaboration. Use interest-based projects and real-world problem-solving scenarios to maintain engagement.
5. **OFFER VARIOUS WAYS FOR STUDENTS TO EXPRESS THEIR KNOWLEDGE:**
   - Develop diverse assessment strategies that allow students to choose how they demonstrate their understanding. Provide rubrics that cater to different types of assessments.
6. **USE TECHNOLOGY TO SUPPORT LEARNING:**
   - Leverage educational technologies to create interactive and engaging content. Tools like learning management systems, interactive simulations, and online discussion forums can enhance the learning experience.
7. **PROVIDE ONGOING FEEDBACK AND SUPPORT:**
   - Create a system for continuous feedback. Use formative assessments to gauge understanding and provide timely support.
8. **PROFESSIONAL DEVELOPMENT AND COLLABORATION:**
   - Engage in professional development opportunities to learn more about UDL. Collaborate with colleagues to share best practices and resources.

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How much do you remember?

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How many points were presented?

What were the first 3 headings?

What was the first and the last idea listed?

Have other participants remembered the same / more/ less information?

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CURRICULUM DESIGN CONSIDERATIONS

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PRACTICAL APPROACH

How can you achieve greater inclusivity?

Most common neurodivergences we support students with.

- Impact on the student
- Impact on learning
- Adapting resources
- Classroom delivery

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ADHD

Supporting Students with Attention-Deficit/Hyperactivity Disorder

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IMPACT ON THE STUDENT

Attention:

- Difficulty sustaining attention in tasks
- Frequent careless mistakes
- Often does not seem to listen when spoken to directly
- Avoids or is reluctant to engage in tasks requiring sustained mental effort
- Easily distracted by extraneous stimuli
- Often forgetful in daily activities

Hyperactivity:

- Fidgeting or tapping hands or feet
- Leaving seat in situations where remaining seated is expected
- Unable to engage in leisure activities ‘quietly’
- Often "on the go" or acting as if "driven by a motor"

Impulsivity:

- Blurting out answers before a question has been completed
- Difficulty waiting for their turn
- Interrupting or intruding on others

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ADHD

Supporting Students with Attention-Deficit/Hyperactivity Disorder

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IMPACT ON LEARNING

Academic Challenges:

- Difficulty following instructions and completing assignments
- Lower academic performance due to inattention and distractibility
- Struggles with organization and time management

Behavioral and Social Issues:

- Problems with peer relationships due to impulsive behaviors
- Increased risk of conflicts with teachers and classmates
- Low self-esteem and frustration from repeated failures

Emotional Impact:

- Higher levels of stress and anxiety
- Feelings of inadequacy and frustration
- Potential for comorbid conditions like depression or anxiety

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ADAPTING RESOURCES TO MEET THE NEEDS OF ADHD STUDENTS

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Structured and Organized Materials:

- Use clear, concise instructions and break down tasks into manageable steps.
- Provide checklists and organizers to help students stay on track.
- Use visual aids, such as charts and diagrams, to reinforce written instructions.

Flexible and Engaging Content:

- Incorporate a variety of formats (videos, interactive activities, hands-on projects) to maintain interest.
- Use technology tools, such as apps and software, to support organization and focus.
- Allow for movement breaks and opportunities for physical activity during lessons.

Accessible and Accommodating Resources:

- Provide audio recordings of written materials for students who struggle with reading.
- Ensure all materials are accessible, with options for text-to-speech and speech-to-text technologies.
- Offer extended time for assignments and tests.

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RECOMMENDED CLASSROOM STRATEGIES FOR LESSON DELIVERY

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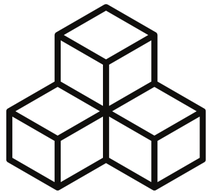
Create a Structured Environment:

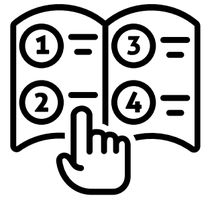


- Establish clear routines and expectations from the start.
- Use visual schedules and timers to help students manage their time and tasks.
- Designate specific areas for different activities to minimize distractions.

Engage Students Actively:

- Use interactive teaching methods, such as group work, hands-on activities, and technology integration.
- Incorporate frequent changes in activity to sustain attention.
- Use positive reinforcement and immediate feedback to encourage desired behaviors.

Provide Clear and Direct Instructions:



- Give step-by-step instructions and check for understanding frequently.
- Use multiple modes of communication (verbal, written, visual) to convey instructions.
- Simplify complex tasks and provide examples to illustrate concepts.

Support Self-Regulation and Focus:

- Teach and practice self-regulation strategies, such as mindfulness and stress reduction techniques.
- Allow the use of fidget tools or stress balls to help manage hyperactivity.
- Implement "quiet corners" or "focus areas" where students can work with minimal distractions.

Foster a Positive and Inclusive Classroom:

- Create a supportive and understanding classroom culture.
- Encourage peer support and collaboration.
- Recognize and celebrate the strengths and achievements of students with ADHD.

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DYSLEXIA

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IMPACT ON THE STUDENT

READING DIFFICULTIES:

- Difficulty recognizing familiar words
- Problems decoding new words
- Slow and labor-intensive reading
- Poor reading comprehension

WRITING CHALLENGES:

- Spelling difficulties, often with inconsistent spelling of the same word
- Trouble organizing and structuring written work
- Frequent grammar and punctuation errors

OTHER SIGNS:

- Difficulty with phonological processing (manipulating sounds in words)
- Problems with sequencing and organizing information
- Difficulty following multi-step instructions
- Slow processing speed when reading or writing

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DYSLEXIA simulation

WARNING

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DYSLEXIA simulation WARNING

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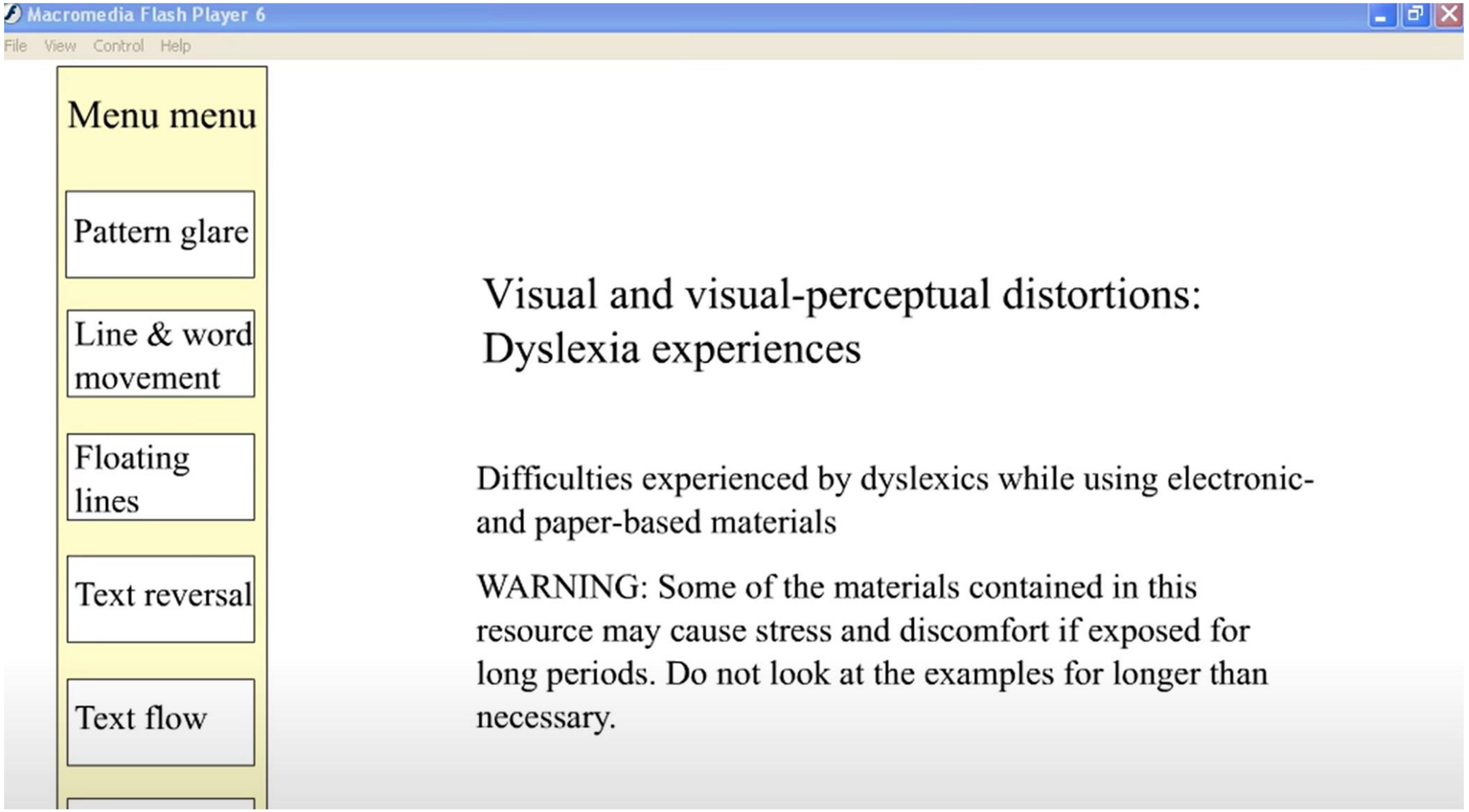

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DYSLEXIA

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IMPACT OF DYSLEXIA ON THE STUDENT

ACADEMIC CHALLENGES:

- Struggles with reading assignments and comprehending text
- Lower performance in subjects that require heavy reading and writing
- Challenges in keeping up with the pace of instruction

Emotional and Social Issues:

- Frustration and anxiety related to academic difficulties
- Lower self-esteem and confidence
- Potential for social isolation due to difficulties in group work or classroom participation

Long-term Implications:

- Risk of falling behind academically
- Increased likelihood of disengagement from school
- Potential impact on future educational and career opportunities

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ADAPTING RESOURCES TO MEET THE NEEDS OF STUDENTS WITH DYSLEXIA

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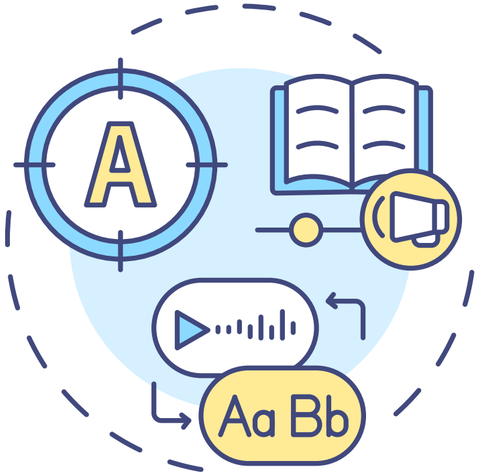
TEXT AND READING MATERIALS:

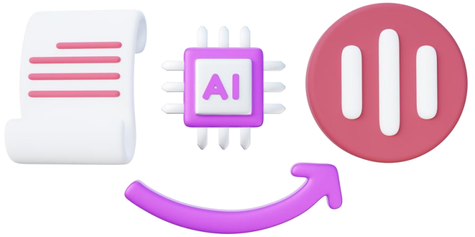
- Use Dyslexia-Friendly Fonts: Fonts like OpenDyslexic or Arial are easier to read.
- Provide Audio Versions: Offer audio recordings of textbooks, articles, and other reading materials.
- Use Larger Font Sizes and Ample Spacing: Ensure text is in a readable font size with sufficient spacing between lines and words.
- Highlight Key Information: Use bold text or color highlights to emphasize important points.



Visual and Interactive Aids:

- Incorporate Visuals: Use images, diagrams, and charts to support text.
- Interactive Content: Use videos, animations, and interactive simulations to present information in multiple formats.
- Graphic Organizers: Provide mind maps, flowcharts, and other graphic organizers to help structure information.

Digital Tools and Assistive Technologies:



- Text-to-Speech Software: Tools like NaturalReader, Kurzweil 3000, or built-in screen readers can read text aloud.
- Speech-to-Text Software: Tools like Dragon NaturallySpeaking can help students dictate their written work.
- Word Prediction Software: Tools like Co can help with spelling and word choice.

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DYSLEXIA

CLASSROOM STRATEGIES FOR LESSON DELIVERY

WHAT WOULD BE YOUR CONSIDERATIONS?

DESIGN RESOURCES WITH UDL IN MIND

ASSESSMENT FORMATS

FEEDBACK

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EXAMPLES

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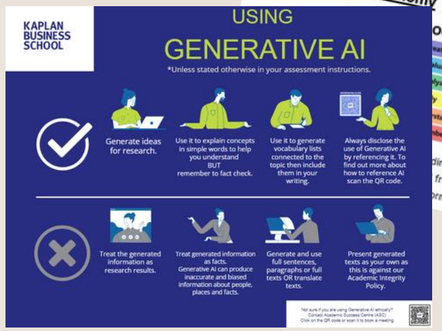
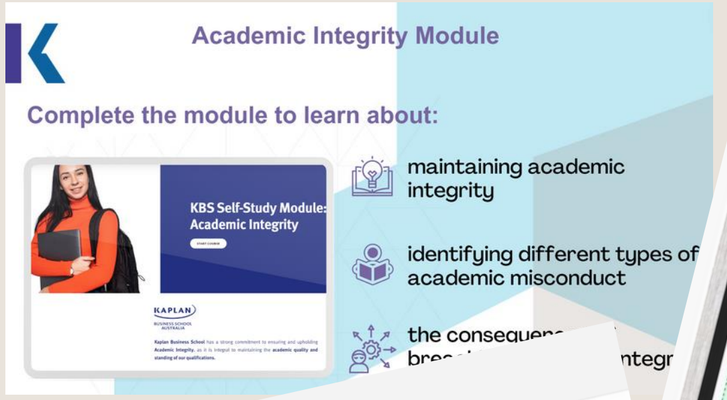
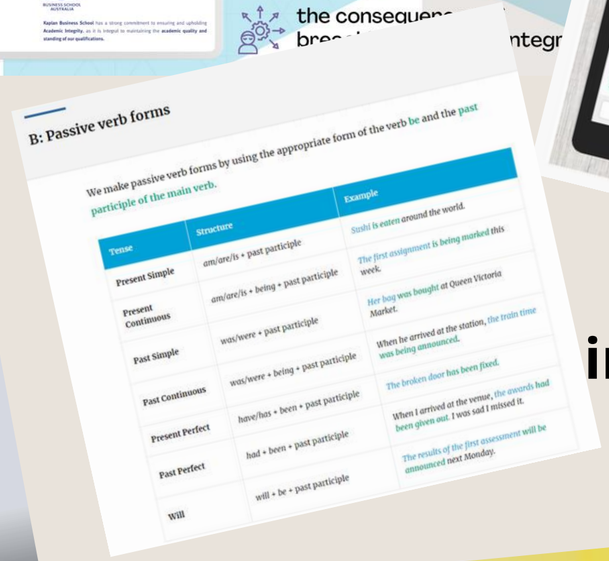
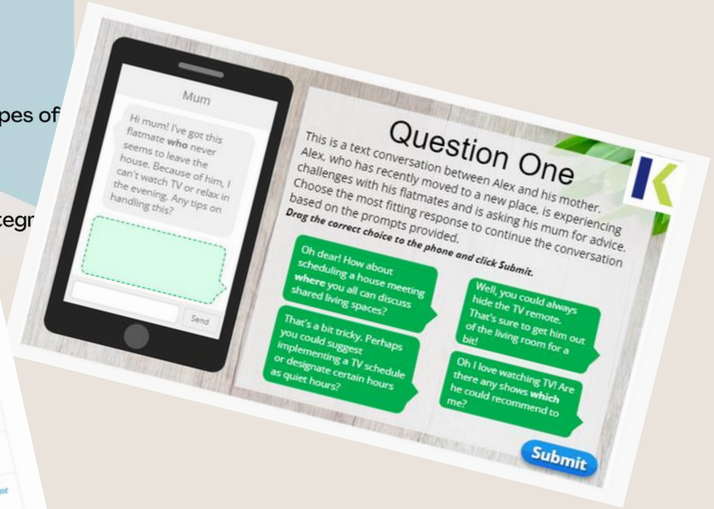


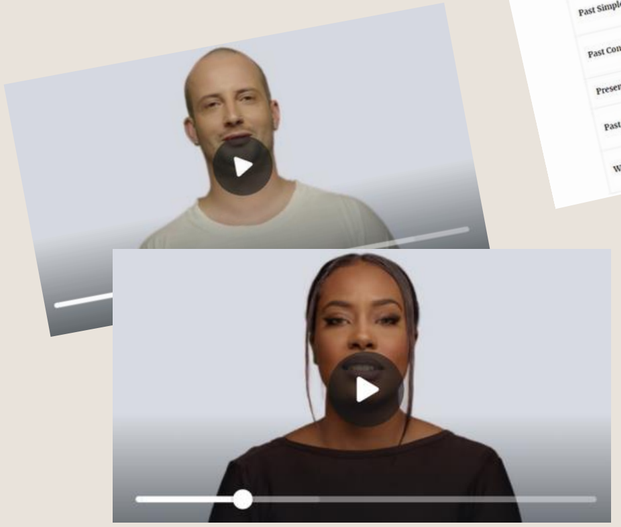
Student guides







interactive modules



video instructions

video content

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ASSISTIVE TECHNOLOGY

- **Text-to-speech readers:**

https://ace-high-text-to-speechreader.software.informer.com/

https://www.cross-plus-a.com/balabolka.htm

- **E-book reader:**

https://www.blio.com/

- **Website reader:**

https://adaptech.org/fandi/products/announcify/?o=windows

- **Note-taking/organisation:**

https://evernote.com/

- **Dictation:**

https://dictation.io/

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How to leverage genAI to support students

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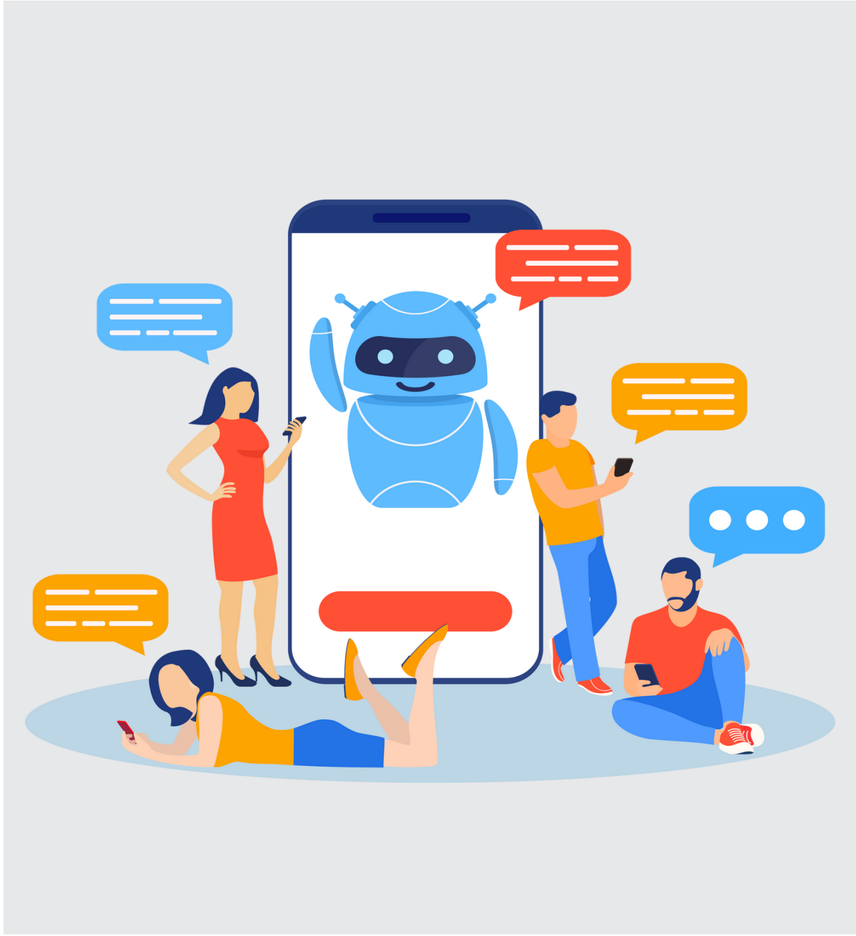
- design assessment variations based on study cases / varied tasks.
- design task outlines students can follow.
- use genAI for self-accountability and ‘peer’ feedback.
- design specific roles for tasks:
  take on the persona of a specialist in the field
- generate visuals to personalise content
- design ‘imaginary’ scenarios with visual / audio representation (photos, audio, video, games, quizzes, etc)



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FEEL FREE TO CONTACT ME AFTER THIS SESSION.

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FURTHER READING

Alexander-Passe, N. (2004) 'A Living Nightmare: An Investigation of How Dyslexics Cope in School'. Paper presented at the Sixth BDA International Conference, University of Warwick, March 27–30 [online] Available at: http://www.bdainternationalconference.org/2004/presentations/mon_s6_d_12.shtml, 14 July, 2024.

Biederman, J., Faraone, S. V, Monuteaux, M. C., Bober, M., & Cadogen, E. (2004). Gender effects on Attention-Deficit/Hyperactivity disorder in adults, revisited. Biological Psychiatry, 55(7), 692–700. doi.org/10.1016/j.biopsych.2003.12.003

Carbone, E. (2001). Arranging the classroom with an eye (and ear) to students with ADHD. Teaching Exceptional children. 34(2), 72-81.

Deponio, P. (2005) 'The co-occurrence of specific learning difficulties: implications for identification and assessment', in Reid, G. and Fawcett A. (Eds), Dyslexia in Context: Research Policy and Practice. London: Whurr Publishers. pp 323–333.

Exley, S. (2003) 'The Effectiveness of Teaching Strategies for Students with Dyslexia Based on Their Preferred Learning Styles', British Journal of Special Education, 30(4) 213–220

Moore D, Russell A, Arnell S, Ford T. (2017) 'Educators' experiences of managing students with ADHD: a qualitative study'. *Child: Care, Health and Development*.

Reif, S. (2004). Instructional strategies and accommodations to motivate and boost academic performance of students with AD/HD (K-8). Conference Papers – Children & Adults with Attention Deficit Disorder.

Shah PJ, Morton MJ. (2013) 'Adults with attention-deficit hyperactivity disorder-diagnosis or normality?'. *The British Journal of Psychiatry*. 203(5):317-9.

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Useful websites

- Mind Ed provide more specialised training aimed at professionals working with those affected by ADHD.
- This paper looks at some of the poorer outcomes of ADHD in later life.
- This paper looks at the lived experience of being diagnosed with ADHD as an adult.
- Peer information sheet: ADHD (nsw.gov.au)
- ERIC - EJ1230072 - Inclusive Classroom Strategies for Raising the Achievement of Students with Dyslexia, New Zealand Journal of Teachers' Work, 2018 (ed.gov)
- EJ1240202.pdf (ed.gov)
- Home - Nationally Consistent Collection of Data (nccd.edu.au)
- Teaching and Assessment – ADCET
- UDL Resources - ADCET
- 5 Assistive Technology Tools for Students with Dyslexia – ReadSpeaker
- https://edutechspot.com/assistive-technology-for-dyslexia/

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