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UDL Case Study
Secondary

Part one:
About Jennnifer

Jennifer is a cycle one secondary classroom teacher. She works with a diverse group of students; in one secondary 2 class she has 4 students with diagnosed learning disabilities (reading and auditory processing disabilities) and two students with codes (Autism Spectrum Disorder and language impairment). In addition, she has a few students whose reading skills are significantly below grade level (2 + years), as well as a few students who are reading significantly above grade level.

Jennifer has analyzed her instructional materials and methods, and realizes that much of her instruction is in the form of: **lectures** (lots of auditory information), **print materials** (workbooks, traditional novels, worksheets, magazines, newspapers) and **discussions**. The focus for student response has been in the form of **written responses, oral presentations**, **research**, and **projects**.

She would like to introduce a UDL approach to:

1. Introduce alternative materials and methods of presenting information to her students (representation or INPUT)

2. Provide alternatives for her students to express or demonstrate their learning (expression or OUTPUT)

3. Provide choices of content and tools in order to increase student engagement

Part two:
Jennifer's students

Student	Characteristics
 Jenny	• Shy • Diagnosed with attention deficit disorder (ADD) • Weak language skills (English is not her first language) • Has difficulty beginning the writing process and organizing herself
 Mia	• Excellent writer • Strong linguistic learner/very verbal • Outgoing, very social, enjoys working in a group (but talks too much) • bored easily, short attention span
 Colin	• Strong auditory learner, good language skills • Diagnosed reading disability • Reading at approx. grade 4 level • Difficulty with decoding and extracting meaning from text, secondary comprehension difficulties • Likes technology but conscious of "standing out" • Demotivated due to lack of school success
 Jason	• Very strong hands-on learner, loves robotics, computers • Does well with manipulatives and visual backup to auditory information • Diagnosed with autism spectrum disorder • Weak expressive verbal skills (has difficulty describing, retelling, sequencing with language) • Social difficulties (understanding social cues difficult, literal language, social use of language) • Works well in pairs (with one other student), difficulties with working in a large group
 Claire	• Excellent athlete • Processing difficulties, extremely weak oral language skills (both receptive and expressive) • Moderate behavioural difficulties • Disruptive in class • Seeks attention

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Part three:
Barrier analysis

Method or materials used; Student products of learning	Student characteristics	Potential barriers/missed opportunities
Lots of talking! (auditory information only)	*Claire*-auditory processing difficulties *Jenny*-weak language skills	-difficulty with auditory pace of material presented -difficulty comprehending meaning
Use of print materials (novels, magazines, newspapers, worksheets, workbooks)		
Large group discussions		
Library and online research		
Written response		
Independent project		
Oral presentation		

Part four:
Potential solutions (your top 3)

Multiple means of representation-INPUT

- Learners differ in the ways that they perceive and comprehend information that is presented to them.
- Multiple representations allow students to make connections within, as well as between, concepts.

Now think about UDL solutions that will reach ALL students.

Input (Multiple means of representation)

1.
2.
3.

Part four:
Potential solutions (your top 3)

Output (Multiple means of action and expression)

- Learners differ in the ways that they can navigate a learning environment and express what they know.
- Another area in which learners differ is strategy, practice, and organization.

Now think about UDL solutions that will reach ALL students.

OUTPUT (Multiple means of action and expression)

1.
2.
3.

Part four:
Potential solutions (your top 3)

Multiple means of engagement

- Affect is a crucial element to learning.
- Learners differ in the ways in which they can be engaged or motivated to learn.

Now think about UDL solutions that will reach ALL students.

Multiple means of engagement

1.
2.
3.

Part 5:
UDL in Action

1. Material and methods

Choose a QEP competency or specific lesson that you often use or that you have found does not reach all of your students in its current form. In the left column list some of the materials and methods, and in that curriculum or lesson.

2. Student characteristics

Think about the students in your class. What special strengths do they have? Are some of them deeply interested in certain topics or skills? Do some have learning challenges or disabililities? Are there language barriers? Next to the curriculum items you have entered on the left, list student characteristics that might make it difficult for those learners to use or maximally benefit from that tool, technique, or material.

3. Potential UDL solutions
Generate possible solutions for input, output and engagement.

Materials and Methods	Student Characteristics	UDL Solutions