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# Applying Universal Design Principles for Teaching Students with Learning Disabilities ~~Disabilities~~ Differences



*Presented by Holly Schroth, Ph.D.  
UC Berkeley*

# Teaching in Today's Classroom

**The Challenge:** There is an increase in **diversity** in the classroom due not only to the rise of immigration and globalization but to the growth of students in the classroom with **learning disabilities**

## Workshop Objectives:

- Introduce **teaching methodologies** based on universal design for learning (UDL)
- Increase engagement and learning for **both learning disabled and non-learning disabled students**



Note: UDL is based on cognitive neuroscience principles!

# Today's Stats on Learning Disabilities

- 1 in 5 individuals have learning and attention issues
- 67% of students diagnosed with a learning disability are enrolled in higher education
- Only 17% of young adults with a learning disability receive accommodations and support for their disability in higher education compared to 94% in high school
- The completion rate for those with a learning disability in a 4-year college is only 21% compared to 40% for the general population



# What is Universal Design for Learning?

Eliminating barriers to learning through initial designs that consider the needs of diverse people

vs.

Overcoming barriers later through individual adaptation



CLEARING A PATH FOR PEOPLE WITH SPECIAL NEEDS  
CLEARS THE PATH FOR EVERYONE!

# Obstacles to Learning

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## Auditory and Visual Input Deficits



*The 7 most common types of learning disabilities usually have weakness in one or both of these primary information delivery systems*

# UDL: Two Main Areas of Course Design

## Organization of Course Material

- Syllabus
- Textbooks
- Course Management System
- Lecture Outlines
- Class Notes
- Videotaping of Lecture
- Online Discussions



## Learning with Multi-Media Approach

- Overlapping but Complimentary Content
  - ~Powerpoint
  - ~Video
  - ~Exercises and activities
  - ~Case discussion
- Multiple means of Action and Expression
  - ~Student response systems (iclicker)
  - ~Alternative assessment format
- Other: Exam size and progressive learning

# Syllabus and Text

- Make the **syllabus** available prior to start of course
  - *List all assignments, due dates, grading, format of exams, classroom policies ~ allows students can determine fit*

Note: Being explicit as to **how achieving assignments/cases/exercises will contribute to the students' personal success greatly increases their motivation** (and reduces cheating)!

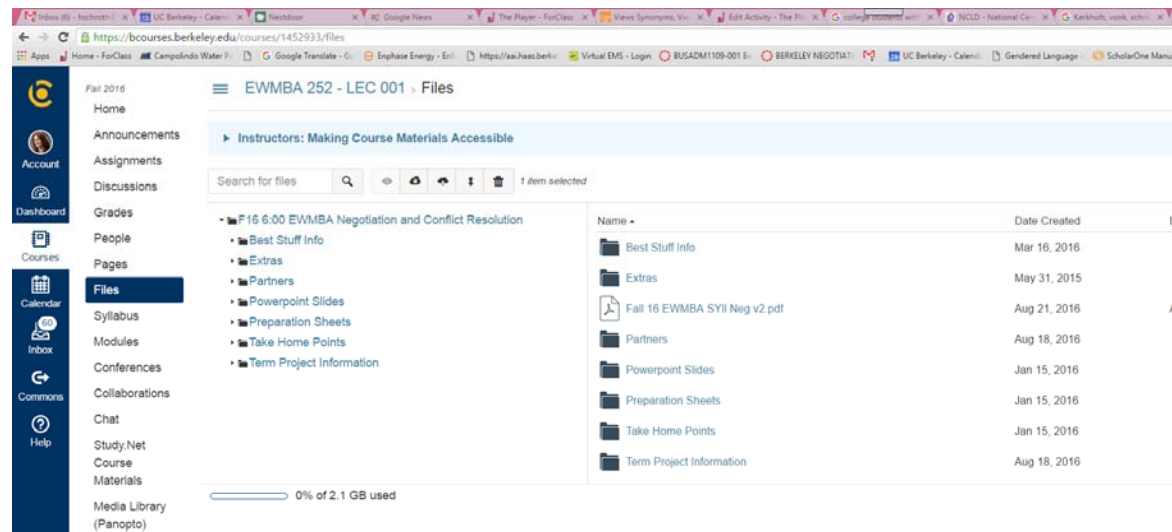


- Allow students a choice of **text** and other learning tools (similar content/different formats) ~ *increases motivation and engagement*

Note: Recommend texts with multimedia supplements

# Course Management System

- Walk students through a demonstration in class and also provide written instructions where information can be found on the website
- Use folders to organize materials
- Any impromptu assignments should be added to the course management system with announcements



The screenshot displays a web browser window with the URL <https://bcourses.berkeley.edu/courses/1452933/files>. The page title is "EWMB 252 - LEC 001 | Files". A navigation sidebar on the left includes links for Home, Announcements, Assignments, Discussions, Grades, People, Pages, Files (selected), Syllabus, Modules, Conferences, Collaborations, Chat, StudyNet, Course Materials, and Media Library (Panopto). The main content area shows a file directory for "F16 6:00 EWMB Negotiation and Conflict Resolution". A search bar and file management icons are visible. A table lists files with columns for Name and Date Created.

Name	Date Created
Best Stuff Info	Mar 16, 2016
Extras	May 31, 2015
Fall 16 EWMB SYll Neg v2.pdf	Aug 21, 2016
Partners	Aug 18, 2016
Powerpoint Slides	Jan 15, 2016
Preparation Sheets	Jan 15, 2016
Take Home Points	Jan 15, 2016
Term Project Information	Aug 18, 2016



# Lecture Outlines

How information is presented creates its own processing demands and challenges for organizing the information

- Providing lecture outlines and/or PPTs prior to lecture in CMS can help with organization and assimilating information from the text

Note: Any type of “scaffolding” (outlines, checklists, templates, etc. can help the learner develop competency

## Lecture Outline *BA103: Personality*

- I. Why Personality is Important
- II. Measuring Personality
- III. Personality Assessment Frameworks
  - A. Myers-Brigg (MBTI)
  - B. Big Five Model
- IV. Personality Traits
  - A. Type A and Type B
  - B. Locus of Control
  - C. Core Self-Evaluation
  - D. Machiavellianism
  - E. Narcissism
  - F. Proactive Personality
  - G. Self-Monitoring
  - H. Emotional Intelligence (EQ)
- V. Millennial Values
  - A. Characteristics of Millennials
  - B. What Millennials and the Boss Want in the Workplace
  - C. Greatest Challenges for Millennials
  - D. Tips for Millennials and Management

# Videotaping Lectures

- Videotaping the lecture and placing it on the course management allows for review of information at any time and any pace

Note: Videotaping also helps those where English is a second language

- Closed captioning the video is also very helpful for those with audio-processing challenges

Note: Youtube will close caption on request



# Online Discussions

- Online discussions repeat information in **different narratives** that can **help** students with their **comprehension** and **retention** of material
- **Engagement** is **strong** with **peers** answering each other's questions
- Works best when **part** of **participation grade** because the quality and depth of discussion is enhance.
- Also a good place for students to **inquire about gaps** in background knowledge they are missing

Note: Works well to post using written communication or a video/audio upload



# Learning with a Multi-Media Approach\*

*Students increase learning with a multimedia approach because it offers alternatives for how information is processed*

<b>PPT</b>	Contain key points to structure lecture, summarize or introduce a topic (not substance)	Offer graphic visuals as alternative representation of the content
<b>Videos</b>	Post link to video before class and have it accessible after	Closed captioning when possible
<b>Exercises and Activities</b>	Give instructions in writing prior to class and then discuss rules/expectations in class	Give take home points for retention of learning
<b>Case discussion</b>	Warm calling (letting student know in advance); can also prepare analysis that the instructor can comment on	Give take home points for retention of learning (if class is not videotaped)

# Sample Take Home Points

Yerba Mate Notes

## Purpose of Exercise:

- Introduce fundamental concepts for effective negotiating
- Demonstrate the importance of pre-negotiation planning and preparation
- Understand key claiming skills and demonstrate how seemingly distributive negotiations can be turned integrative

## Fundamental Concepts in Negotiation:

**Anchor:** *The initial position that the negotiator puts on the table around*

- Discussion and the eventual outcome tends to revolve around the initial anchor
- The anchor sets the tone and expectations for how the negotiation will progress
- Never make the anchor too extreme (will lose power and credibility) and instead set it at the edge of reasonableness
- Wipe away extreme anchors offered by the other party
- Be the first to set the anchor but only set it after gathering information, checking assumptions, and making adjustments
- Support one's anchor with objective criteria
- Anchor with a package and not a single issue; avoid anchoring with a range
- Avoid immediately accepting the other side's initial offer which causes the winner's curse

**Issues:** *Negotiable items that will be included in the formal agreement*

- The more issues, the greater the opportunity for value creation
- Prioritize own and other party's issues and look for trade-offs of low priority for high priority items
- Trade-offs should be based on priorities and not necessarily a logical relationship between items

**Interests:** *The underlying reasons a negotiator has for holding a position*

- Can be any underlying concern or desire; does not need to be rational
- Interests can often prevent a deal from being made if not addressed
- Negotiators tend not to reveal their interests until they feel that they can trust the other side

**Aspiration Point:** *The point where one would ideally like to settle*

- Set it so that it is realistic but optimistic
- Should represent the total package value
- Those who set an AP do better than those who don't because it acts as goal making people work harder and act more creatively to get there—also counteracts the RP

**Resistance Point (RP):** *The point at which the negotiator will walk away from the negotiation (bottom line)*

- It is set just above one's BATNA and set prior to negotiating
- Should represent the total package value
- Never reveal it to the other side or change it at the table
- Try to find out the other party's RP
- The bargaining zone is defined by the respective RP's of each party

**BATNA (Best Alternative To A Negotiated Agreement):** *What you get if you walk away; your power in the negotiation*

- Strengthen your BATNA prior to negotiating
- Can reveal as information if strong (never as threat), don't reveal if weak
- Gather information about the other party's BATNA to understand their strength

**Objective Criteria:** *A standard or precedent that can serve as a benchmark for legitimizing the fairness of the current offer*

- Use to support your anchor; a source of credibility/power
- Should always come prepared with one's own objective criteria
- Realize that objective criteria is subjective and don't allow for false comparisons

## Take Home Points:

- Make the first offer when possible (make sure you are prepared!)
  - Negate extreme offers
  - Prepare objective criteria to support your anchor; realize subjectivity
  - Avoid the “magic middle,” unless advantageous
- Know your BATNA
  - Strengthen your BATNA whenever possible
  - Research the other party's BATNA
- Watch how you make concessions\*—use silence and patience effectively
- Define and focus on your aspiration point; know when to walk away
- Identify and share interests to create value
- Avoid using gambits and other deceptive tactics (see handout)
- End the negotiation positively (don't gloat)

## \*Concession Making:

- **Pattern:** allow yourself room to make concessions; avoid unilateral concessions and ask for reciprocity
- **Magnitude:** principled—have a clear rationale for changing your offer to retain credibility; don't make too large of concessions; reduce the size of concessions as you approach your RP
- **Timing:** make concessions gradually rather than immediately

## Value Claiming Skills

- **Different focus:** Did you focus on your Resistance Point or Aspiration Point?
- **Starting position:** Did you or your partner have a more extreme starting position or anchoring point?
- **Pattern of concessions:** Did you or your partner make fewer or smaller concessions?
- **Perception of power:** Who had the better perceived BATNA?

# Multiple Means of Action and Expression

## Student Response System (iclicker):

- Can gauge how well students are grasping content and move forward or go back to address the concept
- Can give a preview for exams



## Test Yourself #1

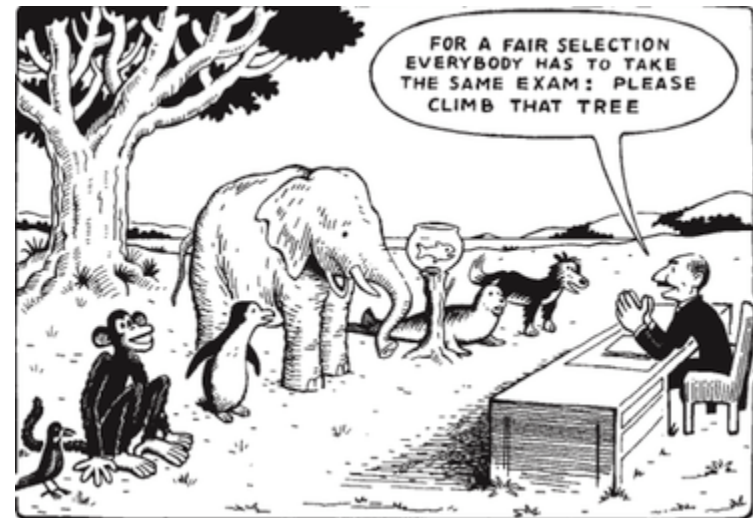
Two people see the same thing at the same time yet interpret it differently. Where do the factors that operate to shape their dissimilar perceptions reside?

- A = the perceiver
- B = the target
- C = the timing
- D = the context
- E = the situation

# Multiple Means of Action and Expression

## Alternative Format Assessment

- Exams can have different formats: short answer, case analysis, multiple choice or essay components
- In addition to exams, assess using a combination of activities: case discussions, projects (written/oral) participation in exercises



Key Objective: to increase the **flexibility** in expressing what they have learned

# Other

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- Several small vs. one large exam?
- Progressive learning?





# Thank You

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- UDL finds **solutions** that **address** the **limitations** for the learning environment rather than the limitations of the student
- **Universal Design for Learning = Learning Opportunity for All**



Visit my website at [hollyschroth.com](http://hollyschroth.com)

[hschroth@berkeley.edu](mailto:hschroth@berkeley.edu)  
[holly.schroth@gmail.com](mailto:holly.schroth@gmail.com)