
Reimagining Career & College Readiness for Neurodivergent Learners



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Who we are



Icebreaker:

“Stand If...”

Stand up if the statement applies to you.

Imagine you had to learn how to change a tire tomorrow...

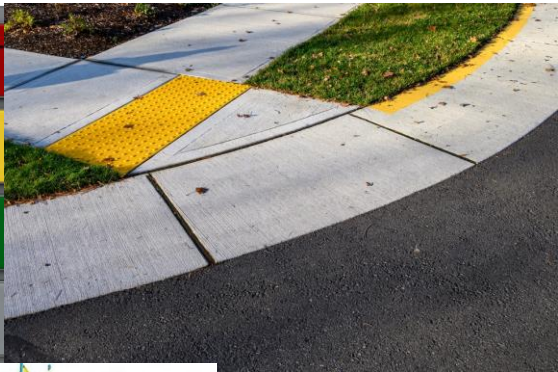
- Watch someone demonstrate it first
- Read step-by-step instructions
- Have someone talk you through it
- Watch a video tutorial
- Try it yourself and figure it out

“What did you notice?”

Everyone learns differently, and this is why Universal Design for Learning is so beneficial.

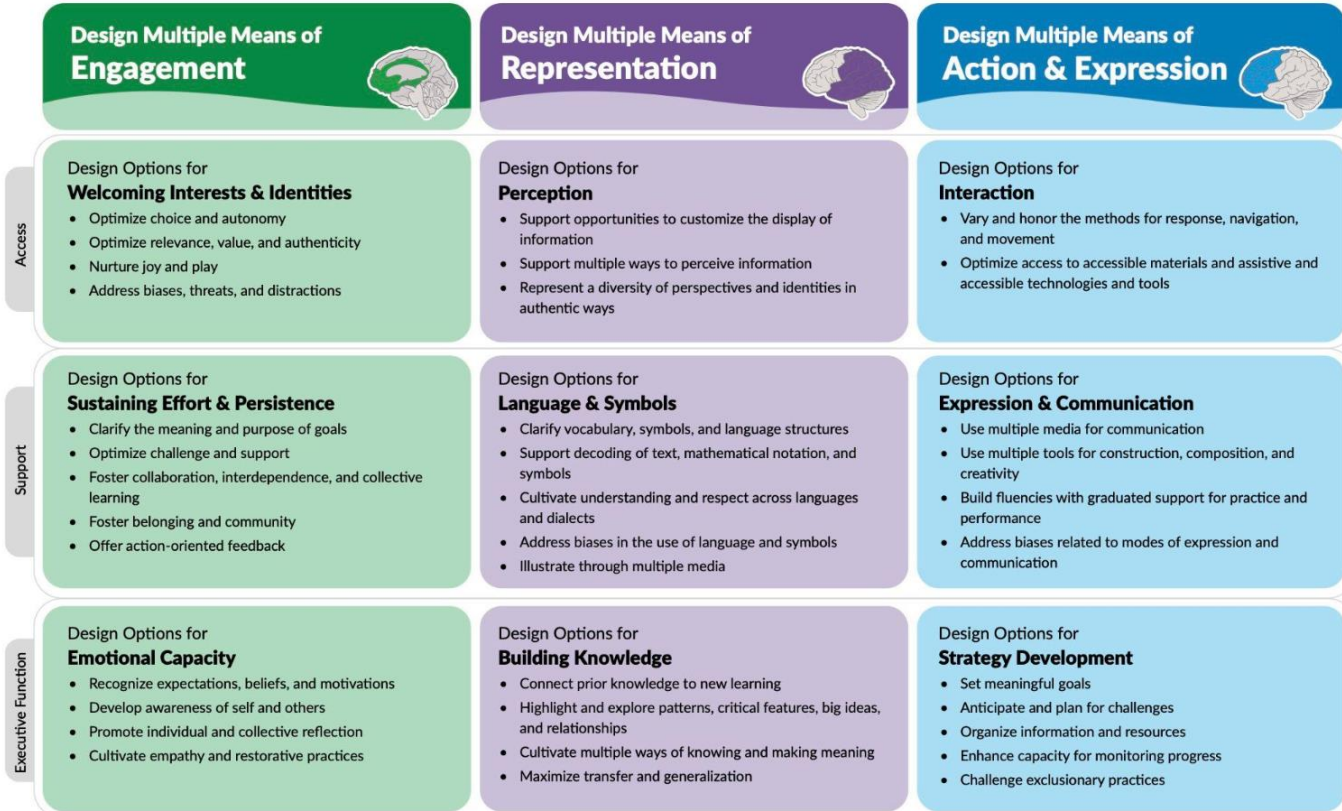
- Some people may have chosen only one option
 - Others may have more than one option the resonate with them
 - Can you imagine if you had access to all of these methods?
 - When multiple sensory inputs are being utilized, our brain engages with the materials more fully.
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Everyday examples of UDL



CAST Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.



Multiple Means of Engagement

Involves offering varied formats (text, audiobook, graphic novel), using culturally responsive materials that validate students' identities and experiences, providing student choice in how they engage with content, and connecting learning to real-world, relevant contexts.

Multiple Means of Representation

Provide training materials in varied formats such as video with closed captions, podcasts, or digital manuals compatible with screen readers.

Multiple Means of Action & Expression

Allow students to demonstrate "work-ready" skills through practical demonstrations, oral reports, or video reflections instead of only written tests.

Environmental Adjustments

Offer **sensory supports** like noise-reducing headphones, fidget tools, and flexible seating

Predictable Layouts & Signage: Use consistent color-coded, visual, or sensory cues to delineate hazard zones from safe zones in labs and shops.

Ensure **tools, machinery, and workstations are adjustable** for height and reach to accommodate learners with physical disabilities, reducing the risk of improper tool handling

Multimodal Safety Training: Deliver safety guidelines and standard operating procedures (SOPs) through multiple formats: written manuals, videos, hands-on demonstrations, and audio walkthroughs.

Digital Checklists: Implement digital and audio checklists for machine setup and safety checks to ensure no steps are missed before starting machinery.

Social Scaffolds

- **Mentorship Programs:** Pairing students with mentors who explicitly model goal-setting and problem-solving, which helps build self-regulation.
- **Collaborative Checklists:** Providing rubrics for collaborative projects that outline clear, actionable steps for teamwork, reducing anxiety and improving on-task behavior.
- **Peer Mentoring/Coaching:** Utilizing team members to offer real-time feedback and support, encouraging knowledge sharing.
- **"Opt-In" Support Structures:** Creating optional peer study groups or skill-sharing sessions to boost motivation.

Neurodivergent Scaffolding Environment Techniques

- **Transparency (TILT Framework):** Utilize the Transparency in Learning and Teaching (TILT) framework to explicitly define the purpose, task, and criteria for workplace assignments.
- **Predictable Routines:** Post daily schedules and preview transitions or changes in environment (e.g., field trips or new job sites) in advance.
- **Sensory-Friendly Spaces:** Implement calm-down areas, dimmable lights, noise-canceling headphones, and flexible seating (e.g., yoga balls, standing desks) to reduce overstimulation.
- **Virtual & Hybrid Support:** Provide materials in multiple formats (videos, text-based, infographics) and offer virtual options for presentations to minimize anxiety.

Neurodivergent Scaffolding Learning Techniques

- **Visual Supports:** Use graphic organizers, flow charts, and step-by-step written directions alongside verbal instructions.
- **Chunking & Segmenting:** Break large workplace tasks or assessments into "bite-size" manageable chunks with clear, immediate feedback
- **Flexible Assessment:** Allow students to demonstrate mastery through various formats, such as infographics, podcasts, presentations, or portfolios, rather than just traditional written exams.
- **Explicit Social Support:** Create structured, small-group work with defined roles for collaboration.
- **Assistive Technology:** Utilize tools like text-to-speech (Natural Reader), screen readers (NVDA), and communication apps (Proloquo2Go)
- **Hands-on Manipulatives:** Use physical models (e.g., 3D, tactile) for training to support kinesthetic learners.

Lesson Plan: Resume & Activity

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Scenario 1:

School or Group Projects

Scenario 2:

Overcoming
Challenges

Scenario 3:

Community Connection

You help your group finish a project when others fall behind.

You've adjusted to a new school, new country, or new responsibilities

You participate in cultural celebrations or community events.

Lesson Plan: Career Interest & Holland Codes



Questions?



Raffle

Resource Links

Core Resource Hubs

- **[CAST \(Center for Applied Special Technology\)](https://www.cast.org)**: The primary authority on UDL, offering the **UDL Guidelines** which focus on three pillars: Engagement, Representation, and Action/Expression.
- **UDL on Campus**: A specialized branch of CAST specifically for postsecondary and vocational contexts, providing guides on scaffolding executive function and designing accessible assessments.
- **[Novak Education](https://www.novakeducation.com)**: Provides free planning tools and a "UDL Lens" guide to help design professional learning and classroom schedules that accommodate neurodivergent needs. [1, 2, 3, 4, 5]

Recommended Training & Guides

- **[The Neurodiverse Classroom \(Book\)](https://www.edutopia.org)**: A guide by Victoria Honeybourne focused on practical strategies for ADHD, autism, and dyslexia in diverse learning environments.
- **[Edutopia: Supporting Neurodivergent Students](https://www.edutopia.org)**: Offers articles and videos on establishing baseline inclusive practices.
- **Neurodivergent Behavior Support Bundle**: Available on [Teachers Pay Teachers](https://www.teacherspayteachers.com), this resource provides visual supports and career awareness materials tailored for transitions to life after school. [15, 16, 17, 18, 19]

- [1] <https://www.cast.org>
 - [2] <https://www.cast.org>
 - [3] <https://teaching.uoregon.edu>
 - [4] <https://www.novakeducation.com>
 - [5] <https://www.cast.org>
 - [6] <https://trainingindustry.com>
 - [7] <https://teaching.pitt.edu>
 - [8] <https://www.everway.com>
 - [9] <https://azpbs.org>
 - [10] <https://exceptionalindividuals.com>
 - [11] <https://kpcrossacademy.ua.edu>
 - [12] <https://sheridan.brown.edu>
 - [13] <https://teaching.uic.edu>
 - [14] <https://btateam.org>
 - [15] <https://www.edutopia.org>
 - [16] <https://blog.google>
 - [17] <https://blog.google>
 - [18] <https://www.innovativeeducators.org>
 - [19] <https://www.perlego.com>
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