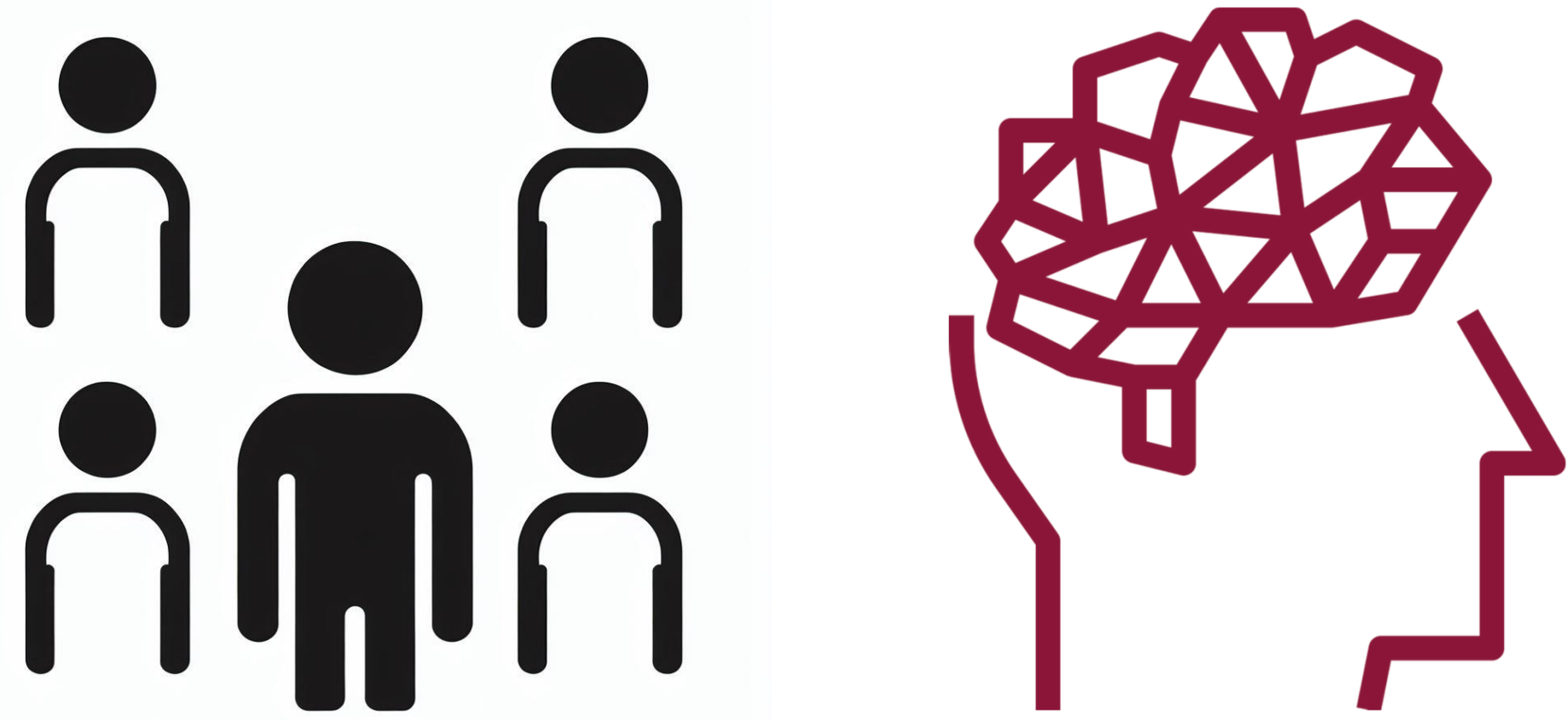


Background and Program

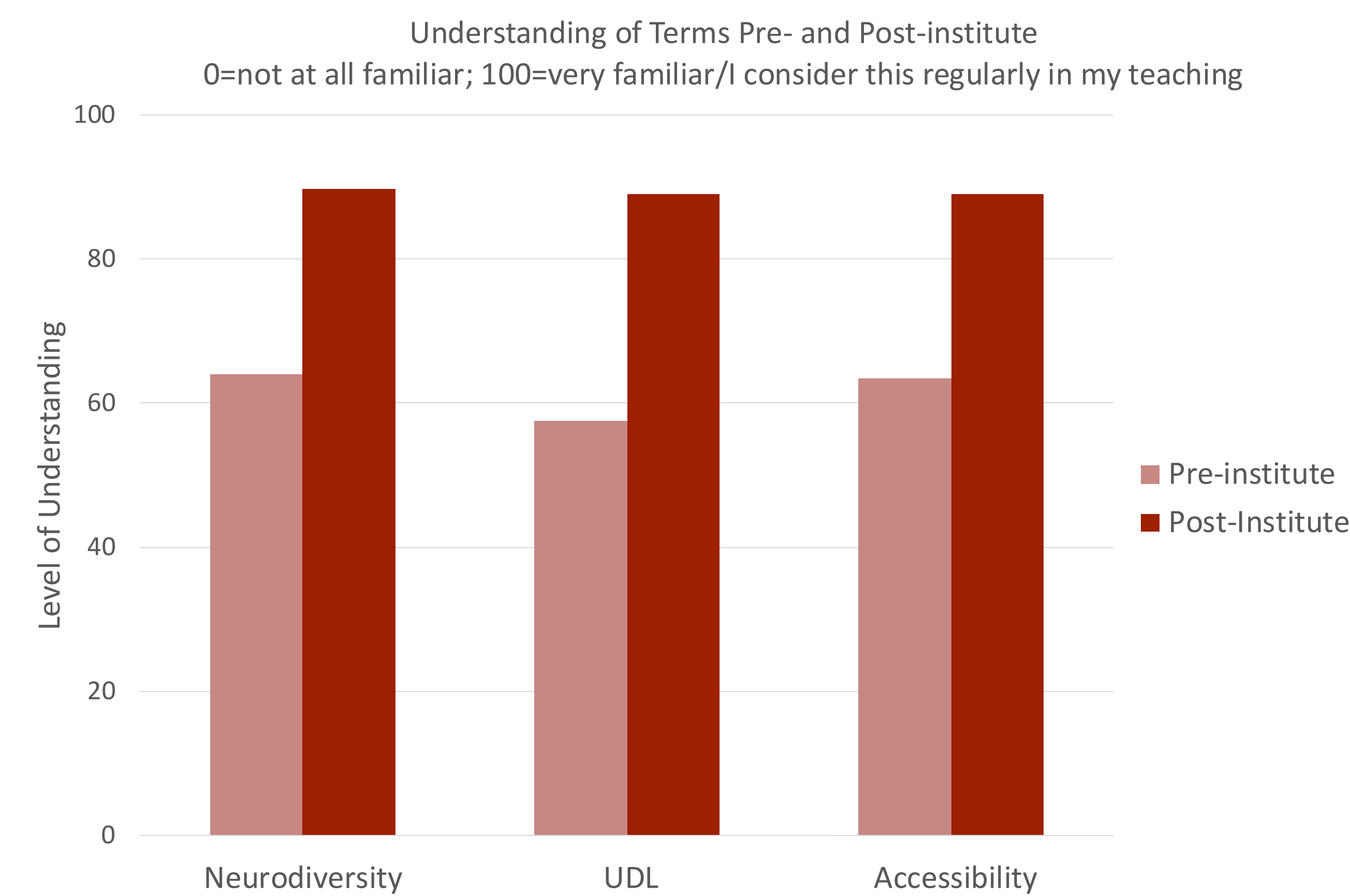


- 1 in 5 students at DU have accommodations for a documented disability
- Many college students do not disclose having a disability to their school
- Internal surveys indicated delivering accommodations were a pain point
- Faculty had misconceptions of what it means to be neurodivergent
- Donor family wanted to “change hearts and minds”

A two-day institute was developed in partnership among the Learning Effectiveness Program, Office of the Vice Provost for Faculty Affairs, and the Office of Teaching and Learning.

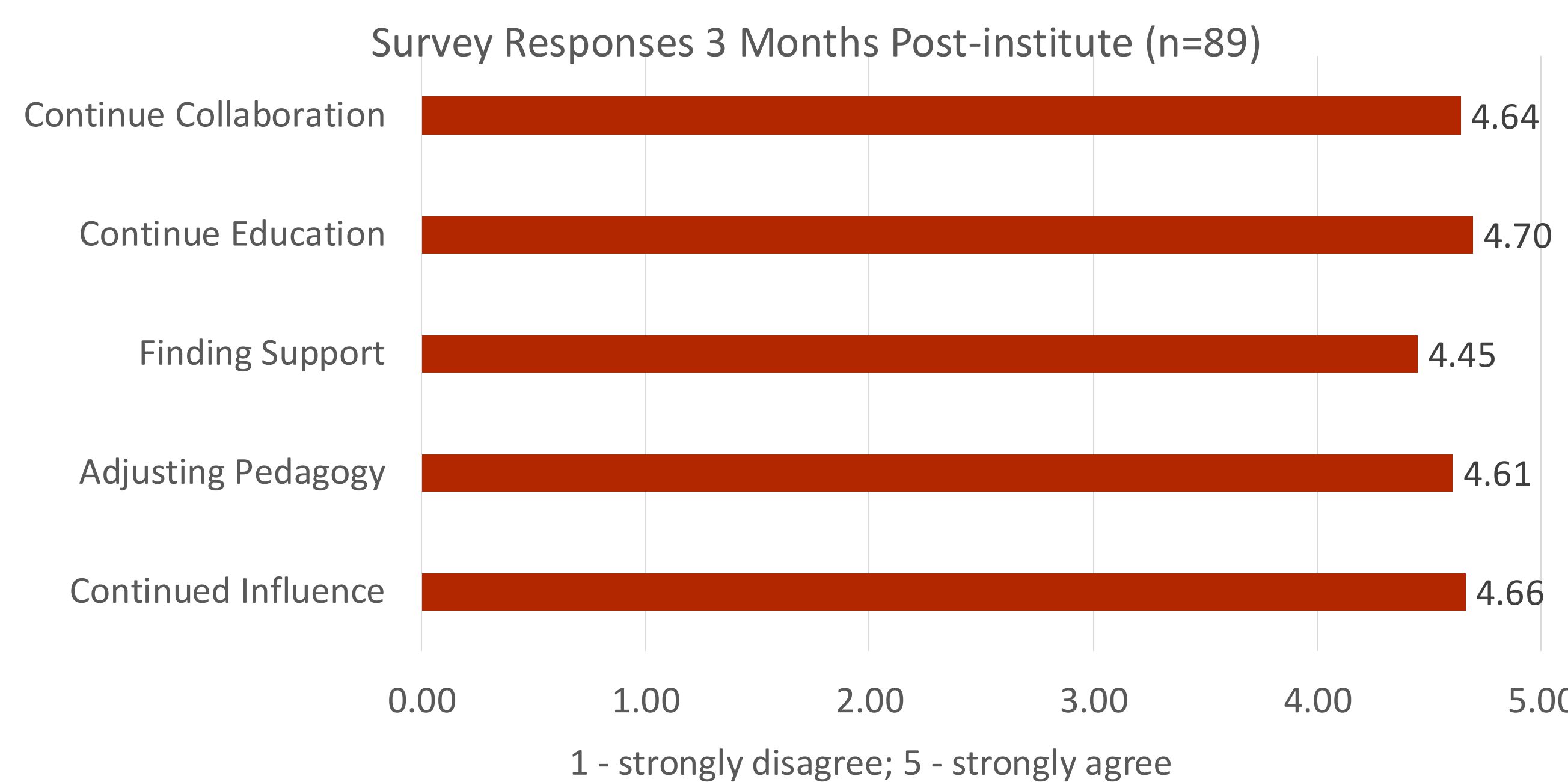
Impact

162 faculty and administrators across 36 departments have participated in the institute across 8 sessions. All reported increases in knowledge and a better understanding of the needs of neurodivergent students.



Faculty Feedback

“The course was my first exposure to Universal Design. I had never before considered how course re-design can, at the same time, benefit neurodiverse students and neurotypical students. Also, that from the professor’s perspective, lower the burden of making special accommodations. If the point of teaching is to educate rather than gate-keep, the UDL principles clearly serve that goal.”



“Implementing UDL is not about adding more content or lowering expectations – it is about thoughtful course design that anticipates difference. This shift has enhanced my teaching and created a more welcoming learning environment for all students.”

“I have put off some things because I am intimidated by the technology, but this training helped me understand the tech much better. I am a person who thinks a lot about neurodivergence and accessibility and I still learned a TON — thank you!!”

“The Institute helped me realize how many assumptions I make about students’ executive functioning. I’m now more mindful in how I structure assignments.”



Recommendations

- ✓ Create partnerships with allied offices
- ✓ Strategic outreach through working with academic leaders to identify participants
- ✓ Utilize local faculty experts on neurodiversity and UDL
- ✓ Require deliverables including continued work and department engagement
- ✓ Support career advancement by offering a digital credential to highlight faculty learning in Neurodiversity and UDL
- ✓ Public support from academic leaders
- ✓ Encourage deeper learning through Faculty Learning Communities (FLCs) and Communities of Practice (CoPs)
- ✓ Build momentum in your department by attending the NDI as a group and identifying past participants

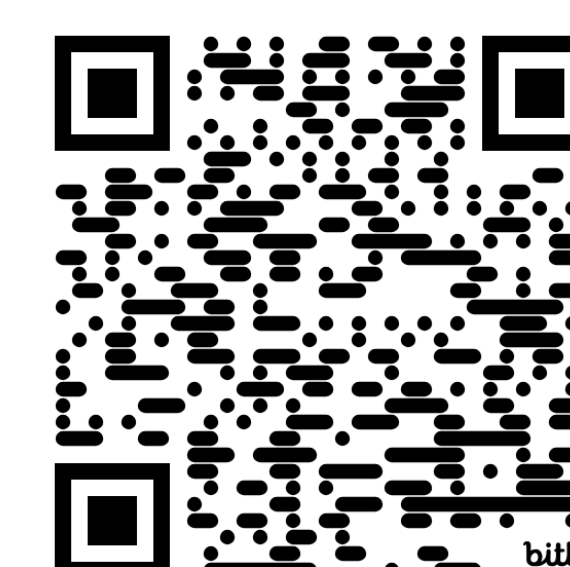
Towards Sustainable Change

Deliverable	Example
Reflective Growth	• Additional readings • Course review with UDL expert • Changes to course design & syllabus
Department Engagement	• Convene a department working group • Discussions with colleagues • Sharing professional development opportunities • Creating learning circles • Bringing speakers to department meetings
Strategic Change	• Creating department policy • Graduate student training • Developing in-house workshops • Including UDL in course proposals • Adding inclusivity and accessibility to program mission

Acknowledgements

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- Ellen Hogan
 - Sarah Mooney
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 - Meg Davis
 - Lauren McGrath
 - The staff of the Office of Teaching and Learning (OTL), the Learning Effectiveness Program (LEP), and Student Disability Services (SDS)
 - The DU family for their generous donation that made this institute possible

Resources



NDI Website



UDL Module



Instructional Accessibility

DAY 1 AGENDA

Tuesday, August 13, 2024

Overview
9:00 am- 9:15 am
We will discuss the goals of the institute along with the research project that is underway.

Introductions
9:15 am-10:15 am
Dr. Jasmine Yap will offer a reflective identity activity to learn more about the institute participants.

Embracing Neurodiversity
10:30 am-12:00 pm
Jim Bailey will offer a talk on neurodiversity and the Learning Effectiveness Program (LEP).

Myths about Neurodevelopmental Disorders
1:00 pm-2:30 pm
Dr. Lauren McGrath will discuss her research on myths about neurodevelopmental disorders and how we can bring this information to our work with DU students.

Accessibility
2:45 pm-3:45 pm
Caroline Newcomb will explore innovative strategies within instructional accessibility to support neurodiverse students.

Survey
3:45 pm-4:00 pm
We will complete our first day with a survey to get constructive feedback from faculty participants.

- 1 -

DAY 2 AGENDA

Executive Functioning
9:15 am- 9:45 am
DeHair Clark will facilitate an executive functioning activity and mini-lecture about the ways in which executive functioning impacts student learning.

Universal Design for Learning
9:45 am-10:30 am
Dr. Leslie Alvarez will offer an overview on how Universal Design for Learning (UDL) principles can support neurodiverse learners.

UDL Scenarios
10:45 am-12:00 pm
Faculty participants will engage with DU classroom scenarios and design UDL approaches.

Deliverables Overview
1:00 pm-1:30 pm
Learn about the deliverables assignment which addresses the outcomes of the institute.

Deliverable Planning
1:30 pm- 2:45 pm
Meet with Campus Partners and start to formulate your deliverable action plans.

Closing
3:00 pm- 4:00 pm
Share outs, reflection, Q&A, and final survey.

Breaks

We will have 15 minute breaks at 10:30 am and 2:45 pm.

Lunch

Lunch is from 12:00 pm to 1:00 pm. There is no programming during lunch, so you will have free time! Group picture at 1:00 pm.

INSTITUTE GOALS

After completing the institute, participants will be able to:

- 01 Explain the following terms to a fellow colleague:
 - Neurodiversity
 - Universal Design for Learning (UDL)
 - Accessibility
- 02 Apply UDL principles to course experiences and design responsive and proactive structures to support and collaborate with students.
- 03 Advocate for student needs regarding neurodiversity in school/program/department/unit.

COMMUNITY AGREEMENTS

We will use these agreements during our work with each other over the next two days.

Be curious and listen to understand
Show respect and suspend judgement
Note any common ground as well as any differences
Be authentic and welcome that from others
Be purposeful and to the point
Own and guide the conversation.

These community agreements were created by “Living Room Conversations”, an organization that works to help society by creating dialogues across divides: politics, age, gender, race, nationality, and more – through guided conversations proven to build understanding and transform communities.

- 2 -

MYTHS ABOUT NEURODEVELOPMENTAL DISORDERS

Dr. Lauren McGrath

Lauren McGrath is an Associate Professor in the Psychology Department and Director of the L&RN, Learning Effectiveness Program and Related Neuropsychology.

With funding from NIH, Lauren’s research investigates risk and protective factors for developmental disorders, especially dyslexia and ADHD. Lauren’s research on learning informs her identity as a teacher-scholar. She uses the cognitive science of learning to guide her course design and pedagogical approaches.

QUIZ

	True or False
A common sign of dyslexia is seeing letters backwards.	
In some children, dyslexia is caused by visual problems.	
Dyslexia can be helped by using colored lenses and/or colored overlays.	
Children with dyslexia can often excel in other areas.	
Most children with ADHD “outgrow” their symptoms.	
It is possible for an adult to be diagnosed with ADHD.	
Current research suggests that ADHD is largely the result of ineffective parenting skills.	
Autistic children are unable to notice social rejection.	
Autistic children do not have empathy.	
Some autistic children have a special talent or savant skills.	

- 10 -