

Applying UDL Concepts to Student Psychological Assessment Profiles:

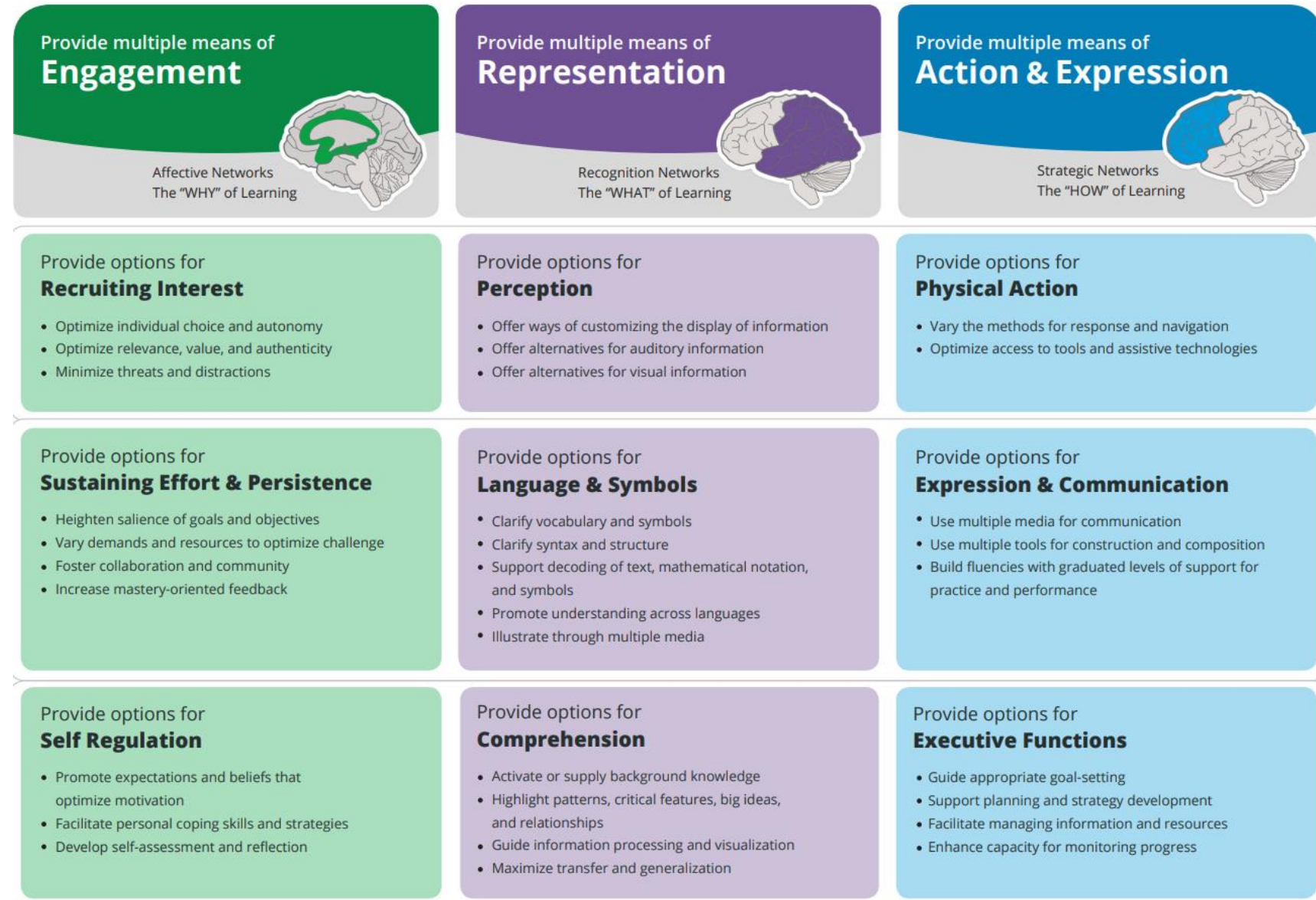
Understanding Common Areas of Need and Support

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Background

- Many barriers exist that decrease the utility of psychological reports (Umaña, 2020)
- Many recommendations for exceptional students are “essential for some, but beneficial for all”
- Psychology reports present an opportunity to connect with concepts supporting inclusive education - Universal Design for learning (UDL)
- How do the needs of students align with UDL concepts?



Methods

- **Pilot:** 20 psychology reports from training client for children/youth. Establish adequate inter-rater reliability
- Random selection of 50 psychological reports. Top 3 needs of clients identified. How do these align with UDL concepts?
- e.g. Child (7 years). Learning Disability (Reading), with low frustration tolerance and ADHD diagnosis
 - **Language and Symbols**
 - **Self-Regulation**
 - **Sustaining Effort & Persistence**

Results

- 30/50 (78% of clients; 7-18 years) had received a LD and/or ADHD diagnosis.
- Other: Intellectual Disability, Anxiety, Autism, Depression.

66%

Provide options for **Executive Functions**

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

56%

Provide options for **Self Regulation**

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

44%

Provide options for **Language & Symbols**

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

32%

Provide options for **Expression & Communication**

- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Younger students: Have more needs relating to **Engagement**; Older students: **Action & Expression**

Summary & Implications

- Continue pilot investigation of UDL application from psychology reports. Trends across developmental ages/stages.
- Look at refined process for coding of student needs (and strengths) from psychology reports
- Explore efforts to build capacity in educators (and schools) in UDL at a classroom/school level
- Can UDL be a common language that can help bridge “special education” and inclusive education efforts?

Student	Representation “The What” – Recognition Networks <i>- How we gather facts and categorize and understand what we see, hear, and read.</i>			Action and Expression “The How” – Strategic Networks <i>- How we organize, plan and express our ideas.</i>			Engagement “The Why” – Affective Networks <i>- How learners get engaged and stay motivated. How they are challenged, excited, or interested.</i>		
	Perception	Symbols, Language, Math	Comprehension	Physical Action	Expression & Communication	Executive Functions	Recruiting Interest	Effort & Persistence	Self-regulation
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									

UDL Goals:

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed