

AIAI Grant UDL Example ~ Towson University  
Title: UDL in Developmental Reading  
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Course/Program or Department: Elementary Education  
Notes: 1 file

## **Universal Design for Learning REED 102**

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When teaching a developmental/remedial reading course, it is difficult to find ways to incorporate UDL because the key course task is for students to read independently. However, certain options that are available to students with specified learning disabilities can be used in the reading course to make it more UDL friendly. I have incorporated three elements to make my developmental reading course more accessible to my students.

First, I have decided to incorporate an audio component of the current textbook, The McGraw-Hill Reader. This audio can enhance the reader's comprehension as they follow along in the book. It will be available to them as sound bites on Blackboard or through the Learning Ally website.

Second, I will integrate a program called Infercabulary. Infercabulary is a teaching tool for vocabulary. It presents pictures with verbal hints to the word being studied. Through this process, inference is used to determine the meaning of the word. This is an excellent way to give visual learners a way to learn vocabulary other than in context or memorization. I have field tested this site this semester and have gotten positive feedback saying that it helps with comprehension and retention.

Thirdly, I will supply a series of graphic organizers for the students' essay writing. These organizers will help with planning their essays. Although this is a basic tool, I find that it helps those with organizational concerns to help them center themselves prior to writing their essay. For example, use a graphic organizer like the one available on the readwritethink.org site at (<http://www.readwritethink.org/files/resources/printouts/6-8%20Essay%20Map.pdf> ).

Plus, there are Mind Map templates within Canva (a free online drawing canvas, poster/infographic tool)

<https://www.canva.com/graphs/mind-maps/>