

# 36 Recommendations for Inclusive Classroom Experiences

As part of a research study with The University of Melbourne, 12 strategies aligning UDL practice with EdTech implementation have been identified. These strategies improve both social and academic outcomes for neurodivergent learners. Each strategy and the recommendations for its successful implementation have been mapped to UDL Guidelines 3.0 (CAST, 2024b).

	Engagement			Representation			Action and Expression		
	Welcoming Interests & Identities	Sustaining Effort & Persistence	Emotional Capacity	Perception	Language & Symbols	Building Knowledge	Interaction	Expression & Communication	Strategy Development
Interactive explicit teaching aligning with the principles of UDL	1. Develop a shared understanding across the school of pedagogical practices that focus on modelling worked examples for students and then providing opportunities for students to apply their learning to other contexts of interest.	✓				✓		✓	
	2. Plan regular opportunities during instruction for students to interact with their peers, actively discuss knowledge and demonstrate skills.	✓							
	3. Provide time and space for teachers to share planning to allow the development of high-quality resources that are responsive to local culture and context.	✓			✓				
Supporting executive functioning through digital tools	4. Provide digital scaffolds and graphic organizers to help students organize information and their thinking in a structured and systematic way.	✓				✓		✓	✓
	5. Explicitly teach new vocabulary and provide students with access to an ongoing digital vocabulary database.					✓			
	6. Optimize the amount of information displayed on a screen at once by providing chunks of key information and integrating text with supporting visuals.				✓	✓	✓		
Integrating the targeted activation of prior knowledge and daily reviews	7. Introduce new topics with clear connections to previous learning to build from prior understandings.								✓
	8. Allow students to be able to access prior learning materials and resources as required to revise foundational concepts or knowledge.								✓
	9. Conduct a daily review at the beginning or conclusion of a lesson that revises both recent and historical knowledge and skills.						✓		
Developing self-regulation in the use of technology through the gradual release of responsibility.	10. Gradually release responsibility from the teacher to the learner by using guided access digital tools.							✓	
	11. Explicitly teach self-regulation strategies to remain on task while using technology.	✓		✓					
	12. Provide time for students to explore their interests through technology.	✓							

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Establishing routines and systems	13. Use either a digital or non-visual activity schedule to create a predictable and safe structure for the class.	✓		✓						
	14. Use visual timers and ongoing cycles of activity and whole class check-ins during independent work.	✓							✓	
	15. Provide a single, consistent method for students to submit their digital work.									✓
Integrating physical and digital resources	16. Normalize the use of non-digital resources alongside digital resources by explaining to learners the affordances of each and the rationale for why the teacher is requesting the use of each tool at a particular point in the lesson.		✓							
	17. Allow students to access their own personal whiteboard, either physical or digital, for every lesson and explicitly teach them to use these as a concrete support for reducing cognitive load.	✓	✓				✓		✓	✓
	18. Provide both physical and digital copies of textbooks and other learning materials to accommodate student learning preferences and information processing needs.	✓	✓		✓			✓		
Creating a safe culture for active participation	19. Allow anonymous contributions during class brainstorming activities with clear expectations in place around responding to shared ideas.	✓	✓	✓						
	20. Provide consistent options for multimodal contributions to class discussions where students can contribute via their preferred mode of communication.	✓				✓			✓	
	21. Use talking partners to rehearse responses to prompts before calling on students in front of the class.		✓						✓	
Integrating the targeted activation of prior knowledge and daily reviews	22. Scaffold collaborative group tasks by providing clear strategies to help students understand task delegation in small-group activities.		✓	✓					✓	
	23. When conducting small-group activities, provide a clearly defined task outcome that students are required to achieve as a group.		✓							✓
	24. Where possible, assess group work contributions individually rather than collectively grading as a group.	✓	✓	✓						

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Prioritizing student voice and agency.	25. Once students develop proficiency of a concept or skill, provide them with choices about how they would like to apply the knowledge or skill to demonstrate their mastery.	✓					✓		✓	
	26. Encourage students to share their thoughts and provide feedback through class-level tools such as polls.		✓							
	27. Ask students for their feedback and preferences on technology.	✓		✓						
Technology as a virtual teaching assistant for supporting all students	28. Explicitly teach every student digital literacy to support them to safely and effectively use technologies in the learning environment and beyond.	✓								
	29. Teach students to conduct their own 'learning sprints' through setting 'micro-goals' and the use of timers within classes; and to use digital noise monitors to self-monitor the volume of noise within the learning environment.	✓	✓						✓	✓
	30. Teach all students to access and use the accessibility features built into the hardware and software within their digital ecosystem to meet their needs and preferences in order to optimize their learning experiences.				✓			✓		
Creating a safe culture for active participation	31. Use developmental rubrics that use precise language to communicate the key features within each indicator of quality.		✓							✓
	32. Design a different rubric for each capability to focus the learner on a specific component of their learning.		✓							✓
	33. Explicitly explain each quality criteria to students, using a linked example of the expected outcomes for each level.		✓							✓
Creating solutions to common barriers	34. Provide training to teacher on how to use the full functionality of the software and hardware available to them as teaching and learning tools, including the management affordances.	✓								✓
	35. Limit the number of different brands of devices within the digital ecosystem to create a more consistent and predictable experience for learners and teachers.	✓								✓
	36. Develop whole-school guidelines and routines on preparing and using digital technologies for learning within the class, alongside mitigation processes for when these guidelines are ineffective.	✓		✓						✓