Reichert, M., & Hawley, R. (2013). *Relationships play a primary role in boys' learning.* The Phi Delta Kappan, 94(8), 49-53. Retrieved January 6, 2021, from http://www.jstor.org/stable/23611726

This article synthesises the importances of connecting with male students through authentic means and explains the whole class benefits of an SEL focus when interacting with adolescent learners. Research has shown that male students respond to the passion their instructor has for the subject and will follow suit if they see their relationship with the instructor as mutually beneficial. When students can sense the seriousness of the content being discussed that intrinsically draws their best work out as well. When these student-teacher dynamics ignite curiosity or interest we prevent the disillusionment that has become more pervasive in traditional curriculums. Creating those positive memorable classroom experiences for all students means displaying improvisational moments that meet particular students' needs. When male students observe teachers who not only possess a mastery of their subject but also empathy and adaptability they are more likely to engage in academic risk taking and share their thinking.

Kappa Delta Pi Record, 48:134-139, 2012 *Universal Design for Learning: A Blueprint for Success for All Learners* Copyright © Kappa Delta Pi ISSN: 0022-8958 print/2163-1611 online DOI 10.1080/00228958.2012.707506

In this article the author provides reasoning for engaging with students in a multitude of ways and explains the benefits of allowing students to demonstrate their understanding through a variety of forums. This conclusion is based on neuroscience of cognitive learning processes and motivation. When we as educators help students set priorities, build gathering and analyzing information strategies, and plan effectively they can execute effective action. "Using prompts, scaffolds, checklists, and models, students set realistic and individualized goals, and determine next steps in their own learning process. Student planning is encouraged by their use of "think aloud" processes, as well as "stop and think" and "tum and talk" prompts."Encouraging students of all abilities to contribute their thinking to the group makes it ok to experience academic struggle and see their learning as a process. "Positive behavioral change is encouraged when students use these tools consistently in conjunction with their self-identified goals and objectives." Lastly having students demonstrate their learning through the use of assistive technology like speech to text and providing picture symbols as part of instructions helps meet all students where they are.

Doran, P. R. (2015). *Language Accessibility in the Classroom: How UDL Can Promote Success for Linguistically Diverse Learners. Exceptionality Education International*, *25*(3), 1–12. https://doi.org/10.5206/eei.v25i3.7728

In this article the importance of providing meaningful accessible content is stressed as it pertains to serving students learning English but who also encompass neurodiverse abilities. Developing an awareness of individual student strengths and backgrounds it's necessary because when we see student strengths we teach an asset based curriculum. Knowing developing language learners have bilingualism or multilingualism backgrounds means they have the framework for points of reference relating to new language acquisition. "As a result, increasing numbers of support and intervention teams have begun to draw on the framework of UDL, a brain-based approach that

emphasizes the use of multiple means of representing content, of providing to students varied means of action and expression, and of engaging students' interests (CAST, 2011; Gravel, Ralabate, & Thomas, 2010)." Additional strategies include building in opportunities for students to exchange oral summaries with a peer or paraphrasing of content, responding to student responses or paraphrasing of directions. Inclusion of conversation starters and sentence starters for written assignments given to all students is the kind of explicit instruction practice that corresponds with great student success. "Planning involves minimizing barriers and maximizing accessibility, with a corresponding emphasis on providing challenge for all learners, often through flexibility and the use of options (CAST, 2011)." Problem solving ahead of time and planning for areas of difficulty in a lesson is form of UDL which empowers students with necessary supports that allow them to reach their full potential.

MEO, G. *Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program.* **Preventing School Failure**, *[s. l.]*, v. 52, n. 2, p. 21–30, 2008. Disponível em: http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ785481&site=ehost-live. Acesso em: 27 jan. 2021.

This new approach encourages educators not burden adaptation on themselves or the student but rather the curriculum. In this article the principles of authentic learning and UDL are connected and specific researched examples make the correlation for easier implementation. "1. multiple or flexible representations of information and concepts (the "what" of learning), 2. multiple or flexible options in expression and performance (the "how" of learning), and 3. multiple or flexible ways to engage learners in the curriculum (the "why" of learning; Rose & Meyer, 2002)." Seeing curriculum as mutable rather than infallible allows teachers to have a new perspective on their practice. Understanding that the student body of today is more diverse not only along race/ethnicity lines but also in lived experience and neurodiversity means applying a unique approach to connect them with content. "Mr. Allen and Ms. Jones decided to begin the new unit on the Industrial Revolution with a brainstorm activity, using Inspiration software (Strangman, Hall, & Meyer, 2003) to activate students' background knowledge (Strangman, Hall, & Meyer, 2004). Both practices (i.e., the use of concept maps and activating prior knowledge) have been shown to have positive impact on improving student learning (Strangman et al., 2003, 2004)." Being conscious of barriers to learning, an educator can anticipate problem areas ahead of time and provide meaningful accommodations to prevent student disengagement.

Evmenova, A. (2018). *Preparing Teachers to Use Universal Design for Learning to Support Diverse Learners*. *Journal of Online Learning Research*, *4*(2), 147–171.

In this article the researchers look to determine how through the use of UDL a teacher can better connect students to content when working with a population of diverse learners. Finding the balance of capitalizing on student strengths while developing areas of growth means using educational technology and platforms that students have familiarity with. Existing research that reports gains in students' academic outcomes in all major content areas because of UDL-based

interventions includes the use of such technologies as content acquisition podcasts (e.g., Kennedy, Thomas, Meyer, & Alves, 2014); videos and narrated presentations (King-Sears et al., 2015); digital backpacks (e.g., Basham, Meyer, & Ernest, 2010); video games (e.g., Marino et al., 2014); and computer-based reading programs (Hall, Cohen, Vue, & Ganley, 2015). The research suggests that designing a curriculum with Universal Design principles embedded leads to great student engagement and understanding. Overall, while all UDL guidelines and checkpoints were present in the instruction during the original observations, the most frequently used checkpoints (present in more than 50% of lessons) included: (1) activating or supplying background knowledge (70%) and (2) fostering collaboration and community (60%). Fostering an environment of community and group contribution actively engages students with content and each other allowing them to feel confident in sharing their prior knowledge and building on it.