# Sore Spot Review

## 1. Universal Design for Learning (UDL) Cheat Grid

| Principle | Definition | Key Examples | Common Distractors |
| --- | --- | --- | --- |
| Representation (WHAT) | Provide multiple ways of presenting information | Captions, transcripts, graphics + text, tactile diagrams | Engagement (choice/motivation) |
| Action & Expression (HOW) | Provide multiple ways for learners to demonstrate knowledge | Oral, written, video submissions; AAC; portfolios | Engagement (interest/choice) |
| Engagement (WHY) | Support motivation, interest, persistence | Topic choice, gamification, flexible deadlines, collaboration | Representation (captions, translations) |

**Exam cues:**

* Captions = Representation, not Engagement.
* Oral/written/video submissions = Action/Expression.
* Choice/flexibility = Engagement.

## 2. Models of Disability Cheat Grid

| Model | Definition | Strengths | Weaknesses | Example |
| --- | --- | --- | --- | --- |
| Medical | Disability = deficit in the person | Diagnostic clarity, benefits eligibility | Ignores barriers, stigmatizing | Case-by-case accommodations, “fix the person” |
| Social | Disability = barriers in society | Rights-based, aligns with a11y | Downplays lived/medical aspects | Inaccessible website → disabling barrier |
| Biopsychosocial | Integrates bio + psych + social | Holistic, rehab planning | Complex, diffuses focus | WHO ICF model |
| Economic | Disability = cost/productivity impact | Highlights employment & policy | Stigmatizing as “burden” | Lost workforce participation stats |
| Functional Solutions | Disability = overcome via practical fixes | Action-oriented, tech-driven | Over-focus on AT, ignores systemic | AT adoption in workplace |
| Social Identity/Cultural | Disability = community/identity | Fosters pride, advocacy | Limited for legal defs | Deaf culture, sign language |
| Charity | Disability = misfortune/pity | Motivates aid/empathy | Patronizing, slows progress | Fundraiser ads “help the needy” |
| Others (less tested) | Variants (affirmation, sociopolitical, religious/moral) | Adds nuance | Not core to exam | Affirmation → disability pride |

**Exam cues:**

* Distinguish Medical vs Charity (case-by-case vs pity).
* Social = proactive barrier removal.
* Functional = AT-focused.
* Cultural = identity and pride.

## 3. Flashcards

### UDL Flashcards

* **Q:** UDL principle that covers *motivation, interest, persistence*?  
  **A:** Engagement (WHY).
* **Q:** UDL principle that covers *multiple formats of content*?  
  **A:** Representation (WHAT).
* **Q:** UDL principle that covers *multiple ways of demonstrating learning*?  
  **A:** Action & Expression (HOW).
* **Q:** Example of Representation principle?  
  **A:** Captions, transcripts, tactile diagrams.
* **Q:** Example of Action/Expression principle?  
  **A:** Oral, written, or video submissions.
* **Q:** Example of Engagement principle?  
  **A:** Topic choice, gamification, flexible deadlines.
* **Q:** Which UDL principle is tied to *recognition networks* (neuroscience)?  
  **A:** Representation.
* **Q:** Which UDL principle is tied to *strategic networks*?  
  **A:** Action & Expression.
* **Q:** Which UDL principle is tied to *affective networks*?  
  **A:** Engagement.

### Models of Disability Flashcards

* **Q:** Disability = problem in the person, requires treatment/cure?  
  **A:** Medical Model.
* **Q:** Disability = barriers in the environment/society?  
  **A:** Social Model.
* **Q:** Disability = integrated view of biological, psychological, and social factors?  
  **A:** Biopsychosocial Model.
* **Q:** Disability framed in terms of productivity and cost to society?  
  **A:** Economic Model.
* **Q:** Disability addressed by practical/technical fixes (e.g., AT)?  
  **A:** Functional Solutions Model.
* **Q:** Disability as identity and culture (e.g., Deaf community)?  
  **A:** Social Identity / Cultural Model.
* **Q:** Disability as misfortune requiring pity or charity?  
  **A:** Charity/Tragedy Model.
* **Q:** Which model is most rights-based and empowerment-focused?  
  **A:** Social Model.
* **Q:** Which model underpins WHO’s ICF classification?  
  **A:** Biopsychosocial.
* **Q:** Which model is most associated with one-off accommodations and pity appeals?  
  **A:** Charity.

## 4. Mnemonics Tracker

### UDL Representation Examples Expansion

* **Formats:** PDFs, slides, oral delivery, audio narration, transcripts, captions, tactile graphics, Braille.
* **Supports:** translations, simplified symbols, glossaries, visual scaffolds (charts, diagrams), chunked text.
* **Exam cue:** Representation covers not just *different media formats* but also *cognitive supports* that help recognition and comprehension.

### UDL Action & Expression Examples Expansion

* **Formats:** written paper, oral presentation, video recording, project portfolio, performance/demonstration, concept maps/diagrams.
* **Supports:** AAC tools (symbol boards, synthesized speech), switch devices, scaffolds for planning, executive function supports (checkpoints, feedback loops).
* **Exam cue:** Action/Expression is about *HOW learners show knowledge* and *supports that enable demonstration*.

### UDL Engagement Examples Expansion

* **Strategies:**
  + Choice & autonomy (topic choice, flexible tasks)
  + Gamification & novelty (boss fights, badges, levels)
  + Collaboration (peer groups, guild teams)
  + Safe environment (retry mechanics, supportive feedback)
  + Relevance (loot/items tied to real-world value)
  + Self-regulation (HP hearts, checkpoints, persistence aids)
* **Mnemonic tie-in:** Engaged couple in a boss fight asking WHY, health bars as HEARTS = affective, choosing loadouts = autonomy, boss = gamification, guild = collaboration, checkpoints = persistence, loot = real-world relevance.
* **Exam cue:** Engagement is about the WHY of learning: *motivation, persistence, affective drivers.*

### UDL Mnemonics

* **Action & Expression (HOW / strategic networks):** *Action Johnny from Venture Bros, making a strange screwed-up facial expression, howling in frustration over a pile of graded quiz bluebooks (demonstrating learning) and a Risk board game after losing a strategy match.* → Action + Expression + Howl + Demonstrating learning + Strategy.
* **Engagement (WHY / affective networks):** Candidate hook: *A newly ENGAGED couple teleported into a boss room asking “WHY are we here?” as their HP meters appear as HEARTS (affective) on the screen.* Keywords: WHY + heart (affective) + engagement.
* **Representation (WHAT / recognition networks):** Candidate hook: *An art gallery showing multiple REPRESENTATIONs of the “wat” duck (WHAT) in different formats: a Braille wat duck made of push-pin toy, a button you can press that says “WAT,” a PDF on a screen of the duck with a WAT speech bubble. A security guard “RECOGNIZES” each version with a scanner.* Keywords: WHAT + recognition + representation + multiple formats.

### Models Mnemonics (to be developed)

* Will track once you start building imagery/stories for Medical vs Social vs Charity, etc.

## 5. Progress Tracking (as of Sept 16, 2025)

**Diagnostic Quiz #1 (25 Q)**

* **Domain I**: 9/10 → Missed *Q1 (Medical vs Charity)*.
* **Domain II**: 7/10 → Missed *Q13 (UDL Engagement)*, *Q15 (Benefits of accessibility)*, *Q17 (UDL Action/Expression)*.
* **Domain III**: 5/5 → Perfect.

**Totals:** 21/25 (84%).

**Error Log:**

* Models of Disability → 1 miss.
* UDL → 2 misses.
* Accessibility Benefits → 1 miss.

**Strength Map:**

* **Strong:** Laws, treaties, governance, demographics, AT, barriers.
* **Moderate:** UDL, accessibility benefits.
* **Weak:** Model distinctions under pressure.

✅ Mnemonics updated: Representation now has multi-format “wat duck” imagery; Action Johnny now tied to demonstrating learning (quiz bluebooks) and strategy (Risk game).