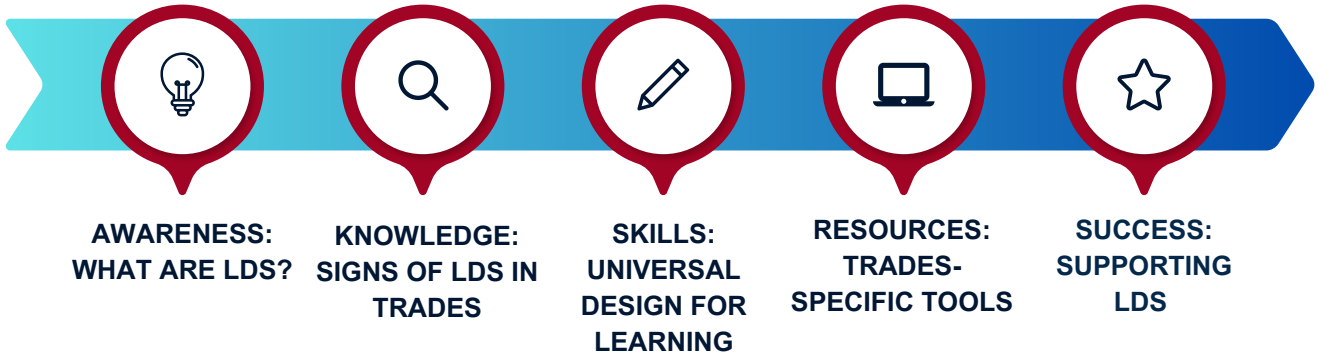


# SUPPORTING APPRENTICES WITH LEARNING DISABILITIES & DIFFERENCES

A project aimed at researching, developing, and testing innovative supports for pre-apprentices and apprentices with learning disabilities and differences in the construction trades.

## PROFESSIONAL DEVELOPMENT

Instructors, tutors, union leaders and other training providers participated in professional development to build their knowledge and skills to support learning disabilities and differences (LDs) in the trades.



### AWARENESS



Increased awareness of learning disabilities and differences

**89%**

PD participants agree

### PREPAREDNESS



Prepared to support learners with disabilities and differences

**95%**

PD participants agree

### READINESS



Ready to adapt instruction to support learners' backgrounds and needs

**97%**

PD participants agree

### CONFIDENCE



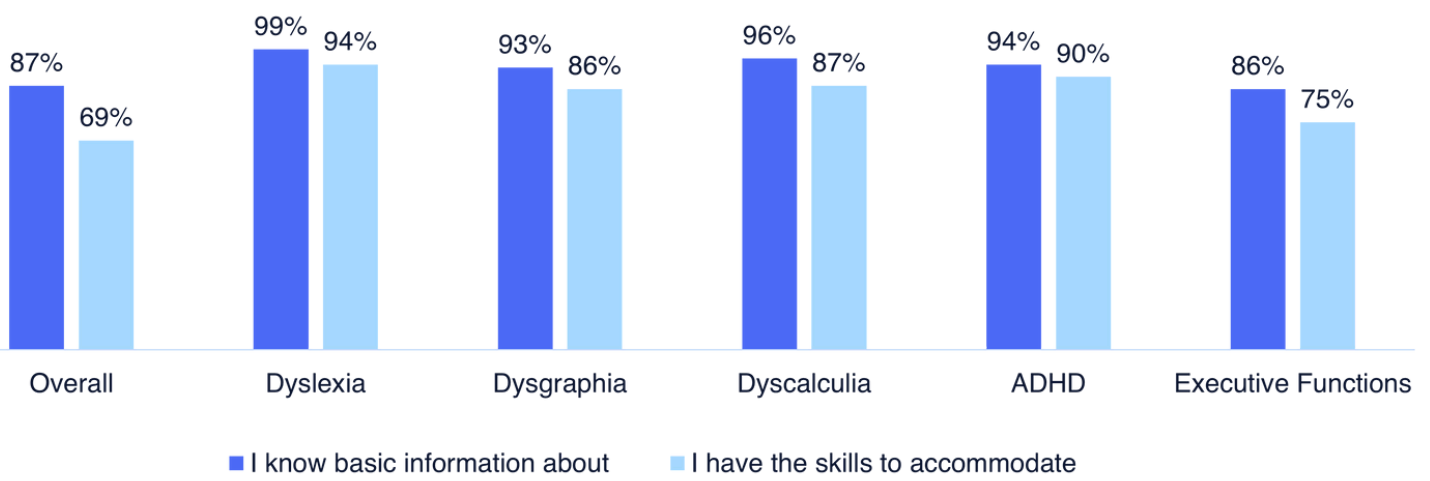
Increased confidence to offer tailored learning adjustments

**95%**

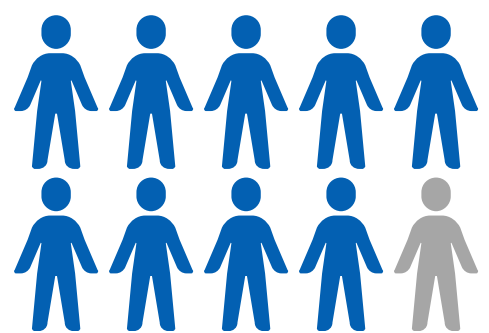
PD participants agree

## KNOWLEDGE & SKILLS

After the training, they were asked about their knowledge and skill level related to basic information and accommodation skills. Across measures 87% agreed they had the knowledge and 69% agreed they had the skills to accommodate learning disabilities and differences.

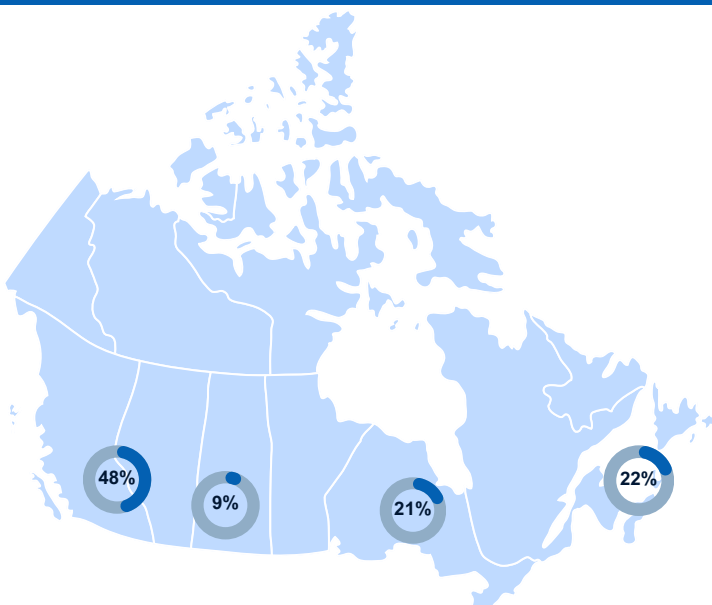


### UNIVERSAL DESIGN FOR LEARNING



**9 in 10**

The majority of participants wanted to learn more about UDL and were motivated to apply strategies in trades training.



### PARTICIPANTS

Nearly half of training participants were in British Columbia, 9% the Prairies, 21% Ontario, and 22% Atlantic provinces.