

INCREASING TEACHING COMPETENCY FOR TEACHERS OF STUDENTS WHO ARE DEAF AND HARD OF HEARING THROUGH THE PRINCIPLES OF UNIVERSAL DESIGN FOR LEARNING

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***ABSTRACT_** The purpose of this study was to increase teaching competency through the implementation of the principles of Universal design for learning (UDL) among teachers of students who are deaf and hard of hearing in the city of Riyadh. The study sought to determine the principles of UDL more commonly used by the teachers as well as identify barriers to the implementation of UDL in schools. This study included gathering the initial perceptions of teachers and identifying the obstacles to the implementation of UDL. Therefore, this study was divided into two major stages to gain broad and comprehensive results. The first stage of this study was to conduct a broad assessment of the current implementation level of the three UDL principles and the major barriers to implementing it in schools. The total number participants at this stage was 269 teachers. The second stage was a follow-up procedure after assessing the teachers' needs in the first stage. Therefore, the researcher designed an intervention that provided training sessions for 67 teachers for the second stage. The results of the intervention showed significant differences among teachers before and after a training session associated with their understanding and level of concern.*

***KEYWORDS:** Universal Design for Learning, deaf teachers, teaching competency, implementation stages.*