

UDL Guidelines Checklist & Notes (<http://www.udlcenter.org/aboutudl/udlguidelines/aboutrepresentation>)

I. Provide Multiple Means of Representation	CHANGES MADE TO THE LESSON
<p>1: <i>Provide options for perception</i></p> <p>1.1 Offer ways of customizing the display of information Visual information: size, contrast, color, layout, spacing, etc. Auditory information: amplitude, speed, timing, cueing, etc.</p> <p>1.2 Offer alternatives for auditory information Text provided for spoken language, voice recognition-to-text, visual symbols for emphasis, sound alerts, etc.</p> <p>1.3 Offer alternatives for visual information Text or spoken equivalents for graphics/video/animation, tactile supports for visuals, Use of physical objects or spatial models, etc.</p>	
<p>2: <i>Provide options for language, mathematical expressions, and symbols</i></p> <p>2.1 Clarify vocabulary and symbols Pre-teach vocabulary & symbols, highlight components of complex words, embed vocabulary supports in text – hyperlinks, footnotes, definitions, etc.</p> <p>2.2 clarify syntax and structure Make rules & relationships explicit, clarify links between concepts, use less complex vocabulary or language structures, etc.</p> <p>2.3 support decoding of text, mathematical notation, and symbols Text-to-speech programs for digital text, use digital math notations (Math ML) with voicing, use text alternatives (tapes, DVD, digital text) with human voicing, etc</p> <p>2.4 Promote understanding across language Key information in dominant and second languages, vocabulary definitions & pronunciations in both languages, shared/related roots identified, syntax/grammar links & differences identified</p> <p>2.5 Illustrate through multiple media Present complementary representations (e.g. text with animation/graphics, etc.), link illustrations and verbal enhancements, make text-to-chart or diagram links explicit, etc.</p>	
<p>3: <i>Provide options for comprehension</i></p> <p>3.1 Activate or supply background knowledge Activate prior knowledge with imagery, concepts, etc., use organizers (KWL, concept maps, etc.), pre-teach concepts, “bridge” ideas with analogies & metaphors, etc</p> <p>3.2 Highlight patterns, critical features, big ideas, and relationships Emphasize key elements, use organizer, prompts & cues to identify & connect key elements, use multiple examples and non-examples, mask or reduce extraneous elements, etc.</p> <p>3.3 Guide information processing, visualization, and manipulation Use interactive models, explicit prompts and scaffolds, develop multiple points-of-entry & pathways for content, chunk information, release information progressively, etc.</p> <p>3.4 Maximize transfer and generalization Checklists, sticky notes, electronic reminders, mnemonic devices, space out reviews, organizers for note-taking, connect new information & prior knowledge, embed analogies & metaphors, etc</p>	

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II. Provide Multiple Means of Action and Expression	CHANGES MADE TO THE LESSON
<p>4: <i>Provide options for physical action</i></p> <p>4.1 Vary the methods for response and navigation Alternatives in rate, timing, amplitude, range-of-motion, materials, manipulatives, & technologies, allow response alternatives from standard means (e.g. computer response vs paper & pencil); Use multiple means of navigating materials (e.g. by hand, by voice, by switch, by keyboard, etc.)</p> <p>4.2 Optimize access to tools and assistive technologies Determine appropriate technologies (physical, sensory, cognitive, communication) needed to access instruction, integrate training to support & enhance learning and goal achievement, etc.</p>	
<p>5: <i>Provide options for expression and communication</i></p> <p>5.1 Use multiple media for communication Choices may include text, speech, illustration, physical models, film, video, pictures, music, art, etc.</p> <p>5.2 Use multiple tools for construction and composition Choices may include spell checks, grammar checks, word prediction, speech-to-text software, dictation, recording, sentence starters, story webs, concept webs, outlining tools, calculators, graphing calculators, software for problem solving skills, Computer-Aided Design (CAD), etc.</p> <p>5.3 Build fluencies with graduated levels of support for practice and performance Differentiated approaches, strategies, skills to achieve same outcomes, use diverse mentors to guide differentiation processes, gradual release of supports to increase independence, etc.</p>	
<p>6: <i>Provide options for executive functions</i></p> <p>6.1 Guide appropriate goal-setting Use a variety of tools (e.g. prompts, scaffolds, models, guides, checklists) to support process of individualized and appropriate goal-setting, etc</p> <p>6.2 Support planning and strategy development Use “stop & think” prompts, use checklists and templates to prioritize & sequence, model “think aloud” process, guide transition from long-term goals to short-term objectives, etc.</p> <p>6.3 Facilitate managing information and resources Keep information organized and accessible with graphic organizers, templates, embedded prompts, checklists, note-taking guides, software tools, etc.</p> <p>6.4 Enhance capacity for monitoring progress Keep information organized and accessible with graphic organizers, templates, embedded prompts, checklists, note-taking guides, software tools, etc.</p>	

III. Provide Multiple Means of Engagement	CHANGES MADE TO THE LESSON
<p>7: <i>Provide options for recruiting interest</i></p> <p>7.1 Optimize individual choice and autonomy Challenge levels, types of recognition used, vary content or context for learning, choice of information tools, design of products, timing & sequence of tasks, etc.</p> <p>7.2 Optimize relevance, value, and authenticity Activities personalized to students' lives, socially relevant, age & ability appropriate, culturally & racially appropriate, active participation, authentic & purposeful outcomes, use of self-reflection, etc.</p> <p>7.3 Minimize threats and distractions Vary novelty & risk-taking in activities & transitions (predictability, scheduling, routines, novel events, etc.), vary sensory stimulation levels (background noise, # of items, etc.), vary pace & length of work sessions, vary social demands required for activities, etc.</p>	
<p>8: <i>Provide options for sustaining effort and persistence</i></p> <p>8.1 Heighten salience of goals and objectives Develop explicit goals, restate goals for clarity, clearly display goals, develop short-term objectives for long-term goals, use prompts to visualize & clarify outcomes, etc.</p> <p>8.2 Vary demands and resources to optimize challenge Vary difficulty in core activities, use tools & scaffolds to provide alternatives, use collaboration, vary ranges for acceptable work, emphasize process, effort & improvement, etc.</p> <p>8.3 Foster collaboration and community Cooperative learning groups, clarify roles & responsibilities, positive behavioral supports, differentiated supports, peer tutoring & support systems, connect to virtual communities, etc.</p> <p>8.4 Increase mastery-oriented feedback Encourage perseverance, self-awareness & self-efficacy, emphasize effort & improvement, give frequent, on-going, & substantive feedback, model evaluation strategies, etc.</p>	
<p>9: <i>Provide options for self-regulation</i></p> <p>9.1 Promote expectations and beliefs that optimize motivation Model goal-setting process, coach or mentor students in goal-setting, use prompts, rubrics, checklists, etc. to support self-regulatory goals, on-task behaviors, and self-reinforcements, etc.</p> <p>9.2 Facilitate personal coping skills and strategies Use differentiated models & feedback to develop skills e.g managing frustration, seeking emotional support, and developing internal controls, etc.</p> <p>9.3 Develop self-assessment and reflection Use tools & models to collect & determine own behaviors (e.g. charts, recording devices, peers, etc.), build student self-awareness (and reduce scaffolds) over time, etc.</p>	