

## Universal Design for Learning Checklist

Use this checklist to:

1. Identify the UDL practices you already use.
2. Add the ones you would like to use.
3. Determine the strategies you would like more training on.

### Principle I

<b>UDL Activity - Provide Multiple Means of Representation - Provide Options for Perception</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like training</b>	<b>N/A</b>
I remove barriers to my students' learning by providing the same information through different modalities (e.g., through vision, hearing, or touch and providing information in a format that will allow for adjustability by the user (e.g., text that can be enlarged, sounds that can be amplified).						
Examples of options for perception include: <ol style="list-style-type: none"> <li>1. I change the size of text or images</li> <li>2. I change the amount of speech or sound</li> <li>3. I change the contrast between background and text or image</li> <li>4. I change the color I use for information or emphasis</li> <li>5. I vary the speed or timing of video, animation, sound, simulations, etc.</li> <li>6. I change the layout of visual or other elements</li> <li>7. I use text equivalents such as captions or speech-to-text software (e.g. voice recognition) for spoken language</li> <li>8. I use visual examples such as emoticons or symbols to represent the intonations of speech.</li> <li>9. I use visual symbols for sound effects or alerts</li> <li>10. I use descriptions (text or spoken) for all graphics, video, or animation</li> <li>11. I use touch/tactile graphics for key visuals</li> <li>12. I use physical objects and models to teach abstract concepts</li> </ol>						

<b>UDL Activity - Provide options for language, mathematical expressions, and symbols</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like training</b>
I ensure that my students are provided with alternate means of representation for complex concepts such as language, mathematical expressions and symbols.					
<p>Examples of these options include:</p> <ol style="list-style-type: none"> <li>1. I pre-teach vocabulary and symbols such that they connect to students' life experiences and prior knowledge</li> <li>2. I break down complex expressions and highlight how they are composed of simpler words or symbols (e.g., "power-less-ness")</li> <li>3. I provide support for vocabulary and symbols within the text (e.g., hyper-links or footnotes that provide definitions, explanations, illustrations, connections to previous knowledge)</li> <li>4. I provide support (e.g., hyper-links or footnotes that provide definitions, explanations, illustrations, connections to previous knowledge) for unfamiliar references such as domain-specific notations, idioms, figurative language, jargon, archaic language, colloquialisms, and dialects within the text</li> <li>5. I simplify complex syntax by highlighting the relations between sentence structures (i.e. subject and predicate).</li> <li>6. I clarify complex syntax by offering simpler sentence alternatives</li> <li>7. I simplify syntax by highlighting elements within the text such as transition words in an essay, linked ideas and antecedents.</li> <li>8. I decode text for students by providing automatic text-to-speech programs</li> <li>9. I help students decode materials by providing digital text through human voice recording.</li> <li>10. Whenever possible, I make key information in English also available in first languages (e.g., Spanish) for English Language Learner students and in American Sign Language for students who are deaf .</li> <li>11. I provide definitions and pronunciations for key vocabulary words in students' first languages.</li> <li>12. I provide electronic translation tools or links to multilingual glossaries on the web.</li> <li>13. I present key concepts in different forms for e.g. text and illustration, photograph, video etc.</li> <li>14. I complement illustrations and diagrams with verbal explanations or enhancements.</li> </ol>					

<b>UDL Activity: Provide Multiple Means of Representation - Provide options for comprehension</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like training</b>
I give my students multiple means of representation by providing options for comprehension.					
<p>Examples of these options include:</p> <ol style="list-style-type: none"> <li>1. I engage students by activating prior knowledge.</li> <li>2. I help students to organize material in advance using methods such as “Know, What to Know, Learned” and concept maps.</li> <li>3. I pre-teach critical concepts through demonstration, modeling and concrete objects.</li> <li>4. I bridge key concepts with analogies and metaphors.</li> <li>5. I highlight or emphasize key elements in text, graphics, diagrams, formulas.</li> <li>6. I use outlines, graphic organizers, unit organizer routines, concept organizer routines, and concept mastery routines to emphasize key ideas and relationships.</li> <li>7. I use multiple examples to explain critical features.</li> <li>8. I avoid teaching material that may be non-relevant to the unit.</li> <li>9. I use cues and prompts to draw attention to critical features.</li> <li>10. I provide detailed prompts for each step in a sequential process.</li> <li>11. I provide Interactive models that guide exploration and inspection</li> <li>12. I provide progressive scaffolds that support information-processing.</li> <li>13. I allow for multiple entry points to a lesson and optional pathways through content</li> <li>14. I chunk information into smaller elements</li> <li>15. I ensure progressive release of information coupled with sequential highlighting.</li> <li>16. I provide checklists, organizers, sticky notes and electronic reminders for tasks.</li> <li>17. I encourage the use of mnemonic strategies and devices (e.g., visual imagery, paraphrasing strategies, method of loci, etc.)</li> <li>18. I provide opportunities for review and practice.</li> <li>19. I provide templates, graphic organizers, concept maps to support note-taking.</li> <li>20. I use scaffolding to connect new information to prior knowledge.</li> <li>21. I highlight new ideas in familiar ideas, contexts, analogies and metaphors.</li> </ol>					

**Principle II.**

<b>UDL Activity: Provide multiple means of action and expression- Provide options for physical action.</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like Training</b>
I allow for multiple means of action and expression by providing options for physical action.					
<p>Examples of options for physical action include:</p> <ol style="list-style-type: none"> <li>1. I vary the requirements for rate, timing, size, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies.</li> <li>2. I vary requirements for physically responding to or indicating selections among response types alternative(e.g., marking with pen and pencil instead of using a mouse).</li> <li>3. I provide opportunities for working with materials using hands.</li> <li>4. I provide opportunities for working with materials using voice.</li> <li>5. I provide opportunities for working with materials using a single switch (one step).</li> <li>6. I provide opportunities for working with materials using a joystick.</li> <li>7. I provide opportunities for working with materials using a keyboard or an adapted keyboard.</li> <li>8. I ensure that students have access to keyboard commands for required mouse actions.</li> <li>9. I ensure that I provide various forms of switch (power-up, operate) options.</li> <li>10. I make available alternatives to traditional keyboards.</li> <li>11. I provide customized overlays for touch screens and keyboards.</li> </ol>					

**Principle II.**

<b>UDL Activity: Provide Multiple Means of Action and Expression - Provide options for expressive skills and fluency</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like Training</b>
I allow for multiple means of action and expression by providing options for expressive skills and fluency.					
<p>Examples of options for expressive skills and fluency include:</p> <ol style="list-style-type: none"> <li>1. I allow students to provide products using multiple media such as: <ul style="list-style-type: none"> <li>* text</li> <li>* speech</li> <li>* drawing, illustration, design</li> <li>* physical manipulatives (e.g., blocks, 3D models)</li> <li>* film or video</li> <li>* multimedia (e.g., web designs, storyboards, comic strips)</li> <li>* music, visual art, sculpture</li> </ul> </li> <li>2. I provide opportunities for students to create models that demonstrate the same outcomes but use differing approaches, strategies, skills, etc.</li> <li>3. I allow for students to have different teachers/tutors who use different approaches to motivate, guide, give feedback, or inform.</li> <li>4. I provide scaffolds that can be gradually decreased with increasing independence and skills (e.g., scaffolds embedded into digital reading and writing software).</li> </ol> <p>I offer differentiated feedback (e.g., feedback that is accessible because it can be customized to individual learners).</p>					

**Principle II.**

<b>UDL Activity: Provide Multiple Means of Action and Expression – Provide options for executive functions</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like Training</b>
I allow for multiple means of action and expression by providing options for executive functions.					
<p>Examples of providing for options for executive functions include:</p> <ol style="list-style-type: none"> <li>1. I model for students or demonstrate examples of the process and product of goal-setting.</li> <li>2. I offer guides and checklists for scaffolding students' goal-setting.</li> <li>3. I embedded prompts into material that reminds students to stop and think before acting.</li> <li>4. I utilize peer coaches or mentors that model think-alouds of the tasks-related process.</li> <li>5. I offer guides for breaking long-term goals into reachable, short-term objectives.</li> <li>6. I utilize graphic organizers and templates for collecting data and organizing information.</li> <li>7. I provide students prompts for categorizing and systematizing information.</li> <li>8. I offer checklists and guides for note-taking.</li> <li>9. I provide guided questions for students to self-monitor knowledge gain.</li> <li>10. I provide representations of progress (e.g., before and after photos, graphs and charts showing progress over time).</li> <li>11. I offer templates that guide students' self-reflection on quality and completeness</li> <li>12. I differentiate models for students' self-assessment strategies.</li> </ol>					

**Principle III.**

<b>UDL Activity: Provide Multiple Means of Engagement – Provide options for recruiting interest</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like Training</b>
I give students access to multiple means of engagement by providing options for recruiting interest.					
<p>Examples of providing options for recruiting interest include:</p> <ol style="list-style-type: none"> <li>1. I give students as much discretion and autonomy as possible by providing choices in such things as the: <ul style="list-style-type: none"> <li>• level of perceived challenge</li> <li>• type of rewards or recognition available</li> <li>• context or content used for practicing skills</li> <li>• tools used for information gathering or production</li> <li>• color, design, or graphics/layouts, etc.</li> </ul> </li> <li>2. I allow students to participate in the design of classroom activities and academic tasks.</li> <li>3. I involve students, wherever possible, in setting their own personal academic and behavioral goals.</li> <li>4. I vary activities and sources of information so that they can be: <ol style="list-style-type: none"> <li>a. personalized and contextualized to students' lives</li> <li>b. socially relevant</li> <li>c. age and ability appropriate</li> <li>d. appropriate for different racial, cultural, ethnic, and gender groups</li> </ol> </li> <li>5. I design activities so that outcomes are authentic, communicate to real audiences, and are purposeful.</li> <li>6. I provide tasks that allow for students to actively participate, explore, and experiment.</li> <li>7. I invite students to provide personal responses, evaluation, and self-reflection to content and activities.</li> <li>8. I vary the level of novelty or risk:</li> <li>9. By using charts, calendars, schedules, visible timers, cues, etc., that can increase the predictability of daily activities and transitions</li> <li>10. By providing alerts and previews that can help students anticipate and prepare for changes in activities, schedules, novel events</li> <li>11. By offering options that can, in contrast to the above, maximize the unexpected, surprising, or novel in highly routinized activities</li> <li>12. I vary the level of sensory stimulation by changing the: <ol style="list-style-type: none"> <li>a. presence of background noise or visual stimulation, noise buffers, optional headphones, number of features or items presented at one time</li> <li>b. pace of work, length of work sessions, availability of breaks or time-outs, timing or sequence of activities.</li> </ol> </li> <li>17. I differentiate the social demands required for learning or performance, the perceived level of support and protection, the requirements for public display and evaluation.</li> </ol>					

**Principle III**

<b>UDL Activity: Provide Multiple Means of Engagement – Provide options for sustaining effort and persistence</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like Training</b>
I give my students access to multiple means of engagement by providing options for sustaining effort and persistence.					
<p>Examples of providing options for sustaining effort and persistence include:</p> <ol style="list-style-type: none"> <li>1. I prompt or require students to explicitly formulate or restate goals.</li> <li>2. I ask students to use concrete or symbolic means to display goals.</li> <li>3. I ensure the division of long-term goals into short-term objectives.</li> <li>4. I make use of hand-held or computer-based scheduling tools with reminders.</li> <li>5. I utilize prompts or scaffolds that allow students to visualize desired outcomes.</li> <li>6. I differentiate the degree of difficulty or complexity within which core activities can be completed.</li> <li>7. I provide alternative choices to permissible tools and scaffolds.</li> <li>8. I provide opportunities for collaboration.</li> <li>9. I provide variation in the degree of freedom for acceptable performance.</li> <li>10. I emphasize on process, effort, improvement in meeting standards as alternatives to external evaluation, performance goals and competition.</li> <li>11. I utilize cooperative learning groups with scaffolded roles and responsibilities</li> <li>12. I advocate for school-wide programs of positive behavior support with differentiated objectives and supports.</li> <li>13. I offer prompts that guide students in when and how to ask peers and/or teachers for help.</li> <li>14. I allow for peer tutoring and support.</li> <li>15. I encourage the construction of virtual communities of learners engaged in common interests or activities.</li> <li>16. I provide feedback that:             <ul style="list-style-type: none"> <li>• encourages perseverance, focuses on development of efficacy and self-awareness, and encourages the use of specific supports and strategies in the face of challenges,</li> <li>• emphasizes effort, improvement, and achieving a standard, rather than performance.</li> <li>• is frequent, ongoing, and presented in multiple modalities.</li> <li>• is substantive and informative rather than comparative or competitive.</li> <li>• models how to incorporate evaluation, including errors and wrong answers, into positive strategies for future success.</li> </ul> </li> </ol>					

**Principle III.**

<b>UDL Activity: Provide Multiple Means of Engagement - Provide options for self-regulation</b>	<b>Never</b>	<b>Sometimes</b>	<b>Quite Often</b>	<b>Always</b>	<b>Would like Training</b>
I give my students access to multiple means of engagement by providing options for self-regulation.					
<p>Examples of providing options for self-regulation include:</p> <ol style="list-style-type: none"> <li>1. I offer prompts, reminders, guides, rubrics, checklists that focus on:               <ul style="list-style-type: none"> <li>• self-regulatory goals, like reducing the frequency of tantrums or aggressive outbursts in response to frustration</li> <li>• increasing the length of on-task task orientation in the face of distractions</li> <li>• elevating the frequency of self-reflection and self-reinforcement</li> </ul> </li> <li>2. I arrange for coaches, mentors, or agents that model the process of setting personally appropriate goals that take into account both strengths and weaknesses.</li> <li>3. I differentiate models, scaffolds, and feedback such that students can:</li> <li>4. manage frustration</li> <li>5. seek external emotional support</li> <li>6. develop internal controls and coping skills</li> <li>7. I make available recording devices, aids, or charts to assist students in learning to collect, chart, and display data from their own behavior (including emotional responses, affect, etc.) for the purpose of monitoring changes in those behaviors.</li> <li>8. I ensure that these devices provide a range of options that vary in their intrusiveness and support.</li> </ol> <p>I offer activities that include means by which students get feedback and have access to alternative scaffolds (e.g., charts, templates, feedback displays) that support them in understanding their progress in a way that is clear and timely.</p>					