

UDL Checklist and Planning Guide

Consider the following checkpoints in giving all learners access to the curriculum lessons and activities.

Provide multiple means of **Engagement** (Affective Networks - the "WHY" of learning)

	Provide Options for	Sample Observable Indicators	Your Ideas
Access	Recruiting Interest		
	Optimize individual choice & autonomy -----	Allow learners to participate in the design of classroom activities and academic tasks -----	Provide choice in the tools used for information gathering or production
	Optimize relevance, value & authenticity -----	Provide tasks that allow for active participation, exploration, and experimentation -----	Vary activities and courses so they are culturally and socially relevant and responsive
	Minimize threats & distractions -----	Create an accepting and supportive classroom climate by creating class routines	
Build	Sustaining Effort & Persistence		
	Heighten salience of goals & objectives -----	Have learners explicitly formulate or restate goal	
	Vary demands and resources to optimize challenge -	Provide alternatives in permissible tools & scaffolds	
	Foster collaboration & community -----	Create cooperative learning groups with clear goals, roles, and responsibilities	
	Increase mastery-oriented feedback -----	Provide feedback that is frequent, timely, and specific	
Internalize	Self Regulation		
	Promote expectations & beliefs that optimize motivation -----	Provide prompts, reminders, guides, rubrics, checklists that focus on self-regulatory goals	
	Facilitate personal coping skills & strategies -----	Use real life situations or simulations to demonstrate coping skills	
	Develop self-assessment & reflection -----	Offer devices, aids, or charts to assist individuals in learning to collect, chart and display data from their own behavior for the purpose of monitoring changes in those behaviors	

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Provide multiple means of **Representation** (Recognition Networks - the "WHAT" of learning)

	Provide Options for	Sample Observable Indicators	Your Ideas
Access	Perception		
	Offer ways of customizing the display of information -	Be able to vary the size of text, images, graphs, tables, or other visual content	
	Offer alternatives for auditory information - - - - -	Provide written transcripts for videos or auditory clips	
	Offer alternatives for visual information - - - - -	Provide descriptions (text or spoken) for all images, graphics, video, or animations	
Build	Language & Symbols		
	Clarify vocabulary and symbols - - - - -	Embed support for unfamiliar references within the text (e.g., idioms, jargon, etc.)	
	Clarify syntax and structure - - - - -	Make connections to previously learned structures	
	Support decoding of text, mathematical notation, and symbols - - - - -	Allow the use of Text-to-Speech	
	Promote understanding across languages - - - - -	Embed visual, non-linguistic supports for vocabulary clarification (pictures, videos, etc.)	
	Illustrate through multiple media - - - - -	Make explicit links between info. provided in texts in illustrations, equations, charts, or diagrams	
Internalize	Comprehension		
	Activate or supply background knowledge - - - - -	Use advanced organizers (e.g., KWL methods, concept maps)	
	Highlight patterns, critical features, big ideas, and relationships - - - - -	Use cues and prompts to draw attention to critical features	
	Guide information processing and visualization - - - - -	"Chunk" information into smaller elements	
	Maximize transfer and generalization - - - - -	Prompt the use of mnemonic strategies and devices	

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Consider the following checkpoints in giving all learners access to the curriculum lessons and activities.

Provide multiple means of **Action & Expression** (Strategic Networks - the "HOW" of learning)

	Provide Options for	Sample Observable Indicators	Your Ideas
Access	<p>Physical Action</p> <p>Vary the methods for response and navigation - - - - -</p> <p>Optimize access to tools and assistive technologies - -</p>	<p>Provide alternatives in the requirements for rate, timing, speed & range of motor action required to interact with instructional materials, physical manipulatives & technologies</p> <p>Provide access to alternative keyboards</p>	
Build	<p>Expression & Communication</p> <p>Use multiple media for communication - - - - -</p> <p>Use multiple tools for construction and composition -</p> <p>Build fluencies with graduated levels of support for practice and performance - - - - -</p>	<p>Compose in multiple media (e.g. text, comics, music storyboards, dance/movement, sculpture, video)</p> <p>Use story webs, outlining tools, or concept mapping tools</p> <p>Provide differentiated feedback (e.g. customized to individual learners)</p>	
Internalize	<p>Executive Functions</p> <p>Guide appropriate goal-setting - - - - -</p> <p>Support planning and strategy development - - - - -</p> <p>Facilitate managing information and resources - - - - -</p> <p>Enhance capacity for monitoring progress - - - - -</p>	<p>Provide guides and checklists for scaffolding goal-setting</p> <p>Provide guides for breaking long-term goals into reachable short-term objectives</p> <p>Provide graphic organizers and templates for data collection and organizing information</p> <p>Show representations of progress (e.g., before and after photos, graphs and charts showing progress over time, process portfolios)</p>	