

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

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