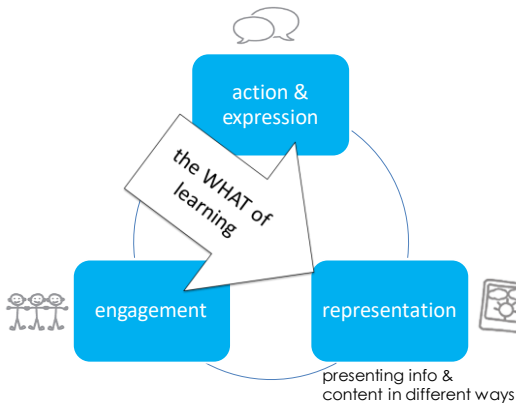


1



2

#### UDL Guidelines

	Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
Affect	Provide options for Recruiting Interest: <ul style="list-style-type: none"> <li>Optimize individual choice and autonomy</li> <li>Optimize relevance, value, and authenticity</li> <li>Minimize threats and distractions</li> </ul>	Provide options for Language & Symbols: <ul style="list-style-type: none"> <li>Clarify vocabulary and symbols</li> <li>Support decoding of text, mathematical notation, and symbols</li> <li>Promote understanding across languages</li> <li>Use icons through multiple media</li> </ul>	Provide options for Expression & Communication: <ul style="list-style-type: none"> <li>Use multiple media for communication</li> <li>Use multiple tools for construction and composition</li> <li>Build fluencies with graduated levels of support for practice and performance</li> </ul>
Body	Provide options for Sustaining Effort & Persistence: <ul style="list-style-type: none"> <li>Regulate intensity of goals and objectives</li> <li>Offer frequent feedback and opportunities for mastery</li> <li>Facilitate collaboration and community</li> <li>Increase mastery-oriented feedback</li> </ul>	Provide options for Comprehension: <ul style="list-style-type: none"> <li>Advance or supply background knowledge</li> <li>Highlight patterns, critical features, big ideas, and relationships</li> <li>Guide information processing and visualization</li> <li>Minimize transfer and generalization</li> </ul>	Provide options for Executive Functions: <ul style="list-style-type: none"> <li>Guide appropriate goal setting</li> <li>Support planning and strategy development</li> <li>Facilitate managing information and resources</li> <li>Enhance capacity for monitoring progress</li> </ul>
Mindset	Provide options for Self Regulation: <ul style="list-style-type: none"> <li>Promote self-regulation and beliefs that optimize motivation</li> <li>Facilitate personal coping skills and strategies</li> <li>Develop self-assessment and reflection</li> </ul>		

3

## representation

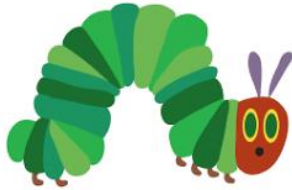


- options for perception (e.g., enlarged text, physical models)
- options for language, mathematical expressions, and symbols (e.g., provide illustrations, define vocabulary)
- options for comprehension (e.g., supply background knowledge, "chunk" lesson into smaller parts)

[www.cast.org](http://www.cast.org)

4

show, tell & model with a caterpillar



5

## perception

[interact with content that doesn't depend on a single sense like sight, hearing, movement, or touch]

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## closed captions in Google Slides

You may want to use it with:

- Deaf or hard-of-hearing students
- emerging readers
- ELLs



where characters such as Othello Hamlet and Romeo and Juliet

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Visuals help students:

- see what is expected
- learn vocabulary
- break a task down into smaller (more manageable) parts



visual directions

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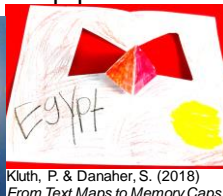
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## models & tactile supports



Kluth, P. & Danaher, S. (2018)  
From Text Maps to Memory Caps.

- create models, tactile supports, & physical representations of concepts
- incorporate these materials as assignments or assessments

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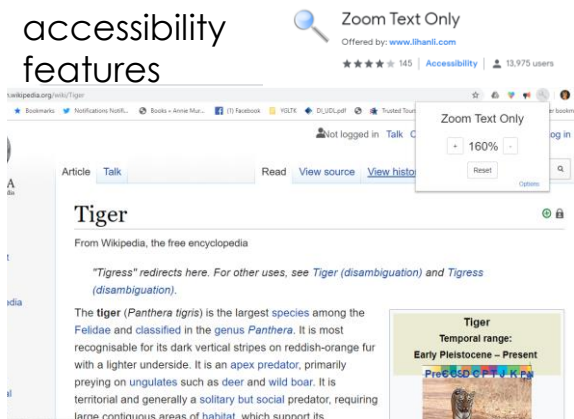
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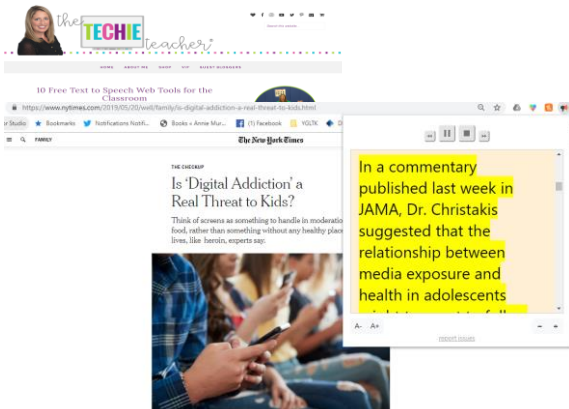
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## accessibility features



13



14

## language & symbols

[communicate through languages that create a shared understanding]

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## Properties of Exponents



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## ASL for all classrooms

### classroom

- bathroom
- pass
- sorry
- thank you

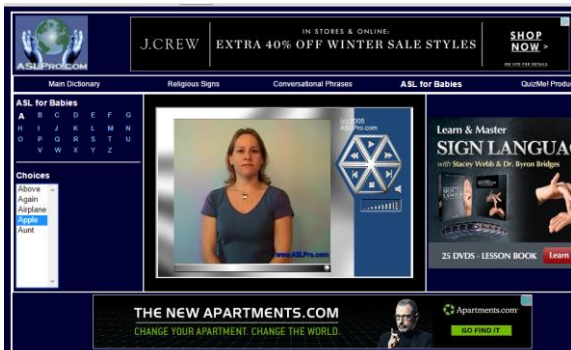
### content

- yes
- no
- agree
- disagree
- question



17

[www.aslpro.com](http://www.aslpro.com)



18

Visuwords.com or a Rolodex?

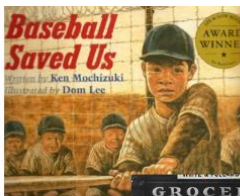


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## comprehension

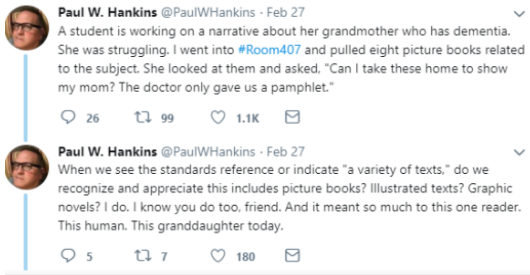
[construct meaning &  
generate understanding]

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### An example from high school:




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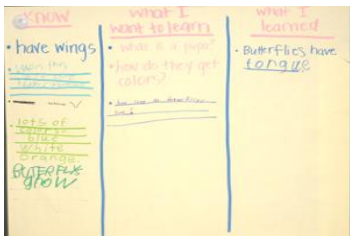
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### supply background knowledge

According to Robert Marzano, "What students already know about the content is one of the strongest indicators of how well they will learn new information relative to the content" (2004, p. 1).




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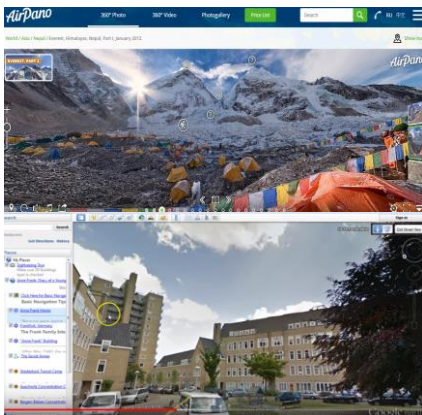
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23

Everest



The  
Diary of  
Anne  
Frank:  
Google Lit  
Trips

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24



Day  
178

#### Methods of Representation



### Assess & Activate Knowledge

Students who lack sufficient background knowledge may struggle to access, participate in, and progress through daily lessons. Therefore, it is critical that students' prior experiences are explored and any gaps in knowledge are addressed.

There are many ways to activate background knowledge. You can provide direct instruction on a topic, take field trips or virtual trips, use photographs, illustrations, and video clips, or conduct a class discussion. To be truly effective in building student background knowledge, however, you need to know where to begin; you must start by assessing what students already know.

To assess prior knowledge, you might use a group discussion, a journal prompt, or a KWL organizer. You might also use a prediction guide (Buehl, 2001). A prediction guide provides clues about what's coming next and sets a purpose for learning. To create such a guide, provide students with a list of statements related to an upcoming unit of study. Then, have them indicate if they agree or disagree with each one. A prediction guide in a science class might ask students to respond to the following sentences:

- > The sun is a star.
- > Brighter stars are the closest.
- > Stars are the largest bodies in the universe.

Direct students to do their best as they complete their guides, but be sure they understand that this activity is not a test, and that they will not be graded on their work. After the guides are completed, have a class discussion about the responses. Talk about misconceptions and how the statements connect to upcoming lessons. Then, collect the guides and use them to inform your planning.

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## resources

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[www.cast.org](http://www.cast.org)

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IM LOOKING FOR

As part of its barrier-busting mission, CAST offers a number of robust (and free) learning tools. These tools, designed and tested as part of CAST's research projects, help educators, parents, and students experience the power of flexible learning environments.

**UDL Studio™**

**UDL Exchange™**

**CAST UDL Book Builder™**

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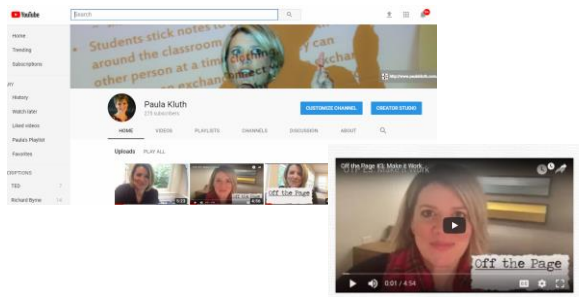
[www.udldaily.com](http://www.udldaily.com)



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[www.youtube.com](http://www.youtube.com): Paula Kluth

**SUBSCRIBE** to my **You Tube** channel for free tips to view, post & share



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Want to learn more about inclusion, collaboration & UDL? Visit me on social media or on my website...



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