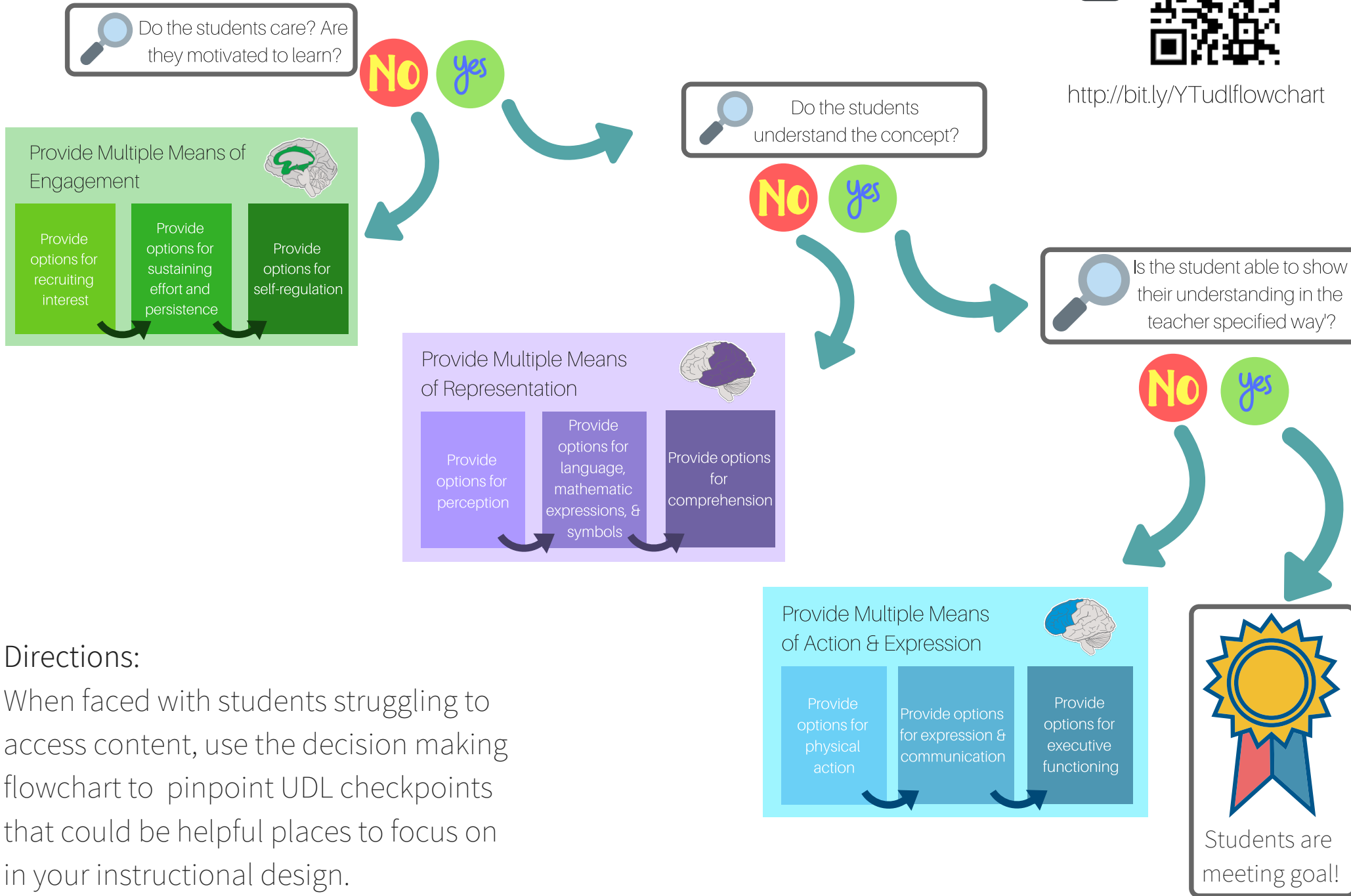


UDL Barrier ID Flow Chart

START



<http://bit.ly/YTudlflowchart>



Directions:

When faced with students struggling to access content, use the decision making flowchart to pinpoint UDL checkpoints that could be helpful places to focus on in your instructional design.



Removing Engagement Barriers

Disengagement Symptoms

- "Do I have to do this as a _____?" - Students self advocate for different options (7.1).
- Students not following along (7.1).
- "When will we ever use this?" - Students cannot see the relevance of concepts (7.2).
- Student groans at the mention of a new concept (7.2).
- Students are unwilling to take risks (7.3).
- Students are afraid of being wrong (7.3).
- Students don't know the goal of lesson (7.3).

Disengagement Symptoms

- "What are we working on again?" - Students don't know the objective (8.1).
- Students focus too heavily on the wrong facet of an assignment (8.1).
- "This is too hard!" or "This is too easy!" - Students can't find the right points of practice (8.2).
- "I hate group work!" - Students do not see the value of collaboration (8.3).
- Students keep making the same mistakes (8.4).
- Students can't describe how they got a score (8.4).

Disengagement Symptoms

- Students don't trust the educators they experience at school (9.1).
- Students lack confidence in trying new things in school (9.1).
- Students give up when they don't understand and don't persevere in their independent work (9.2).
- "How do I do this again?" - Students cannot strategize (9.2).
- "What was my grade?" - Students are unable to critically estimate their grade on assignments (9.3).
- Students are interested in revising work (9.3).

Provide options for recruiting interest

7.1 Optimize individual choice and autonomy

- Give students opportunity to choose within the lesson
- Give students a chance to be self-guided in ways that make sense within a lesson

7.2 Optimize relevance, value, and authenticity

- Learn students' interests and connect content you are teaching to those areas of interest
- Connect concepts to the real life contexts people apply them in
- Leverage (appropriate) pop culture, gifs, youtube clips, etc.

7.3 Minimize threats and distractions

- Reward attempts
- Provide opportunity for revision
- Edit and remove needless distractions
- Make every lesson element traces back to the goal

Provide options for sustaining effort and persistence

8.1 Heighten salience of goals and objectives

- Make sure students experience learning objective at beginning and end (at least) in every lesson (use GVC)
- Connect assessment to goal continually and explicitly

8.2 Vary demands and resources to optimize challenge

- For new concepts provide DOK 1 and 2 experiences
- Increase rigor as student progress through unit or concept
- Give multiple representations of concepts that are at different levels of complexity

8.3 Foster collaboration and community

- Get students working in groups and teams
- Provide opportunity for students to talk about concepts

8.4 Increase mastery-oriented feedback

- Give specific and timely feedback for students that make explicit their progress
- Use rubrics, checklists, must dos to give feedback

Provide options for self-regulation

9.1 Promote expectations and beliefs that optimize motivation

- Model and build class culture around growth mindsets
- Tell and reinforce through action that you believe your students can meet learning targets

9.2 Facilitate personal coping skills and strategies

- Model how YOU (the teacher) handles setbacks, mistakes, and challenging feedback
- Give students the opportunity to revise
- Give opportunity for peer to peer feedback
- Find and reinforce the function of negative behaviors

9.3 Develop self-assessment and reflection

- Let students set their own learning goals based on the instructional goals you set
- Give students rubrics, checklists, and must dos and then time to self assess based on tools
- Close ALL lessons with reflection

Removing Representation Barriers



bit.ly/Representationdrilldown

RECOGNITION NETWORKS:
THE WHAT OF LEARNING



Disengagement Symptoms

- Students only receive content in one or two similarly styled ways (1.1)
- Students are constantly asking for text or pictures to be clarified (1.1).
- Content only accessible through auditory means (1.2).
- Content only made accessible through visuals but never delving into auditory representations (1.3)

Disengagement Symptoms

- Students cannot describe connections of key concept with key vocabulary (2.1).
- Students constantly need definitions of key vocabulary and descriptions of how concepts are related (2.2).
- Students constantly forget the meaning of symbols and notations within concept (2.3).
- Students respond better with translated text (2.4).
- Students struggle visualizing concept and/or vocabulary (2.5).

Disengagement Symptoms

- Students don't have background information for concept (3.1).
- Students don't see how big ideas are connected in within a concept (3.2).
- Students are unclear on the ways different concepts relate to each other (3.3).
- Students cannot apply learning in one content area to other content areas (3.4)
- Students struggle talking about what they learned to others clearly (3.4).

Provide options for perception

1.1 Offer ways of customizing the display of information

- Present information digitally and give students the opportunity to customize display as needed (example - sharing a copy of slides and letting students change look)
- Display information in a range of ways (visual, text, multimedia, etc)

1.2 Offer alternatives for auditory information

- Offer representations that do not depend on hearing (example - infographics, visuals, and text directions)
- Pay attention to the messages you need to repeat verbally, those need a new representation

1.3 Offer alternatives for visual information

- Do not depend only on visuals, slides, and text
- Provide opportunities for students to hear and watch content to make it meaningful
- Pay attention to non-verbal messages that are not followed, they need a new representation

Provide options for language, mathematical expression, & symbols

2.1 Clarify vocabulary and symbols

- Provide multiple representations of symbols and vocabulary that are imperative for learning goals.

2.2 Clarify syntax and structure

- Highlight and define critical syntax and structure
- Show how syntax and structure follows through ALL representations

2.3 Support decoding of text, mathematical notation, and symbols

- Reinforce, identify, and define critical symbols and notations that are needed to meet learning goals
- Show how they span across representations

2.4 Promote understanding across languages

- Provide visual & multimedia representations of concepts that rely less on language
- Where possible use home languages to teach concepts

2.5 Illustrate through multiple media

- Use digital tools to create representations that incorporate technology and visualization

Provide options for comprehension

3.1 Activate or supply background knowledge

- Provide representations that draw from students' cultural background, interests and experiences
- Connect current concept to previously taught concepts to show their relationship.

3.2 Highlight patterns, critical features, big ideas, and relationships

- Show how concepts are related
- Give graphic organizers to provide structure to concept and concept elements
- Show critical patterns and features across representations

3.3 Guide information processing, visualization, and manipulation

- Use highlighting, color coding, and visual representations so that what is critical stays clear

3.4 Maximize transfer and generalization

- Show representations that span across student concepts, content, and are inclusive of both real life and standardized testing.



Removing Action & Expression Barriers

Disengagement Symptoms

- Students are bored with options and not excited to show their understanding with no options being relevant to them (4.1).
- Some students cannot show their understanding of a concept due to a support need (4.1).
- Students don't feel the freedom to use assistive technology tools as aide to show their understanding (4.2).
- Students don't access digital tools on CAASPP (4.2)

Disengagement Symptoms

- Students can express their understanding one way correctly but when asked on a test, it doesn't transfer (5.1).
- Students have to constantly ask you for tools or supplies instead of getting the supplies themselves (5.2).
- Students report that the tasks are too easy or too hard (5.3).
- Students are not ready to be released to independent practice (5.3).

Disengagement Symptoms

- "What is my grade?" or "How did I do?" Students should know based on goals and-self assessment (6.1).
- "How do I know what you want me to do?"
- "How do I do this?" - As opposed to "this is my strategy, can you give me feedback?" (6.2)
- Students loosing or mismanaging resources (6.3)
- Students not sure about what grade they will receive. It should not be a mystery (6.4).

Provide options for physical action

4.1 Vary methods for response and navigation

- Give students options for how they respond informally when checking for understanding or (where possible) formally in projects or assessments
- Give students options for how they move ahead or stay back while learning concept elements
- Situate learning environments so that students have physical options in where they complete tasks

4.2 Optimize access to tools and assistive technologies.

- Make a supply area that is accessible for students throughout the day
- Give students options in which tools (digital and/or pencil and paper) they use to create evidence of understanding
- Allow use of assistive technology as an aide during all test assessments
- Model how you use tools and strategies to tackle unknown problems (think-a-louds)

Provide options for expression and communication

5.1 Use multiple media for communication

- Allow students to create using technology to show their understanding
- Give students options for note-taking
- Give students options in how they communicate their understanding
- Keep all options connected explicitly to learning target

5.2 Use multiple tools for construction & communication

- Students need the autonomy to use tools in ways that increase meaning making when showing understanding
- Giving students continual access to the tools in classroom contexts

5.3 Build fluencies with graduated levels of support for practice and performance

- Provide explicit models for the types of responses that are exemplary
- Use "I do, we do, and you do" strategies
- Give students opportunity to test ideas with each other

Provide options for executive functioning

6.1 Guide appropriate goal-setting

- Show students rubric or expectations and allow them to set their own goals (in teacher specified perimeters)
- Teacher models how to set goals for students
- Providing reflection time before and after lesson (open and closing)

6.2 Support planning and strategy development

- Allow student so develop their own strategies for how they meet a goal
- Give students explicit timelines for how long they have to get work done
- Highlight strategies more efficient or novel for class

6.3 Facilitate managing information and resources

- Students ID needed resources for meeting goal
- Students propose needed learning in goal setting

6.4 Enhance capacity for monitoring progress

- Allow time for self assessment & peer review
- Design time for progress sharing based on performance expectations