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).
- Students groan 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 the lesson (7.3).

### 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.

### 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).

### 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 though 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.

### 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 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

## 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).

### Provide options for perception

<table>
<thead>
<tr>
<th>1.1 Offer ways of customizing the display of information</th>
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<tbody>
<tr>
<td>• Present information digitally and give students the opportunity to customize display as needed (example - sharing a copy of slides and letting students change look)</td>
</tr>
<tr>
<td>• Display information in a range of ways (visual, text, multimedia, etc)</td>
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</tbody>
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### Provide options for language, mathematical expression, & symbols

<table>
<thead>
<tr>
<th>2.1 Clarify vocabulary and symbols</th>
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<tbody>
<tr>
<td>• Provide multiple representations of symbols and vocabulary that are imperative for learning goals</td>
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<table>
<thead>
<tr>
<th>2.2 Clarify syntax and structure</th>
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<tbody>
<tr>
<td>• Highlight and define critical syntax and structure</td>
</tr>
<tr>
<td>• Show how syntax and structure follows through ALL representations</td>
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<table>
<thead>
<tr>
<th>2.3 Support decoding of text, mathematical notation, and symbols</th>
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<tbody>
<tr>
<td>• Reinforce, identify, and define critical symbols and notations that are needed to meet learning goals</td>
</tr>
<tr>
<td>• Show how they span across representations</td>
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### Provide options for comprehension

<table>
<thead>
<tr>
<th>3.1 Activate or supply background knowledge</th>
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<tbody>
<tr>
<td>• Provide representations that draw from students' cultural background, interests and experiences</td>
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<tr>
<td>• Connect current concept to previously taught concepts to show their relationship</td>
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<table>
<thead>
<tr>
<th>3.2 Highlight patterns, critical features, big ideas, and relationships</th>
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<tbody>
<tr>
<td>• Show how concepts are related</td>
</tr>
<tr>
<td>• Give graphic organizers to provide structure to concept and concept elements</td>
</tr>
<tr>
<td>• Show critical patterns and features across representations</td>
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</table>

<table>
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<tr>
<th>3.3 Guide information processing, visualization, and manipulation</th>
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<tbody>
<tr>
<td>• Use highlighting, color coding, and visual representations so that what is critical stays clear</td>
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<table>
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<tr>
<th>3.4 Maximize transfer and generalization</th>
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<tbody>
<tr>
<td>• Show representations that span across student concepts, content, and are inclusive of both real life and standardized testing</td>
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</table>
## 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)

### 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