UDL Guidelines: Representation

**Representation**

**Provide options for comprehension**
- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing, visualization, and manipulation
- Maximize transfer and generalization

**Provide options for language, mathematical expressions, and symbols**
- Clarify vocabulary and symbols
- Clarify syntax and structure
- Supporting decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media

**Provide options for perception**
- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information

**Examples:**
- **Revisiting prerequisite skills of a concept.** KWL chart, showing concept through students' interests, designated ELD etc.
- **Posted vocabulary, posted learning objective, concept development, scoring rubric, concept maps, etc.**
- **Visuals connected to vocabulary, vocabulary wall, digital vocabulary bank, jargon removal, options that simplify language around a concept.**
- **Text-to-speech, handwriting recognizing calculators, e-texts with links and definitions, math formula posters that define and provide example, etc.**
- **Using presentation software, color coding, font size, contrast in background, adding sound, changing speaking rates, using visuals to support understanding, simplifying the visual layout information, etc.**
- **Describing a picture over simply showing it, incorporating touch into a lesson, verbal reminders, incorporating stories or analogies that help increase comprehension, etc.**

**Examples:**
- **Graphic organizers, popplet app, visual concept models, checklists, gradual release, chunking a concept into smaller parts.**
- **Highlighting key structure to concept, connect to prior learning, root word diagrams, bolded headings, etc.**
- **Presentation apps (slides, prezi, powtoon, etc.), using physical models, infographics, charts, graphs, etc.**
- **Closed captioning on videos, incorporating movement and pictures within lessons, use of emojis, incorporating on flow charts, use of infographics, presentation software, etc.**
UDL Guidelines: Action & Expression

Provide options for executive functioning
- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

Provide options for expression and communication
- Use multiple media for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

Provide options for physical action
- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Examples: Prompts that ask students to self set goals, students select number of problems, Project Based Learning, students rate effort, etc.

Examples: App lists that students could use for a task, assignment lists, choices provide options for voice, movement, writing, & art, use of physical manipulatives, etc.

Examples: Gradual release (I do, we do, you do), peer tutors, model projects that align with choices offered, example problems that use different representations, differentiated feedback, DOK levels, etc.

Examples: Supply table, supply list, reflective conversations about what worked and didn't work, intentional design constraints to lesson, etc.

Examples: Use of spell check, grammar check, speech to text, sentence starters, graphic organizers, popplet, text to speech, etc.

Examples: Student created graphs, checklists, student created grades, behavioral self monitoring check-off, etc.

Examples: Adaptive keyboards, answering options (yes/no, answering from an array, open ended, etc.), use of different types of apps that solve a similar problem, adaptive gripes for pencils and pens, etc.
UDL Guidelines: Engagement

Provide options for self-regulation
- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self-assessment and reflection

Provide options for sustaining effort and persistence
- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and community
- Increase mastery-oriented feedback

Provide options for recruiting interest
- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

Examples: modeled high expectations, embedded student self reflection of behavior, behavior contract, etc.
Examples: Behavioral checklists, teacher think-a-louds modeling frustration strategies, timers, break area, digital expert course, revision, model persevering, etc.
Examples: Choices offered that represent different DOK levels, restricting of choice, layering standards together into one goal after they both have been mastered separately, zone of proximal development, etc.
Examples: Learning goal displayed in multiple ways, students restating learning goal, short term objectives that trace to over arching learning goal, model of work samples that exemplifies learning goal, etc.
Examples: Partner work, Student Learning Communities, peer reviews, peer editing, digital collaboration via a learning management system, team roles, etc.
Examples: Clear specific feedback (digital or no-tech), FAST - frequent, accurate, specific & timely, etc.
Examples: Assignment choices, students select tools needed for a choice, students design their own choices, students choose which method they’d like for learning, etc.

Examples: Using students’ interests to make concepts relevant, students apply concept to a physical experience, telling engaging stories, drawing from cultural backgrounds for content examples, etc.
Examples: Positive classroom culture, risk taking is encouraged, clear learning space and learning objective, restorative justice, finding behavioral functions, new experiences championed, etc.