

UDL Guidelines: Representation

For more examples visit:
<http://tinyurl.com/SUSDUDLguidelines>

RECOGNITION NETWORKS:
 THE WHAT OF LEARNING



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.



Examples: Posted vocabulary, posted learning objective, concept development, scoring rubric, concept maps, etc.



Examples: visuals connected to vocabulary, vocabulary wall, digital vocabulary bank, jargon removal, options that simplify language around a concept,



Examples: Text-to-speech, handwriting recognizing calculators, e-texts with links and definitions, math formula posters that define and provide example, etc.



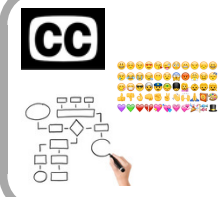
Examples: Google translate, embedding visuals, word walls, sentence frames, staked translations, embed visuals with CC translations, etc.



Examples: 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.



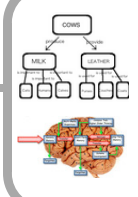
Examples: Closed captioning on videos, incorporating movement and pictures within lessons, use of emojis, incorporating on flow charts, use of infographics, presentation software, etc.



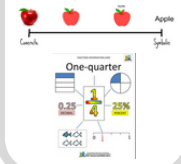
Examples: Describing a picture over simply showing it, incorporating touch into a lesson, verbal reminders, incorporating stories or analogies that help increase comprehension, etc.



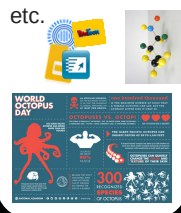
Examples: Graphic organizers, popplet app, visual concept models, checklists, gradual release, chunking a concept into smaller parts.



Examples: Representations across domains, applying concepts to student interest, checklists, concrete to abstract representations, etc.



Examples: Presentation apps (slides, prezi, powtoon, etc), using physical models, infographics, charts, graphs, etc.



UDL Guidelines: Action & Expression

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STRATEGIC NETWORKS:
 THE HOW OF LEARNING

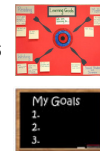


Action & Expression

Provide options for executive functioning

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

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



Examples: Prompts that have students give strategies, number talks, showme, educations, think-a-louds, etc.



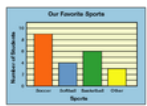
Examples: App lists that students could use for a task. assignment lists, choices provide options for voice, movement, writing, & art, use of physical manipulatives, etc.



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



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



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

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

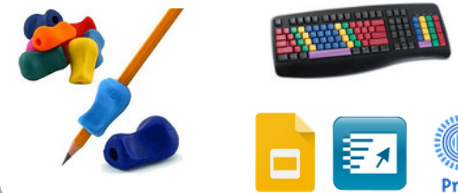
Provide options for physical action

- Vary the methods for response and navigation
- Optimize access to tools and assistive technologies

Examples: Choices on how to answer, choices on how to learn (youtube, peer, small group, teacher guided), can use pencil and paper as well as voice, choices that bring movement and the arts, 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 grips for pencils and pens, etc.



UDL Guidelines: Engagement

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Engagement

AFFECTIVE NETWORKS:
 THE WHY OF LEARNING



Provide options for self-regulation

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

Examples: modeled high expectations, embedded student self reflection of behavior, behavior contract, etc.



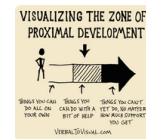
Examples: Student set learning goals, progress charting, project based learning, class activities that elicit peer and personal feedback, etc.



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.



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

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.



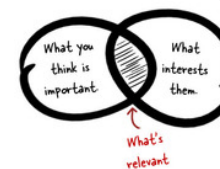
Examples: Clear specific feedback (digital or no-tech), FAST - frequent, accurate, specific & timely, etc.



Provide options for recruiting interest

- Optimize individual choice and autonomy
- Optimize relevance, value, and authenticity
- Minimize threats and distractions

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: 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: Positive classroom culture, risk taking is encouraged, clear learning space and learning objective, restorative justice, finding behavioral functions, new experiences championed, etc.

