

OPTION TWO: Questions to Ask/UDL Considerations for Planning a Lesson, Unit, or Assessment

I. Provide Multiple Means of Representation	II. Provide Multiple Means for Action and Expression	III. Provide Multiple Means of Engagement
<p>1. Provide options of perception</p> <p>1.1. <i>Should information be formatted and displayed in a modality that enhances readability? (e.g., text or graph size, color-contrast options)</i></p> <p>1.2. <i>How will you provide alternatives for auditory information? (e.g., voice recognition, sign language, transcripts)</i></p> <p>1.3. <i>What visual information is effective for this lesson? (e.g., tactile graphic, text to speech, video)</i></p> <p>2. Provide options for language, mathematical expressions, and symbols</p> <p>2.1. <i>How will I clarify important vocabulary or syntax? (e.g., embedded support, highlight terms)</i></p> <p>2.2. <i>How will I clarify important vocabulary or syntax? (e.g., embedded support, highlight terms)</i></p> <p>2.3. <i>How will I reduce the barriers for decoding? (e.g., text to speech, digital text)</i></p> <p>2.4. <i>What are alternative ways to promote understanding language? (e.g., dominant language, link key vocabulary, electronic tools)</i></p> <p>2.5. <i>How will I incorporate multiple media, illustrations, simulations, images, or interactive images to ensure text is more comprehensible? (e.g., animation, storyboard)</i></p> <p>3. Provide options for comprehension</p> <p>3.1. <i>How might I activate prior knowledge required for assimilating new information? (e.g., graphic organizers or maps, cross-curricular analogies, visual imagery)</i></p> <p>3.2. <i>In what ways will I help or guide students to distinguish between relevant and irrelevant or non-important content? (e.g., cues and prompts, multiple examples and non-examples, emphasizing key elements)</i></p> <p>3.3. <i>How will I ensure all learners are able to process and translate content into useable knowledge? (e.g., prompts for sequence, organization options, graduated scaffolds)</i></p> <p>3.4. <i>What will I do to ensure all students sustain memory of new information in order to generalize and transfer knowledge to new situations? (e.g., checklists, mnemonic strategies, concept maps, explicit review)</i></p>	<p>4. Provide options for physical action</p> <p>4.1. <i>How will I reduce barriers to learning required by motor demands of a task, response, selection, and composition? (e.g., physical manipulatives and technologies, marking with pen and pencil, mouse control, joystick, keyboard)</i></p> <p>4.2. <i>How will I ensure access to tools and assistive technologies to provide support to navigate both physical space and curriculum? (e.g., keyboard commands for mouse action, customize overlays for touch screens and keyboard, build switch and scanning options)</i></p> <p>5. Provide options for expression and communication</p> <p>5.1. <i>To reduce media-specific barriers to expression, how will I ensure students have alternative media for expression? (e.g., compose using text, speech, illustration, music)</i></p> <p>5.2. <i>Would alternative or contemporary media tools? (e.g., spell-checkers, calculators, manipulatives) increase students' ability to express knowledge</i></p> <p>5.3. <i>What will I do to ensure learners develop fluencies—audio, visual, mathematical, reading, etc.? (e.g., different models, approaches, strategies; prompts for categorizing; checklists)</i></p> <p>6. Provide options for executive functions</p> <p>6.1. <i>How will I support students with setting appropriate goals to guide their work? (e.g., prompts, scaffold efforts, model examples of process and product, checklists)</i></p> <p>6.2. <i>What are the tools a student will need to reach goals? (e.g., embed prompts to stop and think, show and explain work, portfolio review, checklists, templates)</i></p> <p>6.3. <i>How will I support students with keeping information organized and “in mind”? (e.g., graphic organizers and templates, prompts for categorizing, checklists)</i></p> <p>6.4. <i>In what ways will I provide explicit, informative, and timely feedback that will assist learners with monitoring their progress and guiding their efforts and practices? (e.g., questions, progress reporting/documenting, rubrics)</i></p>	<p>7. Provide options for recruiting interest</p> <p>7.1. <i>What choices are provided for students to ensure engagement, within tasks of the lesson or assessment skills? (e.g. level of challenges, rewards and recognitions, completion of task)</i></p> <p>7.2. <i>Are classroom activities and materials personalized culturally and ethnically relevant as well as age appropriate? (e.g., invite personal response, foster imagination to solve problems, make sense of ideas in creative ways)</i></p> <p>7.3. <i>Does the classroom reflect a safe and distraction free learning environment for students? (accepting and supportive climate, routines, variation of background noise, breaks, length of work sessions)</i></p> <p>8. Provide options for sustaining effort and persistence</p> <p>8.1. <i>What strategies will I employ to foster and sustain student motivation, effort, and concentration? (e.g., goal formulation, restatement, posting; hand-held or computer-based scheduling tools; prompts or scaffolds)</i></p> <p>8.2. <i>How will I accommodate the varying levels of challenge by providing a range of demands and resources that optimally motivate all students? (e.g., differentiate the degree of complexity or difficulty, provide alternatives in the permissible tools or scaffolds)</i></p> <p>8.3. <i>What will I do to foster and promote opportunities for students to communicate and collaborate within a community of learners? (e.g., cooperative learning groups, peer interaction and supports, establish norms for group work)</i></p> <p>8.4. <i>How will I provide master-oriented feedback? (e.g., emphasize effort, improvement, and achievement of standard; encourage perseverance and use of specific supports)</i></p> <p>9. Provide options for self-regulation</p> <p>9.1. <i>What will I do to help students self-regulate and effectively deal with frustration in order to amplify and augment motivation? (e.g., self-regulatory goals, frequency of self-reflection and self-reinforcements)</i></p> <p>9.2. <i>How will students utilize coping skills? (Managing frustration, seeking emotional support, phobias, provide feedback)</i></p> <p>9.3. <i>What different models and scaffolds of self assessment techniques are provided so that students can collect and or chart data for the purpose of self monitoring changes? (charts, templates, feedback display,)</i></p>