

UDL Strategies Chart

Provide multiple means of Engagement The “WHY” of Learning	Provide multiple means of Representation Recognition The “WHAT” of Learning	Provide multiple means of Action & Expression The “HOW” of Learning
Provide options for Recruiting Interest: 1. Provide learners with as much discretion and autonomy as possible by providing choices in level of perceived challenge (CAST). <i>Offering choices can increase the degree to which they feel connected to their learning.</i> 2. Invite personal response, evaluation, and self-reflection to content and activities (CAST). <i>Students are engaged by activities that are relevant and meaningful.</i>	Provide options for Perception: 1. Offer ways to customize the display of information (CAST). <i>Use a picture walk for historical fiction to help students connect to the physical setting (UDL for Teachers).</i> 2. Provide alternatives for auditory information (CAST). <i>Pair text with visuals to increase comprehension.</i>	Provide options for Physical Action: 1. Provide alternatives for physically interacting with materials (CAST). <i>Maintain an online classroom platform (such as Google Classroom) to organize all materials and allow students to access materials in an organized and concise single location online (UDL for Teachers).</i> 2. All learners should be given the opportunity to use tools that might help them meet the goal of full participation in the classroom (CAST). <i>Plan for time when students will consistently practice and use assistive technology (ex: listen to Learning Ally for 10 minutes a day).</i>
Provide options for Sustaining Effort & Persistence: 1. Create cooperative learning groups with clear goals, roles, and responsibilities (CAST). <i>Provide clear roles for the group to offer multiple access points to learning.</i>	Provide options for Language & Symbols: 1. Clarify vocabulary and symbols (CAST). <i>Provide a vocabulary instructional map to help students understand academic vocabulary and concepts (382).</i> 2. Use cues when giving lectures (384). <i>Organizational</i>	Provide options for Expression & Communication: 1. Create materials that allow learners to interact with the content at their own paces (ex: rewind, fast forward, pause) (Ableser, Hess, & Moore). <i>Supplement any video</i>

2. Provide feedback that is frequent, timely, and specific (CAST). <i>When writing an ending comment on student work, first summarize what you think the project was attempting to do, the specific parts or skills that were well developed, and the specific parts or skills that still require more work with direct suggestions for how to improve in those areas (UDL for Teachers).</i>	<i>cues “The topic I want to cover today is...” Emphasis cues (verbal) “You need to know/understand/remember...” Emphasis cues (nonverbal) includes information written on the board or overhead projector.</i>	<i>content with text content (transcripts/captions).</i> 2. Assess student work using checklists and scoring rubrics, and share examples of annotated student work with learners (Ableser, Hess, & Moore). <i>Offer anonymous examples of past students’ work (with permission), and highlight successful work toward course outcomes.</i>
Provide options for Self Regulation: 1. Develop self-assessment and reflection (CAST). <i>Before submitting an assignment, ask students to complete a self score using the same rubric you will use for grading (UDL for Teachers).</i> 2. Incorporate activities that help students recognize that they are making progress (CAST). <i>Give students the opportunity to show what they know by creating their own quizzes at the end of a unit, book or chapter (UDL for Teachers).</i>	Provide options for Comprehension: 1. Guided note taking is an effective way to provide students structure in learning how to take notes (386). <i>Graphic organizer frameworks may be inserted to help students organize the information.</i> 2. Guide information processing and visualization (CAST). <i>Listening and note-taking inventories helps students to review their habits and notes in order to make connections and meaning (Figure 13.4, 387).</i>	Provide options for Executive Function: 1. Model the use of the strategy (405). <i>Awareness, Knowledge, Simulation, Practice, Skill - in order for students to automate new strategies, they must practice.</i> 2. Support planning (CAST). <i>Practice identifying tasks, estimating the time needed to complete the task, prioritizing, scheduling, and monitoring progress (398).</i>
GOAL: Expert Learners who are...		
Purposeful & Motivated	Resourceful & Knowledgeable	Strategic & Goal-Directed

Work Cited:

Ableser, J., Hess, A. N., & Moore, C. (2014). Action & Expression: Universal Design for Learning Principle. CETL, Oakland University. Retrieved from https://www.oakland.edu/Assets/Oakland/cetl/files-and-documents/QuickNotes/UDL_ActionExpressionQNFeb9.pdf

Bos, C. S., Schumm, J. S., & Vaughn, S. R. (2018). *Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom*. New York, NY, Pearson Education, Inc.

The UDL Guidelines. (2020). CAST, Inc. Retrieved from http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl

UDL for Teachers (2018). Universal Design for Learning Guidelines are adapted with permission from CAST. Retrieved from <http://udlforteachers.com/>