

# Universal Design for Learning



ENGAGEMENT		REPRESENTATION		ACTION AND EXPRESSION	
<b>7: Provide options for recruiting interest</b>		<b>1: Provide options for perception</b>		<b>4: Provide options for physical action</b>	
7.1 Optimise individual choice and autonomy	<input type="checkbox"/> Give choice of assignment topics <input type="checkbox"/> Give choice of tools <input type="checkbox"/> Allow design of choices <input type="checkbox"/> Give choice of method for learning	1.1 Offer ways of customising the display of information	<input type="checkbox"/> Use colour coding <input type="checkbox"/> Adjust font size <input type="checkbox"/> Use a contrasted background <input type="checkbox"/> Use visuals to support understanding <input type="checkbox"/> Simplify of the visual layout	4.1 Vary the methods for response and navigation	<input type="checkbox"/> Give choice on how to answer questions <input type="checkbox"/> Give choice on how to learn (peer, small group, teacher guided, YouTube)
7.2 Optimise relevance, value and authenticity	<input type="checkbox"/> Use students' interest to make concepts relevant <input type="checkbox"/> Use physical experiences, engaging stories or examples drawn from cultural backgrounds	1.2 Offer alternatives for auditory information	<input type="checkbox"/> Use closed captioning <input type="checkbox"/> Incorporate of movement and pictures within lessons <input type="checkbox"/> Use flowcharts or infographics	4.2 Optimize access to tools and assistive technologies	<input type="checkbox"/> Use adaptive keyboards <input type="checkbox"/> Vary answering options (e.g. yes/no, answering from an array, open ended) <input type="checkbox"/> Use different types of apps <input type="checkbox"/> Use adaptive grips for pencils and pens
7.3 Minimise threats and distractions	<input type="checkbox"/> Create a positive classroom culture <input type="checkbox"/> Encourage risk taking <input type="checkbox"/> Have a clear learning space and learning objective <input type="checkbox"/> Use restorative justice	1.3 Offer alternatives for visual information	<input type="checkbox"/> Describe pictures when shown to class <input type="checkbox"/> Incorporate touch into lessons <input type="checkbox"/> Use verbal reminders <input type="checkbox"/> Incorporate stories or analogies that increase comprehensions		
<b>8: Provide options for sustaining effort and persistence</b>		<b>2: Provide options for language, mathematical expressions and symbols</b>		<b>5: Provide options for expression and communication</b>	
8.1 Heighten salience of goals and objectives	<input type="checkbox"/> Display learning goal in multiple ways <input type="checkbox"/> Provide short term objectives to meet goal <input type="checkbox"/> Provide models of work samples that meet goal	2.1 Clarify vocabulary and symbols	<input type="checkbox"/> Connect vocabulary to visuals <input type="checkbox"/> Create a vocabulary/word wall <input type="checkbox"/> Remove unnecessary jargon <input type="checkbox"/> Create a digital vocabulary bank	5.1 Use multiple media for communication	<input type="checkbox"/> Provide choices, including voice, movement, writing and art
8.2 Vary demands and resources to optimise challenge	<input type="checkbox"/> Offer choice using a thinking taxonomy <input type="checkbox"/> Ensure students work within the zone of proximal development	2.2 Clarify syntax and structure	<input type="checkbox"/> Highlight key structures <input type="checkbox"/> Connect to prior learning <input type="checkbox"/> Use root word diagrams	5.2 Use multiple tools for constructions and composition	<input type="checkbox"/> Use spell and grammar check <input type="checkbox"/> Use speech to text or text to speech <input type="checkbox"/> Use sentence starters <input type="checkbox"/> Use graphic organisers
8.3 Foster collaboration and community	<input type="checkbox"/> Use partner/group work and assign roles <input type="checkbox"/> Create student learning communities <input type="checkbox"/> Use peer reviews and peer editing	2.3 Support decoding of text, mathematical rotation, and symbols	<input type="checkbox"/> Use text-to-speech <input type="checkbox"/> Display and use maths formula posters that define and provide examples		
8.4 Increase mastery-oriented feedback	<input type="checkbox"/> Give clear, specific feedback (can use technology) <input type="checkbox"/> Ensure feedback is FAST (frequent, accurate, specific and timely)	2.4 Promote understanding across languages	<input type="checkbox"/> Use programs like Google Translate <input type="checkbox"/> Embed visuals in texts <input type="checkbox"/> Use word walls <input type="checkbox"/> Use sentence frames	5.3 Build fluencies with graduated levels of support for practice and performance	<input type="checkbox"/> Use the gradual release of responsibility <input type="checkbox"/> Use peer tutors <input type="checkbox"/> Model projects/tasks that align with the choices offered <input type="checkbox"/> Give example problems that use different representations <input type="checkbox"/> Use differentiated feedback
		2.5 Illustrate through multiple media	<input type="checkbox"/> Use presentations apps <input type="checkbox"/> Use physical models, infographics, charts, etc.		
<b>9: Provide options for self-regulation</b>		<b>3: Provide options for comprehension</b>		<b>6: Provide options for executive functions</b>	
9.1 Promote expectations and beliefs that optimise motivation	<input type="checkbox"/> Model high expectations <input type="checkbox"/> Embed student self-reflection of behaviour	3.1 Activate or supply background knowledge	<input type="checkbox"/> Revisit prerequisite skills <input type="checkbox"/> Use KWL charts	6.1 Guide appropriate goal-setting	<input type="checkbox"/> Ask students to self-set goals <input type="checkbox"/> Give students choice about number of problems <input type="checkbox"/> Ask students to rate effort
9.2 Facilitate personal coping skills and strategies	<input type="checkbox"/> Use behavioural checklists <input type="checkbox"/> Use think-alouds to model strategies <input type="checkbox"/> Use a break area (and allowed breaks) <input type="checkbox"/> Model perseverance	3.2 Highlight patterns, critical features, big ideas, and relationships	<input type="checkbox"/> Display vocabulary and learning object <input type="checkbox"/> Use concepts maps <input type="checkbox"/> Use scoring rubrics	6.2 Support planning and strategy development	<input type="checkbox"/> Prompt students to talk through strategies <input type="checkbox"/> Use teacher and student think-alouds
9.3 Develop self-assessment and reflection	<input type="checkbox"/> Allow students to set learning goals <input type="checkbox"/> Design activities that elicit peer and personal feedback <input type="checkbox"/> Use project based learning	3.3 Guide information processing, visualisation, and manipulation	<input type="checkbox"/> Use graphic organisers <input type="checkbox"/> Use checklists <input type="checkbox"/> Use the gradual release of responsibility <input type="checkbox"/> Chunk a concept into smaller parts	6.3 Facilitate managing information and resources	<input type="checkbox"/> Conduct reflective conversations about what did and didn't work
		3.4 Maximise transfer and generalisation	<input type="checkbox"/> Represent concepts across domains <input type="checkbox"/> Apply concepts to students' interests <input type="checkbox"/> Use concrete to abstract representations	6.4 Enhance capacity for monitoring progress	<input type="checkbox"/> Use student created graphs and checklists <input type="checkbox"/> Ask students to self-monitor their behaviour and progress