**Universal Design for Learning**

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| **Multiple Means of Engagement** | |
| **Checkpoints** | **Examples** |
| Provide options for recruiting interest | Choices in the level of challenge, type, color, design, layout of graphic, involve learners, vary activities |
| Provide options for sustaining effort and persistence | Use prompts, hand-held scheduling tools for reminders, collaboration, peer tutoring and support, vary the degree of freedom, cooperative learning groups with scaffolded roles and responsibilities |
| Provide options for self-regulation | Use guides and rubrics that focus on self-regulatory goals, differentiate and scaffold feedback, self-monitor behavior |
| **Multiple Means of Representation** | |
| **Checkpoints** | **Examples** |
| Provide options for perception | Speech-to-text, diagrams, charts, video clips, size of text, images, graphs, tables, volume, speed |
| Provide options for language, mathematic expressions and symbols | Pre-teach vocabulary and symbols, highlights, clarifying unfamiliar words, present key concepts, symbolic representation |
| Provide options for comprehension | Activate prior knowledge, use advanced organizers, pre-teach concepts, bridge concepts, highlight patterns, emphasize key elements, checklists |
| **Multiple Means of Expression** | |
| **Checkpoints** | **Examples** |
| Provide options for physical action | Provide alternatives for interacting with instruction, consider switch options |
| Provide options for expression and communication | Compose multi-media, provide learners with spell-checkers, speech-to-text, use graphing calculators, use sentence strips and outlining tools, provide manipulatives |
| Provide options for executive functions | Use prompts for goal setting, model think-alouds, use checklist and project planning checklists, break long-term goals into reachable short-term objectives |