**Presenter’s Guidelines – Planning with UDL in Mind**

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| **ENGAGE**: The “WHY” of learning |
|  | How can I make my topic relevant to participants?How can I help participants understand the goals of my session?How can I help participants want to pay attention? | \*Write goals on screen, share orally, and explicitly communicate how the session relates to participants’ work. \*Share goals in statement and/or question form. Questions force engagement.\*Open with a relevant image, scenario, video, quote, fact, or question which promotes quick discussion.  |
| **REPRESENT:** The “WHAT” of learning |
|  | In what ways can I present goals, information and ideas?How can participants see these ideas and information in different ways? | \*Use multiple modes of sharing information and ideas. * Handouts
* Videos
* Images
* Online resources
* Talk
* Charts/ graphs
* Models
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| **ACT + EXPRESS:** The “HOW” of learning  |
|  | In what ways can participants best reach the goals of the presentation?In what ways can participants interact with the ideas and information presented to reach the session goals?What will participants be *doing* to reach session goals? | \*Participants should spend considerable time thinking and working toward the session goals. \* Provide options for participants as they develop and demonstrate what they are learning. -Productive group work - Images -formal writing -charts/graphs/diagrams  -posters -post-its -technology tools \*Presentations should close with an opportunity for reflection. Reflection should focus on session goals and allow participants to articulate how the ideas and information can be used.  |

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| [UDL Guidelines – Educator Worksheet](https://sites.google.com/site/udlguidelinesexamples/) - v. 2 |
| **I.** [**Provide Multiple Means of Representation:**](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation) | **Your notes** |
| 1. [Provide options for perception](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-perception)
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| **1.1** [Offer ways of customizing the display of information](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-perception/offer-ways-of-customizing-the-display-of-information) |  |
| **1.2** [Offer alternatives for auditory information](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-perception/offer-alternatives-for-auditory-information) |  |
| **1.3** [Offer alternatives for visual information](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-perception/offer-alternatives-for-visual-information) |  |
| 1. [Provide options for language, mathematical expressions, and symbols](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-language-mathematical-expressions-and-symbols)
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| **2.1** [Clarify vocabulary and symbols](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-language-mathematical-expressions-and-symbols/clarify-vocabulary-and-symbols) |  |
| **2.2** [Clarify syntax and structure](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-language-mathematical-expressions-and-symbols/clarify-syntax-and-structure) |  |
| **2.3** [Support decoding of text, mathematical notation, and symbols](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-language-mathematical-expressions-and-symbols/support-decoding-text-mathematical-notation-and-symbolx) |  |
| **2.4** [Promote understanding across language](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-language-mathematical-expressions-and-symbols/promote-understanding-across-languages) |  |
| **2.5** [Illustrate through multiple media](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-language-mathematical-expressions-and-symbols/illustrate-through-multiple-media) |  |
| 1. [Provide options for comprehension](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-comprehension)
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| **3.1** [Activate or supply background knowledge](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-comprehension/activate-or-supply-background-knowledge) |  |
| **3.2** [Highlight patterns, critical features, big ideas, and relationships](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-comprehension/highlight-patterns-critical-features-big-ideas-and-relationships) |  |
| **3.3** [Guide information processing, visualization, and manipulation](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-comprehension/guide-information-processing-visualization-and-manipulation) |  |
| **3.4** [Maximize transfer and generalization](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-representation/provide-options-for-comprehension/maximize-transfer-and-generalization) |  |
| **II.** [**Provide Multiple Means for Action and Expression:**](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression) | **Your notes** |
| 1. [Provide options for physical action](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-physical-action)
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| **4.1** [Vary the methods for response and navigation](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-physical-action/vary-the-methods-for-response-and-navigation) |  |
| **4.2** [Optimize access to tools and assistive technologies](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-physical-action/optimize-access-to-tools-and-assistive-technologies) |  |
| 1. [Provide options for expression and communication](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-expression-and-communication)
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| **5.1** [Use multiple media for communication](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-expression-and-communication/use-multiple-media-for-communication) |  |
| **5.2** [Use multiple tools for construction and composition](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-expression-and-communication/use-multiple-tools-for-construction-and-composition) |  |
| **5.3** [Build fluencies with graduated levels of support for practice and performance](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-expression-and-communication/build-fluencies-with-graduated-levels-of-support-for-practice-and-performance) |  |
| 1. [Provide options for executive functions](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-executive-functions)
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| **6.1** [Guide appropriate goal setting](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-executive-functions/guide-appropriate-goal-setting) |  |
| **6.2** [Support planning and strategy development](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-executive-functions/support-planning-and-strategy-development) |  |
| **6.3** [Facilitate managing information and resources](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-executive-functions/facilitate-managing-information-and-resources) |  |
| **6.4** [Enhance capacity for monitoring progress](https://sites.google.com/site/udlguidelinesexamples/home/provide-multiple-means-of-action-and-expression/provide-options-for-executive-functions/enhance-capacity-for-monitoring-progress) |  |
| **III.** [**Provide Multiple Means for Engagement:**](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement) | **Your notes** |
| 1. [Provide options for recruiting interest](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-recruiting-interest)
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| **7.1** [Optimize individual choice and autonomy](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-recruiting-interest/optimize-individual-choice-and-autonomy) |  |
| **7.2** [Optimize relevance, value, and authenticity](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-recruiting-interest/optimize-relevance-value-and-authenticity) |  |
| **7.3** [Minimize threats and distractions](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-recruiting-interest/minimize-threats-and-distractions) |  |
| 1. [Provide options for sustaining effort and persistence](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-sustaining-effort-and-persistence)
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| **8.1** [Heighten salience of goals and objectives](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-sustaining-effort-and-persistence/heighten-salience-of-goals-and-objectives) |  |
| **8.2** [Vary demands and resources to optimize challenge](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-sustaining-effort-and-persistence/vary-demands-and-resources-to-optimize-challenge) |  |
| **8.3** [Foster collaboration and community](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-sustaining-effort-and-persistence/foster-collaboration-and-communication) |  |
| **8.4** [Increase mastery-oriented feedback](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-sustaining-effort-and-persistence/increase-mastery-oriented-feedback) |  |
| 1. [Provide options for self-regulation](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-self-regulation)
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| **9.1** [Promote expectations and beliefs that optimize motivation](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-self-regulation/promote-expectations-and-beliefs-that-optimize-motivation) |  |
| **9.2** [Facilitate personal coping skills and strategies](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-self-regulation/facilitate-personal-coping-skills-and-strategies) |  |
| **9.3** [Develop self-assessment and reflection](https://sites.google.com/site/udlguidelinesexamples/home/multiple-means-of-engagement/provide-options-for-self-regulation/develop-self-assessment-and-reflection) |  |

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NOTE: When planning for an effective presentation, the facilitator should “plan with UDL in mind.” This does not mean that every element of the three principles needs to be employed. The facilitator should, however, make sure that the presentation clearly includes some elements of each of the three principles of UDL.