

UDL Guidelines – Checklist for “Tico and the Golden Wings” by Leo Lionni

Intersections: Arts and Special Education Conference 2013
The John F. Kennedy Center for the Performing Arts

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I. Provide Multiple Means of Representation:	Your notes
1. Provide options for perception	
1.1 Offer ways of customizing the display of information	Modeling of how birds move, ppt of story on Smartboard™ , visuals of birds and feathers to pass while story being read
1.2 Offer alternatives for auditory information	Story available to read, bird sounds- videos of birds
1.3 Offer alternatives for visual information	Tactile props of birds, visual schedule of bird making activity
2. Provide options for language, mathematical expressions, and symbols	
2.1 Clarify vocabulary and symbols	Pre- read story and words to songs, visuals of words
2.2 Clarify syntax and structure	
2.3 Support decoding of text, and mathematical notation, and symbols	Story read aloud, available as audio to read independently
2.4 Promote understanding across language	Story available in Spanish, large print, Braille
2.5 Illustrate through multiple media	VOCA with bird sounds, music activity with bird sounds, Boardmaker™ symbols in music
3. Provide options for comprehension	
3.1 Activate or supply background knowledge	Discussion of “what is a bird”, engage participants in sharing their understandings of “birds”, show manipulatives of birds
3.2 Highlight patterns, critical features, big ideas, and relationships	Model bird movt, show sample of activity, explain product
3.3 Guide information processing, visualization, and manipulation	Visual strategy of the process of making a bird sculpture
3.4 Maximize transfer and generalization	Students show bird movements, sing songs or show bird sculptures
II. Provide Multiple Means for Action and Expression:	Your notes
4. Provide options for physical action	
4.1 Vary the methods for response and navigation	Choices of materials/techniques to create bird feathers and group bird, for acting out bird movt., room set up for success and access
4.2 Optimize access to tools and assistive technologies	Adapted tools available for all
5. Provide options for expression and communication	
5.1 Use multiple media for communication	VOCAs for bird sounds, visual schedule for bird building
5.2 Use multiple tools for construction and composition	Variety of materials and modes (art , music, movt) to complete activities
5.3 Build fluencies with graduated labels of support for practice and performance	Small group bird building activity, bird making tasks in various levels of challenge for success
6. Provide options for executive functions	
6.1 Guide appropriate goal setting	Set time and material limits for activity
6.2 Support planning and strategy development	Providing support to students to break down task as needed to complete activity, determine tasks
6.3 Facilitate managing information and resources	Magazines, visuals, videos, handouts, sketchbooks
6.4 Enhance capacity for monitoring progress	Rubrics for activities

III. Provide Multiple Means for Engagement:	Your notes
7. Provide options for recruiting interest	
7.1 Optimize individual choice and autonomy	Choices of materials and modes for responses to directives
7.2 Optimize relevance, value, and authenticity	Explain rationale of activity-connected to curriculum/skill
7.3 Minimize threats and distractions	Set rules for discussing responses to others' activities
8. Provide options for sustaining effort and persistence	
8.1 Heighten salience of goals and objectives	Determine if individual student goals are being met
8.2 Vary demands and resources to optimize challenge	Identify strengths and challenges to determine capabilities of students-challenge and support
8.3 Foster collaboration and community	Provide various opportunities in individual, small group and large groups activities
8.4 Increase mastery-oriented feedback	Demonstrate discussion skills for students, Provide opportunities for student reflection- verbal, written, other
9. Provide options for self-regulation	
9.1 Promote expectations and beliefs that optimize motivation	Have clear guidelines for class with clear expectations, provide opportunities to extend activities
9.2 Facilitate personal coping skills and strategies	Identify individual student's environmental needs for success- Time Timer™, visual strategy, 1:1 assistance, access to curriculum, strategies for helping students when out of control
9.3 Develop self-assessment and reflection	Offer opportunities for students to indicate + or – of class behavior, activity participation, completion of task, etc.

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