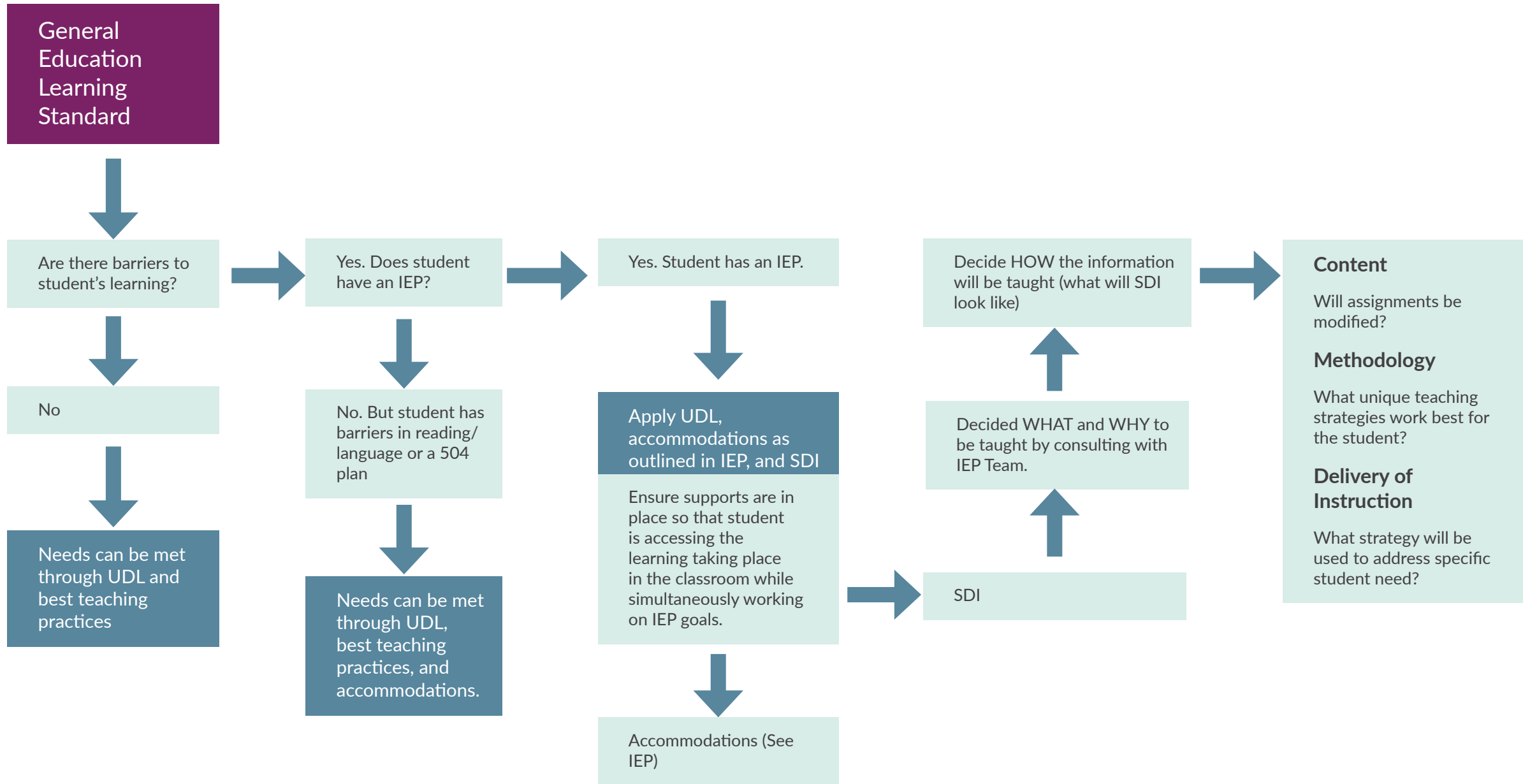


UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom

Alisha Poling & Katie Novak

Supports/Services Flowchart





Continuum of Supports/Services for Students



Universal Supports for All Students	Additional Accommodations (usually require 504 plan or IEP, but not in all states - check your state guidelines)	SDI (can be provided via push-in by interventionist, EL, or SPED or by the gen ed teacher)	Data Collection Methods (to measure AYP, drive instruction, and allow students to demonstrate what they know)
<p>Academic</p> <ul style="list-style-type: none"> • Visual aids • Sentence starters • Text-to-speech/audiobooks (for assignments) • Graphic organizers • Variety of pens/pencils (color, size, tactile feedback, etc) • Adaptive pen/pencils • Adaptive paper (raised line, highlighted lines, etc). • Slant board • Personal dry erase marker • Non-slip writing surface • Pre-written words/sentences/phrases • Writing templates, notes, outlines • Pocket dictionary/thesaurus • Word wall, word books, word cards • Sentence starters • Story starters • Framed paragraphs • Change size of text • Change spacing, text color, background/contrast • Picture symbols with text • Book holders • Predictable books • Color overlays • Tracking strategies (reading window, bar magnifier) • Number lines • Manipulatives <ul style="list-style-type: none"> • Abacus • Multiplication table (for assignments) • Math facts charts • Worksheets with enlarged spaces for responses • Modified paper (grid paper, raised lines, bold lines) • Chunking directions • Visual cues • Highlighted text • Checklists • Recording devices (both audio and video) • Pre-recorded videos • Speech generating device (for assignments) • Communication board • Communication books • Core board • Timers • Digital documents • Note-taking devices <p>Social/Behavioral</p> <ul style="list-style-type: none"> • Elimination of extraneous noise (air vents, etc.) • Visual schedules • Color coding • Systems for organization (binders with dividers, pocket folders) • Checklists • Wiggle seats • Therabands • Access to break space 	<ul style="list-style-type: none"> • Calculator (for tests) • Scribe • Multiplication table (for tests) • “Key words” notecard (for math problem solving) • Text-to-speech/audiobooks (for test) • Speech-to-text (for tests) • Speech generating device • Personal visual schedule • Customized checklists • Personal electronic device (computer, smart phone, apps, tablets) • Communication system (such as PECS) • Note-taking devices (Braille writer) • Specialized software for word prediction, text reading, text enlargement, communication, Braille translation) • Personal amplification system • Specialized flexible seating options 	<ul style="list-style-type: none"> • Small group instruction (using district approved curriculum) during centers/group time to target deficits • Scaffold work for individual students and provide explicit instruction and/or step-by-step instructions on how to complete work (in reading, writing, and math) • Re-teach subject matter using a different methodology • For reading tests: pull kids into small group and scaffold questions for students based on their needs • Provide direct (additional) teaching to help student organize their thoughts/ideas/responses based on their IEP goals • Provide direct instruction on how to decode words (using a district approved curriculum) based on IEP goals • Use of district approved computer programs that have adaptive learning capabilities • Modifying content and providing materials based on IEP goals 	<ul style="list-style-type: none"> • Drawings • Video recordings • Worksheets • Tests • Written work • Printed work • Data sheets • Audio recordings

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Reading



 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students (* indicates Accommodations that demand an IEP/504) (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)	Assessments and Assessments Options with Scaffolding (Artifact?)		
		Adapting Content	Adapting Methodology	Adapting Instruction		
Independently reading text and/or answering comprehension questions	<ul style="list-style-type: none"> • Additional support needed to access text • Limited amount of leveled/adapted materials • Lack of scaffolds to aid with comprehension • Additional time/instruction needed to improve reading skills 	<ul style="list-style-type: none"> • Flexible seating • Change spacing, text color, background/contrast • Offer tracking strategies (reading window, bar magnifier, book holder) • Use of visual aids, gestures, graphic organizers to understand connections between events/information • Predictable texts • Text read aloud via peer model • Text read aloud by teacher • Text read aloud by using text-to-speech embedded support tool* • Text read aloud by using specialized apps* • Picture symbols with text* 	<ul style="list-style-type: none"> • Modified books/reading materials • Modifying tests (changing the learning target/standard) 	<p>Auditory Learning</p> <ul style="list-style-type: none"> • Read-spell-read • Choral reading • Listening to text read aloud and following along with finger <p>Visual Learning</p> <ul style="list-style-type: none"> • Highlighting text as it's being read • Visual aids/models for key terms • Graphic organizers/scaffolds for answering comprehension questions and/or improving word attack skills <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> • Dancing while reading/decoding • Counting syllables using manipulatives • Using arm strategy or other physical prompt to blend/segment words 	<ul style="list-style-type: none"> • Embedded Instruction: • Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point) <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Pull small group during independent work time/centers and re-teach decoding skills using district approved curriculum for at least 20 minutes to target deficits • Work with individual students who need additional support decoding grade level words • Provide 10-15 minutes explicit instruction on how to decode multisyllabic words • During independent work time/centers using a district approved, adaptive reading (computer) program 	<p>Fluency Assessments (Timed)</p> <ul style="list-style-type: none"> • Remove time constraint • Mask material to prevent distractions • Additional visual/verbal prompting <p>Standard/Traditional Comprehension Assessments (paper/pencil tests)</p> <ul style="list-style-type: none"> • Sentence starters • Framed paragraphs • Student notecard with key terms • Eliminate choices • Additional visual/verbal prompts <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Allow students to draw a picture of the story or create an artwork depicting major components of the text • Create video of students retelling events/describing key details of text • Audio recording of students answering comprehension questions and/or explaining key ideas of text

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		Adapting Content	Adapting Methodology	Adapting Instruction		
Introducing Vocabulary Words	<ul style="list-style-type: none"> • Additional support needed to access text • Limited texts/ways to present new vocabulary • Lack of opportunities to model correct pronunciation/articulation • Vocabulary terms only presented in English (missed opportunity to activate prior knowledge in native language) 	<ul style="list-style-type: none"> • Flexible seating • Change spacing, text color, background/contrast • Offer tracking strategies (reading window, bar magnifier, book holder) • Use of visual aids, gestures, graphic organizers to understand connections between words and their meanings • Use of chunking information and/or mnemonic devices to aid with comprehension/retention • Completing vocabulary activities with peer model • Interactive (digital) vocabulary cards • Words read/communicated by using specialized apps* • Picture symbols with text (communication boards)* • Where possible, use synonyms that provide other word options. 	<ul style="list-style-type: none"> • Modified books/reading materials • Modifying tests (changing the learning target/standard) • Modifying vocabulary words (learning easier concepts) 	<p>Auditory Learning</p> <ul style="list-style-type: none"> • Read-spell-read • Choral reading • Listening to text read aloud and following along with finger • Songs to remember new words/terms <p>Visual Learning</p> <ul style="list-style-type: none"> • Highlighting text as it's being read • Multiple visuals depicting various word meanings • Graphic organizers/scaffolds for acquiring new language • Combining pictures with text <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> • Dancing while reading/decoding • Drawing pictures of words • Using gestures to learn new words/concepts 	<p>Embedded Instruction</p> <ul style="list-style-type: none"> • Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point) <p>Explicit Instruction</p> <ul style="list-style-type: none"> • Pull small group during independent work time/centers and re-teach vocabulary using district approved curriculum • Work with individual students who need additional support learning new terms • Using a district approved, adaptive computer program to target language/reading deficits 	<p>Standard/Traditional Vocabulary Test (worksheet or other written test)</p> <ul style="list-style-type: none"> • Fill in the blank • Word banks • Graphic organizer • Eliminate choices • Additional visual/verbal prompts <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Allow students to draw a picture/make a model that demonstrates comprehension of word • Create video of student describing word meaning/acting out word meaning • Audio recording of student completing worksheet or describing word meanings

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Writing

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			Adapting Content	Adapting Methodology	Adapting Instruction		
Writing (Producing Content)	<ul style="list-style-type: none"> • Additional spelling/grammar support needed • Additional visual support needed to aid in comprehension, generate ideas, and organize information • Limited ways to gather information for research • Lack of student examples as guides/models • Additional time/instruction needed to teach grammar, sentence building, generating ideas, organizing sentences, etc. • Limited choices on how to product artifact/content • Only allowing students to hand write information 	<ul style="list-style-type: none"> • Flexible seating • Sentence starters • Framed paragraph • Graphic organizers/flow charts • Note cards • Checklists • Visual models/examples • Spellcheck/dictionary • Adaptive paper/pencils* • Word prediction software* • Speech-to-text* • Scribe* 	<ul style="list-style-type: none"> • Modified writing assignment (shortened, simplified assignment) • Modified grading rubric 	Auditory Learning <ul style="list-style-type: none"> • Pneumonic devices/songs for spelling/grammar rules • Speaking the content prior to writing it • Student reads work aloud while editing Visual Learning <ul style="list-style-type: none"> • Drawing pictures prior to writing • Completing graphic organizers • Looking at pictures for context during writing process • Think-draw-write • Aligning tasks to a visual model (OREO, hamburger paragraph writing, RAPP) Kinesthetic Learning <ul style="list-style-type: none"> • Dancing/walking/moving during the writing process 	Embedded Instruction <ul style="list-style-type: none"> • Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and “thinking out loud” (metacognition). Explicit Instruction <ul style="list-style-type: none"> • Pull small group during independent work time/centers and re-teach grammar/spelling/writing skills • Work with individual students who need additional support with writing • Use a district approved computer program to provide word prediction/speech-to-text/editing software 	Standard/Traditional Writing Assessments <ul style="list-style-type: none"> • Students complete writing assignment using UDL tools, accommodations, and/or modifications. Alternative Assessments <ul style="list-style-type: none"> • Allow students to use a word bank to create sentences • Allow students to organize pre-written sentences in order to build a paragraph • Allow students to draw a picture/make artwork and orally explain how it meets the learning target • Create video of student acting out “writing” content and explaining how they’ve met the learning target • Audio recording of student explaining their thinking (writing) and explaining how it meets the learning target • Allow students to use a communication device to “speak” what they want to write • Allow students to use a scribe to communicate their thoughts 	



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Adapting Content			Adapting Methodology	Adapting Instruction		
Writing (Handwriting)	<ul style="list-style-type: none"> Limited choice of tools to develop fine motor skills Lack of preferred writing tools (ie. variety) to motivate and encourage participation Lack of student examples as guides/models Only certain types of paper deemed "acceptable" for assignments (adaptive paper not provided) Few visual aids or opportunities to model skills Additional spelling/grammar support needed 	<ul style="list-style-type: none"> Flexible seating Checklists Slant board Highlighting/tracing guides Visual models Variety of writing utensils Pencil grips Graphic organizers Adaptive paper/pencils* 	<ul style="list-style-type: none"> Modified writing assignment (shortened, simplified assignment) Modified grading rubric 	<p>Auditory Learning</p> <ul style="list-style-type: none"> Pneumonic devices/ songs for spelling/ grammar rules Speaking the content prior to writing it Student reads work aloud while editing <p>Visual Learning</p> <ul style="list-style-type: none"> Drawing pictures prior to writing Completing graphic organizers Looking at pictures for context during writing process Think-draw-write Aligning tasks to a visual model (OREO, hamburger paragraph writing, RAPP) <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> Dancing/walking/ moving during the writing process 	<p>Embedded Instruction</p> <ul style="list-style-type: none"> Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and "thinking out loud" (metacognition). <p>Explicit Instruction</p> <ul style="list-style-type: none"> Pull small group during independent work time/ centers and re-teach grammar/spelling/writing skills Work with individual students who need additional support with writing Use a district approved computer program to provide word prediction/ speech-to-text/editing software 	<p>Standard/Traditional Writing Assessments</p> <ul style="list-style-type: none"> Students complete writing assignment using UDL tools, accommodations, and/or modifications. <p>Alternative Assessments</p> <ul style="list-style-type: none"> Allow students to use a word bank to create sentences Allow students to organize pre-written sentences in order to build a paragraph Allow students to draw a picture/make artwork and orally explain how it meets the learning target Create video of student acting out "writing" content and explaining how they've met the learning target Audio recording of student explaining their thinking (writing) and explaining how it meets the learning target Allow students to use a communication device to "speak" what they want to write Allow students to use a scribe to communicate their thoughts

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			Adapting Content	Adapting Methodology	Adapting Instruction	
Math Calculation	<ul style="list-style-type: none"> Limited amount of notes/supports to promote independence rather than success Expectation that getting the answer right the first time is the goal thereby limiting opportunities to learn via self-corrections Additional time/instruction needed to activate prior knowledge and increase prerequisite skills Math vocabulary/academic knowledge presented in a way that is difficult for some students to understand Expectation that algorithms be memorized 	<ul style="list-style-type: none"> Flexible seating Hundreds chart Multiplication chart Graphic organizers/flow charts Checklists Manipulatives Abacus Visual models/examples Number line TouchMath Access to notes/math journal Access to math tools Guided help (multiple edits) Grid paper to help with alignment Adaptive paper/pencils* 	<ul style="list-style-type: none"> Modified/shortened assignments Modifying tests (changing the learning target/standard) 	<p>Auditory Learning</p> <ul style="list-style-type: none"> Reading problem out loud Talking about how to solve the problem while solving it (thinking about your thinking) Singing songs to remember steps in calculation <p>Visual Learning</p> <ul style="list-style-type: none"> Highlighting numbers/signs Visual aids/models for key terms Graphic organizers/scaffolds/flow charts to aid in operations Drawing pictures to solve problems <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> Using manipulatives to do math Walking/standing while doing calculations 	<p>Embedded Instruction</p> <ul style="list-style-type: none"> Look for naturally occurring opportunities to target specific math calculation skills (create access points) <p>Explicit Instruction</p> <ul style="list-style-type: none"> Use strategy-based calculations to find solutions in lieu of the US Standard Algorithm (i.e. non-traditional algorithm for division, using place value method) Pull small group during independent work time/centers and re-teach math calculation skills using district approved curriculum Work with individual students who need additional support completing math calculations Provide 10-15 minutes explicit instruction on how to complete math calculation skills during independent work time/centers using a district approved, adaptive math (computer) program 	<p>Standard/Traditional Math Assessments</p> <ul style="list-style-type: none"> Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications. <p>Alternative Assessments</p> <ul style="list-style-type: none"> Allow students to draw a picture/make artwork and orally explain how it meets the learning target Create video of student solving math problems and explaining their thinking (metacognition) and explaining how it meets the learning target Audio recording of student solving math problems and explaining their thinking and explaining how it meets the learning target Allow students to use a communication device to "speak" what their answers Allow students to use a scribe to communicate their answers

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			Adapting Content	Adapting Methodology	Adapting Instruction	
Math Problem Solving	<ul style="list-style-type: none"> Vocabulary/academic language is too difficult to understand Too few problems modeled Lesson taught 1 way (per described in gen ed teacher manual) Expectation that algorithms be memorized Expectation that there is only 1 right way to solve a problem Additional support needed to access text Not enough scaffolded instruction (or supports in place) Tools withheld due to not wanting to provide a “crutch” Limited ways to experience word problems (information only presented verbally or visually) 	<ul style="list-style-type: none"> Flexible seating Hundreds chart Multiplication chart Graphic organizers/flow charts Checklists Manipulatives Abacus Visual models/examples Number line TouchMath Access to notes/math journal Access to math tools Guided help (multiple edits) Grid paper to help with alignment Adaptive paper/pencils* 	<ul style="list-style-type: none"> Modified/shortened assignments Modifying tests (changing the learning target/standard) 	<p>Auditory Learning</p> <ul style="list-style-type: none"> Reading problem out loud Talking about how to solve the problem while solving it (thinking about your thinking) Singing songs to remember steps in calculation <p>Visual Learning</p> <ul style="list-style-type: none"> Highlighting numbers/signs Visual aids/models for key terms Graphic organizers/scaffolds/flow charts to aid in operations Drawing pictures to solve problems <p>Kinesthetic Learning</p> <ul style="list-style-type: none"> Using manipulatives to do math Walking/standing while doing calculations 	<p>Embedded Instruction</p> <ul style="list-style-type: none"> Look for naturally occurring opportunities to target specific math calculation/problem solving skills (create access points) <p>Explicit Instruction</p> <ul style="list-style-type: none"> Use strategy-based calculations to find solutions in lieu of the US Standard Algorithm (i.e. non-traditional algorithm for division, using place value method) Pull small group during independent work time/centers and re-teach math problem solving skills using district approved curriculum Work with individual students who need additional support completing math calculations/problem solving skills Provide 10-15 minutes explicit instruction on how to complete math calculation/problem solving skills during independent work time/centers using a district approved, adaptive math (computer) program 	<p>Standard/Traditional Math Assessments</p> <ul style="list-style-type: none"> Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications. <p>Alternative Assessments</p> <p><u>Accommodation</u></p> <ul style="list-style-type: none"> Allow students to draw a picture/make artwork and orally explain how it meets the learning target Allow students to use a communication device to “speak” what their answers Allow students to use a scribe to communicate their answers <p><u>Modification</u></p> <ul style="list-style-type: none"> Create video of student solving math problems and explaining their thinking (metacognition) and explaining how it meets the learning target Audio recording of student solving math problems and explaining their thinking and explaining how it meets the learning target

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