



Incorporate Universal Design for Learning (UDL)

ELA

TAKEN FROM CONTENT MODULES AND CURRICULA RESOURCE GUIDES



UNIVERSAL DESIGN FOR LEARNING: Author's Purpose and Point of View *Content Module*

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent the author's purpose or point of view; use online tools to create graphic organizers (i.e., Readwritethink.org); Use picture cards and graphic organizers to represent the author's purpose or point of view.	Student scans an array of possible options and uses a switch to select the correct answer when asked a question pertaining to a given text; use computer representation of key aspects of the text that can be manipulated with switch; place key aspects of the text on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to find the author's purpose or point of view of a text.	Use appropriate and accessible text. Rewrite text to simplify plot and details. Include additional images and illustrations to help convey the meaning of the text. Provide students with graphic organizers and sentence starters. Highlight key words within the context of the print.	Use motivating objects and topics to determine the author's purpose or point of view (i.e., puppets, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select text of interest.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols for key phrases (i.e., entertain, persuade, inform, etc.)	Uses a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer; phrase questions so that they require a "yes/no" response, these can easily be answered using an eye gaze,	Student selects pre-made cards with author's purpose or point of view versus writing a response; selection of correct answer is done after a model; student answers "yes/no" questions.	Have students find the author's purpose or point of view with images, drawing, interactive computer programs, etc.

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
		head turn, two switches, etc.		
Engagement	Teach students to use their hands to scan objects; use talking avatars or read aloud of text; start with simple, large print text and online interactive text; use text featuring topics and characters that are familiar and reinforcing to students.	Use bright colors to call attention to key words; use a computer with AT where the student can click to answer; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to find the author's purpose and point of view.	Student uses websites and listening centers that read aloud text. Use bright colored stickers or sticky notes to mark key words within text. Use puppets, objects, and picture cards to find the author's purpose and point of view. Explicitly model using think alouds along with visual images and actions.	Create games in which students interact with partners to find the author's purpose and point of view using cards with images. Create stories and text that involve the students and their personal interests and experiences.

UNIVERSAL DESIGN FOR LEARNING: Expository Writing *Content Module*

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Engage in oral rehearsal of expository writing; use a talking device such as an avatar; use large font to type; use online tools to create graphic organizers (i.e., Readwritethink.org); use picture cards and graphic organizers to organize expository piece; digital writing modes (MovieMaker, iMovie).	Student scans an array of possible options and uses a switch to select topic, main idea, details, etc.; use computer representation that can be manipulated with switch; place key aspects on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to organize content for expository writing.	Offer scaffolding to assist students with writing. Use graphic organizers and sentence starters. Offer images and illustrations as springboards for ideas. Read text with basic structure to show examples to students. After reading, encourage students to complete a backwards plan to organize expository writing.	Use motivating objects to research and write about (i.e., puppets or student's favorite character, object, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select writing paper, tools, and topics for writing.
Expression	Student selects topic from limited options (i.e., offer 2-3 choices); use voice output devices for student to select aspects such as topic, main idea, details, introduction, and conclusion; teach tangible symbols for these components.	Uses a switch to indicate key aspects such as topic, main idea, details, introduction, and conclusion from a limited selection; uses an eye gaze board to select key aspects; uses a blink response to select key aspects from a limited selection; phrase questions so that they require a "yes/no" response, these can easily be answered using	Student selects pre-made cards with key aspects such as topic, main idea, details, introduction, conclusion versus writing them; writing is done after a model; student answers "yes/no" questions.	Have students write using drawings, interactive computer programs, acting out with props, etc.

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
		an eye gaze, head turn, two switches, etc.		
Engagement	Teach students to use their hands to scan objects; use talking avatars or prompts to elicit student writing; allow students to select their writing materials (i.e., paper, writing utensils) and online websites to generate writing; encourage students to develop writing that is familiar and reinforcing to students.	Use a computer with AT where the student can click to select various aspects of expository writing; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to research, write and discuss writing.	Student uses websites and listening centers that read aloud text. Use puppets and objects to develop writing. Provide students with real experiences to inspire writing (i.e., provide information about themselves for biography writing, research a topic of interest, connect to a field trip, etc.)	Create games in which students interact with partners to match details with appropriate main ideas and topics. Create text and scenarios that involve the students and their interests and experiences.

UNIVERSAL DESIGN FOR LEARNING: Main Idea and Theme *Content Module*

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent the main idea or theme; use online tools to create graphic organizers (i.e., Readwritethink.org); Use picture cards and graphic organizers to sort key aspects of the text including key words (i.e., character, setting, etc.).	Student scans an array of possible options and uses a switch to select the correct answer when asked a question pertaining to a given text; use computer representation of key aspects of the text that can be manipulated with switch; place key aspects of the text on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to find the main idea or theme in the text.	Use appropriate and accessible text. Rewrite text to simplify plot and details. Include additional images and illustrations to help convey the meaning of the text. Provide students with graphic organizers and sentence starters. Highlight key words within the context of the print.	Use motivating objects and topics to determine the main idea, theme, and details (i.e., puppets or student's favorite character, animal, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select text of interest.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols for key phrases (i.e., characters' feelings/actions, setting, problem, theme, etc.)	Uses a switch to indicate correct answers; uses an eye gaze board to select answer; uses a blink response to select answer; phrase questions so that they require a "yes/no" response, these can easily be answered using an eye gaze, head turn, two switches, etc.	Student selects pre-made cards with key ideas from the text versus writing them; selection of correct answer is done after a model; student answers "yes/no" questions.	Have students find the main idea, theme, and details with images, drawing, interactive computer programs, etc.
Engagement	Teach students to use their hands to scan objects; use talking	Use bright colors to call attention to key words; use a computer with AT where	Student uses websites and listening centers	Create games in which students interact with

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
	<p>avatars or read aloud of text; start with simple, large print text and online interactive text; use text featuring topics and characters that are familiar and reinforcing to students.</p>	<p>the student can click to answer; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to find the main idea, theme, and supporting details of the text.</p>	<p>that read aloud text. Use bright colored stickers or sticky notes to mark key words within text. Use puppets, objects, and picture cards to find the main idea, theme and supporting details in the text. Explicitly model using think alouds along with visual images and actions.</p>	<p>partners to find the main idea, theme, and details using cards with images. Create stories and text that involve the students and their personal interests and experiences.</p>

UNIVERSAL DESIGN FOR LEARNING: Narrative Writing *Content Module*

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Engage in oral story telling; Use a talking device such as an avatar; use large font to type story; use online tools to create story boards and graphic organizers (i.e., Toontastic, Readwritethink.org); use picture cards and graphic organizers to sort key aspects of the story elements (i.e., character, setting, etc.); create digital storytelling (MovieMaker, iMovie).	Student scans an array of possible options and uses a switch to select various story elements to construct basic elements of a narrative; use computer representation of story elements that can be manipulated with switch; place key aspects of story elements on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to tell/create a story.	Offer scaffolding to assist students with storytelling. Use graphic organizers and story starters. Offer images and illustrations as story starter ideas. Read text with basic story structure to show examples to students. After reading, encourage students to complete a backwards plan to highlight key story elements.	Use motivating objects to tell stories (i.e., puppets or student’s favorite character, object, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select writing paper, tools, and topics for writing.
Expression	Student selects story element from limited options (i.e., offer 2-3 character choices); use voice output devices for student to select various story elements; teach tangible symbols for various components of story elements (i.e. characters, setting, etc.)	Uses a switch to indicate story elements from a limited selection; uses an eye gaze board to select various story elements; uses a blink response to select story elements from a limited selection; phrase questions so that they require a “yes/no” response, these can easily be answered	Student selects pre-made cards with story elements versus writing them; selection of story element is done after a model; student answers “yes/no” questions.	Have students tell stories using drawings, interactive computer programs, acting out with props, etc.

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
		using an eye gaze, head turn, two switches, etc.		
Engagement	Teach students to use their hands to scan objects; use talking avatars or prompts to elicit student stories; allow students to select their writing materials (i.e., paper, writing utensils) and online websites to generate stories; encourage students to develop stories with elements that are familiar and reinforcing to students.	Use a computer with AT where the student can click to select various story elements; use story element cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to tell/write a story.	Student uses websites and listening centers that read aloud text. Uses puppets and objects to retell stories or create their own. Provide students with real experiences before writing or storytelling (i.e., go to the zoo, make ice-cream, attend a play, etc.)	Create games in which students interact with partners to retell stories and create new ones. Create stories and text that involve the students and their interests and experiences.

UNIVERSAL DESIGN FOR LEARNING: Persuasive Writing *Content Module*

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Engage in oral rehearsal of persuasive writing; use a talking device such as an avatar; use large font to type; use online tools to create graphic organizers (i.e., Readwritethink.org); use picture cards and graphic organizers to organize persuasive piece; digital writing modes (MovieMaker, iMovie).	Student scans an array of possible options and uses a switch to select topic, reasons, audience, etc.; use computer representation that can be manipulated with switch; place key aspects on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to persuade or convince their peers.	Offer scaffolding to assist students with writing. Use graphic organizers and sentence starters. Offer images and illustrations as springboards for ideas. Read text with basic structure to show examples to students. After reading, encourage students to complete a backwards plan to highlight key aspects of the persuasive text.	Use motivating objects to persuade (i.e., puppets or student's favorite character, object, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select writing paper, tools, and topics for writing.
Expression	Student selects topic from limited options (i.e., offer 2-3 choices); use voice output devices for student to select aspects such as topic, purpose, reasons, audience; teach tangible symbols for these components.	Uses a switch to indicate key aspects such as topic, purpose, reasons, audience from a limited selection; use an eye gaze board to select key aspects; use a blink response to select key aspects from a limited selection; phrase questions so that they require a "yes/no" response, these can easily be answered using an eye	Student selects pre-made cards with key aspects such as topic, purpose, reasons, and audience versus writing them; writing is done after a model; student answers "yes/no" questions.	Have students write using drawings, interactive computer programs, acting out with props, etc.

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
		gaze, head turn, two switches, etc.		
Engagement	Teach students to use their hands to scan objects; use talking avatars or prompts to elicit student writing; allow students to select their writing materials (i.e., paper, writing utensils) and online websites to generate writing; encourage students to develop writing that is familiar and reinforcing to students.	Use a computer with AT where the student can click to select various aspects of persuasive writing; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to write and discuss writing.	Student uses websites and listening centers that read aloud text. Use puppets and objects to develop writing. Provide students with real experiences to inspire writing (i.e., intentionally drop a piece of trash on the floor to discuss littering, etc.)	Create games in which students interact with partners to persuade one another about a given topic. Create text and scenarios that involve the students and their interests and experiences.

UNIVERSAL DESIGN FOR LEARNING: Summarizing and Inferencing Content Module

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent their summaries or inferences (i.e., character action/feelings, setting); use online tools to create graphic organizers (i.e., Readwritethink.org); Use picture cards and graphic organizers to sort key aspects of the text including key words (i.e., character, setting, etc.).	Student scans an array of possible options and uses a switch to select the correct answer when asked a question pertaining to a given text; use computer representation of key aspects of the text that can be manipulated with switch; place key aspects of the text on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to summarize events in the text.	Use appropriate and accessible text. Rewrite text to simplify plot and details. Include additional images and illustrations to help convey the meaning of the text. Provide students with graphic organizers and sentence starters. Highlight key words within the context of the print.	Use motivating objects and topics to summarize (i.e., puppets or student's favorite character, animal, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select text of interest.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols for key phrases (i.e., characters' feelings/actions, setting, predictions, etc.)	Uses a switch to indicate correct answers; uses an eye gaze board to select answer; uses a blink response to select answer; phrase questions so that they require a "yes/no" response, these can easily be answered using an eye gaze, head turn, two switches, etc.	Student selects pre-made cards with key ideas from the text versus writing them; selection of correct answer is done after a model; student answers "yes/no" questions.	Have students summarize text and make inferences with images, drawing, interactive computer programs, etc.

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Engagement	Teach students to use their hands to scan objects; use talking avatars or read aloud of text; start with simple, use large print text and online interactive text; use text featuring items that are familiar and reinforcing to students.	Use bright colors to call attention to key words; use a computer with AT where the student can click to answer; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to summarize the text.	Student uses websites and listening centers that read aloud text. Use bright colored stickers or sticky notes to mark key words within text. Use puppets, objects, and picture cards (i.e., with emotions and actions) to summarize text and make inferences. Explicitly model using think alouds along with visual images and actions.	Create games in which students interact with partners to summarize text and make inferences (i.e., cards with images of actions and character feelings). Create stories and text that involve the students and their personal interests and experiences.

UNIVERSAL DESIGN FOR LEARNING: Text Structure Content Module

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent vocabulary words and text structure components (i.e., character, setting); use online tools to create story boards and graphic organizers (i.e., Toontastic, Readwritethink.org); Use picture cards and graphic organizers to sort key aspects of the text structure including key words (i.e., character, setting, etc.).	Student scans an array of possible options and uses a switch to select the correct answer when asked a question pertaining to a given text; use computer representation of text structures that can be manipulated with switch; place key aspects of text structure on a slant board or eye gaze board; create an exercise in the classroom that the student can walk or ride in wheelchair to retell story events or key details from the text.	Use appropriate and accessible text. Rewrite text to simplify plot and details. Include additional images and illustrations to help convey the meaning of the text. Provide students with text structure frames. Highlight key text structure words within the context of the print.	Use motivating objects to tell stories (i.e., puppets or student's favorite character, object, etc.). Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select text for study.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols for various components of text structures (i.e., characters, setting, etc.)	Uses a switch to indicate correct answers; use an eye gaze board to select answer; use a blink response to select answer; phrase questions so that they require a "yes/no" response, these can easily be answered	Student selects pre-made cards with story elements or information versus writing them; selection of correct answer is done after a model; student answers "yes/no" questions.	Have students express understanding of text and text structures with images, drawing, interactive computer programs, etc.

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
		using an eye gaze, head turn, two switches, etc.		
Engagement	Teach students to use their hands to scan objects; use talking avatars or read aloud of text; start with simple, use large print text and online interactive text; use text featuring items that are familiar and reinforcing to students.	Use bright colors to call attention to key words; use a computer with AT where the student can click to answer; use cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to retell or summarize text.	Student uses websites and listening centers that read aloud text. Use bright colored stickers or sticky notes to mark key words within text. Use puppets and objects to retell stories. Provide students with real experiences before reading (i.e., go to the zoo before reading about animals).	Create games in which students interact with partners to retell story, determine story structure and information learned from text (i.e., sequence cards with images of story events and characters). Create stories and text that involve the students and their interests and experiences.

UNIVERSAL DESIGN FOR LEARNING: Vocabulary Content Module

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent vocabulary words and their meanings; use online dictionaries that will pronounce the words and read the definitions aloud. Use matching picture cards with words and their meanings.	Student scans an array of possible options and uses a switch to select the correct vocabulary word or meaning; use computer representation of word meanings that can be manipulated with switch; place vocabulary words on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride in wheelchair to find the matching words and meanings (this can include picture clues).	Have student use online dictionary to pronounce and define words. Use online visual dictionary. Students can use one to one correspondence to match words with definitions. Preteach vocabulary. Highlight vocabulary words within the context of the print.	Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set) to incorporate key vocabulary. Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select words for study.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols that mean vocabulary word and meaning	Uses a switch to indicate correct answers; uses an eye gaze board to select answer; uses a blink response to count parts or select answer; phrase questions so that they require a "yes/no" response, these can easily be answered using an eye gaze, head turn, two switches, etc.	Student selects vocabulary words or meanings versus writing them; selection of correct answer is done after a model; student answers	Have students express word meanings with images, drawing, interactive computer programs, etc.

Principles of UDL	Visual Impairment or Deaf/Blind	Physical Impairment: Little/ No Hand Use	Lacks Basic Concepts	Motivational/ Attention Issues
			"yes/no" questions.	
Engagement	Teach students to use their hands to scan the raised parts of each whole item; use talking calculator for computing the area; start with simple, clearly defined fractions; use items that are familiar and reinforcing to students.	Use bright colors to call attention to vocabulary words; use a computer with AT where the student can click to answer; use word cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to create word and meaning matches.	Student uses online dictionaries that pronounce the words and read the definitions.	Create games in which students interact with partners to determine word meanings (i.e., word matching game like Memory).

6.2 Incorporate Universal Design for Learning (UDL) in planning, and provide for additional Differentiated Instruction when Teaching Reading Informational Texts

Some examples of options for teaching vocabulary and acquisition skills to students who may present instructional challenges due to:

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Limited or no speech
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille; use objects and images to represent vocabulary words and answers to questions; use online dictionaries that will pronounce the words and read the definitions aloud; use matching picture cards with words and their meanings; add sound effects when appropriate (e.g., sound of a whale, busy city streets, a tornado); pre-teach basic concepts of a topic using objects; color photos related to topics; Smartboard can be used during instruction.	Student scans an array of possible options and uses a switch to select the correct vocabulary word or answer to questions; use computer representation of word meanings that can be manipulated with switch; place response options on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride on in wheelchair to find the matching words and meanings (this can include picture clues or objects).	Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set) to incorporate key vocabulary and details from text; incorporate technology including computer representations, videos, animations, and talking avatar; allow students to self-select topics for study; use You Tube that is related to instruction; Smartboard can be used during instruction.	Have student use online dictionary to pronounce and define words; use online visual dictionary to increase vocabulary; students can use one to one correspondence to match words or objects with definitions; pre-teach vocabulary using AAC devices; highlight vocabulary words within the context of the print, keep to one vocabulary word per page and keep an AAC device with matching word with the text; use an iPad during instruction. *Suggestions from other columns may be applicable here.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols to represent vocabulary; incorporate vocabulary into comprehension questions.	Provide AAC devices to indicate correct answers, devices can be positioned using universal mounts that will allow students to press a switch with whatever part of their body that they have independent control of (e.g., hand, knee, head...); provide an eye gaze board to select answers; use a blink response	Have students express word meanings or answers to questions with images, drawing, interactive computer programs, etc.; provide options for topics or response options for questions on a Smartboard or iPad; use a computer for typing	Consistent opportunities to use AAC devices; student selects vocabulary words or meanings versus orally stating them; student answers "yes/no" questions using AAC devices or eye gaze board or iPad.

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Limited or no speech
		to count parts or select answers; phrase questions so that they require a "yes/no" response and can easily be answered using an eye gaze, head turn, two switches, etc.; accept any meaningful and purposeful motion to indicate a response.	resume or personal information; find topic related information in magazines or on internet; selection of correct answer is done after a model.	*Suggestions from other columns may be applicable here.
Engagement	Teach students to use their hands to scan the raised outline photos; use items that are familiar and reinforcing to students; color photos or objects related to topics can be used; create activities that are multi-sensory in nature engage more than one sense at a time (e.g., when reading about growing vegetables, smell and taste the vegetables that you are reading about); Smartboard can be used during instruction if student has functional vision.	Use bright colors to call attention to vocabulary words used in informational topics; use a computer with assistive technology device where the student can click to answer; use response cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to create word and meaning matches.	Create games in which students interact with partners to determine word meanings for the informational topic (i.e., word matching game like Memory); Smartboard or iPad, or You Tube can be used during instruction; use computers during instruction and for independent practice; pair student with a typical student for activities; have topic related objects on hand for students to interact with (e.g., a kite when reading about the Wright Brothers); plan activities that are physically engaging (e.g., have a giant map of the US, ask individual students to go and stand on a named state.	Consistent opportunities to use AAC devices; student uses online dictionaries that pronounce the words and read the definitions. Smartboard or iPad, or You Tube can be used during instruction. *Suggestions from other columns may be applicable here.

6.2 Incorporate Universal Design for Learning (UDL) in Planning, and Provide for Additional Differentiated Instruction when Teaching Reading Literary Texts

Some examples of options for teaching vocabulary and acquisition skills to students who may present instructional challenges due to:

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Limited or no speech
Representation	Reduce glare, increase contrast between materials, manipulatives, and ensure that the size of the materials and print are appropriate for the student's vision; raised text or Braille; use objects and images to represent vocabulary words and answers to questions; Some students with visual impairments will benefit from light boxes to increase contrast between objects and background and/or other devices to enlarge or magnify print and materials. Students with hearing impairments may benefit from amplification systems or assistive listening devices; add sound effects when appropriate (e.g., sound of a whale, busy city streets, a tornado); pre-teach basic concepts using objects; color photos;	Student scans an array of possible options and use a switch to select the correct vocabulary word or answer to questions; use computer that can be manipulated with switch; place response options on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride on in wheelchair to find the matching words and meanings (this can include picture clues or objects). Place images, graphs, and excerpts from upcoming course content in the middle of a poster paper and ask students to add information/details	Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set; older students can use modeling clay, paper machete, create collage posters, or other visual representations) to incorporate key vocabulary and details from text; incorporate technology including computer representations, videos, animations, and talking avatar; allow students to self-select stories to read; use You Tube that is related to instruction; Smartboard can be used during instruction. Reciprocal peer modeling and small group work with designated tasks. Allow opportunities for repetition and practice	Have student use online dictionary to pronounce and define words; use online visual dictionary to increase vocabulary; students can use one to one correspondence to match words or objects with definitions; pre-teach vocabulary(or characters, and setting) using AAC devices; highlight vocabulary words within the context of the print, keep to one vocabulary word per page and keep an AAC device with matching word with the text (e.g. using a list of character names and corresponding pictures, have student match the name card with the correct character); use an iPad during instruction.

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Limited or no speech
	interactive whiteboards can be used during instruction.	around it as class progresses. Hang images around the room that relate to the topic and discuss them prior to reading.	of previously introduced material.	*Suggestions from other columns may be applicable here.
Expression	Capitalize on sense of touch through the systematic use of manipulatives throughout the lesson. Pair students with peers while vocabulary specific to the lesson is introduced and allow them to practice related concepts with manipulatives. Have classmates identify themselves as they answer questions and participate in class discussions to allow the student to orient to the speaker; use hands-on learning experiences that incorporate a multisensory approach and rely on information available through touch, smell, and movement. Provide optimal lighting conditions to capitalize on the student's residual vision. Student states answer; use voice output devices for student to select the correct answer;	Provide AAC devices to indicate correct answers, devices can be positioned using universal mounts that will allow students to press a switch with whatever part of their body that they have independent control of (e.g., hand, knee, head...); provide an eye gaze board to select answers; use a blink response to count parts or select answers; phrase questions so that they require a "yes/no" response and can easily be answered using an eye gaze, head turn, two switches, etc.; accept any meaningful and purposeful motion to indicate a response.	Have students express word meanings or answers to questions with images, drawing, interactive computer programs, etc.; provide options for topics or response options for questions on a Smartboard or iPad; use a computer for typing resume or personal information; find topic related information in magazines or on internet; selection of correct answer is done after a model. Using adapted pre-printed response cards or write-on response cards; provide instruction at an appropriate pace, frequently checking for understanding and re-	Consistent opportunities to use AAC devices; student selects vocabulary words or meanings versus orally stating them; student answers "yes/no" questions using AAC devices or eye gaze board or iPad. Using adapted pre-printed response cards or write-on response cards. *Suggestions from other columns may be applicable here.

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Limited or no speech
	teach tangible symbols to represent vocabulary and concepts; incorporate vocabulary into comprehension questions.		teaching concepts as necessary.	
Engagement	Teach students to use their hands to scan the raised outline photos; use items that are familiar and reinforcing to students; color photos or objects related to topics can be used; create activities that are multi-sensory in nature engage more than one sense at a time (e.g., when reading <i>The Three Little Pigs</i> , have a sample piece of straw, wood and brick to touch). Smartboard can be used during instruction if student has functional vision; consider having the primary instructor positioned in one location during the lesson, away from glare and optimizing contrast with background materials.	Use bright colors to call attention to vocabulary words used in stories, incorporate sounds to be made when a character's name is read; use a computer with an assistive technology device where the student can click to answer; use response cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to create word and meaning matches; carefully consider the arrangement of the classroom so that mobility is encouraged and comfortable for the	Create games in which students interact with partners to determine word meanings from the story (i.e., word matching game like Memory); Smartboard or iPad, or You Tube can be used during instruction; use computers during instruction and for independent practice; pair student with a typical student for activities; have topic related objects on hand for students to interact with (e.g., a kite when reading the text <i>Dragonwings</i>); plan activities that are physically engaging (e.g., have students dress a character from the story, have	Consistent opportunities to use AAC devices; student uses online dictionaries that pronounce the words and reads the definitions. Smartboard or iPad, or You Tube can be used during instruction. *Suggestions from other columns may be applicable here.

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Limited or no speech
		students. It may be helpful to try and obtain a student perspective, (for example, blindfold yourself to experience what it is like to move from the student's desk to the board or door) and adjust accordingly.	students act out story as a play).	

6.2 Incorporate Universal Design for Learning (UDL) in planning, and provide for additional Differentiated Instruction when Teaching Vocabulary Acquisition and Use

Some examples of options for teaching vocabulary and acquisition skills to students who may present instructional challenges due to:

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Lacks basic concepts
Representation	Use a talking device such as an avatar; use large print text, raised text or Braille, use objects and images to represent vocabulary words and their meanings; use online dictionaries that will pronounce the words and read the definitions aloud. Use matching picture cards with words and their meanings.	Student scans an array of possible options and uses a switch to select the correct vocabulary word or meaning; use computer representation of word meanings that can be manipulated with switch; place vocabulary words on a slant board or eye gaze board; create a vocabulary matching exercise in the classroom that the student can walk or ride in wheelchair to find the matching words and meanings (this can include picture clues).	Use motivating objects (e.g., pizza, coloring markers in a box, piece of a Lego set) to incorporate key vocabulary. Incorporate technology including computer representations, videos, animations, and talking avatar. Allow students to self-select words for study.	Have student use online dictionary to pronounce and define words. Use online visual dictionary. Students can use one to one correspondence to match words with definitions. Pre-teach vocabulary. Highlight vocabulary words within the context of the print.
Expression	Student states answer; use voice output devices for student to select the correct answer; teach tangible symbols that mean	Uses a switch to indicate correct answers; uses an eye gaze board to select answer; uses a blink response to count parts or select answer;	Have students express word meanings with images, drawing, interactive computer programs, etc.	Student selects vocabulary words or meanings versus writing them; selection of correct answer is done after a model;

Principles of UDL	Sensory Differences such as Blindness, Visual Impairment, Deafness, or Deaf/Blindness	Physical Disability or Motor Differences (such as weakness or motor planning difficulty)	Extremely limited evidence of experience/ skill or motivation/ attention.	Lacks basic concepts
	vocabulary word and meaning.	phrase questions so that they require a "yes/no" response and can easily be answered using an eye gaze, head turn, two switches, etc.		student answers "yes/no" questions.
Engagement	Teach students to use their hands to scan the raised of each whole item; use talking calculator for computing the area; start with simple, clearly defined fractions; use items that are familiar and reinforcing to students.	Use bright colors to call attention to vocabulary words; use a computer with AT where the student can click to answer; use word cards that are large enough to accommodate the movements that the student is able to make; pair student with another student without a physical impairment and have them work together to create word and meaning matches.	Create games in which students interact with partners to determine word meanings (i.e., word matching game like Memory).	Student uses online dictionaries that pronounce the words and read the definitions.

6.3 Incorporate Universal Design for Learning (UDL) Writing

Concept	What does it mean?	How do I provide equal access?
Representation	<p>The presentation of information that will provide equal access for all learners.</p> <p>Modifications that can be made to classroom materials that would make them more accessible to students with disabilities (e.g., modified books, larger print, light box, highlight text).</p>	<p>When students are asked to read or gather information before completing a writing assignment provide multiple versions of the text:</p> <ul style="list-style-type: none">• highlighted copy• PowerPoint version• summarized version
Expression	<p>Alternatives of communication in order to provide equal access of expression for all learners.</p> <p>Modifications can be made for alternate methods of communication for students with limited or no speech (e.g., use of augmentative devices, computers).</p>	<p>Offer multiple strategies for students to create permanent products:</p> <ul style="list-style-type: none">• traditional writing• selecting prewritten sentences, symbols or photos• speech to text• use of a scribe
Engagement	<p>To increase the opportunity and motivation to provide equal access in engagement for all learners.</p> <p>Modifications that can be made to provide strategies that involve students more in the learning process.</p>	<p>Select engaging topics or allow students to select their own topics. Make connections to real world contexts.</p> <p>Provide breaks during writing tasks as well as adequate wait time.</p> <p>Use a peer buddy system.</p>