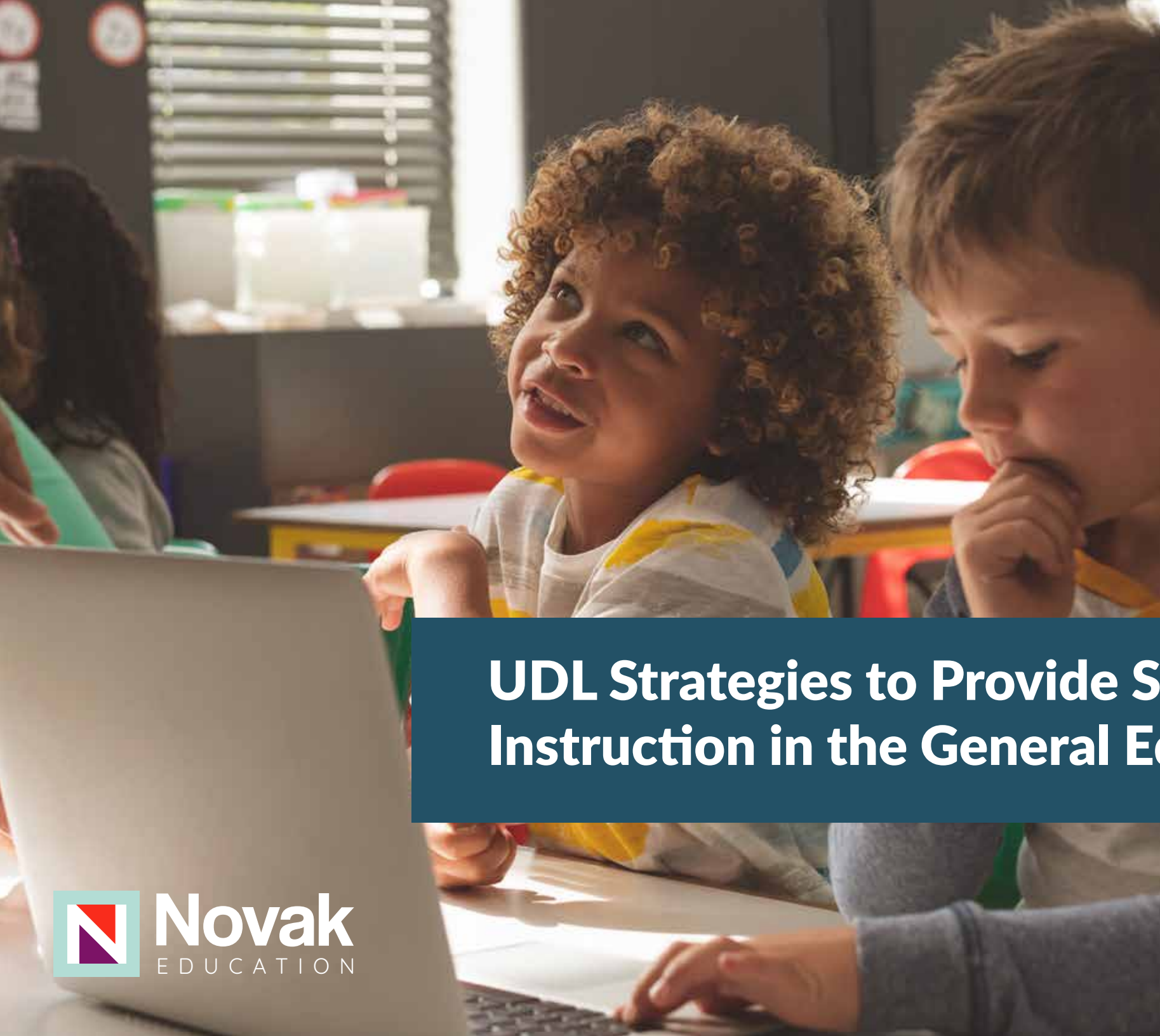
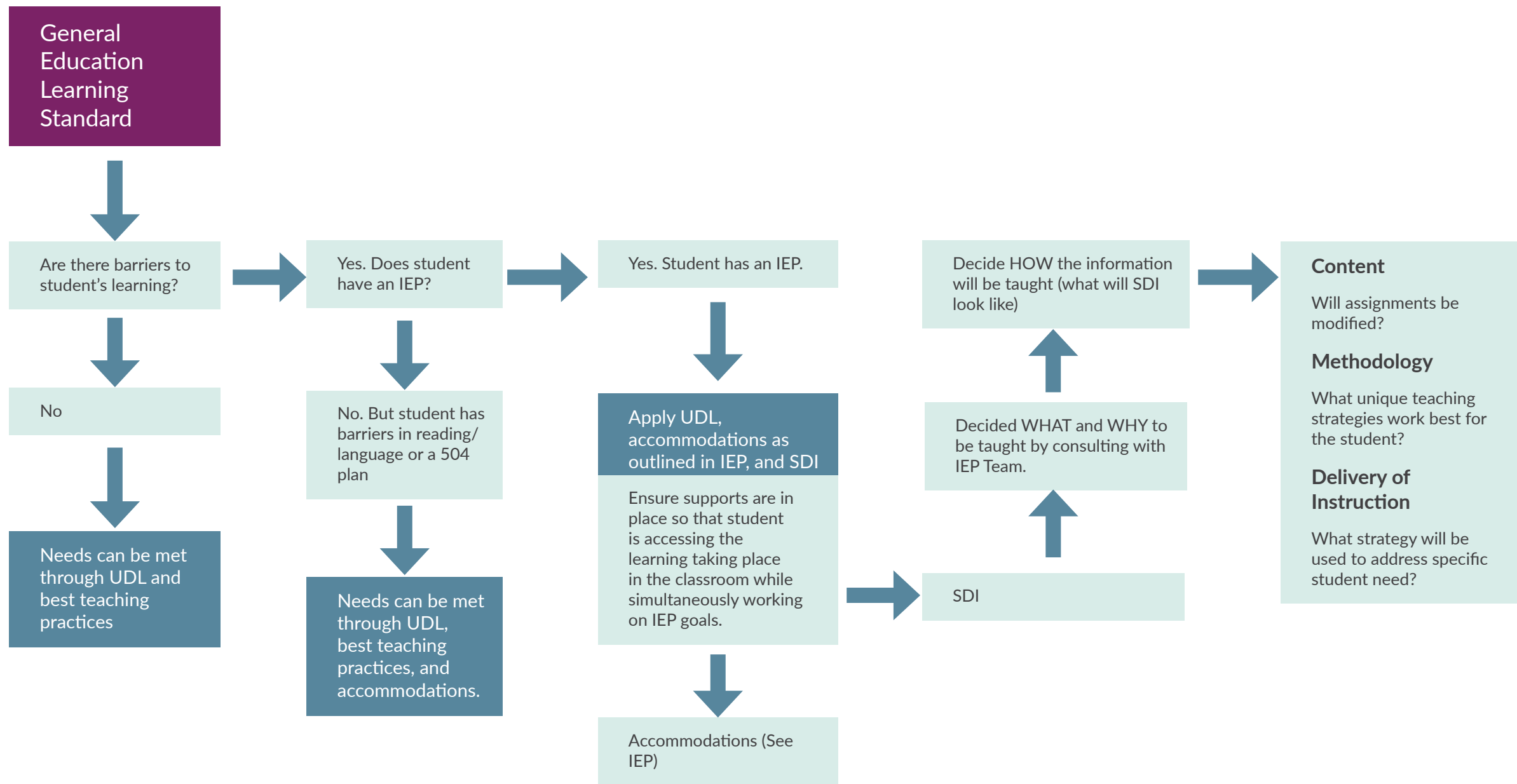




UDL Strategies to Provide Specially Designed Instruction in the General Education Classroom

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)
Academic • 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 • 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 Social/Behavioral • 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		• 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	• 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	• 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 ContentAdapting MethodologyAdapting Instruction						
Independently reading text and/or answering comprehension questions	• 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	• 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*	• Modified books/reading materials • Modifying tests (changing the learning target/ standard)	Auditory Learning • Read-spell-read • Choral reading • Listening to text read aloud and following along with finger Visual Learning • 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 Kinesthetic Learning • Dancing while reading/ decoding • Counting syllables using manipulatives • Using arm strategy or other physical prompt to blend/segment words	• Embedded Instruction: • Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point) Explicit Instruction • 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	Fluency Assessments (Timed) • Remove time constraint • Mask material to prevent distractions • Additional visual/verbal prompting Standard/Traditional Comprehension Assessments (paper/pencil tests) • Sentence starters • Framed paragraphs • Student notecard with key terms • Eliminate choices • Additional visual/verbal prompts Alternative Assessments • 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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 Activity (What?)	 Barrier(s)	Continuum of Universal Tools Available for All Students () (How?)	SDI Options (content, methodology, and/or delivery of embedded/explicit instruction) (How?)		Assessments and Assessments Options with Scaffolding (Artifact?)	
Adapting ContentAdapting MethodologyAdapting Instruction						
Introducing Vocabulary Words	• 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)	• 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.	• Modified books/reading materials • Modifying tests (changing the learning target/standard) • Modifying vocabulary words (learning easier concepts)	Auditory Learning • Read-spell-read • Choral reading • Listening to text read aloud and following along with finger • Songs to remember new words/terms Visual Learning • Highlighting text as it's being read • Multiple visuals depicting various word meanings • Graphic organizers/scaffolds for acquiring new language • Combining pictures with text Kinesthetic Learning • Dancing while reading/decoding • Drawing pictures of words • Using gestures to learn new words/concepts	Embedded Instruction • Look for naturally occurring opportunities to target decoding skills, comprehension skills, and/or scaffold instruction (create access point) Explicit Instruction • 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	Standard/Traditional Vocabulary Test (worksheet or other written test) • Fill in the blank • Word banks • Graphic organizer • Eliminate choices • Additional visual/verbal prompts Alternative Assessments • 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)	- 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	- 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*	- Modified writing assignment (shortened, simplified assignment) - Modified grading rubric	Auditory Learning - Mnemonic devices/songs for spelling/grammar rules - Speaking the content prior to writing it - Student reads work aloud while editing Visual Learning - 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 - Dancing/walking/moving during the writing process	Embedded Instruction - Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and “thinking out loud” (meta-cognition). Explicit Instruction - 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 - Students complete writing assignment using UDL tools, accommodations, and/or modifications. Alternative Assessments - 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)	- 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	- Flexible seating - Checklists - Slant board - Highlighting/tracing guides - Visual models - Variety of writing utensils - Pencil grips - Graphic organizers - Adaptive paper/pencils*	- Modified writing assignment (shortened, simplified assignment) - Modified grading rubric	Auditory Learning - Mnemonic devices/ songs for spelling/ grammar rules - Speaking the content prior to writing it - Student reads work aloud while editing Visual Learning - 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 - Dancing/walking/ moving during the writing process	Embedded Instruction - Look for naturally occurring opportunities to target encoding skills, grammar skills, organization skills, and “thinking out loud” (metacognition). Explicit Instruction - 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 - Students complete writing assignment using UDL tools, accommodations, and/or modifications. Alternative Assessments - 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	- 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	- 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*	- Modified/shortened assignments - Modifying tests (changing the learning target/standard)	Auditory Learning - 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 Visual Learning - Highlighting numbers/signs - Visual aids/models for key terms - Graphic organizers/scaffolds/flow charts to aid in operations - Drawing pictures to solve problems Kinesthetic Learning - Using manipulatives to do math - Walking/standing while doing calculations	Embedded Instruction - Look for naturally occurring opportunities to target specific math calculation skills (create access points) Explicit Instruction - 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	Standard/Traditional Math Assessments - Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications. Alternative Assessments - 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	• 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)	• 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*	• Modified/shortened assignments • Modifying tests (changing the learning target/standard)	Auditory Learning • 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 Visual Learning • Highlighting numbers/signs • Visual aids/models for key terms • Graphic organizers/scaffolds/flow charts to aid in operations • Drawing pictures to solve problems Kinesthetic Learning • Using manipulatives to do math • Walking/standing while doing calculations	Embedded Instruction • Look for naturally occurring opportunities to target specific math calculation/problem solving skills (create access points) Explicit Instruction • 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	Standard/Traditional Math Assessments • Students complete math assessments/worksheets using UDL tools, accommodations, and/or modifications. Alternative Assessments <u>Accommodation</u> • 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 <u>Modification</u> • 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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