



UDL Implementation Checklist: Multiple Means of Representation, Expression and Engagement

Complete this checklist in reference to your classroom (lead teacher, specialists, administrator, curriculum supporter, coach or paraprofessional educator). You will use this document to support the changes you make in your classroom, the collaboration within your grade level team, and the work you do on behalf of your school. This tool is to **guide** your work and is not to be used to **grade** yourself. It is presented in .doc form so we can add and modify as we work together.

Place dates in the checklist to help you monitor implementation and changes.

Understand where to find things and where they belong	Already using	Not yet using
A label on each child's cubby with an image of the child's face		I
Labels (words and images) on shelves indicating what should be kept or found there	I	
Tips for making labels: <ul style="list-style-type: none">• The picture is bigger and the font is smaller.• Font that is all lower case for shelf labels (as the words are not proper nouns) and large enough font size (at least 28 point) is important. Use an easy to read font.• Name cards would be first letter uppercase, other letters lower case.		

Understand what to do and how to do it: curriculum, classroom, and community expectations	Already using	Not yet using
Step by step procedural directions (i.e. winter dressing sequence)		I
Center Play Poster (how many children can play here?)		I
Classroom rules and/or expectations (photos, videos and role play)	I	
Voice volume chart	I	

(over)

Turns list/Waiting list for popular centers and activities		I
Defined space (placemats, carpet squares with photo, etc.) on rugs for showing children their “spots”		I
Labels (image of feet or use of masking tape) at sinks/bathrooms for “waiting spots”		I
Attendance Sign-In		I
Foster collaboration and community	I	
Tip for what/how to do it: <ul style="list-style-type: none"> • If 4 children can play in an area, the sign might have the number 4 on it, 4 dots, the word “four” and 4 stick figures, for example. • Images or photos of sequential routines will help with independence application once coaching has been implemented and supported. • Provide all students authentic ways to support each other to support a positive community that recognizes individual strengths while supporting areas of need. 		

Understand how to interact with others (social skills)	Already using	Not yet using
Social stories demonstrating interaction with peers and supporting conflict resolution		I
Social stories to help children process changes (vacations, staffing changes, child who is moving, etc.)		I
Tip for Social Skills: <ul style="list-style-type: none"> • Use photos of ‘expected’ behaviors and leave them in the areas of expected behavior (The lining up photo should be near the place where students line up.) • Review images daily and make a ‘book’ for easy review. • Consider making a short video book of positive behaviors for students to daily review. • Role-play and practiced rehearsal will support generalization into a variety of environments. 		

Understand how to communicate thoughts and choices (communication supports)	Already using	Not yet using
Choice board – plan for center(s) to play in		I
Preference chart (graph of favorite food charts, etc.)		I

Feelings chart		I
Provide learning opportunities and visual supports of learning coping and learning strategies		I
Tip for Communication: <ul style="list-style-type: none"> Some students may need a 'personal planning board' that includes activities and key images to express feelings and preferences. Photos of students are very engaging for children but should be clear and clutter free. 		

Understand when things will happen	Already using	Not yet using
Daily and weekly schedule clearly posted with images and text	I	
Digital and Analog Clock available for students	I	
Tips for making schedules: <ul style="list-style-type: none"> The picture is bigger and the font is smaller. Left to right is easier to understand time (do not make columns). Personal, interactive schedules help some learners with transitions and comprehension. Some students may require 		

Understand the learning content of the classroom	Already using	Not yet using
Provide visual information for all auditory content	I	
Connect prior knowledge to new knowledge and use multiple modalities to activate background knowledge	I	
Labels (words and images) on shelves indicating what should be kept or found there	I	
Allow students to 'preview and review' the visual content prior and after the lesson	I	
Provide options for learning and include multiple exposures in multiple modalities to all children	I	
Use digital media as a way to access text		I
Provide opportunities for students to set goals and monitor their own progress		I
Provide students in varying ways to understand the learning goals of their school day and make is relevant and personally satisfying		I

Use graphic organizers to support content and skill understanding and retrieval		I
Use visuals (highlighter, bold print, images) to support students in locating important content		I
Provide multiple representation of the concept or content (photos/ video, drawing, word) to support learners at every stage	I	
Use physical objects and demonstration to explain abstract ideas	I	
Provide a digital translator or verbal translation		I
Tips for content and conceptual understanding: <ul style="list-style-type: none"> • Use images and video to support background knowledge and vocabulary development. • Activate background knowledge through movement, music, visuals and touch. • Provide multiple opportunities to engage with the material. • Provide multiple copies for students who have difficulties with distant viewing. • Breakdown the concepts and knowledge into chunks and use visuals to demonstrate how the small elements fit into the larger schema 		

Demonstrate understanding, knowledge and skill	Already using	Not yet using
Allow for multiple ways of demonstrating skill and knowledge and offer these choices to all students (text, voice, image, manipulatives, multi-media, music, art, sculpture)	I	
Provide varied time frame, breakdown, and output requirements	I	
Allow students to use another language to demonstrate knowledge	I	
Use graphic organizers, template, models and checklists to support output	I	
Provide opportunities for group learning and output options for all learning activities	I	
Use guided questions, word banks, and images to support output	I	
Tips for making demonstration of knowledge: <ul style="list-style-type: none"> • Allow student to show, speak, draw, write, act out and record their understanding. • Provide multiple entry points to the assignment (using manipulatives, drawing, pointing to the picture, speaking, acting out) when engaged in small group work. Demonstrate and support these methods during meeting. 		