

## Universal Design for Learning Solutions

Use this planning table to consider the barriers that students may experience to learning the material given your planned instructional method (e.g. group discussion, or lecture). Once the barriers have been identified, you can consider ways to front load your lesson so that all students will benefit. The goal is to plan a lesson that will require very little addition of modifications or accommodations for specific student needs because your lesson will have been prepared at the outset to be accessible to all. See the general examples below. Then create your own plan for your specific lesson or unit.

This planning sheet is also helpful as a way to collaborate with your team on lesson planning, documenting everyone’s input. If there are team members who are not present at planning, such as a paraeducators, this sheet can help that person by giving an overview of the purpose of the lesson and the various ways that have been prepared for students to access the information.

Finally, the fourth column can be used in planning to designate responsibility for co-teaching or preparations required prior to teaching.

<b>Curriculum Unit Methods and Materials</b>	<b>Challenges that these instructional methods and materials present to some students</b>	<b>UDL Solutions</b>	<b>Co:Teaching Responsibilities and Prep</b>
Presenting new information via lecture / classroom discussion	Student has difficulty with new concepts and vocabulary Student is distractible and misses information.	Use PowerPoint to introduce and review new concepts and vocabulary. Provide guided lecture notes at multiple levels.	GenEd: Create PPT to introduce new vocabulary Para: Search Internet/Discovery Streaming for graphics to illustrate concept Para: review PPT and guided notes with ____ during writing portion of lesson
Reading	Student’s independent reading level is below grade level or student cannot read fluently Student struggles with new vocabulary Student has difficulty with critical thinking	Locate appropriate text on the internet to provide background information.  Students use Kurzweil to read and listen to text. Students use the dictionary feature in Kurzweil or a web-based dictionary to look up unknown words. Teacher embeds questions in the Kurzweil text using “notes” to foster critical thinking.	Para: use search engines to find text on the topic at xx lexile level GenEd: review followup questions with group 1 SpecEd: review followup questions with group 2
Checking for understanding	Student has difficulty with new concepts and vocabulary.	Student uses Inspiration to check for understanding of new vocabulary. Student uses PowerPoint or Windows Movie Maker to demonstrate knowledge of a topic.	GenEd: create Inspiration file with vocabulary Para: supervise students working in the computer lab
Writing a BCR	Student has difficulty with spelling Student cannot handwrite legibly Student cannot organize ideas	Student is given access to word processing. Student is given access to word prediction software and spell check. Student uses prewriting graphic organizers.	SpecEd: create graphic organizers at various levels of support to align with curriculum unit

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