Project WILD - Diversity is Nature’s Greatest Asset: Including ALL Students in Project WILD

September 26, 2018 Workshop

Sherry Adrian, Ph.D. Lesson Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Does the lesson use multiple means of representation?** | **Does the lesson use multiple means of expression?** | **Does the lesson use multiple means of engagement?** |
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| **Provide options for perception?**  Are there existing options to customize the display of information?  Alternatives for auditory?  Alternatives for visual? | **Provide options for physical action?**  Are there existing options in the mode of physical response?  Means of navigation?  Accessing tools and assistive technologies? | **Provide options for recruiting interest?**  Are there existing options to increase student choice and autonomy?  To enhance relevance, value and authenticity?  To reduce threats and distractions? |
| **Provide options for language and symbols?**  Are there existing options that define vocabulary and symbols?  Clarify syntax and structure?  Decoding text and mathematical notation?  Promote cross-linguistic understanding?  Illustrate key concepts non-linguistically? | **Provide options for expressive skills and fluency?**  Are there existing options in the media for communication?  In the tools for composition and problem solving?  In the scaffolding needed for practice/performance? | **Provide options for sustaining effort and persistence?**  Are there existing options to heighten the salience of goals and objectives?  Vary levels of challenge and support?  Foster collaboration and communication?  Increase understanding and skills through feedback? |
| **Provide options for comprehension?**  What assumptions about background knowledge are made in the lesson? Are there existing options that provide or activate background knowledge?  Highlight critical features, big ideas and relationships?  Guide information processing?  Support memory and transfer? | **Provide options for executive functions?**  Are there existing options that guide effective goal-setting?  Support planning and strategy development?  Facilitate managing information and resources?  Enhance capacity for monitoring progress? | **Provide options for self-regulation?**  Are there existing options that guide personal goal-setting and expectations?  Scaffold coping skills and strategies?  Develop self-assessment and reflection? |

***2008 CAST Universal Design for learning guidelines version 1.0. Wakefield, MA.***