

Creating High Quality Environments Using Universal Design for Learning (UDL) Checklist			
Team Member Completing the Form:			
Date:			
Setting/Program:			
	Yes	Sometimes	Not Yet
Do you provide different ways for learners to physically participate in activities (e.g., a variety of ways to participate in a game or group activity, options for how to engage with an art project, etc.)?			
Do you provide different ways for learners to respond to questions or participate in conversations (e.g., using visuals, intentionally including Augmentative and Alternative Communication such as an iPad, or offering text-based options)?			
Do you provide choices for learners throughout the day (e.g., they can decide where to play, which materials to use, which activities to do, or the order of certain events, etc.)?			
Do you embed learners' interest in activities to promote engagement (e.g., include a learner's favorite sport as an option during gross motor time, incorporate a learner's favorite music, include preferred items in play activities, etc.)?			
Do you provide instruction and give directions in a range of different ways to promote understanding for all learners (e.g., using visuals or pictures, intentionally modeling certain things, using media to explain expectations, including home languages, etc.)?			



Are there different options for seating during seated activities (e.g., option to use a cushion, wobble seat, hold a fidget or sensory tool, stand, take breaks when needed, etc.)?			
Are there different options for learners to demonstrate what they know (e.g., tell an adult or peer, use a pencil/pen/marker, use speech-to-text, type, draw, etc.)?			

What are the next steps for creating high quality environments using UDL in your program? Describe what is needed below.





College of Education

Haring Center for Inclusive Education

Box 357925 Seattle, WA 98195-7925 | haringpd@uw.edu

haringcenter.org

