Request for Educational Planning

Date Submitted:

Teacher name:       Grade:       If Secondary Level, course name:

Specific Request:

Check all that apply (Learning Environment Design is required for all requests)

UDL

PBIS

ICT

Technology (specific to instructional use)

Literacy - Specify:  reading  writing

Math

Behavior

Special Education Evaluation (**Student Information Form required**)

*If this is a request for a Special Education Evaluation, please submit to the building administrator. All other requests may be given to the UDL Facilitator or UDL Instructional Coach.*

Learning Environment Design

For each of the UDL guidelines below, please identify all the options that are available for every student in the learning environment (classroom) on a daily basis.

*This may be completed by the individual requesting assistance or with the assistance of the building administrator, department chair, UDL Facilitator, UDL Instructional Coach.*

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| **Provide Multiple Means of**  **Engagement**  ***Purposeful, motivated learners*** | **Provide Multiple Means of**  **Representation**  ***Resourceful, knowledgeable learners*** | **Provide Multiple Means of**  **Action & Expression**  ***Strategic, goal-directed learners*** |
| **7*: Provide options for recruiting interest***  7.1 Optimize individual choice and autonomy  7.2 Optimize relevance, value, and authenticity  7.3 Minimize threats and distractions   |  | | --- | |  | | **1 : *Provide options for perception***  1.1 Offer ways of customizing the display of information  1.2 Offer alternatives for auditory information  1.3 Offer alternatives for visual information   |  | | --- | |  | | **4:** ***Provide options for physical action***  ***4.1*** Vary the methods for response and navigation  4.2 Optimize access to tools and assistive technologies   |  | | --- | |  | |

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| **8**: ***Provide options for sustaining effort and persistence***  8.1 Heighten salience of goals and objectives  8.2 Vary demands and resources to optimize challenge  8.3 Foster collaboration and community  8.4 Increase mastery-oriented feedback   |  | | --- | |  | | **2**: ***Provide options for language, mathematical***  ***expressions, and symbols***  2.1 Clarify vocabulary and symbols  2.2 Clarify syntax and structure  2.3 Support decoding of text, mathematical notation, and symbols  2.4 Promote understanding across languages  2.5 Illustrate through multiple media   |  | | --- | |  | | **5**: ***Provide options for expression and communication***  5.1 Use multiple media for communication  5.2 Use multiple tools for construction and composition  5.3 Build fluencies with graduated levels of support for practice and performance   |  | | --- | |  | |

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| **9**: ***Provide options for self-regulation***  9.1 Promote expectations and beliefs that optimize motivation  9.2 Facilitate personal coping skills and strategies  9.3 Develop self-assessment and reflection   |  | | --- | |  | | **3**: ***Provide options for comprehension***  3.1 Activate or supply background knowledge  3.2 Highlight patterns, critical features, big ideas, and relationships  3.3 Guide information processing, visualization, and manipulation  3.4 Maximize transfer and generalization   |  | | --- | |  | | **6: *Provide options for executive functions***  6.1 Guide appropriate goal-setting  6.2 Support planning and strategy development  6.3 Facilitate managing information and resources  6.4 Enhance capacity for monitoring progress   |  | | --- | |  | |

*If this is not a request for an evaluation to determine special education eligibility, this page along with the previous page(s) should be turned in to your building’s UDL facilitator or UDL Instructional Coach.*

Date Reviewed:

Next Steps: