UDL General Support

Communication Supports

General Strategies:
- Speak slowly and clearly. Use shorter sentences.
- Look at the student and don't cover your mouth while speaking.
- Use visual supports such as picture symbols, manipulatives, or movement to support your words. Symbols showing steps in order can be very helpful.
- Try to reduce distractions.

Strategies for Students with Complex Communication Needs:

Included in this category are Augmentative and Alternative Communication (AAC) systems, sign language, and ways to help students with both communication and physical disabilities.
- If students have their own AAC Systems (either low tech communication books/boards or high tech computerized systems), make sure the student can use the system during the assessment.
- **Student chooses from a few pictures:** Place pictures of the correct answer with up to three incorrect choices in a random order in front of the student. Read through the choices and ask the student to point to or look at the correct answer.

- **Partner Assisted Scanning:** If a student cannot point or use eye-pointing but can indicate "yes, that one" or "not that one" using two speech generating devices or body movements (may include a nod, smile, a hand reach, looking at you, looking away, looking down, etc.), read and point to each choice in order. Then go back through the choices again, pointing to the first option as you read it aloud, and wait for the student to indicate "yes, that one" or "not that one." Repeat with the other choices until the student indicates "yes, that one" for one of them. If the student does not indicate a choice, go onto the next assessment item and try that item again later.
    - *Partner Assisted Scanning Video:* https://www.youtube.com/watch?v=nGpSXQKrmR4
- **Student chooses from choices that you say:** Say the correct answer and one incorrect choice. As you say each choice, connect it to holding out a hand with the palm up. For example, as you say the first choice, hold out your right hand and as you say the second choice, hold out your left. Make sure to randomly switch the order of correct and incorrect choices. The student could point to or look at the hand representing their choice. If the student is unable to point or use eye-pointing, use Partner Assisted Scanning (see above).
- **Alternate Pencils:** Use an alphabet board with capital letters on one side and lowercase letters on the other, a number board, or an alphabet or number flipbook. Students indicate each letter or number they want to write and a scribe writes it.