

UDL General Support

Guidance & Support

Guidance and Support can be used throughout the measures if it would be helpful. This could include teacher encouragement, general assistance, and informative feedback to support the student in responding to test items. Some examples of the kinds of teacher behaviors that would be considered guidance and support are listed here.

- Teachers could choose to note if students use cues that change the complexity of test items.
- Getting the student started (e.g., “Tell me what to do first.”)
- Providing a hint in the right direction without revealing the answer (e.g., Student wants to write dog but is unsure how, the teacher might say, “See if you can write the first letter in the word, /d/og.”)
- Narrowing the field of choices as a student provides an inaccurate response
- Using structured technologies such as task specific word banks
- Providing the structured cues such as those found in prompting procedures.
 - For example, one procedure might be “least-to-most prompts,” a prompting hierarchy in which the least amount of prompting is provided at the beginning with additional cues provided in a specific order as needed. Level of prompting could be recorded along with test item responses.

