



Supervisor's Checklist:

Supporting early literacy through universal design and assistive technology

Use this checklist to guide your observation of early literacy practice in an inclusive classroom and to consider how practitioners in your program support children who require curriculum modifications or assistive technology. Space is provided to write examples of current practices and to write notes for planning.

PRACTICE	CIRCLE BELOW	If no, what is the plan?
Universal Design for Learning		
The classroom environment is set up so all children can access early literacy activities (e.g., sufficient space for wheelchairs in the early literacy center, books on low shelf)	Yes No	
There is a cozy and comfortable area where all children can look at books they choose using principles of universal design	Yes No	
A separate area with a table or other surface readily available for writing is accessible for all children (e.g., table is appropriate size for young children, table is kept clear and ready for writing)	Yes No	
A variety of high-interest books are available to meet the needs of all children in the classroom (e.g., books with high-contrast visual images, touch-and-feel books, 'big' books, books with electronic sound, stories with repeated lines, books with thick cardboard pages)	Yes No	
A variety of writing implements (e.g., crayons, pencils, markers, colored pencils) types of paper (e.g., construction, lined, unlined, colored) and writing surfaces (e.g., table top, easel, whiteboard) are available so that all children can participate in writing activities	Yes No	

PRACTICE	CIRCLE BELOW	If no, what is the plan?
Universal Design for Learning continued		
A variety of games and materials (e.g., puzzles, alphabet stamps, three dimensional letters) are available to help all children learn to name and print letters	Yes No	
Books and literacy products are selected that are compatible with assistive technologies (e.g., a book with narration that is compatible with a voice output device)	Yes No	
The classroom schedule includes time for all children to enjoy books and engage in other literacy activities in a variety of ways (independently, with peers, in small groups, with the whole class)	Yes No	
Curriculum Modifications		
Teachers make curriculum modifications to maximize child participation in early literacy activities when appropriate based on a child's needs	Yes No	
Teachers use the least intrusive support that will effectively meet a child's needs	Yes No	
Teachers plan for different curriculum modifications throughout the day that meet the child's needs within the context of the literacy activity	Yes No	
Teachers collaborate with teams to make choices regarding curriculum modifications for early literacy experiences	Yes No	
Resources and information about early literacy curriculum modifications are shared between home and school	Yes No	

PRACTICE	CIRCLE BELOW	If no, what is the plan?
Assistive Technology (AT)		
Teachers provide AT to maximize child participation in early literacy activities when appropriate based on an individual child's needs	Yes No n/a	
Teachers use the least intrusive support that will effectively meet an individual child's needs	Yes No n/a	
Teachers plan for the use of AT throughout the day that meets the child's needs within the context of the literacy activity	Yes No n/a	
AT is operable and in good working condition	Yes No n/a	
Teachers collaborate with teams to make choices regarding AT for early literacy	Yes No n/a	
AT teams integrate family preferences and learning styles when planning for use of AT	Yes No n/a	
Teachers receive training and support on how to use AT effectively with an individual child	Yes No n/a	
Parents and caregivers receive training and support about how to use AT in the home setting	Yes No n/a	