



Teacher's Checklist:

Supporting early literacy through universal design and assistive technology

Use this checklist to consider how your classroom supports early literacy opportunities for young children with disabilities. 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		
I set up my classroom environment 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	
I provide a cozy and comfortable area where all children can look at books they choose using principles of universal design	Yes No	
I provide a separate area with a table or other surface readily available for writing which is accessible for all children (e.g., table is appropriate size for young children, table is kept clear and ready for writing)	Yes No	
I provide a variety of high-interest books to meet the needs of all children in my 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	
I provide 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) 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		
I provide a variety of games and materials (e.g. puzzles, alphabet stamps, three dimensional letters) to help all children learn to name and print letters	Yes No	
I select books and literacy products that are compatible with assistive technologies (e.g. a book with narration that is compatible with a voice output device)	Yes No	
My 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		
I make curriculum modifications to help a child participate in early literacy activities when appropriate based on a child's needs	Yes No	
I use the least intrusive curriculum modification that will effectively meet a child's needs	Yes No	
I plan for different curriculum modifications throughout the day that meet the child's needs within the context of the early literacy activity	Yes No	
I collaborate with teams to make choices regarding curriculum modifications for early literacy experiences	Yes No	
I share resources and information about early literacy curriculum modifications with families	Yes No	

PRACTICE	CIRCLE BELOW	If no, what is the plan?
Assistive Technology (AT)		
I provide AT to maximize child participation in early literacy activities when appropriate based on an individual child's needs	Yes No n/a	
I use the least intrusive support that will effectively meet an individual child's needs	Yes No n/a	
I 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	
I make sure a child's AT is operable and in good working condition	Yes No n/a	
I collaborate with teams to make choices regarding AT for early literacy	Yes No n/a	
I include families and think about family preferences and learning styles when planning for use of AT	Yes No n/a	
I know how to use AT effectively with an individual child and seek out help when I have questions	Yes No n/a	
I support families by providing information and resources on using AT in the home	Yes No n/a	