



Activity Planner

This example shows how you might modify an activity for each of the inclusive activity design approaches: universal design for learning, differentiation, accommodation or modification, and intensive support. Review the example and then use the blank table on the next page to try planning and modifying your own activity for each approach.

Activity	Universal Design for Learning	Differentiation	Accommodation or Modification	Intensive Support
<p>Art</p> <ol style="list-style-type: none"> 1. Student who needs support staying focused on a task 2. Student who has motor difficulties (i.e., cerebral palsy) 	<p>The activity room is set up to ensure there's adequate space to move around. Various sized brushes and tools are available for all students. Stations are set up differently (some have stools, some tables are standing height, and some tables have space for a small group while others are for individuals or pairs). Several pairs of noise reduction headphones are available to block out background noise.</p>	<ol style="list-style-type: none"> 1. Display a visual guide in the activity area with the steps to successfully complete a project. 2. Offer modified tools to the student for them to decide what will work best (e.g., large-handled paintbrush). 	<ol style="list-style-type: none"> 1. Place an individualized sequence card showing the steps on the student's work station. 2. Place a tarp under the student's work station to catch spills. 	<ol style="list-style-type: none"> 1. Have a group leader check on the student every 5 minutes to redirect their attention when needed. 2. Use a modified table with spots to hold art materials (e.g., cup holder for paints).





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