

2016-2017 Instructional Material

Universal Design Learning (UDL) Questionnaire

Bid Number: 3194

Course: Psychology 2

Title of Materials: Psychology

Publisher: Bedford, Freeman, and Worth Publishing

The following are questions asked of the publisher and their responses can be found in their UDL document which is provided on their reviewer portal. Please mark where the material falls on the scale and provide comments that will help publishers improve their product and districts make informed choices. On completion please return to Cathy Seeds at Cathy.Seeds@fldoe.org.

1. How are both flexibility and student choices provided for the following presentation features in the instructional materials:

- Fonts:
 - Type and size.
 - Colors and background colors can be adjusted.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
			X	

Comment: Type size can be adjusted; font and colors are static. Adjusting the type of fonts and colors can increase the readability of the content for some students.

- Background: High contrast color settings are available.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: Not available. Adjusting the contrast can increase the readability of the content for some students.

- Text-to-speech tools

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
		X		

Comment: Text to speech tools are supported.

- All images have alt tags.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: Alt tags are not available. Alt tags and description tags are important supports for students who are blind or visually impaired.

- All videos are captioned.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
	X			

Comment: Videos are captioned.

- Text, image tags, and captioning sent to refreshable Braille displays.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: Not available. Support for refreshable braille displays is needed by students who are blind.

2. How are the following navigation features provided in the instructional materials:

- Non-text navigation elements (buttons, icons, etc.) can be adjusted in size.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: Not available. Being able to adjust the size of buttons and icons helps students who use switch systems to control a computer.

- All navigation elements and menu items have keyboard shortcuts.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
		X		

Comment: Some keyboard shortcuts are available. Keyboard shortcuts are important when creating alternative keyboards, command overlays, and custom onscreen keyboards for students who have fine motor limitations.

- All navigation information can be sent to refreshable Braille displays.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
				X

Comment: Not available. Support for refreshable braille displays is needed by students who are blind.

3. How are the following study tools provided in the instructional materials:

- Highlighters are provided in the four standard colors (yellow, rose, green, blue).

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
		X		

Comment: One color of highlighting is available in LP, four colors are available in VS and Copia. Highlighters in various colors provide students a way to visually organize the instructional content, an important support for students who struggle with organizing information and making connections.

- Highlighted text can be automatically extracted into another document.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
		X		

Comment: In VS this feature is available. It is not available in Copia and LP. Being able to extract highlighted information into another document gives students a way to focus on main ideas and study specific information.

- Note taking tools are available for students to write ideas online; as they are processing curriculum content.

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
	X			

Comment: Note taking tools are available in all formats. Note taking tools help students visually mark and record main ideas and specific content, supporting information organization skills.

4. Which of the following assistive technology supports, by product name, have you tested for use with the instructional materials:

- Assistive technology software that can be run in the background. Examples include:

1. Magnification

2. Text-to-speech
3. Text-to-American Sign Language
4. On-screen keyboards
5. Switch scanning controls
6. Speech-to-text

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
			X	

Comment: Text to speech and speech-to-text is noted as being supported but no products were listed as having been tested. Support for assistive technologies is critical to ensuring that all students are included in the instructional activities.

5. For students with special needs who require paper materials based upon the IEP, how are the materials provided for students currently not able to access digital materials? (if specified)

5 - Very Good Alignment	4 – Good Alignment	3 - Fair Alignment	2 – Poor Alignment	1 – Very Poor/No Alignment
			X	

Comment: Many of the materials available digitally are also available as being downloaded and printed. Having printed versions available helps provide instructional materials in a timely manner to students who need print.