

## Integrating UDL for Josefina

**Multiple means of engagement.** What motivated Josefina to learn? Even in small groups, Josefina was hesitant to speak, but movement, dancing, and singing motivated Josefina. Without this critical information from the ESOL teacher at the team meeting, teachers might not have known how to support and motivate Josefina. Furthermore, staff expectations for her learning levels might have continued to be lower than Josefina was actually capable of achieving. This could lead to more disengagement on Josefina's part and, subsequently, lowered achievement.

**Multiple means of representation.** Again, Josefina learned through music and bodily movement, a fact that the classroom teacher could leverage once the ESOL teacher communicated it. Making features of Spanish more understandable to the team also opened the door for teachers to build on Josefina's strong native-language skills.

**Multiple means of action and expression.** How did Josefina best engage with materials and express what she learned? When verbal demands were removed, Josefina was more comfortable expressing herself. Assigning her a fifth-grade buddy boosted Josefina's confidence by allowing her to orally practice outside of the small group.