

Universal Design for Learning

A Tip Sheet for Educators

What is UDL?

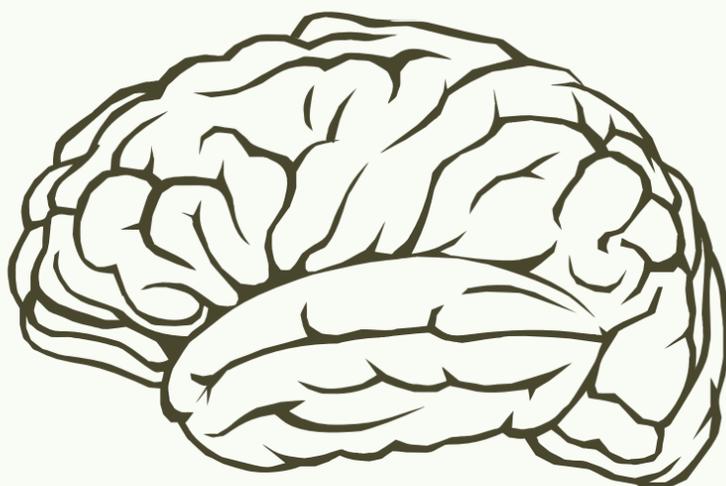
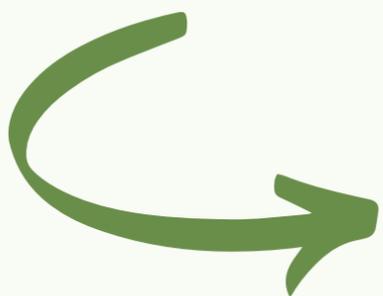
Universal Design for Learning (UDL) is a framework that is used to address learner variability in instruction. All individuals have unique learning strengths and needs, which can change throughout their life.



UDL can also be applied to the transition assessment and evaluation process, which ensures more accurate results.

UDL at a Glance

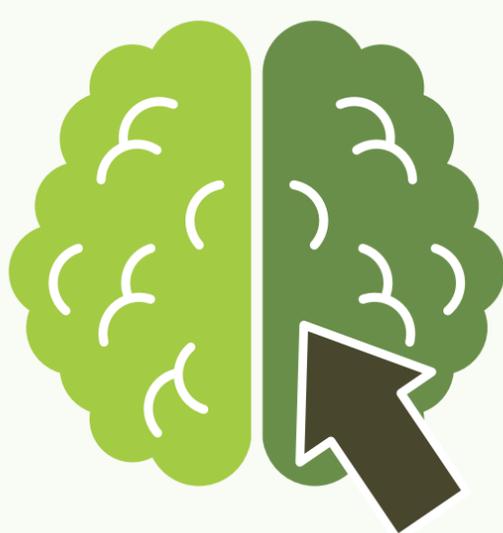
Click on the image to watch a short video on UDL



CAST (2010). UDL at a Glance. Retrieved from <https://youtu.be/bDvKnY0g6e4>

The Importance of Variability!

Learner variability exists in all classroom settings and learning environments.



Click on the image to learn about the significance of identifying and embracing all learning styles/preferences.

Rose, T. (2012) Variability matters. Retrieved from <https://youtu.be/8WCInVjCEVM>

UDL recognizes variability through:

Engagement → The **Why** of Learning

Representation → The **What** of Learning

Action & Expression → The **How** of Learning

Engagement

The Why of Learning

Recruiting interest

- Look at the opening activity in your lesson. Does this appear to engage your students?

Sustaining Effort and Persistence

- What are the objectives or goals of the lesson?
- What parts of the lesson can be done as a group? Do your students do better with collaboration rather than learning on their own?
- Expert Learner - are your students aware of their needs in an educational setting? Do they know when they need the information presented differently?

Self-Regulation

- Does the lesson provide ways for the student to reflect on their learning?

Representation

The What of Learning

Perception

- To ensure you reach all learners, represent the concept in a variety of platforms or multiple forms of media. Present the information utilizing visual images, auditory information, and modified text.

Language and Symbols

- Provide supports to clarify vocabulary, decode texts, and promote understanding across multiple languages to ensure all students have equal access to the information.

Comprehension

- Activate or supply prior knowledge to create a connection to the concept and maximize the transfer of knowledge and generalization of skills.

Action & Expression

The How of Learning

Physical Action

- Provide students with options for navigation of classroom instructional materials including alternatives for responding to classroom materials and optimizing access to tools.

Expression and Communication

- Allow students to express their learning in flexible ways such as text, speech, drawing, illustration, storyboards, design, film, music, dance/movement, visual art, sculpture, or video.

Executive Functions

- Expert learners are developed through a growth mindset that allows them to create long-term goals, plan effectively, and utilize a variety of problem solving techniques to reach their goals.

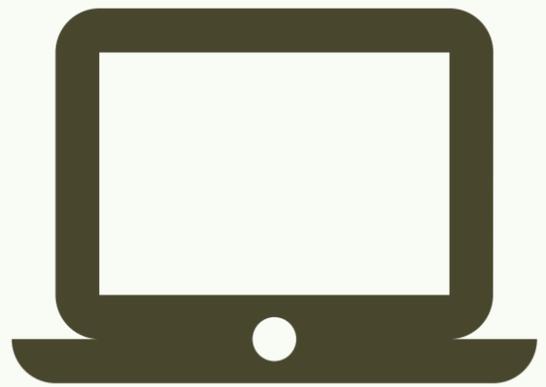
Incorporating UDL During the Transition Assessment and Evaluation Process

Data can be gathered through a variation of transition assessments in assorted formats (pen/paper, digital, text to speech), that allow variation in how information is presented.

Results can be presented in multiple digital formats, including:



Electronic Profiles



Presentation Programs such as PowerPoint



Graphs



Pictures/Illustrations

Additional Resources

[A BLUEPRINT FOR UDL: Considering the Design of Implementation](#)

Nelson, L.L. & Basham, J.D. (2014). A blueprint for UDL: Considering the design of implementation. Lawrence, KS: UDL-IRN. Retrieved from <http://udl-irn.org>.

[UDL Progression Rubric](#)

Novak, K. & Rodriguez, K. (2018) UDL Progression Rubric, Wakefield, MA: CAST Professional Publishing.

[Universal Design for Learning Guidelines](#)

CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from <http://udlguidelines.cast.org>