

# Universal Design for Learning Guidelines 2.0

Representation	Expression and Action	Engagement
<ul style="list-style-type: none"><li><input type="checkbox"/> Provide options for perception</li><li><input type="checkbox"/> Provide options for language, mathematical expressions, and symbols</li><li><input type="checkbox"/> Provide options for comprehension</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide options for physical action</li><li><input type="checkbox"/> Provide options for expression and communication</li><li><input type="checkbox"/> Provide options for executive functions</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Provide options for recruiting interest</li><li><input type="checkbox"/> Provide options for sustaining effort and persistence</li><li><input type="checkbox"/> Provide options for self-regulation</li></ul>

# Universal Design for Learning Guidelines

## I. Provide Multiple Means of Representation

- 1: Provide options for perception**
- 1.1 Offer ways of customizing the display of information
  - 1.2 Offer alternatives for auditory information
  - 1.3 Offer alternatives for visual information
- 2: Provide options for language, mathematical expressions, and symbols**
- 2.1 Clarify vocabulary and symbols
  - 2.2 Clarify syntax and structure
  - 2.3 Support decoding of text, mathematical notation, and symbols
  - 2.4 Promote understanding across languages
  - 2.5 Illustrate through multiple media

## 3: Provide options for comprehension

- 3.1 Activate or supply background knowledge
- 3.2 Highlight patterns, critical features, big ideas, and relationships
- 3.3 Guide information processing, visualization, and manipulation
- 3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

## II. Provide Multiple Means of Action and Expression

- 4: Provide options for physical action**
- 4.1 Vary the methods for response and navigation
  - 4.2 Optimize access to tools and assistive technologies
- 5: Provide options for expression and communication**
- 5.1 Use multiple media for communication
  - 5.2 Use multiple tools for construction and composition
  - 5.3 Build fluencies with graduated levels of support for practice and performance

## 6: Provide options for executive functions

- 6.1 Guide appropriate goal-setting
- 6.2 Support planning and strategy development
- 6.3 Facilitate managing information and resources
- 6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

## III. Provide Multiple Means of Engagement

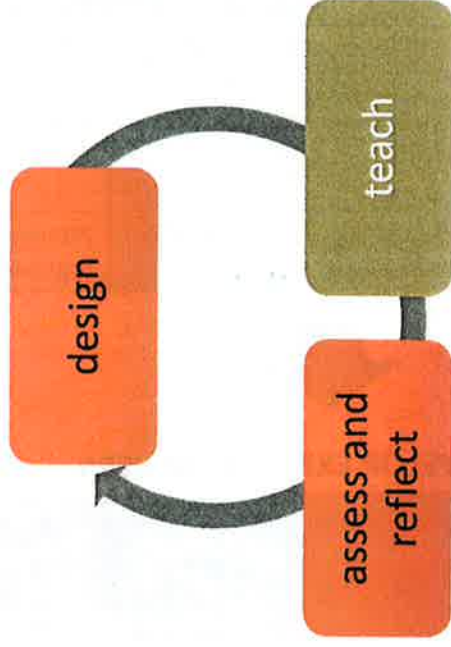
- 7: Provide options for recruiting interest**
- 7.1 Optimize individual choice and autonomy
  - 7.2 Optimize relevance, value, and authenticity
  - 7.3 Minimize threats and distractions
- 8: Provide options for sustaining effort and persistence**
- 8.1 Heighten salience of goals and objectives
  - 8.2 Vary demands and resources to optimize challenge
  - 8.3 Foster collaboration and community
  - 8.4 Increase mastery-oriented feedback

## 9: Provide options for self-regulation

- 9.1 Promote expectations and beliefs that optimize motivation
- 9.2 Facilitate personal coping skills and strategies
- 9.3 Develop self-assessment and reflection

Purposeful, motivated learners




# Using the UDL Guidelines to Inform Curriculum Decision-Making



I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language and symbols	Expressive skills and fluency	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation



## UNIVERSAL DESIGN FOR LEARNING ACROSS NEURAL NETWORKS

Recognition Networks The WHAT of learning	Strategic Networks The HOW of learning	Affective Networks The WHY of learning
		
Representation	Action and Expression	Engagement
Provide options for perception	Provide options for physical action	Provide options for recruiting interest
Provide options for language, mathematical expressions, and symbols	Provide options for expression and communication	Provide options for sustaining effort and persistence
Provide options for comprehension	Provide options for executive function	Provide options for self-regulation



### TO DEVELOP EXPERT LEARNERS

Resourceful / Knowledgeable	Strategic / Goal-Directed	Purposeful / Motivated
<ul style="list-style-type: none"> <li>Bring considerable prior knowledge to new learning</li> <li>Activate prior knowledge to identify, organize, prioritize, and assimilate new information</li> <li>Recognize the tools and resources that would help them find, structure, and remember new information</li> <li>Know how to transform new information into meaningful and useful knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Formulate plans for learning</li> <li>Devise effective strategies and tactics to optimize learning</li> <li>Monitor their progress</li> <li>Recognize their own strengths and weaknesses as learners</li> <li>Abandon plans and strategies that are ineffective</li> </ul>	<ul style="list-style-type: none"> <li>Are eager for new learning and are motivated by the mastery of learning itself</li> <li>Are goal-directed in their learning</li> <li>Know how to set challenging learning goals for themselves</li> <li>Know how to sustain the effort and resilience that reaching those goals will require</li> <li>Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning</li> </ul>



# Make Your Curriculum More Universally Designed for Learning

1. **Begin with High-Quality Curriculum Design:** Design aligned, coherent curriculum around meaningful, worthwhile content and standards.
2. **Design for Inclusion and Access:** Design engaging, meaningful, flexible, and culturally responsive curriculum.



**1** Desired Results  
Acceptable Evidence  
Learning Plan



## Learn More

1. Tomlinson and McTighe. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria, VA: ASCD.
2. Rose and Meyer. (2002), *Teaching Every Student in the Digital Age: Universal Design for Learning*. Alexandria VA: ASCD.

