Figure A

Universal Design for Learning Guidelines

These UDL Guidelines and checkpoints can assist educators in designing flexible lessons and curricula that reduce barriers to learning and provide innovative and supportive learning to meet the needs of all learners. They can also help educators evaluate existing curricula goals, materials, methods and assessments.

**Principle I: Provide Multiple Means of Representation** - the “WHAT” of learning - Learners differ in the ways that they perceive and comprehend information that is presented to them. *There is no one means of representation that will be optimal for all learners; but providing multiple options for representation is essential.

**Principle II: Provide Multiple Means of Expression** - the “HOW” of learning - Learners differ in the ways that they can navigate a learning environment and express what they know. *There is no one means of expression that will be optimal for all learners; but providing multiple options for action and expression is essential.

**Principle III: Provide Multiple Means of Engagement** - the “WHY” of learning - Learners differ markedly in the ways in which they can be engaged or motivated to learn. Some learners are highly engaged by spontaneity and novelty while other are disengaged, even frightened, by those aspects, preferring strict routine.

*Learners have different preferences for what is engaging and motivating so providing multiple options for engagement is essential.

The principles of Universal Design for Learning (UDL) can help us refine how we approach who we teach, what we teach and how we teach. Universal Design for Learning (UDL) is all about “how” we define goals, teaching methods, instructional materials and assessments. Innovative technologies and online resources can assist teachers when they modify instruction to better meet student needs. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress from where they are and not where we would have imagined them to be. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

Through the use of the framework of Universal Design for Learning, educators can plan and deliver flexible and meaningful lessons that emphasize problem solving, project based learning, and student choice. Exposing novice learners to innovative content acquisition and application supports their development as expert learners. Expert learners are individuals who know how to learn, who want to learn, and who, in their own highly individual ways, are well prepared for a lifetime of learning.

The pedagogical, neuroscientific, and practical underpinnings of UDL are also discussed at greater length in books such as Teaching Every Student in the Digital Age by Rose & Meyer (ASCD, 2002), The Universally Designed Classroom (Rose, Meyer, & Hitchcock, Eds.; Harvard Education Press, 2001), and A Practical Reader in Universal Design for Learning (Rose & Meyer, Eds.; Harvard Education Press, 2000).

Center for Applied Special Technology (CAST). Universal Design for Learning Guidelines
Universal Design for Learning DIY Template

1. Cut out figure A

2. Cut out figure B

3. Fasten figure A on top of figure B with a mini round safety pin

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