

Universal Design for Learning (UDL)

Definitions

“A flexible approach to curriculum design that offers all learners full and equal opportunities to learn” (CAST, 2010).

“The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly usable (without requiring assistive technologies) and products and services that are made usable with assistive technologies.” Assistive Technology Act of 1998 (29 U.S.C. 3002)

Individuals with Disabilities Education and Improvement Act of 2004 (PL 108-446)

- Funds may be used (v) To support the use of technology, including technology with universal design principles and assistive technology devices, to maximize accessibility to the general education curriculum for children with disabilities.
Sec. 300.704(b)(4)(v)
- An SEA (or, in the case of a district-wide assessment, an LEA) must, to the extent possible, use universal design principles in developing and administering any assessments. Sec. 300.160(g)

UDL Guidelines

Principle I. Provide Multiple Means of Representation

Guideline 1: Provide options for perception

Guideline 2: Provide options for language and symbols

Guideline 3: Provide options for comprehension

Principle II. Provide Multiple Means of Action and Expression

Guideline 4: Provide options for physical action

Guideline 5: Provide options for expressive skills and fluency

Guideline 6: Provide options for executive functions

Principle III. Provide Multiple Means of Engagement

Guideline 7: Provide options for recruiting interest

Guideline 8: Provide options for sustaining effort and persistence

Guideline 9: Provide options for self-regulation

<http://www.udlcenter.org/research/researchevidence>

Resources

<http://www.cast.org/>

<http://www.udlcenter.org/>