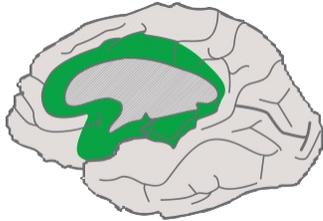# Universal Design for Learning Principles

Provide Multiple Means of Engagement

*Purposeful, motivated learners*

Provide options for self-regulation
+ Promote expectations and beliefs that optimize motivation
+ Facilitate personal coping skills and strategies
+ Develop self-assessment and reflection

Provide options for sustaining effort and persistence
+ Heighten salience of goals and objectives
+ Vary demands and resources to optimize challenge
+ Foster collaboration and community
+ Increase mastery-oriented feedback

Provide options for recruiting interest
+ Optimize individual choice and autonomy
+ Optimize relevance, value, and authenticity
+ Minimize threats and distractions
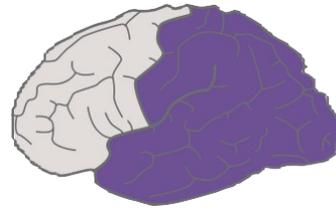
Provide Multiple Means of Representation

*Resourceful, knowledgeable learners*

Provide options for comprehension
+ Activate or supply background knowledge
+ Highlight patterns, critical features, big ideas, and relationships
+ Guide information processing, visualization, and manipulation
+ Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols
+ Clarify vocabulary and symbols
+ Clarify syntax and structure
+ Support decoding of text, mathematical notation, and symbols
+ Promote understanding across languages
+ Illustrate through multiple media

Provide options for perception
+ Offer ways of customizing the display of information
+ Offer alternatives for auditory information
+ Offer alternatives for visual information
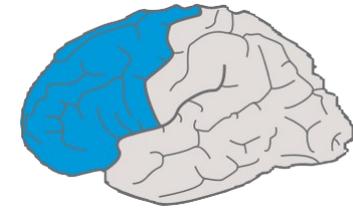
Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions
+ Guide appropriate goal-setting
+ Support planning and strategy development
+ Enhance capacity for monitoring progress

Provide options for expression and communication
+ Use multiple media for communication
+ Use multiple tools for construction and composition
+ Build fluencies with graduated levels of support for practice and performance

Provide options for physical action
+ Vary the methods for response and navigation
+ Optimize access to tools and assistive technologies

Expert Learners Are...

PURPOSEFUL & MOTIVATED LEARNERS	RESOURCEFUL & KNOWLEDGEABLE LEARNERS	STRATEGIC & GOAL-DIRECTED LEARNERS
+ Are eager for new learning and are motivated by the mastery of learning itself	+ Bring considerable prior knowledge to new learning	+ Formulate plans for learning
+ Are goal-directed in their learning	+ Activate that prior knowledge to identify, organize, prioritize, and assimilate new information	+ Devised effective strategies and tactics to optimize learning
+ Know how to set challenging learning goals for themselves	+ Recognize the tools and resources that would help them find, structure and remember new information	+ Organize resources and tools to facilitate learning
+ Know how to sustain the effort and resilience that reaching those goals will require	+ Know how to transform new information into meaningful and useable knowledge	+ Monitor their progress
+ Monitor and regulate emotional reactions that would be impediments or distractions to their successful learning		+ Recognize their own strengths and weaknesses as learners
		+ Abandon plans and strategies that are ineffective

UDL—Provide Multiple Means of Engagement

The Guidelines and Checkpoints	Translation	What Does This Look Like in the Classroom?
Provide options for self-regulation. • Promote expectations and beliefs that optimize motivation. • Facilitate personal copings skills and strategies. • Develop self-assessment and reflection.	• Offer students tips on how to stay motivated and provide resources to prevent frustration. • Give students the language (the words and images) so they can appropriately express their frustration. • Prevent students from getting upset or quitting by giving them scaffolds, positive reinforcement, break time, and other tools to deal with emotions. • Encourage students to assess their own learning by using checklists and rubrics.	
Provide options for sustaining effort and persistence. • Heighten salience of goals and objectives. • Vary demands and resources to optimize challenge. • Foster collaboration and communication. • Increase mastery-oriented feedback.	• Ask students to restate a lesson's learning objective in their own words, and remind them what the learning objective throughout the lesson (check with students and ask "have we met our objective yet" or "are we on our way to meting our learning objective?") • Providing varying levels of challenge so students can pick assignments that interest them and are in their range of abilities. • Allow students to work together, use mentors, peer support, and collaborate groups. • Give feedback often throughout the lesson using various methods like self-reflection, peer review, and teacher feedback. Don't just limit feedback to final assignments.	
Provide options for recruiting interest. • Optimize individual choice and autonomy. • Optimize relevance, value, and authenticity. • Minimize threats and distractions.	• Allow students to make choices so they are more likely to be engaged in the curriculum. • Tell students at the beginning of a lesson why it will be relevant to them; make the connection explicit. • Create a classroom environment where students feel safe and can express knowledge in ways that are best and most engaging to them.	

Adapted from <u>UDL Now!: A Teacher's Monday Morning Guide to Implementing Common Core State Standards using Universal Design for Learning</u>. Katie Novak. 2014.

Provide Multiple Means of Representation

The Guidelines and Checkpoints	Translation	What Does This Look Like in the Classroom?
Provide options for comprehension: • Activate or supply background knowledge. • Highlight patterns, critical features, big ideas, and relationships. • Highlight patterns, critical features, big ideas, and relationships. • Guide information processing, visualization, and manipulation. • Maximize generalization and transfer.	• Remind students what they already know about the content. If nothing, teach the necessary information. • Make it clear what the most important information is by modeling comprehension strategies, such as monitoring, highlighting, asking questions, and note taking. • Provide work exemplars, explicit directions, and scaffolds so students can persist through the lesson. • Help students see how they can use the new information in other classes, units, or settings.	
Provide options for language, mathematical expressions, and symbols: • Clarify syntax and structure. • Support decoding of text, mathematical notation, and symbols. • Promote understanding across languages. • Illustrate through multiple media.	• Pre-teach vocabulary and math symbols in student-friendly language. • Point out text structure (like compare-contrast), sentence structure, or math formulas if they are important for learning. • If you provide reading, provide scaffolding to bring student attention to most important content. • If English is a second language for students, offer instruction and materials in their home language(s). • Simplify complicated directions to make student friendly. • Always offer visuals like charts, pictures, movies, audio clips, and things for students to touch and manipulate.	
Provide options for perception: • Offer ways of customizing the display of information. • Offer alternatives for auditory information. • Offer alternatives for visual information.	• Provide digital copies of all class materials so students can access and personalize them. • Don't just lecture to students; provide visuals and hard copies so all students can access at least one of the mediums. • Don't just have students read; also provide audio, visuals, and things for students to manipulate.	

Adapted from UDL Now!: A Teacher's Monday Morning Guide to Implementing Common Core State Standards using Universal Design for Learning. Katie Novak. 2014.

Provide Multiple Means of Action and Expression

The Guidelines and Checkpoints	Translation	What Does This Look Like in the Classroom?
Provide options for executive functions: • Guide appropriate goal-setting. • Support planning and strategy development. • Facilitate managing information and resources. • Enhance capacity for monitoring progress.	• Begin all assignments with an objective and rationale and provide work exemplars, scaffolds, rubrics, and checklists for all assignments. • At the beginning of each assignment, give student tips and checklists to help them work through the assignment. • Give students a lot of tips and strategies on how to stay organized while they are completing each assignment. • Have students reflect on their learning by asking questions, and always provide many opportunities for students to get feedback before completing final drafts.	
Provide options for expression and communication: • Use multimedia for communication. • Use multiple tools for construction and composition. • Build fluencies with graduated levels of support for practice and performance.	• Give students choices about how they will respond; instead of just a written response, they could perform a skit, create a poster, create a storyboard, use an avatar, and so on. • Provide students with the tools they need to complete assignments: dictionaries, thesauruses, computers with spell check, voice recognition software, calculators, handouts with necessary formulas, and exemplars. • Build scaffolding into every assigning and provide feedback while students are working.	
Provide options for physical action: • Vary the methods for response and navigation. • Optimize access to tools and assistive technologies.	• Give students the option of composing with different media (writing, typing, physically manipulating objects, recording, and so on) when completing assignments. • Allow students to use technology to express knowledge like using speech recognition software, typing, and so on.	

Adapted from UDL Now!: A Teacher's Monday Morning Guide to Implementing Common Core State Standards using Universal Design for Learning. Katie