



UNIVERSAL DESIGN FOR LEARNING

New Jersey Department of Education

Reference:

David H. Rose & Anne Meyer, Teaching Every Student in the Digital Age: Universal Design for Learning, ASCD, 2002) and the UDL Guidelines (CAST, 2011).



UDL at a Glance

Home | Skip to Content | About the UDL Center | Glossaries | Search | Welcome: Guest (Register | Login)

NATIONAL CENTER ON UNIVERSAL DESIGN for LEARNING
Cultivating a dynamic, effective UDL field

About UDL LEARN THE BASICS | **Advocacy** CALL FOR CHANGE | **Implementation** BE THE CHANGE | **Research** KNOW THE FACTS | **Community** CONNECT WITH OTHERS | **Resources** DISCOVER MORE

About UDL LEARN THE BASICS



Video: UDL at a Glance
A short YouTube video created by CAST illustrates the three principles of Universal Design for Learning.

[Watch the video](#)

[Learn about the UDL Guidelines](#)

[View the UDL Guidelines Graphic Organizer](#)

What is Universal Design for Learning?

- [UDL Guidelines 2.0](#)
- [UDL and the Curriculum](#)
- [UDL and Expert Learners](#)
- [UDL and Technology](#)
- [Highlights from the Resource Library](#)

What is UDL?



Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. [Learn more about UDL](#)

How US Federal Statute Defines UDL



The Higher Education Opportunity Act (HEOA) of 2008, passed with strong bipartisan support, established the statutory definition for universal design for learning. [Read the definition](#)

UDL Series



A free online collection of rich media presentations that help educators to build UDL understanding, implementation skills, and leadership ability.

[Visit the UDL Series](#)

Prezi: Universal Design for Learning



Created by Stephanie Richardson, this Prezi, "explains the history behind the Universal Design for Learning movement." [View the prez!](#)

Article: Getting from Here to There



This article draws playful and important parallels as it explores the features of the GPS through the lens of the UDL guidelines.

Last Updated: 01/09/2014

NATIONAL CENTER ON UNIVERSAL DESIGN FOR LEARNING, AT CAST
40 HARVARD MILLS SQUARE, SUITE 3, WAKEFIELD, MA 01880-3233
TEL: (781) 246-2212, EMAIL: UDLCENTER@UDLCENTER.ORG

© Copyright CAST, Inc. 2012

CAST  Tremaine Foundation

[Sitemap](#) | [Disclaimer](#) | [Privacy Policy](#) | [Accessibility Policy](#)

<https://www.youtube.com/watch?v=bDvKnY0g6e4>



UDL ...

is a framework for instruction that enables all individuals to gain knowledge, skills, and enthusiasm for learning. UDL provides rich supports for learning and addresses learner variability as a way to reduce barriers to the curriculum while maintaining high achievement standards for all.

CAST 2011



Developing into Expert Learners

The ultimate goal of applying UDL to instruction is to help all learners to develop into expert learners—learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interests, effort, and persistence during learning tasks.

CAST 2012



UDL Principle 1 Provide Multiple Means of Engagement

- Examples:
- Develop self-assessment and reflection
- Foster collaboration and community
- Optimize individual choice and autonomy

UDL Principle 2 Provide Multiple Means of Representation

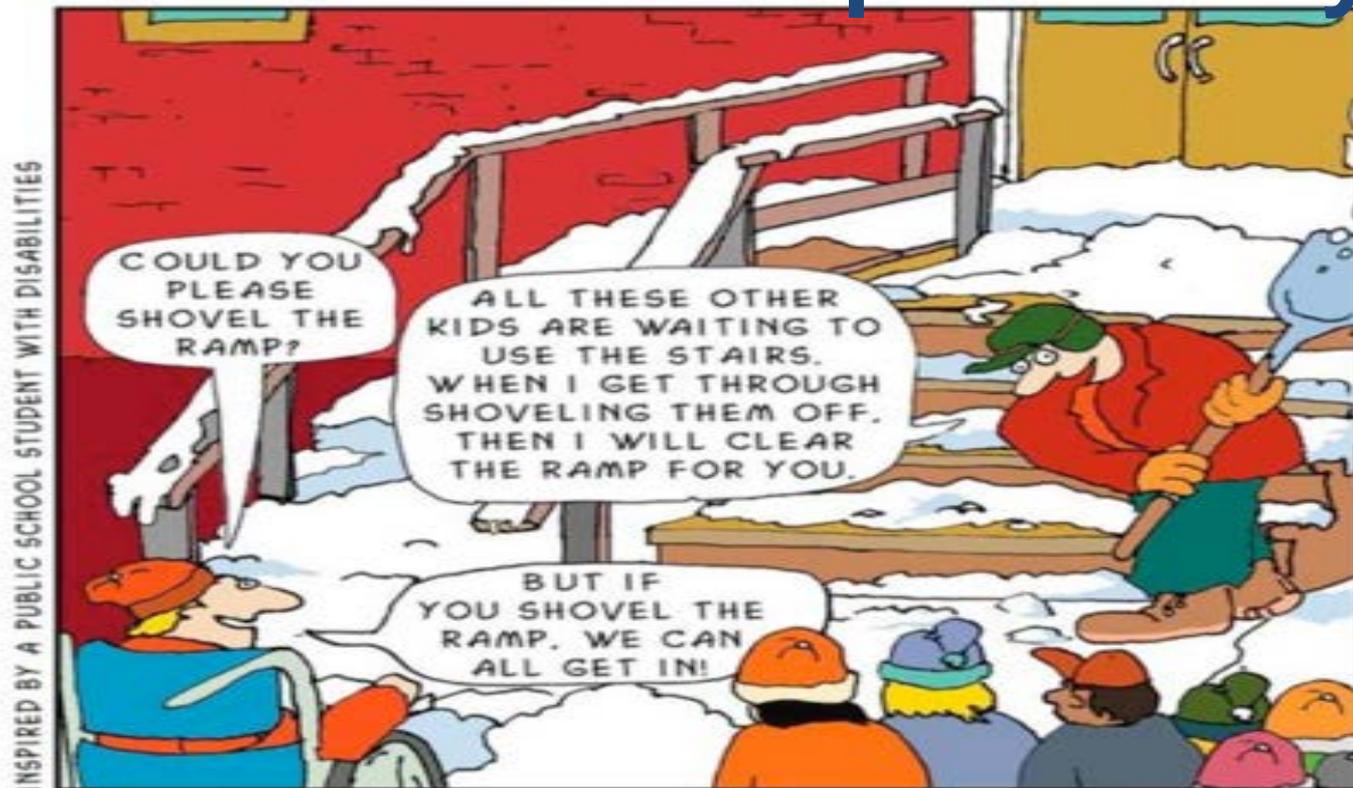
- Examples:
- Highlight patterns, critical features, big ideas and relationships
- Clarify vocabulary and symbols
- Offer alternatives for visual/auditory information

UDL Principle 3 Provide Multiple Means of Action & Expression

- Examples:
- Guide appropriate goal setting
- Use multiple means of communication
- Vary methods for response



Foundational Concept - History



**CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!**





A Neurological Basis

Three Brain Networks

- **Affective Networks** – the **WHY** of learning
- **Recognition Networks** – the **WHAT** of learning
- **Strategic Networks** – the **HOW** of learning



Affective Networks

- The **WHY** of learning
- Provide options for **ENGAGEMENT**
 - Stimulate interest and motivation for learning

Some Considerations:

- 1. Can students be provided with options and choices for lesson activities?*
- 2. Have you considered students' special interests to increase engagement?*
- 3. Have you made the tasks manageable for students so as to decrease frustration and promote engagement?*



Recognition Networks

- The **WHAT** of learning
- Provide options for **REPRESENTATION**
 - Present content and information in different ways

Some Considerations:

1. *Can content be presented in different ways to increase student retention and understanding?*
2. *Can you provide options for representation to increase learner access to the content or information?*
3. *Have you considered different learning modalities when considering options for representation?*



Strategic Networks

- The **HOW** of learning
- Provide options for **ACTION** and **EXPRESSION**
 - Provide options for students to demonstrate the learning or to express what they know

Some Considerations:

1. *Can you design activities using various learning modalities (visual, auditory, and kinesthetic)?*
2. *Can you provide students choices for lesson activities to express their learning?*
3. *Have you provided alternate means of assessments to meet the needs of different learners?*



UDL in Action

- Click the links below to view video clips of UDL in action with a discussion of how teachers embedded the UDL principles in their lessons.
- Mathematics, Grade 1
 - <https://www.youtube.com/watch?v=KuTJJQWnMaQ>
- Language Arts, Grade 5
 - <https://www.youtube.com/watch?v=zE8N8bnllgs>



For more information:

CAST as a research institution: www.cast.org

- Expand learning opportunities for all individuals through Universal Design for Learning

National Center on Universal Design for Learning:

www.udlcenter.org

- Resource for educators and parents
- Technology supports
- Lessons and instructional supports

New Jersey Department of Education:

www.state.nj.us/education/udl/tools

