Universal Design for Learning Guidelines

UDL- Multiple Means of….

Create the following 3 column chart to capture your understanding of UDL in terms of the 3 guiding principles.

Representation- What?	Action and Expression- How?	Engagement- Why?

Universal Design for Learning Guidelines

Watch This:

https://youtu.be/pGLTJw0GSxk

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
1: Provide options for perception	4: Provide options for physical action	7: Provide options for recruiting interest
1.1 Offer ways of customizing the display of information	4.1 Vary the methods for response and navigation	7.1 Optimize individual choice and autonomy
1.2 Offer alternatives for auditory information	4.2 Optimize access to tools and assistive technologies	7.2 Optimize relevance, value, and authenticity
1.3 Offer alternatives for visual information		7.3 Minimize threats and distractions
The What		
2: Provide options for language, mathematical expressions, and symbols	5: Provide options for expression and communication	8: Provide options for sustaining effort and persistence
2.1 Clarify vocabulary and symbols	5.1 Use multiple media for communication	8.1 Heighten salience of goals and objectives
2.2 Clarify syntax and structure	5.2 Use multiple tools for construction and composition	8.2 Vary demands and resources to optimize challenge
2.3 Support decoding of text, mathematical notation, and symbols	5.3 Build fluencies with graduated levels of support for practice and performance	8.3 Foster collaboration and community
2.4 Promote understanding across languages		8.4 Increase mastery-oriented feedback
2.5 Illustrate through multiple media	**The How**	**The Why**
3: Provide options for comprehension	6: Provide options for executive functions	9: Provide options for self-regulation
3.1 Activate or supply background knowledge	6.1 Guide appropriate goal-setting	9.1 Promote expectations and beliefs that optimize motivation
3.2. Highlight patterns, critical features, big ideas, and relationships	6.2 Support planning and strategy development	9.2 Facilitate personal coping skills and strategies
3.3 Guide information processing, visualization, and manipulation	6.3 Facilitate managing information and resources	9.3 Develop self-assessment and reflection
3.4 Maximize transfer and generalization	6.4 Enhance capacity for monitoring progress	
Resourceful, knowledgeable learners	**Strategic, goal-directed learners**	**Purposeful, motivated learners**

Provide Multiple Means of Representation

The WHAT of learning-

How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.
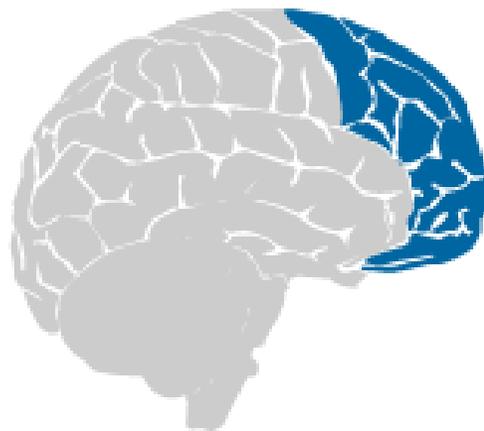
Provide Multiple Means of Action and Expression

The HOW of learning-

Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Provide Multiple Means of Engagement

The WHY of learning-

How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Principle 1. Provide Multiple Means of Representation

Learners differ in the ways that they perceive and comprehend information. For example, those with sensory disabilities (e.g., blindness or deafness); learning disabilities (e.g., dyslexia); may require different ways of approaching content. Others may grasp information quicker or more efficiently through visual or auditory means, rather than printed text. Also learning, and transfer of learning, occurs when multiple representations are used, because they allow students to make connections within, as well as between, concepts.

**There is not one means of representation that will be optimal for all learners; providing options for representation is essential.

Guideline 1: Provide options for perception

It is important to ensure that key information is equally perceptible to all learners by:

- **Offering ways of customizing the display of information**

- **Offering alternatives for auditory information**

- **Offering alternatives for visual information**

http://www.udlcenter.org/implementation/examples/examples1_3

Guideline 2: Provide options for language, mathematical expressions, and symbols

An important instructional strategy is to ensure that alternative representations are provided not only for accessibility, but for clarity and comprehensibility across ALL learners.

Clarify vocabulary and symbols

Clarify syntax and structure

Support decoding text, mathematical notation, and symbols

Promote understanding across languages

Illustrate through multiple media

http://www.udlcenter.org/implementation/examples/examples2_1

Guideline 3: Provide options for comprehension

Proper design and presentation of information – the responsibility of any curriculum or instructional methodology - can provide the scaffolds necessary to ensure that ALL learners have access to knowledge.

Activate or supply background knowledge

Highlight patterns, critical features, big ideas, and relationships

Guide information processing, visualization, and manipulation

Maximize transfer and generalization

http://www.udlcenter.org/implementation/examples/examples3_1

Principle II. Provide Multiple Means of Action and Expression

Learners differ in the ways that they can navigate a learning environment and express what they know. For example, individuals with significant movement impairments (e.g., cerebral palsy), those who struggle with strategic and organizational abilities (executive function disorders), and so forth approach learning tasks differently. Some may better express themselves in written text vs. speech.

**There is not one means of action and expression that will be optimal for all learners; providing options for action and expression is essential.

Guideline 4: Provide options for physical action

It is important to provide materials with which all learners can interact. Properly designed curricular materials provide a seamless interface with common assistive technologies through which individuals with movement impairments can navigate and express what they know – to allow navigation or interaction with a single switch, through voice activated switches, expanded keyboards and others.

Vary the methods for response and navigation

Optimize access to tools and assistive technologies

Guideline 5: Provide options for expression and communication

It is important to provide alternative modalities for expression, both to the level the playing field among learners and to allow the learner to appropriately (or easily) express knowledge, ideas and concepts in the learning environment.

Use multiple media for communication

Use multiple tools for construction and composition

Build fluencies with graduated levels of support for practice and performance

http://www.udlcenter.org/implementation/examples/examples5_1

Guideline 6: Provide options for executive functions

The UDL framework involves efforts to expand executive capacity by: 1) scaffolding lower level skills so that they require less executive processing; and 2) scaffolding higher level executive skills and strategies so that they are more effective and developed.

Guide appropriate goal-setting

Support planning and strategy development

Facilitate managing information and resources

Enhance capacity for monitoring progress

Principle III. Provide Multiple Means of Engagement

Affect is critical to learning, and learners differ in the ways in which they can be engaged or motivated to learn. Affect can be influenced by neurology, culture, personal relevance, and background knowledge, along with other factors. Some learners are highly engaged by spontaneity and novelty while others prefer strict routine. Some learners might like to work alone, while others prefer to work with peers.

**There is not one means of engagement that will be optimal for all learners in all contexts; providing multiple options for engagement is essential.

Guideline 7: Provide options for recruiting interest

It is important to have alternative ways to recruit learner interest, ways that reflect the important inter- and intra-individual differences amongst learners.

Optimize individual choice and autonomy

Optimize relevance, value, and authenticity

Minimize threats and distractions

http://www.udlcenter.org/implementation/examples/examples7_1

Guideline 8: Provide options for sustaining effort and persistence

Learning requires sustained attention and effort. When motivated, many learners can regulate their attention and affect in order to sustain the effort and concentration to learn. However, learners differ considerably in their ability to self-regulate in this way due to their initial motivation, their capacity and skills for self-regulation, their susceptibility to contextual interference, and so forth. A key instructional goal is to build the individual skills in self-regulation and self-determination that will equalize such learning opportunities (see Guideline 9). In the meantime, the external environment must provide options that can equalize accessibility by supporting learners who differ in initial motivation, self-regulation skills, etc.

Heighten salience of goals and objectives

Vary demands and resources to optimize challenge

Foster collaboration and communication

Increase mastery-oriented feedback

Guideline 9: Provide options for self-regulation

While it is important to design the *extrinsic environment* to support motivation and engagement (see guidelines 7 and 8), it is also important to develop learners' *intrinsic* abilities to regulate their own emotions and motivations. A successful approach requires providing sufficient modeling and prompting, along with alternatives to support learners with very different aptitudes and prior experience to effectively manage their own engagement and affect.

Promote expectations and beliefs that optimize motivation

Facilitate personal coping skills and strategies

Develop self-assessment and reflection