What is the Universal Design for Learning?
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 accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies. (§ 300.44). Universal Design for Learning (UDL) is “a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.” ([https://udlguidelines.cast.org](https://udlguidelines.cast.org))

Why is the Universal Design for Learning necessary?
Classrooms are filled with students who...

› Have a wide span of needs
› Have different attention spans
› Have a variety of language abilities
› Come from a variety of backgrounds (cultural, educational, etc.)

UDL meets the needs of ALL learners.

How is the Universal Design for Learning implemented?

When sensory information is presented, meaning what we see and what we hear, it is received in the back of the brain, in our Recognition networks. It is then processed and relayed for meaning in the center of the brain, the Affective networks. Lastly, it is organized for response in the frontal lobes, the Strategic networks.

Multiple Means of Representation
Recognize Networks

The “What” of Learning

Present information and content in a variety of ways to support understanding by students with different learning styles and abilities.

Consider: How can I present information in ways that reach all learners?

Goal: Expert learners who are resourceful and knowledgeable.

Examples:
› Make it easy for students to adjust font sizes and background colors through technology.

› Provide options for engaging with texts, such as text-to-speech, audiobooks or partner readings.

Multiple Means of Engagement
Affective Networks

The “Why” of Learning
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.

**Consider:** How can I engage all students in my class?

**Goal:** Expert learners who are purposeful and motivated.

**Examples:**
- Survey students about their interests, strengths and needs. Incorporate the findings into lessons.
- Use choice menus for working toward goals.
- State learning goals clearly and in a way that feels relevant to students.

**Multiple Means of Action and Expression**

Strategic Networks
The “How” of Learning

Offer options for students to demonstrate their learning in various ways.

**Consider:** How can I offer purposeful options for students to show what they know?

**Goal:** Expert learners who are strategic and goal-oriented.

**Examples:**
- Provide calendars and checklists to help students track the subtasks for meeting a learning goal.
- Allow students to show what they know through a variety of formats, such as a poster presentation or a graphic organizer.
- Provide students with access to common assistive technology, such as speech-to-text and text-to-speech

**Resources:**

[Universal Design | Oklahoma State Department of Education](www.learningdesigned.org)

**UDL Guidelines**

**Key Questions to Consider When Planning Lessons**

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