



### 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/>)

### Why is the Universal Design for Learning necessary?

Classrooms are filled with students who...

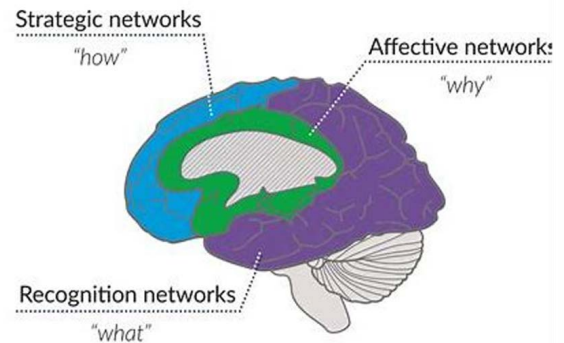
- › Have a wide span of needs
- › Have different attention spans
- › Have a variety of language abilities
- › Come from a variety of backgrounds (cultural, educational, etc.)

UDL meets the needs of **ALL** learners.

### How is the Universal Design for Learning implemented?

There are three components for the UDL: 1. Multiple Means of Representation, 2. Multiple Means of Engagement, 3. Multiple Means of Action and Expression.

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

Recognition 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?

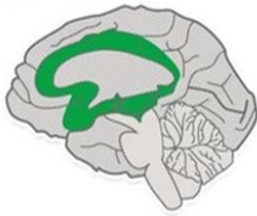
Goal: Expert learners who are resourceful and knowledgeable.

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.

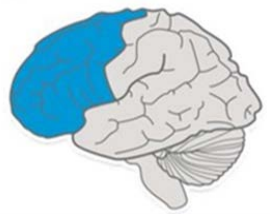
Examples:

- › 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](http://www.learningdesigned.org)

[UDL Guidelines](#)

[Key Questions to Consider When Planning Lessons](#)

“The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

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