Key UDL Terms:

- **Variability** - no two people learn in the same exact way. All classrooms have a “predictable” or systemic variability for which teachers must plan.

- **Barriers** - obstacles that prevent students’ ability to access the curriculum. Barriers exist in the curriculum or lesson, not in the students.

- **Three Brain Networks** - UDL is based on neuroscience that focuses on three networks in the brain; Recognition (back of the brain), Strategic (front of the brain), Affective (Core of the brain).

- **Flexible Learning Paths** - allowing students to take different routes to achieve the same goal.

- **Universal Design** - PRE-planning that takes into account the variability and barriers that exist within the curriculum and students and builds in supports for those on the fringes that will ultimately benefit all learners.

- **Supports/Challenges** - UDL is NOT planning for SPED students only. It is about creating “desirable difficulties” (challenges) for all students by also including appropriate instruction supports.

- **Clear Goals** - Creating and communicating clear goals allows students to more flexible in how they achieve the goal.

- **3 Principles of UDL** - Multiple Means of Representation, Multiple Means of Action & Expression, and Multiple Means of Engagement. The principles are connected to the 3 brain networks; MMRepresentation (Recognition), MMAE (Strategic), and MME (Affective). The principles are for the teacher to use during the planning phase to build in supports that minimize barriers and allow for choice and flexibility.

For additional information on these terms:

- [www.cast.org](http://www.cast.org) (CAST website)
- [https://youtu.be/bDvKnY0g6e4](https://youtu.be/bDvKnY0g6e4) (“UDL at a Glance” video)