Universal Design for Learning Guidelines

I. Provide Multiple Means of Representation
1: Provide options for perception
   1.1 Offer ways of customizing the display of information
   1.2 Offer alternatives for auditory information
   1.3 Offer alternatives for visual information
2: Provide options for language, mathematical expressions, and symbols
   2.1 Clarify vocabulary and symbols
   2.2 Clarify syntax and structure
   2.3 Support decoding of text, mathematical notation, and symbols
   2.4 Promote understanding across languages
   2.5 Illustrate through multiple media
3: Provide options for comprehension
   3.1 Activate or supply background knowledge
   3.2 Highlight patterns, critical features, big ideas, and relationships
   3.3 Guide information processing, visualization, and manipulation
   3.4 Maximize transfer and generalization

Resourceful, knowledgeable learners

II. Provide Multiple Means of Action and Expression
4: Provide options for physical action
   4.1 Vary the methods for response and navigation
   4.2 Optimize access to tools and assistive technologies
5: Provide options for expression and communication
   5.1 Use multiple media for communication
   5.2 Use multiple tools for construction and composition
   5.3 Build fluencies with graduated levels of support for practice and performance
6: Provide options for executive functions
   6.1 Guide appropriate goal-setting
   6.2 Support planning and strategy development
   6.3 Facilitate managing information and resources
   6.4 Enhance capacity for monitoring progress

Strategic, goal-directed learners

III. Provide Multiple Means of Engagement
7: Provide options for recruiting interest
   7.1 Optimize individual choice and autonomy
   7.2 Optimize relevance, value, and authenticity
   7.3 Minimize threats and distractions
8: Provide options for sustaining effort and persistence
   8.1 Heighten salience of goals and objectives
   8.2 Vary demands and resources to optimize challenge
   8.3 Foster collaboration and community
   8.4 Increase mastery-oriented feedback
9: Provide options for self-regulation
   9.1 Promote expectations and beliefs that optimize motivation
   9.2 Facilitate personal coping skills and strategies
   9.3 Develop self-assessment and reflection

Purposeful, motivated learners

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INCLUSIVE TEACHING STRATEGIES

Students enter the classroom with diverse motivations, academic interests, and disciplinary expectations and experiences. One challenge is creating an inclusive environment that welcomes all perspectives while ensuring that learning activities and assessments align both with the needs of the learner and the intended instructional goals. Universal Design for Learning (UDL) is a research-based framework that guides instructors to develop learning environments to meet needs of all students.

UNIVERSAL DESIGN FOR LEARNING

Universal design for learning (UDL) is an approach to curriculum design that aims to include different learners in choosing instructional goals, learning activities, and teaching materials.

![UDL Diagram]

Universal design for learning
- Need to be proactive when choosing instructional goals, learning activities, and teaching materials
- Be mindful of your intention, make individuals in the classroom feel acknowledged and cared for
- Embrace diversity and explore your boundaries

ADDITIONAL RESOURCES

Cast | Until learning has no limits
www.cast.org

National Centre on Universal Design for Learning
http://www.udlcenter.org/

Centre for University Teaching, University of Ottawa

Student Academic Success Service, University of Ottawa
http://www.uottawa.ca/respect/sites/www.uottawa.ca.respect/files/accessibility-rkp-4-minimizing-learning-obstacles-access-service.pdf

Learning and Teaching Office, Ryerson University
http://www.ryerson.ca/content/dam/l/t/resources/instructionaldesign/UDLRecommendations.pdf

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