

Principle 3 MULTIPLE MEANS OF ENGAGEMENT

Guideline 7 Provide options for recruiting interest—Examples:

- Optimize individual choice and autonomy
- Minimize threats and distractions

Guideline 8 Provide options for sustaining effort and persistence—Examples:

- Foster collaboration and community
- Vary demands and resources to sustain challenge

Guideline 9 Provide options for self-regulation—Examples:

- Promote expectations and beliefs that optimize motivation
- Facilitate personal coping skills and strategies
- Develop self- assessment and reflection

Universal Design Information in this flyer attributed to:

CAST (2011). Universal Design for Learning Guidelines version 2.0. Wakefield, MA: Author.

Other UDL resources: National Center on UDL www.udlcenter.org

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Office of Disability Services

Our primary goal is to assure equal access to all aspects of the college experience for students with disabilities through reasonable accommodation.

Universal Design for Learning (UDL)



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Universal Design for Learning (UDL)

UDL is a set of principles for curriculum development that gives all individuals equal opportunities to learn by providing flexible learning environments that can accommodate individual learning differences.

UDL is based upon a widely replicated finding in educational research, which is that learners are highly variable in their response to instruction. It follows that responsiveness to individual differences creates broader access to education.

The three principles of UDL provide guidance for

⇒ *REPRESENTATION*, presenting information and content in different ways

⇒ *EXPRESSION*, differentiating ways students can express what they know

⇒ *ENGAGEMENT*, stimulating interest and motivation

Principle 1

MULTIPLE MEANS OF REPRESENTATION

Guideline 1 Provide options for

Perception—Examples:

- Offer ways to customize the display of information by the user (such as ability to enlarge text, or use of audio textbooks)
- Employ multiple modalities – visual, auditory, tactile, kinesthetic– for information delivery

Guideline 2 Utilize multiple means to access language, mathematical expressions, and symbols—

Examples:

- Illustrate and/or clarify vocabulary, syntax, and mathematical notation, symbols

Guideline 3 Provide multiple means for comprehension—Examples:

- Highlight patterns, critical features, relationships
- Activate or supply background

Principle 2

MULTIPLE MEANS OF EXPRESSION

Guideline 4 Provide options for physical action—Examples:

- Optimize access to tools and assistive technologies
- Provide alternatives for rate, time, speed of motor actions required to interact with instructional materials

Guideline 5 Provide options for expression and communication—Examples:

- Use multiple tools for construction and composition
- Graduated levels of support for practice and performance

Guideline 6 Provide options for executive functions — Examples:

- Guide realistic goal setting
- Enhance capacity for monitoring progress (such as rubrics, checklists)