Getting started with Universal Design for Learning (UDL)

Use these three UDL principles adapted from CAST when you're planning a lesson, daily routine, or activity for your students.

Provide multiple means of **engagement**

How can I engage all students in my class?

- In what ways do I give students choice and autonomy?
- How do I make learning relevant to students' needs and wants?
- In what ways is my classroom accepting and supportive of all students?

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.

Provide multiple means of **representation**

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

- Have I considered options for how printed texts, pictures, and charts are displayed?
- What options do I provide for students who need support engaging with printed texts and/or with auditory learning?

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 reading.

Provide multiple means of **action** and **expression**

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

- When can I provide flexibility with timing and pacing?
- Have I considered methods aside from paper-and-pencil tasks for students to show what they know?
- Am I providing students access to assistive technology (AT)?

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 AT, such as speech-to-text and text-to-speech.

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