**Universal Design for Learning**

When designing curriculum, it is important to ensure that your lessons are accessible for all students. This can be accomplished through incorporating principles of Universal Design for Learning.

**Universal Design for Learning (UDL)**: A framework for designing curriculum to create effective learning opportunities for every student, regardless of learning differences. UDL consists of three main principles:

**Representation:** How is the information presented to the students?

* Information should be presented in multiple ways such as video, audio, text, or images.
* Example: When teaching about disability disclosure, provide students with a written script and also show them a video of someone demonstrating disability disclosure

**Action and Expression:** How will the students demonstrate what they are learning?

* Students should be given the option to demonstrate their learning in multiple ways such as writing a summary, making a PowerPoint, drawing a picture, or creating a video.
* Example: When teaching about job interview skills, give the students the option of demonstrating how to answer interview questions appropriately by writing their answers, creating a slideshow of their answers, or making a video of themselves answering interview questions.

**Engagement:** How are you maintaining each student’s engagement in your lessons?

* Students will be more engaged and motivated to participate when lessons and learning activities incorporate their interests.
* Example: If your students are working on how to fill out job applications, let each student pick a specific job that they are interested in when they are completing this assignment.

Below is a table that gives examples of how to implement UDL in the classroom. For each student vignette and lesson, examples of representation, action and expression, and engagement are given.

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| **Student and Lesson** | **Representation** | **Action and Expression** | **Engagement** |
| * Haley is a visual learner. She learns best through pictures and videos. For projects, Haley prefers to make creative videos with her friends where she acts out what she learns. * Lesson: “How to communicate professionally in the workplace” | * Haley’s provider shows videos on how to communicate effectively * Her provider also shows images of proper nonverbal communication | * Haley decides to get together with her friends to complete the project * They decide to create a video about professional communication | * Haley wants to work as a Veterinarian Assistant * She decided to make her project about what professional communication looks like at her local Animal Hospital |
| * Nathan learns best through reading and writing. When given a project or assignment, Nathan prefers to work alone and write a paper about what he learns. * Lesson: “What are the different types of postsecondary education?” | * Nathan’s provider gives him the option of reading articles about different types of postsecondary education * His provider also shared links to all of the college programs in the state. | * Nathan decides to work by himself on the project * He also decides that he prefers to write a paper | * Nathan wants to apply to an inclusive higher education program * He decides to research and write about all of the inclusive higher education programs in the state |