

## What You Need to Know About UDL

### UDL for Educators

What is Universal Design for Learning (UDL)?

Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

How can UDL help educators in the classroom?

Universal Design for Learning supports educators' efforts to meet diversity in their classroom by providing flexible instructional materials, techniques, and strategies that help them differentiate instruction to meet these varied needs. It does this by providing options for:

1. Presenting information in different ways (the "what" of learning)
2. Differentiating the ways that students can express what they know (the "how" of learning)
3. Stimulating interest and motivation for learning (the "why" of learning)

Students bring a huge variety of skills, needs, and interests to learning. Neuroscience reveals that these differences are as varied and unique as our DNA.

### Universal Design for Administrators

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How can UDL be supported in educational environments?

Administrators are ultimately held responsible for the teaching and learning process that occurs in schools. Administrators can support UDL by:

1. Modeling the principle of UDL to school staff and students.
2. Support staffs that collaborate to focus on student achievement and to develop methods and materials that support the principles of UDL in classrooms.
3. Incorporate UDL principles into the school district mission.

4. Offer professional development opportunities to staff that focus on universal design for learning.

### UDL for Parents

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What can parents do to help implement UDL approaches in the classrooms?

1. Ask educators if they are familiar with the concept of UDL or if they are currently using universally designed curriculum in their classroom.
2. See that related goals are incorporated into a student's IEP so that he or she can learn the same content as their peers. For instance: Discuss how members of the IEP or transition planning team can help general educators understand and implement these concepts in the classroom.
3. Advocate with local school boards and state departments of education for policies that require newly purchased textbooks and curricula to be fully accessible to students with disabilities by incorporating UDL principles.

Want to learn more information about Universal Design for Learning? Please visit the Universal Design for Learning Center at OCALI at [www.ocali.org/center/udl](http://www.ocali.org/center/udl).