

Universal Design for Learning GUIDE



THE "W H Y" OF LEARNING

AFFECTIVE NETWORKS

Becoming engaged and staying motivated, feeling challenged, excited, or interested are all examples of affective dimensions.

Barriers to ENGAGEMENT

- The goal or purpose of lesson is unclear
- Lesson requires perseverance & persistence
- Subject matter is deemed boring or irrelevant
- Assignment is too easy or too difficult
- Classroom environment
- Lesson lacks opportunity for reflection on learning
- Lesson focuses on teacher rather than the student and fails to provide collaboration

Our goal is to stimulate interest and motivation for learning



THE "W H A T" OF LEARNING

RECOGNITION NETWORKS

Gathering facts & categorizing what is seen, heard, and read, identifying letters, words, and author style, are all examples of recognition tasks.

Barriers to REPRESENTATION

- Text structure
- Text complexity
- Lesson lacks scaffolds for understanding
- Lesson requires background knowledge
- Lesson pacing is too slow or too fast
- Material is offered in only one format (audio, visual)
- Lesson is only in English, lacking support for students of other languages
- Lesson lacks chunking of material/information for processing

Our goal is to present information and content in different ways



THE "H O W" OF LEARNING

STRATEGIC NETWORKS

Planning & performing tasks, organizing & expressing ideas, writing an essay or solving a math problem are all examples of strategic tasks.

Barriers to ACTION & EXPRESSION

- Lesson requires executive functioning skills
- Lesson lacks choice
- Rubrics are not provided
- Assessments required in only one format
- Directions presented in only one format
- Assessment requires rote memorization
- Lesson has no opportunity for students to determine strategies for completion
- Classroom or lesson does not provide options for physical action or movement

Our goal is to provide options for the ways students express what they know