

# 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 fail 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

# PROVIDE OPTIONS FOR ENGAGEMENT



## CAST: Provide Options for Recruiting Interest

- Optimize individual choice and autonomy
- Optimize relevance, value and authenticity
- Minimize threats and distractions

## Another Way to Say it...

- Allow students to make choices to optimize engagement
- Explain relevance of lessons and tasks, making explicit connections
- Create a safe classroom environment where students can express their knowledge in ways that engage them

### Strategy & Support Examples:

Music Choices   Real-life examples   Videos Games   Surveys Debates   Guest Speakers   Whole-class meetings   Human Interest Stories   Math Brain Teasers   Interest Inventories   Comic Strip Writing

## CAST: Provide Options for Sustaining Effort & Persistence

- Heighten salience of goals and objectives
- Vary demands and resources to optimize challenge
- Foster collaboration and communication
- Increase mastery-oriented feedback

## Another Way to Say it...

- Ask students to restate lesson standards/objectives and remind them often throughout the lesson
- Allow students to choose from varying levels of challenge to reduce boredom and difficulty level
- Encourage students to work together
- Provide feedback during lessons using a variety of methods such as; self-reflection, peer review, teacher feedback.

### Strategy & Support Examples:

Stations   Reading Prompts   Checklists   Rubrics   Progress Graphs   Group Discussion   Learning Logs   Graphic Organizers   Peer Buddies   Scaffolds   Gamification   Blogger of the Day   Shout-Outs

## CAST: Provide Options for Self-Regulation

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

## Another Way to Say it...

- Offer strategies for staying motivated and provide resources to prevent frustration
- Provide group work opportunities, use mentors/coaches, or provide tips on persistence while completing tasks
- Prevent students from quitting by offering scaffolds, positive reinforcements, break time, etc. Encourage them to assess their own learning by using checklists and rubrics.

### Strategy & Support Examples:

First/Then Board   Agendas   Reinforcers   Timer   Exit Tickets   Brain Breaks   Self-Generated Goals   Reflection Journal   Token Boards   Completion Checklist

ENGAGEMENT

# PROVIDE OPTIONS FOR REPRESENTATION



## CAST: Provide Options for Perception

## Another Way to Say it...

- Offer ways of customizing the display of information
- Offer alternatives for auditory information
- Offer alternatives for visual information
- Provide digital copies for personalization & preferences
- Provide visuals and hard copies to supplement lectures
- Provide audio, digital versions, and manipulatives for students

### Strategy & Support Examples:

Number Chart   Color Coding   Music   Drawing   Cartoons   Web Apps   Field Trips   Highlighting   Slides & PowerPoint   Word Wall   Collage   Demonstration   Digital Art   Flip Charts   Reading Window   Visual Schedule

## CAST: Provide Options for Language & Symbols

## Another Way to Say it...

- Clarify vocabulary and symbols
- Clarify syntax and structure
- Support decoding of text, mathematical notation, and symbols
- Promote understanding across languages
- Illustrate through multiple media
- Pre-teach vocabulary and math symbols
- Teach text structures (compare/contrast), sentence structure, and math formulas
- Provide scaffolds for reading in order to highlight important content
- Offer instructions in their first language for English learners
- Provide a variety of media such as pictures, charts, video, audio, and manipulatives

### Strategy & Support Examples:

Glossary   The 6-Step Vocabulary Process   Emotion Chart   Frayer Model   Dice   Math dictionary   Geo board   Base 10 Blocks   Dictionary   Thesaurus   Personal Dictionary   Cloze Sentences   Graphic organizers

## CAST: Provide Options for Comprehension

## Another Way to Say it...

- Activate or supply background knowledge
- Highlight patterns, critical features, big ideas, and relationships
- Guide information processing and visualization
- Maximize transfer and generalization
- Remind student of what they already know and teach helpful background information
- Clearly model comprehension strategies like monitoring, highlighting, and note taking
- Provide exemplars, explicit directions, and scaffolds to help students progress through lessons
- Help students see how they can use the new information in other classes, units, and settings

### Strategy & Support Examples:

Graphic Organizers   Drawings   Essential Vocabulary   Active Note-Taking   Mnemonics   Color-coding   Real-life examples   Songs   Brainstorming   Reading Prompts   Chunking   Anchor Charts   Role play

REPRESENTATION

# PROVIDE OPTIONS FOR ACTION & EXPRESSION



## CAST: Provide Options for Physical Action

- Vary methods for response and navigation
- Optimize access to tools and assistive technologies

## Another Way to Say it...

- Give students options for composing with a variety of media (writing, keyboarding, models, etc.) for completing tasks
- Allow students to use technology to express their knowledge (audio, speech-to-text, word prediction, video, etc.)

### Strategy & Support Examples:

Thumbs Up/Down   Drawing   Create Videos   Choice Boards   Response Cards   Online Tools   Pencil Grips   Personal whiteboard   Highlighting  
Role Play   Response System   Sing/Dance   Stamps   Word Prediction   Speech Recognition   Format Options

## CAST: Provide Options for Expression & Communication

- Use multimedia for communication
- Use multiple tools for construction and composition
- Build fluencies with graduated levels of support for practice and performance

## Another Way to Say it...

- Offer choices for responses such as creating a poster or slideshow, performing a skit or creating a video
- Provide students with the tools they need to complete assignments such as dictionaries, spell check, calculators, exemplars, digital tools
- Build scaffolds into assignments and provide real time feedback to students

### Strategy & Support Examples:

Peer Editing   Comic Strip   Video Presentation   Tutoring Mentoring   Guided Questions   Record Voice Notes   Fishbowl Strategy   Turn & Talks  
Fan Letters   Small group presentation   Digital Avatars   Story Telling   Sentence Starters

## CAST: Provide Options for Executive Functions

- Guide appropriate goal-setting
- Support planning and strategy development
- Facilitate managing information and resources
- Enhance capacity for monitoring progress

## Another Way to Say it...

- Provide objectives, rationale, exemplars, scaffolds for assignments and tasks
- Provide planners, calendars, tips, and checklists for students
- Give organization ideas and tips for staying on track during assignments
- Have student reflect on their learning by asking questions, and providing opportunities for students to receive feedback prior to completing final drafts

### Strategy & Support Examples:

Clear goals posted   Blogs   Student-led conference   Timers   Graphic Organizers   Classroom Website   Mood meter   Exit Tickets   Rubrics   Guided Reflection   Digital Planners/calendars   "I can" statements

**ACTION & EXPRESSION**



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Adapted from: CAST UDL Guidelines 2.0 and  
UDL NOW: A Teacher's Monday-Morning Guide to Implementing Common Core  
Standards Using Universal Design for Learning (2014), Katie Novak.