

The Universal Design for Learning Principles

CAST members, Anne Meyer and David Rose developed the principles of UDL in the late 1990s as a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL Guidelines can be used by educators, curriculum developers, researchers, parents, and anyone else who wants to implement the UDL framework in a learning environment. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Principle I. Provide Multiple Means of Representation

Guideline 1: Provide options for perception

- Checkpoint 1.1 – Offer ways of customizing the display of information
- Checkpoint 1.2 - Offer alternatives for auditory information
- Checkpoint 1.3 - Offer alternatives for visual information

Guideline 2: Provide options for language, mathematical expressions, and symbols

- Checkpoint 2.1 - Clarify vocabulary and symbols
- Checkpoint 2.2 - Clarify syntax and structure
- Checkpoint 2.3 - Support decoding of text, mathematical notation, and symbols
- Checkpoint 2.4 - Promote understanding across languages
- Checkpoint 2.5 - Illustrate through multiple media

Guideline 3: Provide options for comprehension

- Checkpoint 3.1 - Activate or supply background knowledge
- Checkpoint 3.2 - Highlight patterns, critical features, big ideas, and relationships
- Checkpoint 3.3 - Guide information processing, visualization, and manipulation
- Checkpoint 3.4 - Maximize transfer and generalization

Principle II. Provide Multiple Means of Action and Expression

Guideline 4: Provide options for physical action

- Checkpoint 4.1 - Vary the methods for response and navigation
- Checkpoint 4.2 - Optimize access to tools and assistive technologies

Guideline 5: Provide options for expression and communication

- Checkpoint 5.1 - Use multiple media for communication
- Checkpoint 5.2 - Use multiple tools for construction and composition
- Checkpoint 5.3 - Build fluencies with graduated levels of support for practice and performance

Guideline 6: Provide options for executive functions

- Checkpoint 6.1 - Guide appropriate goal-setting
- Checkpoint 6.2 - Support planning and strategy development
- Checkpoint 6.3 - Facilitate managing information and resources
- Checkpoint 6.4 - Enhance capacity for monitoring progress

Principle III. Provide Multiple Means of Engagement

Guideline 7: Provide options for recruiting interest

- Checkpoint 7.1 - Optimize individual choice and autonomy
- Checkpoint 7.2 - Optimize relevance, value, and authenticity
- Checkpoint 7.3 - Minimize threats and distractions

Guideline 8: Provide options for sustaining effort and persistence

- Checkpoint 8.1 - Heighten salience of goals and objectives
- Checkpoint 8.2 - Vary demands and resources to optimize challenge
- Checkpoint 8.3 - Foster collaboration and community
- Checkpoint 8.4 - Increase mastery-oriented feedback

Guideline 9: Provide options for self-regulation

- Checkpoint 9.1 - Promote expectations and beliefs that optimize motivation
- Checkpoint 9.2 - Facilitate personal coping skills and strategies
- Checkpoint 9.3 - Develop self-assessment and reflection