



# MULTIPLE MEANS OF



# ACTION AND EXPRESSION: UDLI

## Multiple Means of Action and Expression<sup>1</sup>

Choice and flexibility in how children interact with learning materials and demonstrate knowledge

“HOW” we learn

UDL Guidelines (as defined by CAST)<sup>1</sup>

“Provide Multiple Means of Action and Expression”

“Strategic brain networks”

ACCESS

### Options for Physical Action

- Vary methods for **navigation** in classroom & **engagement** in learning activities
- Promote **access** to **assistive technologies**

BUILD

### Options for Expression and Communication

- **Multiple media** for **communication**
- **Multiple methods** for **demonstrating learning**
- **Grading activities** to support participation & performance

INTERNALIZE

### Options for Executive Functions

- Encourage appropriate **goal-setting**
- Promote **planning & strategy development skills**
- Support **management of information**
- Cultivate abilities for **self-monitoring progress**

GOAL

“Expert learners who are strategic and goal-directed”

## Fundamental Principles Checklist:<sup>2</sup>

- Employ **various methods of response** (e.g., verbal, pointing, nodding, gesturing, acting)<sup>3</sup>
- Support children in **planning** and **completing** activities
- Incorporate **observation** across various **natural settings** and collect data for **progress monitoring**
- Maximize **access** to **sensory-rich materials**, tools and technology
- Support **goal-setting**

## Examples of Multiple Means of Action and Expression:

### • Environment and Materials

- Provide **varied materials** with **multiple ways** to be used<sup>4,5</sup>
- **Create options** to support children in completing given activities (e.g., sentence starters, story webs/outlines)<sup>6,7</sup>
- Deliver **step-by-step sequences** (e.g. verbal, visual, modeling) of expectations for activities and transitions<sup>8</sup>

### • Academic Time

- Ensure that **lesson goals** reflect **different ways of demonstrating knowledge** (e.g., dance and movement to demonstrate understanding of story)<sup>3</sup>
  - Provide all children with access to **different learning choices** (rather than choosing on behalf of the class)<sup>3</sup>
  - **Model different approaches** of reaching the same goal<sup>9</sup>
  - Engage children in discussions of their **strengths** and how they can be used to demonstrate learning<sup>3</sup>
  - Present children with varied of means of **self-assessment** (e.g., pictures and videos, peer feedback)<sup>10</sup>
  - Give children the option to use dance and movement to demonstrate their understanding of a story<sup>3,11</sup>
- See “**Transitions Factsheet**” for more information about this application of UDLI principles

References:

