



MULTIPLE MEANS OF ENGAGEMENT: UDLI



Multiple Means of Engagement¹

Multiple ways to **motivate** children that are **personally meaningful**

“WHY” we learn

UDL Guidelines (as defined by CAST)¹

“Provide Multiple Means of Engagement”

“Affective brain networks”

Options for

Recruiting Interest

- Maximize **individual choice & autonomy**
- Maximize **relevance, value, & authenticity**
- Minimize **threats & distractions**

ACCESS

Options for Sustaining Effort & Persistence

- Increase salience of **goals & objectives**
- Vary demands & materials to provide “**just right**” challenges
- Cultivate **collaboration & community**
- Provide **mastery-focused feedback**

BUILD

Options for Self-regulation

- Optimize **motivation** by sharing expectations & beliefs
- “Facilitate **personal coping skills & strategies**”
- Develop strategies **self-assessment & reflection**

INTERNALIZE

“Expert learners who are **purposeful** and **motivated**”

GOAL

Fundamental Principles Checklist:^{2,3}

- Create **comfortable, physically accessible** classroom environments
- **Connect new learning** with **prior knowledge**
- Incorporate **varied learning activities**
- Provide **choices** to reflect different interests, needs, identities, and preferences
- Foster opportunities for **social participation**
- Cultivate **self-regulation skills**
- Encourage **sustained effort**

Examples of Multiple Means of Engagement:

• Environment and Materials

- **Flexible** and/or **alternative seating**⁴
- **Display** the **goals** of activities in the classroom environment (e.g., words, visuals) and reference them regularly^{5,6}
- Create **self-regulation spaces** and encourage all children to use them³

• Choice Time

- Consider **accessibility, adaptability, and appeal** of choices offered³
- Provide **flexibility** in allowing children to **move between choice activities** when possible³
- Involve children in **selecting choice activities** offered and/or voting in polls^{3,7}

• Academic Time

- Incorporate “**brain breaks**” into instructional time³
- 10-15 minute long activities (“**chunk**” instruction)⁸
- Regularly **remind children** as to **why** they are learning a particular topic to **increase motivation**⁵
- **Ask** children about **their goals** in their activities (e.g., “What are **you** working on today?”)⁹
- Involve children in **designing classroom activities** to **increase motivation and engagement**¹⁰
- Provide **feedback** that focuses on the children’s **effort, persistence, and improvement**¹¹

- See “**Transitions Factsheet**” for more information about this application of UDLI principles



References:

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