



MULTIPLE MEANS OF REPRESENTATION: UDL



Multiple Means of Representation¹

Multiple modalities (i.e. visual, written, auditory, and experiential learning) to proactively accommodate all learning styles

“WHAT” we learn

UDL Guidelines (as defined by CAST)¹

“Provide Multiple Means of Representation”

“Recognition brain networks”

ACCESS

Options for Perception

- Provide means of **customizing** the display of information
- Provide **alternatives** for auditory & visual information

BUILD

Options for Language & Symbols

- Define **vocabulary & symbols**
- Explain **syntax & structure**
- Support **understanding of text, mathematical notation, & symbols**
- Support **learning across languages**
- Incorporate **multiple media**

INTERNALIZE

Options for Comprehension

- **Engage** or **supply background knowledge**
- Emphasize **patterns, big ideas, & relationships**
- Support **information processing & visualization**
- “**Maximize transfer & generalization**”

GOAL

“Expert learners who are **resourceful and knowledgeable**”

Fundamental Principles Checklist:²

- Provide **choices for play**
- Incorporate **learning activities** that use **varied materials**
- Incorporate **multisensory presentation** of learning materials (visual, auditory, kinesthetic, tactile, etc.)³
- Foster opportunities for **social participation**
- Provide **specific feedback and praise**

Examples of Multiple Means of Representation:

- **Environment and Materials**
 - Present **signage** with both **words and pictures** to depict routines, roles, guidelines, activity expectations, etc.⁴
 - **Label** how to interact with an activity/materials with pictures and words to **support independent participation**^{4,5}
 - Create a **quiet “concentration corner”** where children can go to focus⁶
 - Have a **“word wall”** for **vocabulary words**, including **visual representations**⁶
 - **Label classroom images** with **word descriptions**⁵
- **Academic Time**
 - Pair **verbal descriptions** with **visual information**⁷
 - Support **social emotional learning** (e.g., written expectations, social stories, role-play)^{6,8,9}
 - **“Chunk” information** presented¹⁰
 - Make explicit **connections to children’s background knowledge** (e.g., “KWL Charts”)^{11,12}
 - Provide **step-by-step instructions** (e.g., verbal, visual, modeling) to support sequencing skills^{9,10}
 - Incorporate the arts into lessons as a modality of learning and expression¹³
- See **“Transitions Factsheet”** for more information about this application of UDLI principles

References:

