



UNIVERSAL DESIGN FOR LEARNING AND INCLUSION

UNIVERSAL DESIGN FOR LEARNING (UDL)

- Evidence-based framework
- Guides educators in teaching to meet the **diverse** learning needs of all children ¹
- **All individuals** experience **improved accessibility** and **opportunities** for **participation** and **performance** ²
- Best practice: UDL + **differentiated instruction**, as needed
 - Differentiated instruction: teaching and/or curricula **adapted in response to individual needs** - UDL reflects a **proactive approach** ^{3,4}

INCLUSION

- **Involvement** of **all individuals** in a particular activity or setting ⁵
- In **early childhood education** settings: **empowers all children to actively participate** in their **natural learning environments** ⁶

UDL Guidelines (as defined by CAST) ¹

“Provide Multiple Means of Engagement”

“Affective brain networks”

“WHY” of Learning

“Provide Multiple Means of Representation”

“Representation brain networks”

“WHAT” of Learning

“Provide Multiple Means of Action and Expression”

“Strategic brain networks”

“HOW” of Learning

UDLI Fundamentals Checklist:

• Physical Classroom Environment:

- Is each **space physically accessible**? ⁷
- Do children know the **expectations** for each area of the classroom? ⁷ Can you better support children with **cues** (e.g., visual, tactile)? ¹
- Are activity **materials accessible**? ⁷
- How does your classroom environment support children in **transitions**? ⁷

• Classroom Activities

- Are opportunities for **engagement, representation, and expression** varied? ⁷
- Are children **motivated** to engage in learning that is **personally meaningful**? ⁸
- Do children have **choice and flexibility** in how to **demonstrate their learning**? ⁹
- How does my instructional approach meet different **learning needs** of children in my classroom (e.g., multiple modalities, multiple levels of complexity)? ¹⁰
- Do children have opportunities to **connect** learning to their **experiences or knowledge**? ¹¹
Are **diverse backgrounds** and **identities represented** and **honored** in my classroom? ⁵

*See individual **fact sheets** for more information on each of these **guidelines** and **examples**

Mary C. Laurita, OT/s

Department of Occupational Therapy, Tufts University
Developed in collaboration with Eliot-Pearson Children’s School
Kaitlyn Irwin, OT, OTD; Hanna Gebretensae, EdD; Gabriela Herrera, MA

References:

