Universal Design for Learning Guidelines

[Visit the UDL Guidelines](#)

AFFECTIVE NETWORKS:
THE **WHY** OF LEARNING

Engagement

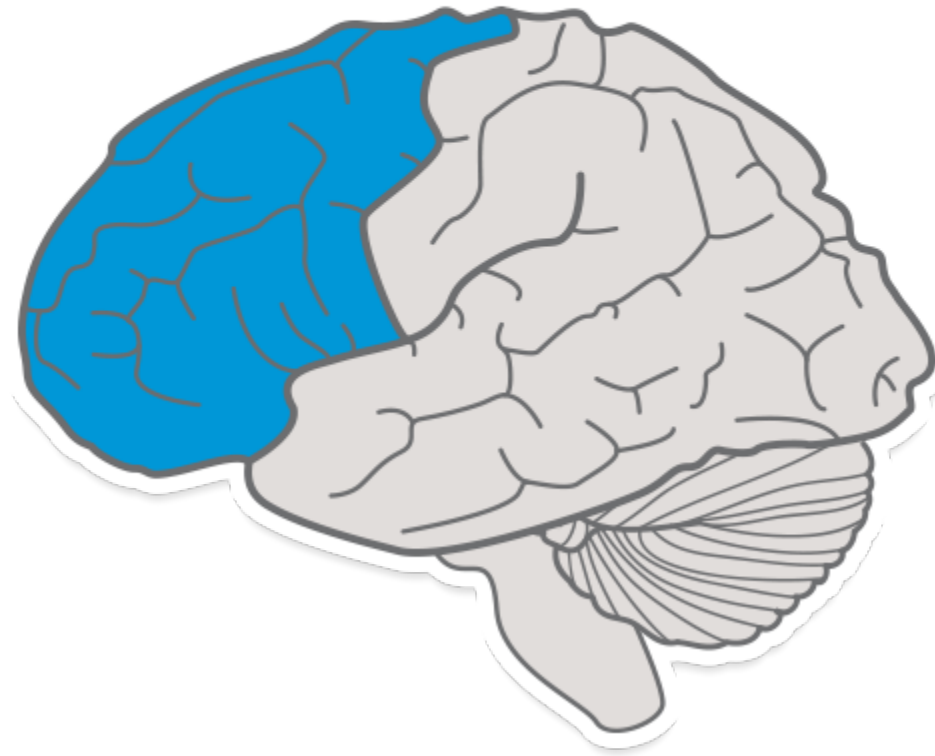For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE **WHAT** OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE **HOW** OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

The UDL Guidelines

Welcome to the new home for the UDL Guidelines! In this first release of our new site, we've updated the look, but the Guidelines themselves, their descriptions, and the research behind the Checkpoints haven't changed. We're looking forward to constantly improving this site with more resources, updated research, and to continue evolving the UDL Guidelines as a living, breathing tool for implementing the UDL framework.

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning, a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. Learn more about the Universal Design for Learning framework from CAST. 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.**

Universal Design for Learning Guidelines

Provide multiple means of **Engagement** ➔	Provide multiple means of **Representation** ➔	Provide multiple means of **Action & Expression** ➔
Affective Networks The "WHY" of learning	Recognition Networks The "WHAT" of learning	Strategic Networks The "HOW" of learning

Access

Provide options for **Recruiting Interest** (7) ➔	Provide options for **Perception** (1) ➔	Provide options for **Physical Action** (4) ➔
• Optimize individual choice and autonomy (7.1) ❯ • Optimize relevance, value, and authenticity (7.2) ❯ • Minimize threats and distractions (7.3) ❯	• Offer ways of customizing the display of information (1.1) ❯ • Offer alternatives for auditory information (1.2) ❯ • Offer alternatives for visual information (1.3) ❯	• Vary the methods for response and navigation (4.1) ❯ • Optimize access to tools and assistive technologies (4.2) ❯

Build

Provide options for
Sustaining Effort & Persistence (8) ➡

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

Provide options for
Language & Symbols (2) ➡

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

Provide options for
Expression & Communication (5) ➡

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

Internalize

Provide options for
Self Regulation (9) ➡

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

Provide options for
Comprehension (3) ➡

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

Provide options for
Executive Functions (6) ➡

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

Goal

Expert Learners who are...

| Purposeful & Motivated | Resourceful & Knowledgeable | Strategic & Goal-Directed |