**Universal Design for Learning Guidelines[[1]](#footnote-1)**

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| Provide Multiple Means of**Engagement***Purposeful, motivated learners* | Provide Multiple Means of**Representation***Resourceful, knowledgeable learners* | Provide Multiple Means of**Action and Expression***Strategic, goal-directed learners* |
|  Provide options for self-regulation | Provide options for comprehension  | Provide options for executive functions |
| * Promote expectations and beliefs that optimize motivation
* Facilitate personal coping skills and strategies
* Develop self-assessment and reflection
 | * Activate or supply background knowledge
* Highlight patterns, critical features, big ideas, and relationships
* Guide information processing, visualization, and manipulation
* Maximize transfer and generalization
 | * Guide appropriate goal-setting
* Support planning and strategy development
* Enhance capacity for monitoring progress
 |
| Provide options for sustaining effort and persistence | Provide options for language, mathematical expressions, and symbols  | Provide options for expression and communication  |
| * Heighten salience of goals and objectives
* Vary demands and resources to optimize challenge
* Foster collaboration and community
* Increase mastery-oriented feedback
 | * Clarify vocabulary and symbols
* Clarify syntax and structure
* Support decoding text, mathematical notation, and symbols
* Promote understanding across languages
* Illustrate through multiple media
 | * Use multiple media for communication
* Use multiple tools for construction and composition
* Build influences with graduated levels of support for practice and performance
 |
| Provide options for recruiting interest | Provide options for perception  | Provide options for physical action  |
| * Optimize individual choice and autonomy
* Optimize relevance, value, and authenticity
* Minimize threats and distractions
 | * Offer ways of customizing the display of information
* Offer alternatives for auditory information
* Offer alternatives for visual information
 | * Vary the methods for response and navigation
* Optimize access to tools and assistive technologies.
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1. CAST (2012). *Universal Design for Learning Guidelines version 2.0.* Wakefield, MA: Author.

 Source URL: <http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice> [↑](#footnote-ref-1)