**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. |



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)