

## Principles of Universal Design

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**Universal design** is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

***Universal Design for Learning*** is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.

Good for all students: General instructional strategies based on the principles of Universal Design for instruction.

### Syllabus

- define essential components of the class
- clearly written class expectations
- your contact information
- grading scale
- disability accommodation statement
- attendance, tardiness, participation, and late work policies

### Consistency

- organize class and give simple directions in predictable format
- follow routine
- post daily agenda
- be consistent with expectations and due dates

### Technology

- use technology to enhance instruction and increase accessibility
- provide all text and handouts in electronic format
- post oral directions in written/electronic format
- design handouts and slides so user can easily change font/spacing/color/size/background or remove graphics that may be distracting

### Summarize information

- at end of major topic, summarize main ideas
- arrange information consistent with its importance, distinguish "essential to know" information from "nice to know" information

## Assignments/Projects/Tests/Quizzes

- provide effective prompting and feedback during and after task completion
- use grading rubric
- use varied testing format
- consider designing tests to cover smaller rather than larger amounts of information
- consider breaking longer more complex assignments into smaller segments
- allow for a variety of ways students demonstrate knowledge; allow them to express themselves in a manner that is consistent with the way they learn
- clearly state rules for homework, including homework due dates

## Learning Style

- use different modes (pictorial, verbal, hands-on) when presenting information
- design classroom activities that allow for movement, discussion, questions, demonstration, and/or group work
- use circular seating
- reduce distraction noises
- allow time for formulating questions or responses
- change activities; mix fine motor and gross motor skills

## References/Resources:

<http://www.udlcenter.org/aboutudl/whatisudl>

<http://accessproject.colostate.edu/udl/>

<http://mywtcs.wtcsystem.edu/instruction-student-services/student-support-services/disability-services>