

# The UDL Guidelines for Educators

## *A Planning Tool You Can't Live Without*

Before we delve into curriculum design and delivery, you must be familiar with the Educator Guidelines, which are a list of teaching tips created by CAST, the UDL gurus. These tips will help you to design UDL lessons.

To understand the Guidelines, it is important to start with the big picture. In its most basic definition, UDL is thoroughly knowing the concept you're going to teach and presenting that concept in different ways while engaging the students and encouraging them to express their knowledge in different ways.

Some teachers examine the Guidelines, choose one or two that fit into their current practice, and say, "I teach UDL" or "I do UDL." Although it's great that many educators implement

**Objective:** You will understand the building blocks of UDL—the Guidelines—and be able to paraphrase them.

**Rationale:** In order to implement UDL in classroom instruction, you must be familiar with the Guidelines. This chapter "unpacks" them, clarifying difficult concepts. Since the Guidelines are the building blocks of a universally designed curriculum, developing a deeper understanding of them and mastering their content will help you in the lesson-planning process later.

some guidelines of UDL already, it's a mistake to think that using one or two guidelines equates to full implementation. UDL isn't something you can just "do." UDL is what your practice becomes when you shift the way you think about teaching and learning.

Simply put, UDL is not a checklist. A UDL teacher doesn't just play a video and hand out a rubric. He or she eliminates barriers to learning by proactively and deliberately planning curriculum that all students can access. The key word is *proactively*. UDL guides conscious, planned decisions to help all students learn the standards you are required to teach.

This may be a big philosophical shift for some, because historically it was a teacher's job to "fix" the students so they could succeed in a standardized way. Although this was well intentioned, times have changed. Our job now is to teach all students to meet high standards by providing flexible and varied avenues to success—using the means *the students* most need, as individuals, to succeed. We have such limited time with students. Instead of wasting time trying to transform them from individuals into standardized learners, we need to teach them as they are and allow them to be the most successful people they can be. It's profound, really, to think about teaching that way, and also very liberating. We are now free to embrace our subject matter, to think creatively, and to help students love the content as much as we do.

As stated in the previous chapter, we cannot fix students' home lives, and we cannot fix the communities where they live, but we also can't make excuses. Instead, we have to set the bar high and develop a curriculum that will inspire and challenge all students. To do this, we need to focus on how our students will be successful. If you think about all the reasons why your students will not be successful, they won't be. This is called the *deficit model*, and unfortunately many schools and teachers operate in this mind-set.

The deficit model blames student failure on the students, their parents, and the community (Prime & Miranda, 2006). Teachers who function under this model believe that their students do not have what it takes to succeed, and no amount of teaching will change that. Because of their low sense of efficacy, teachers lower their expectations. They change the sequence and pace of instruction and deemphasize challenging topics, simplifying others. This is *not* UDL. UDL is all about designing lessons that will challenge all students and push them to achieve grade-level standards. When you teach

UDL, you have to believe that all your students will succeed and keep that belief at the forefront when designing your curriculum. If you eliminate barriers in your learning environment, you take away many of the reasons and excuses for failure. Then, and only then, you can teach every student.

Note that this is not creating a challenging curriculum and then modifying it later. That is reactive and aligns more closely to the differentiated instruction (DI) framework, which will be discussed in more detail in Chapter 3. UDL is about taking your skill, your passion, and your craft and designing your lessons with embedded options so they are relevant, accessible, and challenging to all students.

To look at this another way, imagine you are having a dinner party for some new colleagues. You'll probably plan a menu that plays to your strengths as a cook or utilizes the best catering in your area so you can stay in your comfort zone as a host. This is very similar to the traditional style of teaching, because teachers teach in their comfort zones; administrators facilitate meetings in their comfort zones.

Now, imagine that all day, to get ready for your party, you've worked hard to prepare Mexican lasagna. If you've never made it, it's basically traditional lasagna with the following substitutions:

TRADITIONAL ITALIAN LASAGNA	MEXICAN LASAGNA
Instead of lasagna noodles...	Flour tortillas
Instead of ground beef with marinara sauce...	Ground turkey seasoned with taco seasoning, a jar of salsa, a can of black beans, and a can of corn
Instead of a blend of mozzarella, ricotta, and parmesan cheese...	Sharp cheddar and spinach leaves

You're feeling optimistic and totally prepared because the lasagna looks and smells delicious and the house is clean. You light some candles, hear a knock at the door, and welcome your guests. Everything goes great, until dinner. As you serve the meal, you realize that not everyone can eat it.

- Pat is on the Paleo Diet, so he can't have dairy.
- Kristen is a vegetarian, so she can't eat the ground turkey.
- Jessie is on a gluten-free diet, so she can't eat the tortillas.

What are you, a good host, to do? You rush around making accommodations so your guests can eat. You have some leftover ground turkey, so you make Pat a turkey burger and throw a handful of raw spinach leaves on his plate. Kristen can eat a cup of beans and corn. Jessie can just pick around the tortillas, right? The problem is all your guests are not getting the same wholesome, balanced meal.

Compare this to teaching. When we teach the way we always have, some of our “guests” cannot consume what we’re serving and have to eat scraps. If they can’t eat, they become starved, and then we turn around and call them picky eaters.

Now, if you were a UDL menu-planner, you would have thought more about the possible barriers of your guests and planned one delicious meal they would’ve enjoyed together, or you would’ve provided more of a “make-your-own” Mexican night with different options, including the ingredients for salads, tacos, and burritos with ground turkey, tofu, and sautéed vegetables. If you had planned the meal proactively from the beginning, you would have eliminated the barriers and would not have had to make unnecessary accommodations.

If you were planning a UDL menu, you would not reduce the meal to its lowest common denominator. For example, braised tofu on a bed of lettuce would allow everyone to eat, but would leave some of your guests hungry. The magic of hosting is to provide enough options that everyone can fill their plates (and their bellies) with food that is delicious and nourishing, and that meets their dietary needs. You don’t want your guests swinging through the drive-through on the way home.

Once you plan your menu of options, you also have to consider the tools that you will provide so your guests can serve themselves. While collaborating with a group of teachers, a high school history teacher noted that there’s much more to planning a buffet than considering the options for the meal. An effective, proactive party planner also considers the importance of providing utensils, plates, bowls, and napkins. You could plan a delicious Mexican taco buffet but if you don’t provide your guests with serving spoons, plates, and utensils, the dining experience won’t be fully accessible for your guests. In short, everyone is likely to make a mess.

Let's take the dinner party "tools" analogy and relate it to teaching. Think about a common barrier that prevents students from completing their work: the lack of a writing utensil. In a perfect classroom, every student would come prepared to class, but for many of us, this is not the norm.

Imagine you've designed a writing lesson where students are required to read a local newspaper, either in hard copy or online, and then respond to the editor. Their response should influence the attitudes or actions of a specific audience on an issue.

One student, Tim, comes to class without a pencil (for the 50th time this year). You have a couple of options. Choose the most UDL-friendly option. (Hint: It's the one that eliminates the barrier and allows Tim to show his understanding of the task.)



- A.** Send Tim to the office to sit for the period. His lack of preparedness is a problem and he needs a consequence.
- B.** Allow Tim to sit in class without a pencil. Have him finish the writing assignment for homework.
- C.** Have a student resource center where Tim can borrow a pencil without interrupting the class, or allow him to use his device to type or audio-record his response.
- D.** Stop the class and ask if anyone can lend him a pencil. Wait while students rummage through their backpacks to find one.
- E.** Give Tim a pencil but deduct 10% off his grade on the assignment.

If you chose C, you're thinking like a UDL teacher. Not having a pencil is an obstacle or a barrier for some students. Remember that ultimately, your job is to support Tim as he attempts to influence his audience as he responds to text. He can only meet the standard if he can participate with you and his classmates and he has the correct tools.

Option A does not align with the UDL approach because if Tim isn't in the classroom, he can't engage in the lesson and learn how to write the response. As a result, Tim cannot meet the standard.

Option B is not correct because Tim deserves to get immediate mastery-oriented feedback on his writing, and he will not have access to you or his peers if he is unable to work toward the standard.

Option D is not correct. Although you are giving Tim a pencil, you have taken class time away from learning. As a teacher, you have a great number of standards and very little time to cover them.

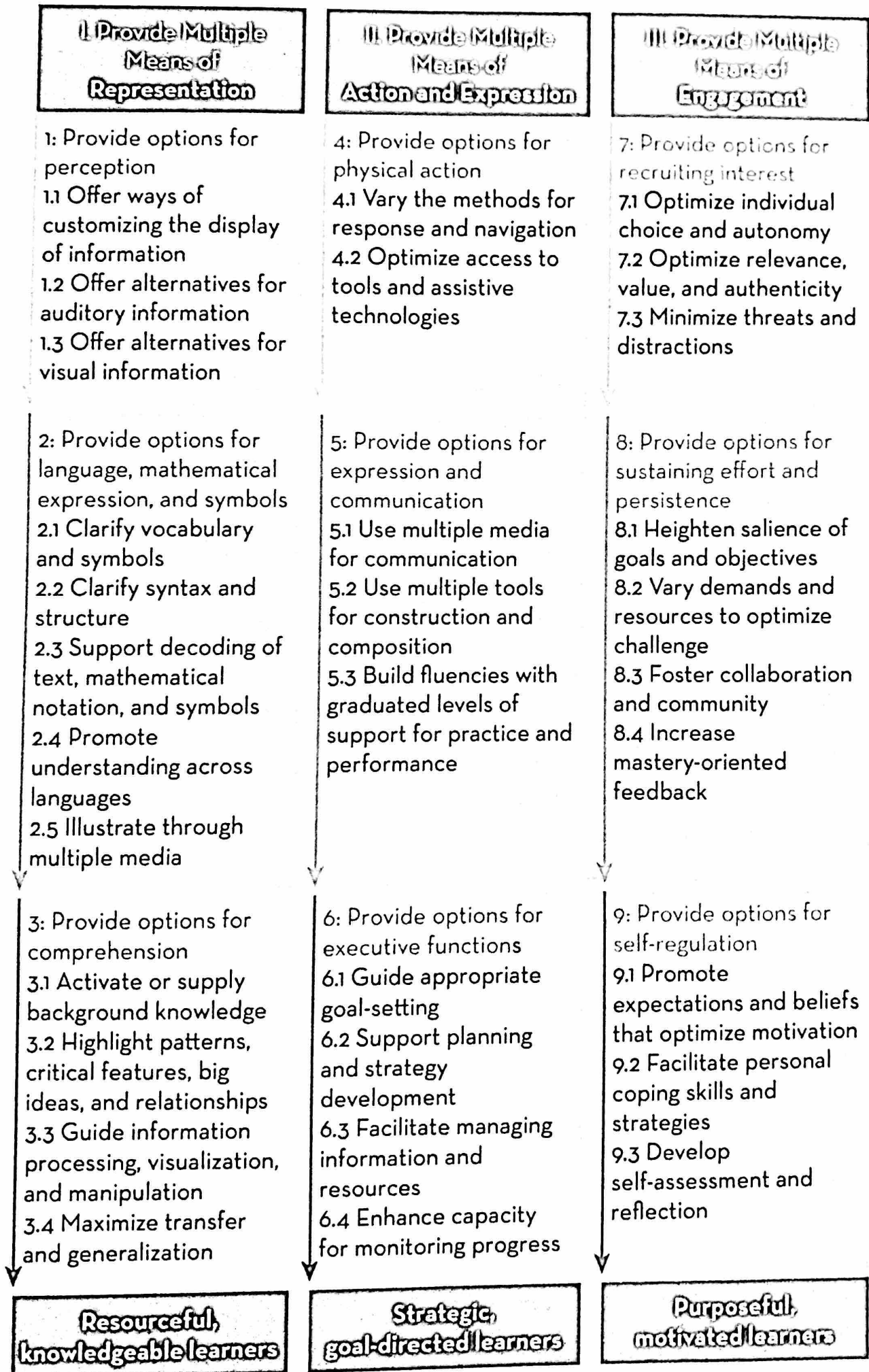
Option E is not correct because Tim's grade should reflect his progress toward meeting the learning standard, not meeting classroom rules.

Another example of a barrier to learning is student behavior. I once observed a star teacher, Patty, who was channeling UDL principles in her classroom management plan. Patty worked in a low-performing urban school, but her students were nearly perfectly behaved for the entire 90-minute period. At the end of the class, she explained that it was because they knew they would never get away with it because they knew that "she would handle it." Patty said that she would never expel a student from the room for being disruptive. For many students in urban schools, she explained, that is what they want. She went on, "I never send kids out . . . never. I tell them I make a commitment to educate them for 90 minutes a day, and I can't educate them if they are out of the room."

Her policy? When a student is disruptive, she or he must have a lunch date with Patty. When a student has a lunch date, Patty takes out a box of fine linens and flickering battery-powered candles and sets a table for two. During lunch, Patty sits with the student and tries to understand why she or he was acting out in class. She has been having lunch dates since she began teaching. She joked, "No kids ever have lunch dates more than once." She went on to explain the responsibility she felt for her students: "I must educate these kids between 8 and 3 because they're not going home and getting any education. If I don't do it, they won't get it at all." If behavior is a barrier, remove the barrier, not the student.

UDL is not just about providing tools for students to access learning experiences and managing your classroom. It's about eliminating barriers so every student can succeed. One way to start is to use the UDL Guidelines. If you've already been introduced to UDL, you've probably seen the Guidelines, version 2.0, published by CAST in 2011, which numbered the principles, guidelines, and checkpoints (Figure 2-1). All the guidelines and checkpoints are invaluable resources for teachers, but for some educators the numbered format seemed to suggest a hierarchy, where Representation was more important or prominent than Expression and Engagement.

# Universal Design for Learning Guidelines



**FIGURE 2-1:** Universal Design for Learning Guidelines 2.0 (2011)

The three brain networks match up with the UDL Guidelines. The Guidelines provide tips about how to activate each network. Sometimes you'll hear people refer to the "networks" and others refer to the "Guidelines," but they are more or less referring to the same thing.

The Guidelines are the building blocks of a UDL curriculum, and because I'll refer to them throughout the book, it's important that we review them now so we have a common understanding going forward. If you're already familiar with the Guidelines and the networks and feel you don't need a refresher, skip ahead. As you saw in the Guidelines (Figure 2-2), there are three columns. The first column includes the Engagement Guidelines. There are two significant barriers to engagement (Table 2-1). The first is that students don't think the curriculum is interesting or relevant to them so they don't care to learn. The second is that students lack perseverance or coping skills and they cannot persist when learning gets challenging. If either of these barriers is present in your learning environment, it doesn't matter how brilliantly you design your curriculum. Students have to believe that learning your content or skills matters or they can choose not to learn.

**TABLE 2-1:** Barriers to Engagement

<b>AFFECTIVE OBSTACLES</b>
Students don't understand the purpose of the lesson.
Assignment is too easy or too difficult.
Assignment has no value in students' lives.
Student's lack of coping strategies or other self-regulation functions.
Subject matter is deemed boring or irrelevant.
Students are embarrassed.

The Engagement Guidelines are so valuable, because making curriculum relevant, and instilling grit in students, cannot be delivered by a scripted curriculum and pacing guides. You are a teacher and you know your students. Connecting your curriculum to your audience and giving them the tools to stay motivated is a true art. Providing multiple means of engagement will help you to do this more effectively and activate students' affective networks.

You don't necessarily have to implement every Guideline with every student. The Guidelines remind you to provide options. If, for example,

you aim to “Prevent students from getting upset or quitting by giving them scaffolds, positive reinforcement, break time, and so on,” you may have a subset of students who do not want to take a break from their learning. That’s okay. In UDL, students are empowered to direct their own learning. With all Guidelines, you will focus on providing the options and helping students to reflect on the options and choose the most appropriate ones.

Implementing the Engagement Guidelines will help you to eliminate some common barriers that prevent students from becoming motivated, purposeful learners (see Table 2-2).

**TABLE 2-2:** Engagement Clarified

<b>PROVIDE MULTIPLE MEANS OF ENGAGEMENT</b>	<b>TRANSLATIONS</b>
<p>Provide options for self-regulation.</p> <ul style="list-style-type: none"> <li>• Promote expectations and beliefs that optimize motivation.</li> <li>• Facilitate personal coping skills and strategies.</li> <li>• Develop self-assessment and reflection.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer students tips on how to stay motivated and provide resources to prevent frustration; allow students to work in groups, use mentors or coaches, or just provide tips on how to persist and work with a text.</li> <li>• Prevent students from getting upset or quitting by giving them scaffolds, positive reinforcement, break time, and so on.</li> <li>• Encourage students to assess their own learning by using checklists and rubrics.</li> </ul>
<p>Provide options for sustaining effort and persistence.</p> <ul style="list-style-type: none"> <li>• Heighten salience of goals and objectives.</li> <li>• Vary demands and resources to optimize challenge.</li> <li>• Foster collaboration and communication.</li> <li>• Increase mastery-oriented feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask students to restate a lesson’s standard or objective and remind them about it often throughout the lesson.</li> <li>• Provide varying levels of challenge so students can pick assignments that are not boring or too difficult for them.</li> <li>• Allow students to work together.</li> <li>• Give feedback often throughout each lesson using various methods like self-reflection, peer review, and teacher feedback. Don’t just give feedback on final assessments.</li> </ul>

**TABLE 2-2:** Engagement Clarified *CONTINUED*

PROVIDE MULTIPLE MEANS OF ENGAGEMENT	TRANSLATIONS
<p>Provide options for recruiting interest.</p> <ul style="list-style-type: none"> <li>• Optimize individual choice and autonomy.</li> <li>• Optimize relevance, value, and authenticity.</li> <li>• Minimize threats and distractions.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to make choices so they are more likely to be engaged in the curriculum (more on this in Chapter 7).</li> <li>• Tell students at the beginning of a lesson why it will be relevant to them. Make the connection explicit.</li> <li>• Create a classroom environment where students feel safe and can express knowledge in ways that are best and most engaging to them (more on this in Chapter 4).</li> </ul>

The Representation Guidelines remind us to provide multiple means of representation to activate all students' recognition networks. *Representation* is the process of teaching new content or skills to students. Historically, reading and lecturing were popular teaching methods, so let's examine some of the barriers associated with them (Table 2-3).

If we teach in only one way and don't provide students with options, some students won't learn. Since it's our job to teach all students, we must use multiple representations for every lesson we teach. The Guidelines provide reminders, or suggestions, on how to do this. Every time you plan a unit, have the Guidelines in front of you to ensure you're aligning your curriculum to them.

**TABLE 2-3:** Presentational Barriers

BARRIERS IN THE LECTURE FORMAT	BARRIERS IN READING TEXT
Hearing impairment.	Poor vision.
Attention issues.	Inability to decode the text.
Poor memory.	Poor reading comprehension skills.
Lack of background knowledge.	They read slowly and they don't have enough time to get all the information.
They don't understand the vocabulary or subject-matter jargon you use.	They don't understand the vocabulary (either because it's too difficult or because they don't know how to read).
Your language is not their first language.	

There are 12 checkpoints, or specific teaching strategies, to examine when designing the Representation portion of your lesson (Table 2-4). The table has two columns. The left column has the Guidelines as they are written. In the right column, vocabulary is clarified in language that may be more accessible.

**TABLE 2-4:** Representation Clarified

<b>PROVIDE MULTIPLE MEANS OF REPRESENTATION</b>	<b>TRANSLATIONS</b>
<p>Provide options for perception.</p> <ul style="list-style-type: none"> <li>• Offer ways of customizing the display of information.</li> <li>• Offer alternatives for auditory information.</li> <li>• Offer alternatives for visual information.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide digital copies of all class materials so students can access and personalize them (great if your students have 1:1 devices).</li> <li>• Don't just lecture to students. Provide visuals and hard copies so all students can access at least one of the mediums.</li> <li>• Don't just have students read. Also provide audio, visuals, and things for them to manipulate if they choose.</li> </ul>
<p>Provide options for language, mathematical expressions, and symbols.</p> <ul style="list-style-type: none"> <li>• Clarify vocabulary and symbols.</li> <li>• Clarify syntax and structure.</li> <li>• Support decoding of text, mathematical notation, and symbols.</li> <li>• Promote understanding across languages.</li> <li>• Illustrate through multiple media.</li> </ul>	<ul style="list-style-type: none"> <li>• Preteach vocabulary and math symbols in student-friendly language.</li> <li>• Point out text structures (like compare/contrast), sentence structure, or math formulas if they are important for learning.</li> <li>• If you provide reading, provide scaffolding to bring student attention to most important content.</li> <li>• If English is a second language for students, offer instructions in their home language(s) or provide visuals to support comprehension.</li> <li>• Simplify complicated directions to make student friendly and/or use visuals to increase understanding.</li> <li>• Always offer visuals like charts, pictures, movies, audio clips, and things for students to touch and manipulate.</li> </ul>

**TABLE 2-4: Representation Clarified** CONTINUED

PROVIDE MULTIPLE MEANS OF REPRESENTATION	TRANSLATIONS
<p>Provide options for comprehension.</p> <ul style="list-style-type: none"> <li>• Activate or supply background knowledge.</li> <li>• Highlight patterns, critical features, big ideas, and relationships.</li> <li>• Guide information processing, visualization, and manipulation.</li> <li>• Maximize generalization and transfer.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind students what they already know about the content. If nothing, teach the necessary information.</li> <li>• Make it clear what the most important information is by modeling comprehension strategies such as monitoring, highlighting, asking questions, and note taking.</li> <li>• Provide work exemplars, explicit directions, and scaffolds so students can persist through the lesson.</li> <li>• Help students see how they can use the new information in other classes, units, or settings.</li> </ul>

The Action and Expression Guidelines focus on strategies to access and support student learning. It's imperative to engage students and represent content so it's accessible, but in order to determine if students have learned content, you must assess their learning. Two popular methods to assess students are written responses and objective paper/pencil tests. Let's look at some barriers of these formats (Table 2-5).

**TABLE 2-5: Barriers to Action and Expression**

BARRIERS TO WRITTEN RESPONSES	BARRIERS TO OBJECTIVE TESTS
<p>Lack of a writing utensil or electronic device to keyboard response.</p> <p>Poor handwriting or keyboarding skills.</p> <p>Poor motor skills.</p> <p>They don't know proper format.</p> <p>Poor at spelling and/or grammar.</p> <p>Don't communicate well in writing.</p>	<p>Test anxiety.</p> <p>Lack of a writing utensil.</p> <p>Questions are skipped/answers are tracked incorrectly.</p> <p>Misunderstood or misread directions.</p> <p>Lack of strong test-taking techniques.</p> <p>Poor recall/memory.</p>

Provide as many options as you can for students to express their knowledge and to activate their strategic networks. If that is not possible, then prompts need to include built-in scaffolds, work exemplars, and explicit directions for all students. There are nine checkpoints, or teaching strategies, to examine in the Action and Expression Guidelines (Table 2-6).

**TABLE 2-6:** Action and Expression Clarified

<b>PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION</b>	<b>TRANSLATIONS</b>
<p>Provide options for physical action.</p> <ul style="list-style-type: none"> <li>• Vary the methods for response and navigation.</li> <li>• Optimize access to tools and assistive technologies.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students the option of composing with different media (writing, typing, physically manipulating objects, and so on) when completing assignments.</li> <li>• Allow students to use technology to express knowledge like using speech recognition software, typing, and so on.</li> </ul>
<p>Provide options for expression and communication.</p> <ul style="list-style-type: none"> <li>• Use multiple media for communication.</li> <li>• Use multiple tools for construction and composition.</li> <li>• Build fluencies with graduated levels of support for practice and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students choices about how they will respond (see Chapter 7 for lesson examples). Instead of just writing a response, they could perform a skit, make a poster, create a Microsoft PowerPoint presentation, and so on.</li> <li>• Allow students to complete assignments using different tools. Some students may complete assignments on paper, others may use a 1:1 device, while others may record audio. Provide students with the multiple tools to complete assignment: dictionaries, thesauruses, iPads, voice recognition software, calculators, handouts with necessary formulas, and exemplars.</li> <li>• Build scaffolding into every assignment and provide feedback while students are working (see Chapter 8).</li> </ul>

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<p>Provide options for expression and communication.</p> <ul style="list-style-type: none"> <li>• Use multiple media for communication.</li> <li>• Use multiple tools for construction and composition.</li> <li>• Build fluencies with graduated levels of support for practice and performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Give students choices about how they will respond (see Chapter 7 for lesson examples). Instead of just writing a response, they could perform a skit, make a poster, create a Microsoft PowerPoint presentation, and so on.</li> <li>• Allow students to complete assignments using different tools. Some students may complete assignments on paper, others may use a 1:1 device, while others may record audio. Provide students with the multiple tools to complete assignment: dictionaries, thesauruses, iPads, voice recognition software, calculators, handouts with necessary formulas, and exemplars.</li> <li>• Build scaffolding into every assignment and provide feedback while students are working (see Chapter 8).</li> </ul>

**TABLE 2-6:** Action and Expression Clarified *CONTINUED*

PROVIDE MULTIPLE MEANS OF ACTION AND EXPRESSION	TRANSLATIONS
<p>Provide options for executive functions.</p> <ul style="list-style-type: none"> <li>• Guide appropriate goal-setting.</li> <li>• Support planning and strategy development.</li> <li>• Facilitate managing information and resources.</li> <li>• Enhance capacity for monitoring progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin all assignments with an objective and rationale and provide work exemplars, scaffolds, and checklists for every assignment.</li> <li>• At the beginning of each assignment, give student tips and checklists to help them work through the assignment or ask them to create their own strategy for completing the task.</li> <li>• Give students a lot of tips on how to stay organized while they are completing each assignment and make necessary resources like highlighters, graphic organizers, and calculators accessible. Some students don't know how to organize things on their own.</li> <li>• Have students reflect on their learning by asking questions, and always provide many opportunities for students to get feedback before completing final drafts.</li> </ul>

If you want your students to become knowledgeable, goal-directed, motivated learners, plan your lessons using the Guidelines. In each lesson you design, use as many of the checkpoints as you can. The more checkpoints you use, the more likely you will be able to influence student effort and students' opportunity to learn, which are two key ingredients in the learning mix.

Now, after learning about the UDL Guidelines, you're probably feeling one of three ways:

A. Excited



B. Overwhelmed



C. Skeptical



Remember, whatever you're feeling is normal, but let's try to shed a little light on those three emotions, because many other teachers have felt the same way.

If you're excited, that's wonderful. This is probably because you've heard of UDL before, and you're interested in implementing it in your practice. UDL is a great way to get students motivated and increase achievement. Maybe you've already started implementing UDL, and now you're psyched because you are feeling affirmed and ready to do more. Good for you!

If you're feeling overwhelmed, that's okay too. UDL is a lot of work, but just take a step back and realize that you don't have to implement everything at once. You can't go from 0 to 60 in a blink. Remember that it may take 100 (or more) tries until you've hit your stride. Try to design one complete UDL lesson each week if that is possible and then make an effort to make small adaptations in your learning environment, like posting a standard on the board or allowing students to choose how they will respond to new content. You don't have to completely change overnight. You can begin to implement UDL right away, but you won't be hitting every checkpoint in every lesson from the start. It's like training for a marathon. When you're first training for such an event, it seems like you'll never get there when you're running only a mile, but those miles start adding up, and the same will happen with your UDL practice.

Maybe you feel skeptical whenever you hear about new education reform because it's so frustrating that best practices seem to change yearly. You probably hate wasting time planning units that are thrown away the next year. The thing is, UDL has already been around for over 25 years, and it's not going anywhere. My best advice is to just try it. If you fully commit to teaching one UDL lesson, you'll see a change in your students and that's not something you'll ever feel skeptical about.

## SUMMARY

The UDL Guidelines provide a practical, scientifically based method that will improve your daily teaching and curriculum design. Keep them posted on your desk as a great reminder of how you want to teach every day.

## DISCUSSION QUESTIONS

1. Which UDL Guidelines/checkpoints do you use already with students? It may be helpful to go back and highlight all the strategies you use on a regular basis.
2. Which UDL Guidelines/checkpoints would you have a difficult time implementing? Ask yourself why. Do you think students would not be receptive to them, or do you think you would have a difficult time with the strategy? Why? If you're with colleagues, ask them their opinion.
3. How do you feel about the fact that student effort is theoretically under a teacher's control? Does it feel like too much responsibility? Why or why not?
4. Think about the best lesson you have ever taught. How did you know it was such a success? Which Guidelines/checkpoints were at work in that lesson?
5. Think of one lesson you have taught recently that was a bomb. Looking at the Guidelines/checkpoints, were there any barriers in that lesson that could have been avoided by using some of the suggestions?