# Universal Design for Learning Guidelines

| Provide multiple means of **Engagement** → | Provide multiple means of **Representation** → | Provide multiple means of **Action & Expression** → |
|---|---|---|
| Affective Networks<br>The "WHY" of learning | Recognition Networks<br>The "WHAT" of learning | Strategic Networks<br>The "HOW" of learning |

## Access

**Provide options for**
### Recruiting Interest (7) →

- Optimize individual choice and autonomy (7.1) >
- Optimize relevance, value, and authenticity (7.2) >
- Minimize threats and distractions (7.3) >

**Provide options for**
### Perception (1) →

- Offer ways of customizing the display of information (1.1) >
- Offer alternatives for auditory information (1.2) >
- Offer alternatives for visual information (1.3) >

**Provide options for**
### Physical Action (4) →

- 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 |
|---|---|---|