

UNIVERSAL DESIGN ADAPTATIONS

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community in order to meet the needs of all students across the continuum of physical, intellectual, and emotional abilities. Although we acknowledge that it would be impossible to build one curriculum to meet the needs of every single child, we strongly believe that striving to maximize the active and meaningful participation for all students is a core responsibility of every educator.

OPEN has embraced this responsibility by working to create suggested Universal Design Adaptations that serve to act as baseline recommendations for modifying learning activities. The text *Strategies for Inclusion: A Handbook for Physical Educators* by Lauren J. Lieberman and Cathy Houston-Wilson provides the foundation for our work in this area.

All OPEN Badminton activities include a short Universal Design Adaptation to serve as a practical example of how UDL can be applied in therapeutic and enrichment adaptations. The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Badminton

| Equipment | Rules | Environment | Instruction |
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| <p>Shuttle Adaptations</p> <ul style="list-style-type: none"> • Larger shuttle • Brighter colored shuttle • Beeper birdie • Foam ball • Larger racket head • Suspend shuttle on a string <p>Net Adaptations</p> <ul style="list-style-type: none"> • Bright colored tape on top of the net • Lower the net (use pickleball net or cones and a jump rope) • Remove net and use lines on gym floor | <ul style="list-style-type: none"> • Hit off the bounce • Allow 3 faults on serve • Play for time instead of score • Point variations for different shots • Modify boundary lines (use more open space. Ignore mid and service lines) • Play without keeping score • No smash | <ul style="list-style-type: none"> • Use bright lines to mark the court • Use tactile lines for court boundaries • Cones on corners of the court • Auditory cues near target • Play on a smaller court • Use a shorter net | <ul style="list-style-type: none"> • Provide ongoing verbal cues • Use a variety of demonstrations • Provide physical assistance • Provide peer tutors/mentors • Use videos, pictures, and graphics as visual examples • Provide individualized (one-to-one) instruction and feedback |