

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.

The table below offers additional adaptations in an effort to move closer to the ideal of Universal Design.

Potential Universal Design Adaptations for Rugby

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> ✔ Set up crash mats as needed ✔ Use pool noodles to extend reach ✔ Use a beeping box in target areas/end zones ✔ Use larger balls of various materials/construction ✔ Use Velcro gloves and compatible ball for catching 	<ul style="list-style-type: none"> ✔ Allow students to tag with a noodle ✔ Keeping passing and receiving stationary/static skills ✔ Vary the number of players on the field/activity area ✔ Add or remove boundary limitations ✔ Everyone must touch the ball before a score ✔ Implement a personal space rule ✔ Do not keep score 	<ul style="list-style-type: none"> ✔ Increase/decrease the size of the activity area ✔ Use mats as boundaries ✔ Provide auditory goal areas ✔ Use brightly colored area markers ✔ Clap behind goal areas/end zones ✔ Increase the size of end zones 	<ul style="list-style-type: none"> ✔ Provide ongoing verbal cues ✔ Provide physical assistance ✔ Provide a peer tutor/mentor ✔ Use videos, graphics, and pictures as visual examples ✔ Provide individualized (one-to-one) instruction ✔ Use proximity strategies ✔ Provide detailed task analysis

Lieberman, L.J., & Houston-Wilson, C. (2009). *Strategies for inclusion: A handbook for physical educators (2nd ed.)*. Champaign, IL: Human Kinetics.