

## UNIVERSAL DESIGN

**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 intended to serve 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 Paralympic Games**

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>✓ Provide activity cards in large-print versions or use an LCD projector</li> <li>✓ Provide scooters of various sizes and speeds</li> <li>✓ Utilize a variety of balls and bean-bag-style objects that are easy to see, hold, throw, and strike.</li> <li>✓ Increase the size of targets</li> <li>✓ Provide a variety of sticks for striking and pushing scooters/sleds</li> </ul>	<ul style="list-style-type: none"> <li>✓ Remove competitive restraints from activities and focus on cooperative play</li> <li>✓ Change the boundaries of activities to allow for more or less restriction of movement</li> <li>✓ Allow students an opportunity to modify rules to match their skills and interests</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide visual cues and reminders throughout the activity area</li> <li>✓ Set up activity stations matching the Olympic module's activities to allow for fewer players and/or more adult assistance</li> <li>✓ Provide auditory assistance (e.g., clapping) near targets and goals</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide ongoing verbal cues</li> <li>✓ Use peer tutors to assist with instruction and participation</li> <li>✓ Use pictures and/or video for instruction</li> <li>✓ Individualize instruction with one-to-one interactions</li> </ul>