

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 creating 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 Plug & Play Fitness

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide activity cards in large-print versions or use an LCD projector • Provide equipment of various sizes • Utilize a variety of balls and bean-bag-style objects that are easy to see, hold, throw, and strike • Increase or decrease the amount of equipment used in an activity to decrease the complexity 	<ul style="list-style-type: none"> • Change the boundaries of activities to allow for more or less movement • Provide students with the opportunity to modify rules to match their skills and interests • Create custom exercise cards and charts to meet the needs of students 	<ul style="list-style-type: none"> • Provide visual cues and reminders throughout the activity area • Create smaller versions of activities managed in a station-style format 	<ul style="list-style-type: none"> • Provide a variety of demonstrations and cues to help students experience perfect exercise form • Provide ongoing verbal cues • Use peer tutors to assist with instruction and participation • Use pictures and/or video for instruction • Individualize instruction with one-to-one interactions