

## 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.

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

**Potential Universal Design Adaptations for Basketball**

| Equipment  | Rules  | Environment   | Instruction   |
|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Use a variety of different basketball/ball types, including auditory balls, different textures/sizes/weights</li> <li>• Place a buzzer on the basketball goal</li> <li>• Lower the height of the goal</li> <li>• Use brightly colored pinnies to distinguish teams</li> <li>• Use brightly colored cones to distinguish boundaries</li> </ul> | <ul style="list-style-type: none"> <li>• Increase/decrease the size of the activity area</li> <li>• Allow points to be scored if the ball hits the goal or backboard</li> <li>• Place a hoop on the floor as a goal</li> <li>• Vary the number of defenders playing (e.g., defense plays down a player)</li> </ul> | <ul style="list-style-type: none"> <li>• Use mats to mark and protect boundaries</li> <li>• Use brightly colored equipment and boundary markers</li> <li>• Use raised/tactile lines</li> <li>• Clap behind goals/targets</li> </ul> | <ul style="list-style-type: none"> <li>• Provide ongoing verbal cues</li> <li>• Provide physical assistance</li> <li>• Provide a peer tutor/mentor</li> <li>• Use videos, graphics, and pictures as visual examples</li> <li>• Provide individualized (one-to-one) instruction</li> <li>• Use proximity strategies</li> </ul> |

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