



UNIVERSAL DESIGN FOR LEARNING

Universal Design for Learning (UDL) is a strategy for eliminating instructional and environmental barriers for every member of a learning community 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 every need, 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 for Learning considerations intended to serve as baseline recommendations for inclusive 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 considerations to move us closer to the ideal of Universal Design for Learning.

Universal Design for Learning Considerations

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> • Provide equipment of different sizes and weights (e.g., foam ball) • Provide assistive technology as needed to ensure activity is inclusive for all • Use bright and colorful floor markers or signs to help students identify task cards or directions 	<ul style="list-style-type: none"> • Minimize or eliminate scoring and focus on each individual success or learning opportunity • Allow for peer partner or group assistance if needed 	<ul style="list-style-type: none"> • Create activity areas with plenty of space for student movement and that <u>do not</u> put students on “center stage” to perform in front of their peers • Allow area within activity space where students can participate seated vs. standing • Allow for use of noise cancelling headphones if students have difficulty with loud noises or environments 	<ul style="list-style-type: none"> • Use visual demonstrations with verbal instruction • Display diagrams and visual instructions whenever possible • Provide hand-over-hand assistance when necessary • Use auditory and visual start/stop signals • Allow for peer partners to assist with visual instructions and activity participation if needed

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