



## UNIVERSAL DESIGN CHART

**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 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 to move us closer to the ideal of Universal Design.

### Potential Universal Design Adaptations for Run for Fun

Equipment	Rules	Environment	Instruction
<ul style="list-style-type: none"> <li>• Provide assistive technology as needed to ensure activity is inclusive for all</li> <li>• Use bright and colorful floor markers or signs to help students identify the running loop</li> <li>• Use signs and posters as visual cues</li> <li>• Use speakers with deep bass to allow students to feel the vibration of the music as they move</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to choose locomotor movements that match their skill and level of comfort and ability</li> <li>• Adapt or modify activities to allow for partner or group assistance if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Create a running/movement loop with plenty of space for student movement – including assistive instructional and movement equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Use visual demonstrations with auditory instruction</li> <li>• Display diagrams and visual instructions whenever possible</li> <li>• Provide hand-over-hand assistance when necessary</li> <li>• Use auditory and visual signals to start, stop and change movements</li> </ul>

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