

## **Introduction**

UDL embodies a flexible, research-based planning framework that guides teachers' instructional decision making. The National Center on UDL (2013) described UDL as “a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs” (para. 1).

## **UDL for Learning Guidelines**

### **Representation**

<http://udlguidelines.cast.org/representation>

Communicate through languages that create a shared understanding.

- The use of inclusive language of content to help students understand a topic such that it is more straightforward.
- Address the main points by filtering out information that is not necessary.
- Provide checklists, organizers, sticky notes, electronic reminders
- Incorporate explicit opportunities for review and practice

### **Engagement**

<http://udlguidelines.cast.org/engagement>

#### **Harness the power of emotions and motivation in learning.**

Be aware of a student who is not engaged in in-class activities, homework and not showing up to class, sleeping in class, and so on as they may be struggling in some type of way. Punishing them by implementing zero-tolerance late policy or a strict attendance policy could just create a sense of defeat or idea that they are not capable to be in school. Strategies like this that motivate some more neurotypical students could do the opposite for students struggling with mental illnesses like depression.

Minds that Matter  
February 19th, 2020  
Grand Valley State University Faculty Teaching and Learning

Persistence is developed through goal-setting, varying levels of demand, collaboration with peers, and the development of coping skills/strategies.

Training professors and educating them to understand more about mental health and symptoms could be beneficial for a time when a student discloses to them but needs a bit to get comfortable enough to register.

### **Action and Expression**

<http://udlguidelines.cast.org/action-expression>

- Provide alternatives in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies

### **Build fluencies with graduated levels of support for practice and performance**

This means that they often need multiple scaffolds to assist them as they practice and develop independence. Curricula should offer alternatives in the degrees of freedom available, with highly scaffolded and supported opportunities provided for some and wide degrees of freedom for others who are ready for independence

### **Guide appropriate goal-setting**

It cannot be assumed that learners will set appropriate goals to guide their work, but the answer should not be to provide goals for students.

- Provide prompts and scaffolds to estimate effort, resources, and difficulty
- Provide models or examples of the process and product of goal-setting
- Provide guides and checklists for scaffolding goal-setting
- Post goals, objectives, and schedules in an obvious place

### **Articles to Read**

Kieran, L., & Anderson, C. (2019). Connecting universal design for learning with culturally responsive teaching. *Education and Urban Society*. 51(9)  
doi:10.1177/0013124518785012

Minds that Matter  
February 19th, 2020  
Grand Valley State University Faculty Teaching and Learning

Miller, D. K., & Lang, P. L. (2016). *Using the universal design for learning approach in science laboratories to minimize student stress* American Chemical Society and Division of Chemical Education, Inc. doi:10.1021/acs.jchemed.6b00108

Rickerson, N. (2004). Psychiatric disabilities in postsecondary education: universal design, accommodations and supported education. Retrieved from [http://www.ncset.hawaii.edu/institutes/mar2004/papers/pdf/Souma\\_revised.pdf](http://www.ncset.hawaii.edu/institutes/mar2004/papers/pdf/Souma_revised.pdf)

Schreffler, J., Vasquez III, E., Chini, J., & James, W. (2019). *Universal design for learning in postsecondary STEM education for students with disabilities: A systematic literature review*. Cham: Springer International Publishing. doi:10.1186/s40594-019-0161-8

Williams, L. B. (2016). Student Life on the Autism Spectrum: Helping to Build a More Inclusive Campus. *Change*, 48(4), 48–54.

Wilson, J. D. (2017). *Reimagining disability and inclusive education through universal design for learning* The Ohio State University Libraries. doi:10.18061/dsq.v37i2.5417

### **Ideas to Explore**

Loyalist College. (2017). Student services: A guide to diagnosed disorders in mental health. Retrieved from <http://www.loyalistcollege.com/wp-content/uploads/2017/01/Mental-Health-Disabilities.pdf>

Miller, D. K., & Lang, P. L. (2016). *Using the universal design for learning approach in science laboratories to minimize student stress* American Chemical Society and Division of Chemical Education. Retrieved from [https://pubs.acs.org/doi/suppl/10.1021/acs.jchemed.6b00108/suppl\\_file/ed6b00108\\_si\\_001.pdf](https://pubs.acs.org/doi/suppl/10.1021/acs.jchemed.6b00108/suppl_file/ed6b00108_si_001.pdf)

### **Web Resources**

National Center on Universal Design for Learning. (2013). What is UDL? Retrieved from <http://www.udlcenter.org/aboutudl/whatisudl>

Minds that Matter  
February 19th, 2020  
Grand Valley State University Faculty Teaching and Learning

Mental Health Awareness and UDL

<http://www.universaldesign.com/mental-health-awareness-month/>

What is Universal Design for Learning from Understood.org

<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/universal-design-for-learning-what-it-is-and-how-it-works>

**Kristin C (Student Perception)**

**Ideas for UDL**

I have complicated feelings about the requirements to be registered with the counseling center and disability support services in order to receive classroom accommodation. I understand it is logically the best route, leaves everything fair, and gets students help they need. However, getting help is hard. If a student is not used to having these mental health problems in a way that impacts their functioning, it may be very hard to admit to someone they are struggling. A student might feel comfortable telling a professor they trust, but going and registering for a disability is a whole other step. The word disability is not comfortable for a lot of people.