WHY UDL?
Why Now?

5 Ways the UDL Framework supports the design of learning for *ALL* students in *ALL* contexts

Consider how these can tie into your plans for developing expanded learning options and addressing learning gaps for your students!

General Education — Special Education

1 **Supports integrated planning & delivery.** UDL is a *highly effective framework for integrating general and special education at the first tiers of instruction*. Meeting the needs of our learners, where they are at, will require strong integrated planning and service delivery, especially for students with disabilities.

2 **Promotes equity & inclusion.** Designing learning environments and instructional practices that understand and anticipate that *ALL students have varying and differing needs* is core to the UDL framework. The framework provides teachers with the tools & strategies to "design to the edges".

> To learn more about the UDL Framework, explore the "[Big Ideas of Universal Design for Learning](#)" at openaccess-ca.org

3 **Ensures access to rigorous standards and effective learning.** UDL is designed to ensure that all students have access to grade-appropriate assignments, strong instruction, and deep engagement based on rigorous standards. Teachers learn how to *optimize teaching and learning for all students based on scientific insights on how humans learn*. These principals can be applied to all learners in all learning environments.

4 **Is responsive to the cultural, social and emotional needs of learners.** Before a student can engage in content, UDL emphasizes the need to *recruit interest through choice and autonomy and optimize relevance, value and authenticity*. Tying into learner's affective learning networks also puts an *emphasis on strategies that explicitly support the social and emotional needs that learners experience*. The end goal of the UDL framework is to *develop expert learners*, so much of the focus of designing instruction is on using scaffolds to support building student's skill and autonomy in becoming successful lifelong learners.

5 **Uses a design process with elements that enable us to teach our students where they are at.** UDL lesson design is *proactive and iterative*, with a strong emphasis on the *use of formative assessment* to guide instructional planning each step of the way. Teachers *adjust methods and materials to reduce the unique barriers each individual student may face*.

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