

The UDL Guidelines are set up in columns (principles, left to right: engagement, representation, action & expression) and rows (top to bottom: access, build, internalize) with the goal of UDL (expert learners). Principle: Provide multiple means of engagement. Illustration of a brain with the center of the brain highlighted to show the affective networks: the “WHY” of learning. Guideline: Provide options for recruiting interest.

Checkpoints: Optimize individual choice and autonomy, Optimize relevance, value, and authenticity, Minimize threats and distractions. Guideline: Provide options for sustaining effort and persistence.

Checkpoints: Heighten salience of goals and objectives, Vary demands and resources to optimize challenge, Foster collaboration and community, Increase mastery-oriented feedback. Guideline: Provide options for self regulation. Checkpoints: Promote expectations and beliefs that optimize motivation, Facilitate personal coping skills and strategies, Develop self-assessment and reflection. Principle: Provide multiple means of representation. Illustration of a brain with the back of the brain highlighted to show the recognition networks: the “WHAT” of learning. Guideline: Provide options for perception.

Checkpoints: Offer ways of customizing the display of information, Offer alternatives for auditory information, Offer alternatives for visual information. Guideline: Provide options for language and symbols. Checkpoints: Clarify vocabulary and symbols, Clarify syntax and structure, Support decoding of text, mathematical notation, and symbols, Promote understanding across languages, Illustrate through multiple media. Guideline: Provide options for comprehension. Checkpoints: Activate or supply background knowledge, Highlight patterns, critical features, big ideas, and relationships, Guide information processing and visualization, Maximize transfer and generalization. Principle: Provide multiple means of action & expression. Illustration of a brain with the front of the brain highlighted to show the strategic networks: the “HOW” of learning. Guideline: Provide options for physical action.

Checkpoints: Vary the methods for response and navigation, Optimize access to tools and assistive technologies. Guideline: Provide options for expression and communication. Checkpoints: Use multiple media for communication, Use multiple tools for construction and composition, Build fluencies with graduated levels of support for practice and performance. Guideline: Provide options for executive functions. Checkpoints: Guide appropriate goal-setting, Support planning and strategy development, Facilitate managing information and resources, Enhance capacity for monitoring progress. The “access” row of the UDL Guidelines includes: Provide options for recruiting interest (engagement), Provide options for perception (representation), and Provide options for physical action (action & expression).

The “build” row of the UDL Guidelines includes: Provide options for sustaining effort and persistence (engagement), Provide options for language and symbols (representation), and Provide options for expression and communication (action & expression). The “internalize” row of the UDL Guidelines includes: Provide options for self regulation (engagement), Provide options for comprehension (representation), and Provide options for executive functions (action & expression). The goal of UDL is expert learners who are: purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed.