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: 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.