

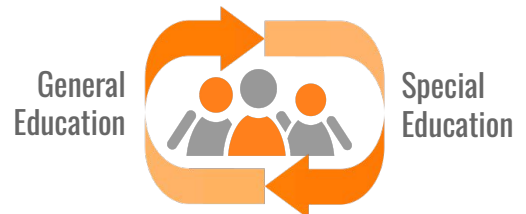
# WHY UDL?

*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!



**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”.

**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 principles can be applied to all learners in all learning environments.

To learn more about the UDL Framework, explore the [“Big Ideas of Universal Design for Learning”](https://openaccess-ca.org) at [openaccess-ca.org](https://openaccess-ca.org)

**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 learner agency*, 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*.