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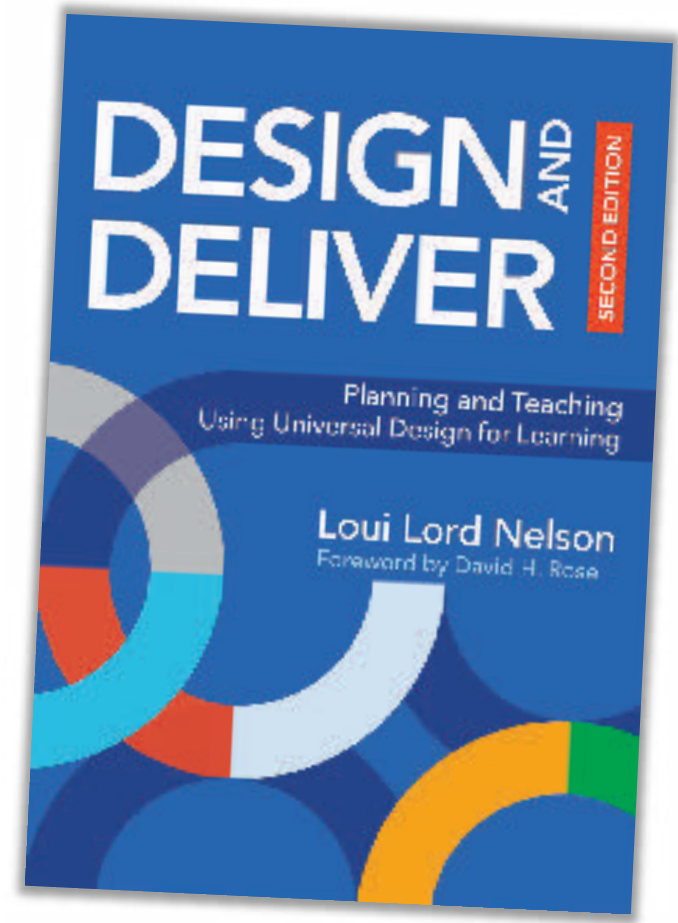
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About the Book

About the Book

Universal Design for Learning (UDL) is the best way to teach all students effectively and break down barriers to learning—but how can teachers get started with UDL? Find the answers in the second edition of this bestselling, teacher-trusted primer, created by internationally recognized UDL expert Loui Lord Nelson.

Thoroughly updated to reflect new research and developments in the field of UDL, this book gives readers **a reader-friendly UDL introduction** and a **practical framework for implementation**, with guidelines and checkpoints for designing effective, barrier-free lesson plans and learning environments.

About the Book

You'll learn how to use the **three core principles of UDL**—Engagement, Representation, and Action & Expression—to present information in multiple ways and ensure access for all learners. Throughout the book, **detailed examples, stories, illustrations, teacher reflections, and activities** reinforce UDL principles and help you put them into practice in both virtual and in-person settings.

Written in first person, like a face-to-face talk with a passionate educator, this **research-based** book will guide you in designing equitable, inclusive, and culturally responsive learning environments that meet the needs of diverse learners.

About the Author



Loui Lord Nelson, Ph.D.

Dr. Nelson is a consultant specializing in universal design for learning (UDL). She recently completed a 1-year postdoctoral fellowship through Boston College and CAST. She has focused on K–12 professional development and systems change design and is conducting research in both areas. Prior to this experience, she was the Coordinator of UDL in Bartholomew Consolidated School Corporation in Columbus, Indiana, for four years.

[Read Dr. Nelson's full bio](#)



Interior Features

About the Features

The second edition of *Design and Deliver* includes a variety of features designed to enhance reader understanding.

Examples include:



“Ponder this” prompts



Tables and figures



Reflection questions



Technology bytes



Check-In's



References



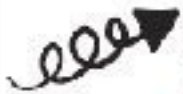
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Chapter summaries



“Ponder this” prompts



PONDER THIS: In our world that praises hyper productivity and speed, where do you find value in slowly acquiring a new skill like those found in UDL? What supports can you place around you to support this slow and deliberate learning?

“Ponder this” prompts are included throughout the book to help readers consider new ideas and discover additional resources.



Technology bytes



TECHNOLOGY BYTE: Hear how a teacher in New Brunswick, Canada used the UDL framework to design her physical environment. Go to <https://bit.ly/2MgVCvp> to listen to Episode 10 of the UDL in 15 Minutes podcast series. Additional podcast episodes and other resources for learning about UDL can be accessed at <https://theudlapproach.com/>.

Throughout the book, technology bytes give readers timely tips and ideas on how to enhance online learning with UDL.



Quotes

1

Introducing Universal Design for Learning

Why use universal design for learning? Because teaching is all about diversity and it's all about so many multiple approaches. Diversity is what every school presents. There are a variety of learners and there's really no overlap between them. To be successful, there can't be any other approach but to be more diversified in whatever we're doing. I think the only hope of having everyone involved and learning is to offer those multiple choices and those multiple approaches.

—Itoben White, English literature teacher, high school

Montgomery's class was an energetic group of seventh graders who came from several neighborhoods in a corner of Los Angeles. He started every class by greeting them at the door by name. When the students entered the classroom, they saw the class schedule up on the board along with a bell-ringer for them to finish before class started. He kept a container of pencils at his desk for them to use if needed. Not having a pencil kept them from participating, and some of his students did not have easy access to school materials. With the support he built and the weekly conversations they had about being part of a learning community (with the students talking more than Montgomery), his need to replace pencils had gone down. The students were returning them more frequently.

Montgomery was beginning his journey with UDL and decided to build in options within his next math unit. He knew that his students groaned when it was time to take out their math books, so he decided to focus on two things from The UDL Guidelines for his lesson on percent of increase and decrease: relevance and giving them different ways to express their understanding. He knew that all of his students loved junk food, and he knew that they would go to the convenience stores near the school and their homes rather than the grocery stores. The grocery stores were sometimes

Useful stories and practical tips from teachers implementing UDL are included throughout each chapter



Tables and figures

Table 2.1. One hundred active verbs you can use to write observable

add	demonstrate	express
analyze	demonstrate use of	follow directions
apply	describe	formulate
appreciate	design	identify
arrange	define	illustrate
assemble	determine	initiate
calculate	develop	infer
compare	decide	initiate
choose	diagnose	inspect
cite examples of	diagram	interpret
collect	differentiate	interpret
communicate	differentiate between	list
compare	discriminate	locate
complete	discuss	manage
compose	distinguish	modify
conclude	divide	multiply
construct	dramatize	name
control	draw conclusions	operate
copy	draw	operate
correlate	engage in	pick
create	estimate	plot
critique	evaluate	predict
debate	examine	prepare
deduce	experiment	present
define	explain	produce

From Robinson, S. (2010). Meeting the challenge: Special education meets the National Education Association. (reprinted by permission).




	Provide multiple means of Engagement	Provide multiple means of Representation	Provide multiple means of Action & Expression
			
	Affective Networks The "HOW" of learning	Biographic Networks The "WHAT" of learning	Strategic Networks The "HOW" of learning
Assets	<ul style="list-style-type: none"> Focuses on specific learning outcomes Goal is to individualize choice and delivery Content is relevant, new, and challenging Minimize threats and distractions 	<ul style="list-style-type: none"> Focuses on specific perceptions One layer of customizing the depth of instruction One alternative for such information One alternative for visual information 	<ul style="list-style-type: none"> Focuses on specific Physical Action Very fine methods for selection and targeting Content is relevant, labor and creative technologies
Risks	<ul style="list-style-type: none"> Focuses on specific Sustaining What & How to learn High level awareness of goals and objectives Very demanding and requires to sustain challenge Lower collaboration and community Increase mastery-oriented feedback 	<ul style="list-style-type: none"> Focuses on specific Language & Symbolic Clarity on delivery and symbols Clarity on end state Support encoding of text, mathematical notation, and symbols Grow understanding about language Balance through multiple modes 	<ul style="list-style-type: none"> Focuses on specific Expressions & Communication Use most practices for communication Use most practices for construction and composition Build fluency with guided levels of support for practice and performance
Intention	<ul style="list-style-type: none"> Focuses on specific Self Regulation Promote engagement and focus, but not rote memorization Individual personal coping skills and strategies Develop self-connection and reflection 	<ul style="list-style-type: none"> Focuses on specific Organization Activate or supply background knowledge Highlight patterns, critical features, big ideas, and relationships Guide information processing and visualization Maximize transfer and generalization 	<ul style="list-style-type: none"> Focuses on specific Executive Functions Guide appropriate goal setting Support planning and strategy development Facilitate managing information and resources Enhance capacity for monitoring progress
Goal	Expand learner's choice	Personalized Knowledge	Develop & Sustained

Figure 3.2. Universal design for learning guidelines (from CAST, Inc. (2018), Universal design for learning guidelines version 2.0) (Creative Commons Attribution 4.0 license, reprinted by permission)

More than 70 tables and figures reinforce important concepts and provide ways to more easily understand the material.



Check-in's

CHECK-IN

This chapter began with four big things you should know before beginning with UDL, but it is important that you reflect on those. Use the continuum exercise in Figure 1.1 to think about how you align with the four big things you should know about UDL.

At the end of each chapter, “check-in” prompts are included to help readers apply what they’ve learned.



Chapter summaries

SUMMARY: THE UNIVERSAL DESIGN FOR LEARNING FRAMEWORK

The UDL framework is powerful, so it is good to know the four big things before you get started.

- **Begin slowly.** As you step into the framework, find that one thing that feels right and go with it first. You can add to that one thing over time.
- **It is a continual process.** There is no end to learning about UDL. It is a framework that continues to change because the research in education, psychology, and educational psychology all continues to change. If you enter your experience with UDL knowing that you will always be learning more, you will have the flexible mindset that is also necessary to meet the needs of your variable learners.
- **It is for all learners.** UDL has emerged as a framework that supports all learners. If you are fully implementing UDL, then be prepared to be amazed at what your students will produce. When you lower those barriers and give them the latitude to create, what they generate is astounding.
- **It can be used to design for all subjects.** UDL is not subject dependent. First, literacy and composition are at the base of all subjects, and UDL supports both of those. But UDL goes further in how it aligns with the needs of students' learning, including science, technology, engineering, arts, and mathematics (STEAM).

Each chapter closes with a final section that summarizes its key elements and provides readers with an abstract of the covered material.



Reflection questions



REFLECTION

1. Montgomery was purposeful in his choice of junk food prices to act as the numbers his learners would use in their math problems. What did he know about his learners that informed that lesson? What did he likely do to gain that knowledge and apply it to his lesson?
2. Which of the four big things (beginning slowly, making it a continual process, including all students, and using UDL across all subjects) resonated with you the most? Why?
3. This chapter emphasized the inclusion of all learners. The history of the framework guides its intent. Consider where you are in your own journey toward the inclusion of all learners.
4. Think about your K–12 experience. Did you have options as a student? How do you think your experiences with or without options will affect how you design your classroom? How do you think those experiences will affect your understanding and use of the UDL framework?
5. If you are developing an online learning environment, what resources do you turn to so you can support all learners?

Reflection questions included at the end of each chapter address key concepts to aid reader comprehension.



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Citations include review articles, reports of study findings, research findings, and other key references that can be used to find additional information.



New Content

About the Content

In the new edition, you'll find the following:

- Key insights from the latest neuroscience research
- Useful stories and practical tips from teachers implementing UDL
- Technology bytes: timely tips and ideas on how to enhance online learning with UDL

About the Content

- Expert guidance on current topics, including culturally responsive teaching, urban education, and a focus on the expert learner
- “Ponder this” prompts throughout the book to help readers consider new ideas and discover additional resources
- End-of-chapter “check-ins” that help readers apply what they’ve learned

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Online Materials

About the Materials

Readers can access, download, and print the following from the Brookes Download Hub:

- CAST UDL Guidelines
- Identifying Your Resources chart
- UDL design cycle graphic
- UDL lesson plan flowchart
- Classroom resource mapping charts for elementary, middle, and high school teachers

[Visit the Brookes Download Hub](#) ▶

