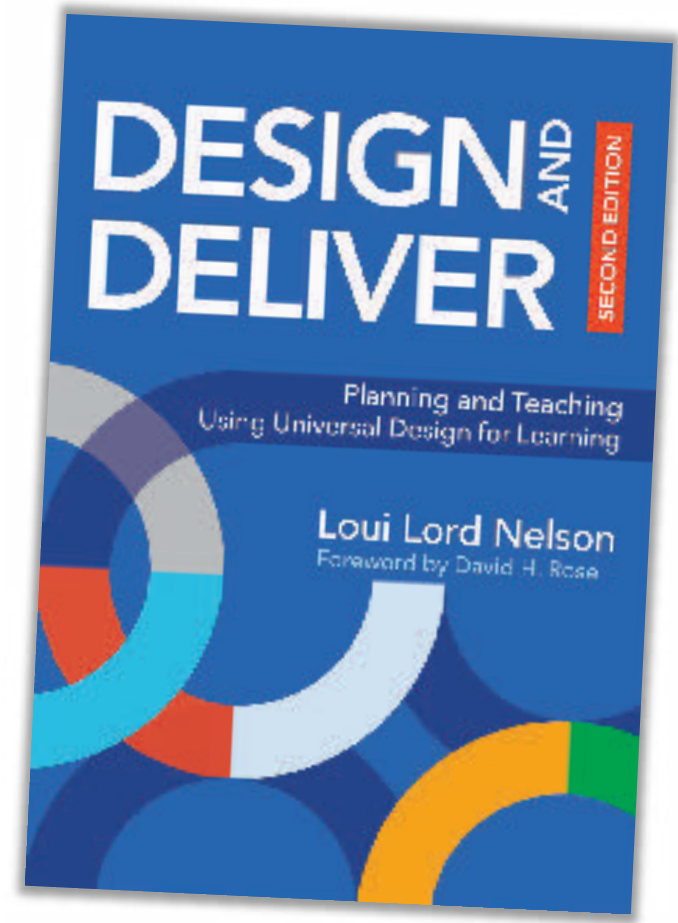# Contents

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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
🔴 Quotes	🔴 Chapter summaries	

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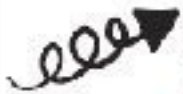
PONDER THIS: In our world that praises hyper productivity and speed, where do you find value in slowly acquiring a new skill like those found in UDL? What supports can you place around you to support this slow and deliberate learning?

"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

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

Tables and figures

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 1.4 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.

References

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 ▶