FIGURE 1.5 Three Essential Qualities of Universal Design for Learning

Multiple Means of Representation
Recognition Networks
The "What" of Teaching and Learning

Offers *flexibility in ways of*

- . . . presenting, receiving, and interpreting information/content (to assess and build connections)
- . . . adapting for different languages, learning styles, multiple intelligences, cognitive stages of development, sensory needs, perceptual differences, social needs
- . . . adjusting the complexity of material presented (customizing content)
- . . . adjusting environment so all can see, hear, and reach

Multiple Means of Engagement
Affective Systems
The "Why" of Teaching and Learning

Offers *flexibility in ways of*

- . . . customizing the affective network systems in learning to increase participation
- . . . adjusting for student interests and cultural backgrounds
- . . . arranging the environment to allow for variety in grouping arrangements, individual work, and access technology and other materials
- . . . using human resources in the classroom and school (collaboration)

Multiple Means of Expression
Strategic Systems
The "How" of Teaching and Learning

Offers *flexibility in ways of*

- . . . how students respond to information presented
- . . . providing output formats that can be changed easily to accommodate preferred means of control (perceptual, sensory, motor control)
- . . . using different cognitive strategic systems
- . . . tracking progress of students
- . . . identifying areas of strengths and needs
- . . . assessing knowledge of content

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