Universal Design (UD)

Universal design means building physical, learning and work environments so that they are usable by a wider range of people, regardless of age, size, or disability status. While universal design promotes access for individuals with disabilities, it also benefits others.

Universal Design for Learning (UDL)

**Principle I—Engagement—relates to the WHY of Learning.** Flexibility should exist for students in the ways in which they learn.

**Principle II – Representation – relates to the WHAT of Learning.** Flexibility in how information is presented is helpful.

**Principle III – Action & Expression – relates to the HOW of Learning.** Flexibility in the ways students demonstrate their understanding benefits them.

Medical model vs social model approach to support

The medical model assumes that something is wrong with the learner and requires current documentation of the challenge faced by the student. The social model approach is proactive and would alter the educational environment first and make it as inclusive as possible for all learners. This could significantly reduce the need for students to self-identify and walk through the process to secure accommodations.

Accommodation Barriers

Researchers found 4 barriers to students utilizing accommodations:

- A desire for self-sufficiency
- A desire to avoid negative social reactions
- Insufficient knowledge
- The quality and usefulness of disability student services and accommodations

Advisor Created UDL Strategies (separate Handout)