**Designing for One, Designing for All**

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1. **Background**

DEC. (2007). *Promoting positive outcomes for children with disabilities: Recommendations for curriculum, assessment, and program evaluation*. Supplement to the NAEYC position statement. (p. 2). Missoula, MT: Author. Retrieved from [**https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PrmtgPositiveOutcomes.pdf**](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/PrmtgPositiveOutcomes.pdf)

Division for Early Childhood. (2014). *DEC recommended practices in early intervention/early childhood special education 2014*. (p. 8). Retrieved from [**https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/**](https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/)

Strangman, N., Hall, T., & Meyer, A. (2004). *Background knowledge instruction and the implications for UDL implementation.* Wakefield, MA: National Center on Accessing the General Curriculum. (Links updated 2009). Retrieved from [**http://aem.cast.org/about/publications/2004/ncac-background-knowledge-udl.html**](http://aem.cast.org/about/publications/2004/ncac-background-knowledge-udl.html)

1. **Components of Universal Design for Learning (UDL)**

Multiple Means of Representation

* Apple Activity

Multiple Means of Engagement

* Using Choice and Preference to Promote Improved Behavior [**http://csefel.vanderbilt.edu/briefs/wwb15.pdf**](http://csefel.vanderbilt.edu/briefs/wwb15.pdf)
* Using Choice and Preference to Promote Improved Behavior 1-page handout [**http://csefel.vanderbilt.edu/briefs/handout15.html**](http://csefel.vanderbilt.edu/briefs/handout15.html)
* Using Choice and Preference to Promote Improved Behavior Training Kit [**http://csefel.vanderbilt.edu/kits/wwbtk15.pdf**](http://csefel.vanderbilt.edu/kits/wwbtk15.pdf)
* **GUMDROP:** UDL Meets Kindergarten Greetings in an Inclusive Classroom [**https://www.youtube.com/watch?v=fZZ8zpQPPnY**](https://www.youtube.com/watch?v=fZZ8zpQPPnY)

Multiple Means of Expression

* **GUMDROP:** Grandma and Baby [**https://youtu.be/E7IlnTG7wzk**](https://youtu.be/E7IlnTG7wzk)
* **GUMDROP:** Long Division Rap [**https://www.youtube.com/watch?v=y3F0SItM-os**](https://www.youtube.com/watch?v=y3F0SItM-os)

1. **Visual Supports**

Take a Look: Visual Supports for Learning[**https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take\_a\_look\_visual\_supports\_for\_learning.pdf**](https://fpg.unc.edu/sites/fpg.unc.edu/files/resources/presentations-and-webinars/Take_a_look_visual_supports_for_learning.pdf)

Visual Supports Learning Links and Templates[**https://ccids.umaine.edu/resources/visual-supports/**](https://ccids.umaine.edu/resources/visual-supports/)

1. **Integrating UDL in the Early Childhood Curriculum**

Dinnebeil, L. A., Boat, M. B., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. *Dimensions of Early Childhood, 41*(1), 3-13.[**http://www.southernearlychildhood.org/upload/pdf/Dimensions\_Vol41\_1\_Dinnebeil.pdf**](http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf)

1. **Tools for Learning to Apply UDL Concepts**

*CARA’s Kit: Creating Adaptations for Routines and Activities*[**https://www.dec-sped.org/cara-s-kit-base**](https://www.dec-sped.org/cara-s-kit-base)

* **Adaptation Notes**

1. **Incorporating UDL in Activities and Assignments**
2. **Resources to Support the Use of UDL**

**PRINT**

**Designing Effective Early Education Programs that Meet the Learning Needs of All Children: Application of Multi‐Tiered and Universal Design Teaching Strategies** [**https://www.iidc.indiana.edu/styles/iidc/defiles/Universal%20Design%20in%20Early%20Ed\_Draft.pdf**](https://www.iidc.indiana.edu/styles/iidc/defiles/Universal%20Design%20in%20Early%20Ed_Draft.pdf)

*This draft paper by Michael Conn-Powers provides a great framework with lots of examples. Take a look!*

**Early Childhood Building Blocks**: **Universal for Learning in Early Childhood Inclusive Classrooms**

[**https://tats.ucf.edu/wp-content/uploads/sites/9/2018/05/Buildingblocks.pdf**](https://tats.ucf.edu/wp-content/uploads/sites/9/2018/05/Buildingblocks.pdf)

*This article highlights ways in which teacher may use UDL principles to support each and every child.*

**The Universal Design of Early Education: Moving Forward for all Children** [**https://www.iidc.indiana.edu/styles/iidc/defiles/ECC/ECC\_Universal\_Design\_Early\_Education.pdf**](https://www.iidc.indiana.edu/styles/iidc/defiles/ECC/ECC_Universal_Design_Early_Education.pdf)

*This article explains the rationale behind the Universal Design for Learning and how it can support children with disabilities as well as their typically developing children. It contains a chart outlining the seven principles of the Universal Design for Learning and their corresponding educational applications.*

**Universal Design for Learning: A Checklist for Early Childhood Environments** [**https://www.ctdinstitute.org/sites/default/files/file\_attachments/UDL-Checklist-EC.pdf**](https://www.ctdinstitute.org/sites/default/files/file_attachments/UDL-Checklist-EC.pdf)

*Sue Mistrett’s checklist offers ways to examine physical, social, and temporal environments in terms of opportunities for each and every learner to fully participate.*

**Using a Universal Design for Learning Framework to Enhance Engagement in the Early Childhood Classroom** [**https://files.eric.ed.gov/fulltext/EJ1185417.pdf**](https://files.eric.ed.gov/fulltext/EJ1185417.pdf)

*This article from the Journal of Special Education Apprenticeship offers ideas for using UDL in inclusive settings that align with both NAEYC and DEC practices.*

**AUDIOVISUAL**

**Building Inclusive Child Care: Universal Design for Learning Video** [**https://northampton.edu/early-childhood-education/ece-student-resources/bicc-universal-design-for-learning.htm**](https://northampton.edu/early-childhood-education/ece-student-resources/bicc-universal-design-for-learning.htm)

*This video chronicles the journey of a high-quality early childhood program to implementation of the principles of Universal Design for Learning in each classroom. At the same website, you’ll find a checklist that can help educators to think about how to use UDL approaches.*

**The Myth of Average** [**https://www.youtube.com/watch?v=4eBmyttcfU4**](https://www.youtube.com/watch?v=4eBmyttcfU4)

*Before you look at the other resources, watch this TED Talk by Todd Rose. It may reshape your thinking about how to support an “average” learner and launch you on the path of using flexible and universal instructional options.*

**UDL: Principles and Practice** [**https://www.youtube.com/watch?v=pGLTJw0GSxk**](https://www.youtube.com/watch?v=pGLTJw0GSxk)

*National Center on UDL Director David Rose explains how UDL helps meet the most pressing issues facing educators today. Drawing on brain research and the latest learning sciences, Dr. Rose describes the three UDL principles and what they mean for classroom practice.*

**UDL at a Glance** [**https://youtu.be/bDvKnY0g6e4**](https://youtu.be/bDvKnY0g6e4)

*This brief video shows how UDL can guide the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs.*

**WEBSITES**

**UDL Math for Elementary Schools** [**http://www.theudlproject.com/math-k-5.html**](http://www.theudlproject.com/math-k-5.html)

*This site features math lesson plans that follow the principles of Universal Design for Learning, and the accompanying materials. It is not necessary to write such detailed lesson plans to 'do UDL'; rather they are intended to serve as examples for teachers who are just beginning to try UDL, but may not be sure where to start.*

**Universal Design for Learning: Meeting the Needs of All Students**

[**http://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students**](http://www.readingrockets.org/article/universal-design-learning-meeting-needs-all-students)

*This site provides an overview of UDL concepts, then shares examples of how UDL approaches are being used to support two specific and different children in their literacy development.*

**Universal Design for Learning and Assistive Technology** [**http://ectacenter.org/topics/atech/udl.asp**](http://ectacenter.org/topics/atech/udl.asp)

*This webpage provides a brief introduction to Universal Design for Learning (UDL) and how assistive technology (AT) complements this approach.*

1. **Investments Worth Considering**

Horn, E. M., Palmer, S. B., Butera, G. D., & Lieber, J. (2016). *Six steps to inclusive preschool curriculum: A UDL-based framework to inclusive preschool curriculum*. Baltimore: Brookes.

Nemeth, K., & Brillante, P. (2017). *Universal design for learning in the early childhood classroom: Teaching children of all languages, cultures, and abilities, birth – 8 years*. New York: Routledge.

1. **Other Sources**

Center for Universal Design in Education [**https://www.washington.edu/doit/programs/center-universal-design-education/overview**](https://www.washington.edu/doit/programs/center-universal-design-education/overview)

Microsoft Inclusive Design [**https://www.microsoft.com/design/inclusive/**](https://www.microsoft.com/design/inclusive/)