

# Universal Design for Learning

## Spring 2025 Workshop Series

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### **How do we connect UDL within our IEPs?**

Universal Design for Learning (UDL) was developed to improve teaching and learning based on the science of how humans learn. UDL guidelines reduce barriers and offer multiple methods for learning content and demonstrating knowledge of content. An IEP team relies on the engagement of all stakeholders and works to ensure that everyone can access the information meaningfully. It centers support on the student's goal(s) and uses multiple methods to motivate the learner and encourage reflection on progress. Since an IEP contains a single representation of information, it is important to make information accessible to families and students in multiple ways. UDL applies to all instructional situations, including IEP meetings, and offers guidelines for increasing engagement, representation, and action/expression in different ways.

[Universal Design for Learning 3.0 July 2024](#)

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### **Below is a brief review of how we connected our student, Remy's, IEP and UDL 3.0**

In the context of Remy's IEP and how the team supports him and his family, we see evidence of UDL in many elements of Remy's meaningfully compliant IEP. UDL is about creating learning environments that accommodate the diverse needs of all students. By providing multiple means of representation, action, and expression, and engagement, we can ensure that all learners have an opportunity to succeed. Let's take a look at how this connects with Remy.

- Let's start with ACCESS - Remy's IEP offers multiple methods of ensuring access by:
  - Valuing how Remy ENGAGES with information
  - Highlighting how different REPRESENTATIONS, like using manipulatives, help him
  - EXPRESSING his knowledge by using manipulatives and the TouchMath curriculum
- We saw that Remy's IEP provides many types of SUPPORT
  - ACCESS to his data keeps Remy and his family ENGAGED

- Remy is SUPPORTED by focusing on short-term objectives to build his understanding gradually
- Remy's notebook has helped him record information – NOW, he uses it to COMMUNICATE his thinking

A meaningful IEP understands that the whole learner is valuable, not just the pieces tied directly to the goal. Which also supports building executive function skills!

## **How does TouchMath use the Universal Design for Learning (UDL)?**

Universal Design for Learning (UDL) is a learning framework based on what we know about the human brain. TouchMath adheres to the principles of UDL by focusing on student strengths and incorporating strategies that eliminate barriers to learning. Each TouchMath Teachers' Guide includes support for our educational teams engaged in planning for diverse learners.

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TouchMath incorporates the principles of Universal Design for Learning (UDL) to create an inclusive math curriculum that accommodates the diverse needs of all students. TouchMath achieves this by using multisensory strategies that allow every student to interact effectively with the content. Our teacher guides empower teachers with flexible implementation plans.

**Engagement (the why of learning):** recruit interest, sustain effort and persistence, and self-regulation.

- Sustain learners' interests. TouchMath incorporates this with our TouchPoints with Pictures, which are part of our PreK solution, and within our TouchMath blended solution, which you can customize to student interests.

**Representation (the what of learning):** perception, language, symbols, and comprehension.

- Value multiple ways of knowing and making meaning by using pictures, graphics, and the inclusion of digital/multimedia. A great example in TouchMath is our touching/counting patterns.

**Action & Expression (the how of learning):** physical action, expression, communication, and executive function.

- Incorporating ways for organizing and expressing through TouchMath's Build It, Draw It, Write It, or the choice of using TouchPoints, or our magnetic 3D numerals.