Appendix 4:
The Principles of Universal Design

Principles*	Examples*	Classroom Examples**
1. Equitable Use The design is useful and marketable to people with diverse abilities.	■ Power doors with sensors at entrances that are convenient for all users ■ Integrated, dispersed, and adaptable seating in assembly areas such as sports arenas and theatres	■ Allow all students to use a study carrel if they feel they need it.
2. Flexibility in Use The design accommodates a wide range of individual preferences and abilities.	■ Scissors designed for right- or left-handed users ■ An automated teller machine (ATM) that has visual, tactile, and audible feedback, a tapered card opening, and a palm rest	■ Allow students to complete an assignment in a variety of formats (e.g., written, oral, graphic/picture).
3. Simple and Intuitive Use Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.	■ A moving sidewalk or escalator in a public space ■ An instruction manual with drawings and no text	■ Provide instruction on how to use a textbook effectively by using the table of contents, glossary, and index, reading and interpreting headings, subheadings, graphics, charts, and so on.
4. Perceptible Information The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.	■ Tactile, visual, and audible cues and instructions on a thermostat ■ Redundant cueing (e.g., voice communications and signage) in airports, train stations, and subway cars	■ Provide instructions on the board in written and picture form and show the class a completed example of the assignment.
5. Tolerance for Error The design minimizes hazards and the adverse consequences of accidental or unintended actions.	■ A double-cut car key easily inserted into a recessed keyhole in either of two ways ■ An "undo" feature in computer software that allows the user to correct mistakes without penalty	■ Provide any student who wants to rewrite a test an opportunity to do so.
6. Low Physical Effort The design can be used efficiently and comfortably and with a minimum of fatigue.	■ Lever or loop handles on doors and faucets ■ Touch lamps operated without a switch	■ Read instructions aloud to students who have difficulty reading (to minimize the effort to participate in the learning activity).
7. Size and Space for Approach and Use Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.	■ Controls on the front and clear floor space around appliances, mailboxes, dumpsters, and other elements ■ Wide gates at subway stations that accommodate all users	■ Organize the classroom so that materials are "handy" and accessible to those who need them.

*   Source: Copyright © 1997 NC State University, The Center for Universal Design (1997). *The Principles of Universal Design, Version 2.0*. Raleigh, NC: North Carolina State University. Compiled by Bettye Rose Connell, Mike Jones, Ron Mace, Jim Mueller, Abir Mullick, Elaine Ostroff, Jon Sanford, Ed Steinfeld, Molly Story, and Gregg Vanderheiden.

** Use or application of the Principles in any form by an individual or organization is separate and distinct from the Principles and does not constitute or imply acceptance or endorsement by The Center for Universal Design of the use or application.

Appendix 5:
The Three-Block Model of
Universal Design for Learning

Jennifer Katz has developed The Three-Block Model of Universal Design for Learning as an effective approach to classroom management, planning, instruction, and assessment that creates a compassionate learning community from Kindergarten to Grade 12:*

- **Block One: Social and Emotional Learning** details ways to build compassionate learning communities (Kindergarten to Grade 12) in which all students feel safe and valued, and develop a positive self-concept, a sense of belonging, and respect for diverse others.

- **Block Two: Inclusive Instructional Practice** includes a framework for planning units from Kindergarten to Grade 12, and explains instructional and management practices for teaching, assessing, grading, and reporting in universal design for learning classrooms.

- **Block Three: Systems and Structures** suggests strategies for creating inclusive learning communities, and explores ways in which resource teachers, student services personnel, and school administrators can support and create socially and academically inclusive schools and classrooms.

Some Manitoba schools are using or exploring this approach to meet the needs of diverse learners.

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* Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning.* Winnipeg, MB: Portage & Main Press, 2012. Adapted with permission.

Universal Design for Learning: The Three-Block Model*

Block Three	Block Two

Systems and Structures
 	
■ Inclusive policy—no "except"
■ Hiring administrators with expertise and vision; learning community
■ Distributed leadership
■ Professional development (PLCs [professional learning communities])
■ Staffing to support collaborative practice:
   ■ collaborative decision making
   ■ team planning time; scheduling in cohorts and teams
   ■ resource allocations (e.g., of EAs) to classrooms and cohorts, not individuals
   ■ co-planning, co-teaching, co-assessing
   ■ consistent, authentic assessment across classes and with co-developed rubrics
■ Budgeting
   ■ change from segregated practices and allocations of funding resources
   ■ assistive technology
   ■ multi-levelled resources
	Inclusive Instructional Practice
	
	■ Integrated curriculum
	■ Student choice
	■ Flexible groupings and cooperative learning
	■ Differentiated instruction
	■ Differentiated assessment
	■ Assessment for learning; class profiles; strategic teaching
	■ Technology
	■ Discipline-based inquiry
	■ Metacognition, assessment as learning
	■ Understanding by design; essential understandings
	■ Social and academic inclusion of students with exceptionalities

Block One

Social and Emotional Learning: Developing Compassionate Learning Communities
 	
■ Respecting Diversity (RD) Program
■ Developing self-concept
   ■ awareness of, and pride in, strengths and challenges
   ■ sense of belonging
   ■ goal-setting and -planning; building a vision for the future; self-efficacy; hope
   ■ leadership skills; opportunities to lead
■ Valuing diversity
   ■ awareness of the strengths and challenges of others
   ■ valuing of diverse contributions to community
   ■ sense of collective responsibility for well-being, achievement of all
   ■ empathy, perspective-taking, compassion
■ Democratic classroom management
   ■ collective problem solving; recognition of rights and responsibilities
   ■ promotion of independent learning; student choice and empowerment; leadership
   ■ increase in student engagement and ownership

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* Source: Katz, Jennifer. *Teaching to Diversity: The Three-Block Model of Universal Design for Learning.* Winnipeg, MB: Portage & Main Press, 2012. 25. Reproduced with permission.