

# ENVIRONMENT

## DIVING INTO DEC RECOMMENDED PRACTICES



E2: PRACTITIONERS  
CONSIDER UNIVERSAL  
DESIGN FOR LEARNING  
PRINCIPLES TO CREATE  
ACCESSIBLE ENVIRONMENTS



# BREAKING IT DOWN

THE UNIVERSAL DESIGN FOR LEARNING (UDL) IS A FRAMEWORK USED TO IMPROVE AND OPTIMIZE TEACHING AND LEARNING FOR ALL CHILDREN. THE GOAL IS TO PROVIDE MULTIPLE MEANS OF ENGAGEMENT, REPRESENTATION, AND ACTION AND EXPRESSION.



## MAIN IDEA

MAKE PHYSICAL, INSTRUCTIONAL, AND SOCIAL ENVIRONMENTS ACCESSIBLE

EMBED LEARNING OPPORTUNITIES ACROSS PEOPLE, ROUTINES, AND ENVIRONMENTS

## EXAMPLE

A SPEECH THERAPIST SUPPORTS FAMILY MEMBERS TO PROMPT THEIR CHILD TO REQUEST ITEMS WHILE EATING DINNER, TAKING A BATH, AND PLAYING IN THE PARK.

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# PUTTING IT INTO PRACTICE

## PHYSICAL ENVIRONMENT

- CONSIDER IF YOUR CLASSROOM HAS SPACE FOR CHILDREN TO CRAWL, WALK, CLIMB, DANCE, ETC.
- CONSIDER WHAT KIND OF PLAY EQUIPMENT CHILDREN NEED BASED ON THEIR DEVELOPMENT (TRICYCLE VS. BICYCLE, HARNESS SWING VERSUS TYPICAL SWING)

## SOCIAL

- SUPPORT COMMUNICATION AND INTERACTIONS BETWEEN PEERS
- PROVIDE OPPORTUNITIES FOR OBSERVATIONAL LEARNING FROM PEERS IN SMALL AND LARGE GROUPS

## INSTRUCTIONAL

- PLAN TO EMBED LEARNING OPPORTUNITIES ACROSS A VARIETY OF PEOPLE, PLACES, AND MATERIALS
- PROVIDE OPPORTUNITIES FOR INDIVIDUAL CHOICE AND INCORPORATE KNOWN PREFERENCES AND INTERESTS
- TEACH SELF-REGULATION ACROSS CONTEXTS (COPING SKILLS AND STRATEGIES)
- PROVIDE A VARIETY OF PLAY EQUIPMENT IN DIFFERENT CONTEXTS SO THAT THE SAME SKILL CAN BE PRACTICED IN DIFFERENT ENVIRONMENTS



# RESOURCES

DEC RECOMMENDED PRACTICES

BARTON LAB RESOURCES FOR  
PRACTITIONERS

ECTA PRACTICE IMPROVEMENT  
TOOLS

UNIVERSAL DESIGN FOR  
LEARNING