MYTHS and FACTS

About UDL

1

MYTH
UDL has no research behind it.

FACT
UDL is grounded in brain research and other empirical data. *To see the research behind UDL principles, guidelines, and checkpoints, explore the National UDL Center's articles at www.udlcenter.org/research/researchevidence.

2

MYTH
UDL is just differentiation.

FACT
Differentiation is a component of UDL. Differentiation helps teachers focus on the unique levels of readiness, interest, and the learning profiles of each student. UDL addresses the learning environment first.

3

MYTH
UDL is only good to use when you have students who have IEPs.

FACT
UDL grew out of accommodating the needs of students with disabilities. But because every student is a variable learner, UDL is a helpful framework to use in any classroom.

4

MYTH
If you purchase a UDL product, then you're doing UDL.

FACT
UDL isn't something you buy or "do"; it's a set of principles to use as a decision-making framework. True UDL implementation begins with creating a learning environment and lesson plans that meet all students' needs.

5

MYTH
UDL is just good teaching.

FACT
A person implementing UDL might be described as a good teacher. But "good teaching" has no agreed-on definition, and UDL is a framework with clear principles, guidelines, and checkpoints. Unless teachers are referencing the UDL framework to make decisions, they are not implementing UDL.

6

MYTH
To make UDL work, you have to use technology.

FACT
Tech can enhance lessons, but UDL helps teachers look at all available resources—including no-tech or low-tech options—and identify new ways to use them.