# Applying UDL to Existing Materials

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## Revisit your UDL Mapping

After analyzing your material for existing UDL alignment [see [UDL Mapping Activity](https://qubeshub.org/publications/2770)], you can begin revising material to incorporate additional UDL strategies that support your learning objectives and remove unnecessary barriers.

1. **Record the learning objectives** for the material. UDL aims to preserve learning objectives while offering flexibility in the means and strategies to achieving those objectives.
   1. Learning objectives:
2. **Review and reflect on your mapping**. Do you notice any patterns about the UDL checkpoints you've already implemented? (Example: They mostly fall within Engagement, or are all in the Build row.) Are these UDL checkpoints aligned with your learning objectives?

## Implement new UDL Checkpoints

It can feel overwhelming to review your mapping, especially if you feel like you need to implement each UDL checkpoint. Remember, the UDL Guidelines are not a checklist, but rather a tool for implementing flexible instructional strategies that support learners in achieving learning objectives. In addition to the practical application of the checkpoints, it is important to cultivate a UDL mindset in designing and revising materials, considering how to expect and plan for variability in the learning environment [see [Introduction to UDL](https://qubeshub.org/publications/2769)].

Even with those thoughts in place, where do you start with revisions?! In their book, *Reach Everyone, Teach Everyone,* Tobin and Behling present an excellent strategy for applying new UDL checkpoints to existing material using the language of **pinch points and plus ones** (2018). Consider the last time you taught this activity - what did you have to reteach? Where do learners ask questions? Where do they miss assessment items? That is a pinch point (Tobin & Behling, 2018). List some pinch points of your activity below:



A pinch point presents a barrier for both you and your learners, so can you address it by incorporating one more way to engage learners, OR one more way to represent the material, OR one more way to allow learners to demonstrate their knowledge and skills? That is a plus-one (Tobin & Behling, 2018).

The key here is implementing **one** checkpoint. Rather than feeling that you need to overhaul the entire activity, just address an existing problem using one UDL checkpoint and then evaluate the effects. This sets you up to iteratively improve your materials over time in a manageable way that better supports you and your learners. Select one pinch point from above and brainstorm a UDL checkpoint that might address it:



## References

Tobin, T. J., & Behling, K. T. (2018). *Reach everyone, teach everyone: Universal design for learning in higher education*. West Virginia University Press.