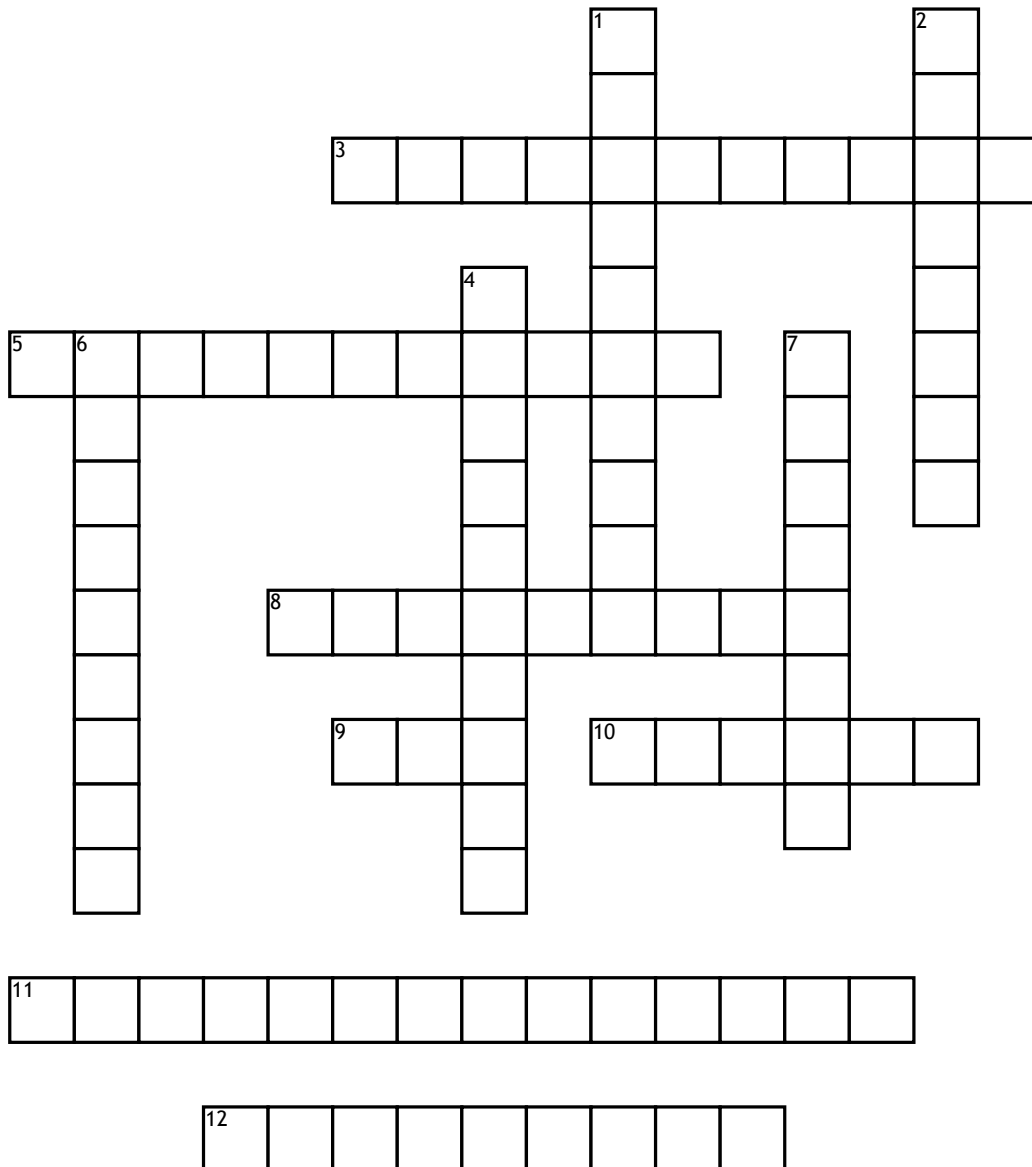


# Chapter 4: Universal Design for Learning



## Across

3. \_\_\_\_\_ networks provide multiple means of representation (the “what” of learning).

5. "\_\_\_\_\_ is somewhat “math-looking” in that the puzzles use the basic math operations of addition, subtraction, multiplication, and division and require logic and problem-solving skills."

8. "Under [the] principle [of Action and Expression] we support the development of expertise in \_\_\_\_\_ functions such as goal setting, monitoring one's progress and adjusting approaches as needed, strategy development, and managing information and resources."

9. What is the acronym for Universal Design for Learning?

10. "These kinds of variability are not fixed \_\_\_\_\_ within students but rather emerge and change depending upon the learning context."

11. "Multiple means of \_\_\_\_\_ increase engagement."

12. \_\_\_\_\_ networks provide multiple means of action and expression (the “how” of learning).

## Down

1. "It is critically important to design learning contexts that offer flexibility in the domain of \_\_\_\_\_ so that each student can find a way into the learning experience, remain persistent in the face of challenge or failure, and continue to build self-knowledge."

2. "\_\_\_\_\_ is aimed at helping students overcome the typical barriers to algebra by decoupling algebraic reasoning from calculation and symbolic components of algebra."

4. "\_\_\_\_\_ is based on a balance scale format, which is often used in algebra and pre-algebra classes to support understanding of equations, especially variables and equalities."

6. \_\_\_\_\_ networks provide multiple means of engagement (the “why” of learning).

7. What is a learning disorder that affects one's ability to read, write, and speak?