

Universal Design for Learning in Physical Education

By Lauren J. Lieberman, Michelle Grenier, Ali Brian, and Katrina Arndt. Published 2020 by Human Kinetics, Champaign, IL. \$49.00. 199 pp. ISBN 978-1-4925-7499-6

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Universal design for learning (UDL) is a framework that aims to eliminate environmental and curricular barriers to students' learning. The UDL framework from the Center for Applied Special Technology (CAST) addresses three primary principles: (a) multiple means of engagement, (b) multiple means of representation, and (c) multiple means of action and expression. These principles are designed to guide teachers in ensuring that students, regardless of background and ability, are able to access and engage with the curriculum. When applied appropriately, this framework allows teachers to consider the range of their students' interests and abilities while designing their curriculum. Although the effectiveness of the UDL framework is well established, the literature on how UDL relates to physical education is quite limited.

Lieberman, Grenier, Brian, and Arndt realized the importance of applying the UDL framework to physical education, yet a comprehensive resource on this topic did not exist. Therefore, they developed this superb book, *Universal Design for Learning in Physical Education*, that provides general and adapted physical educators, as well as preservice physical educators, a systematic tool to guide them in applying UDL principles to the physical education curriculum. This book focuses on how physical educators can use UDL principles and strategies in their classes in order to influence and adapt the learning environment and instruction for *all* students to successfully access the physical education curriculum. Throughout the book, the authors familiarize the reader with the UDL principles and corresponding strategies. Although this book applies the concept of UDL for *all* students to be successful in physical education, the authors emphasize using the framework to benefit students with disabilities. This book is divided into two parts: "Foundations of Universal Design" and "UDL Guiding Lessons of Physical Education." Each chapter begins with objectives and a brief case study that provide the overarching concepts in the respective chapter, as well as a specific experience to reflect on while engaged with the concepts within each chapter.

Part 1 of this book begins with the chapter "What is UDL," which gives a concise overview of UDL framework. Chapter 2 presents the CAST framework and aligns the guiding principles of UDL to the physical education curriculum. The authors offer an assortment of examples on the application of these principles in physical education. Chapter 3 describes how physical educators can apply UDL learning strategies. For instance, these strategies outline how to improve teacher-to-teacher collaboration in order to promote student learning and provide guiding questions for physical educators to reflect on their practice and recognize barriers

that prevent students from being successful in physical education. Chapter 4 addresses the need to offer a variety of assessment tools and strategies in order for students to recognize and express what they know through multiple mediums.

Chapter 5 focuses on how to apply the UDL framework specifically to students with multiple and severe disabilities. This chapter is unique in the book, as it is the only chapter concentrated on a specific disability category. The authors explain they focus on this disability due to the fact that although the UDL approach can be very successful for most children, “in some cases instructional planning must be further expanded to ensure inclusion of children with more severe disabilities” (p. 40). It was refreshing to read about the application of UDL principles to this group of students, as this disability is often overlooked within physical education literature. Within this chapter, the authors provide guidelines on how to create an accessible environment and offer strategies to effectively communicate and work with paraeducators and peer tutors, in order to meet the unique needs of students with multiple and severe disabilities. Although it is important to focus on disabilities often ignored, a strong follow-up to this edition of the book could be a focus on the application of UDL principles to other disabilities, such as autism spectrum disorder and intellectual disabilities.

Chapter 6 explains the importance of advocating for equipment, support personnel, and resources needed to align UDL concepts to physical education and for students to be physically active within the communities. This chapter also covers teaching students self-advocacy skills in order to be physically active within their communities. Chapter 7 introduces the Lieberman–Brian Inclusive Rating Scale (LIRSPE) and provides guidelines on how to use this scale to encourage UDL and the application of inclusive philosophies to physical education. This validated tool (Lieberman, Brian, & Grenier, 2019) can assist physical educators in identifying their program’s strengths and areas for improvement with regard to effectively teaching *all* students within a general physical education setting. The LIRSPE addresses three key components: (a) management, (b) instruction, and (c) supports. The authors explain how the LIRSPE can be used to guide the development of curriculum and learning goals, as well as leading to the use of appropriate equipment and assessments to promote student success. Chapter 8 is the final chapter in Part 1 and reinforces the employment of the UDL principles of multiple means of representation and multiple means of engagement in a physical education setting. In this chapter, the authors offer a large array of examples of how these two principles can be incorporated within the physical education curriculum.

Part 2 applies UDL principles to specific grade levels and components of physical education. Within each chapter of this section, a variety of high-quality lesson plans and units are shared and applied to the chapter topic. The topics covered within the chapters in Part 2 include elementary physical education (Chapter 9), sports (Chapter 10), fitness (Chapter 11), recreation (Chapter 12), and aquatics (Chapter 13). Each lesson contains an explanation of how the UDL principles can be embedded within the lesson. In addition to the lesson plans provided, each chapter shares an array of additional resources, such as assessments and visuals, that would be extremely useful for physical educators. These resources allow readers to immediately try out some of the concepts and practices put forth in this book.