

## Application of Universal Design Principles to Early Education

1. The design of the **physical environment** enables all children to have access and equitable opportunities for full participation in all program activities. This includes structures, permanent and movable equipment and furnishings, storage, and materials.
2. The design of **health and safety program components** minimizes risks and hazards for all children. It ensures all children, regardless of health status or condition, have ongoing access to early care and education by minimizing interruptions to their learning due to illness and injury.
3. The design of the **social-emotional environment** offers all children equitable access and full membership to the social-emotional life of the group, and supports their social-emotional development.
4. The design of the **instructional environment** enables all children equitable access to learning opportunities and multiple means for engagement and learning. This includes the curriculum, instructional practices, materials, and activities.
5. The design of **individual assessment and program evaluation practices** provide multiple approaches to finding out what children know and can do in order to equitably assess individual learning, development, and educational progress.
6. The design of **family involvement practices** supports the equitable access and engagement of all families in the full range of experiences. This includes ongoing communication, learning opportunities, and program involvement activities.