

Traumatic brain injury	43.9	24.8	22.5	8.9
Developmental delay	61.6	20.8	16.2	1.5

¹ Other health impairments include having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes.

NOTE: Data are for the 50 United States, the District of Columbia, and the Bureau of Indian Education schools. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2010). The Digest of Education Statistics 2009 (NCES 2009-013), [Table 51](#).

As evidenced in the table above, most students with disabilities spend the majority of their school day in a general education classroom at a regular school. How can we effectively and efficiently meet the needs of this heterogeneous group of students within the regular classroom setting?

Universal Design for Learning (UDL)

According to the Center for Applied Special Technology (CAST), we can *proactively* design our curriculum so that it is inclusive of a diverse group of learners. This Universal Design for Learning (UDL) is based upon three primary brain networks for learning and three primary principles for organizing instruction:

- **Recognition Networks:** These networks address the "what" of learning. They include the ways in which we gather facts and categorize what we see, hear and read. Identifying an author's tone after reading a story is an example of the work done by recognition networks.
- **Strategic Networks:** These networks address the "how" of learning. They include how we plan and perform tasks as well as how we communicate what we know. Writing a short answer to an open-ended question or solving a math problem is an example of the strategic networks at work.
- **Affective Networks:** These address the "why" of learning. Feeling excited or challenged by learning is an ample of affective networks in action.