

Transcript — Acknowledging learning variability

[**On-screen text:** National Center on Universal Design for Learning. Acknowledging learner variability. Changes in UDL Guidelines 2.0]

[**Description:** Soft electronic music plays. A person with short brown hair and a gray beard wearing a suit and tie sits in front of the logo for the National Center on Universal Design for Learning and speaks directly to the camera. Transition to a slow fade into a chart showing the UDL guidelines.]

One of the changes in Version 2.0 is a greater emphasis on variability rather than disability.

[**Description:** The narrator speaks directly to the camera. Transition to students seated at tables in a classroom.]

Both the field of disability studies and our understanding of cognitive science have suggested that a much better use of a word would be variability.

[**Description:** The narrator speaks directly to the camera. Transition to a teacher pointing to something on a paper as a student looks over it. Transition to two students working on a math problem and using a calculator.]

That, it's not specifically about disability, although it includes that. But it's about how do we respond as an educational system to the variability in the

students that we teach.

[Description: The narrator speaks directly to the camera.]

Learners of all ages, of all nationalities, of all types are highly variable.

[Description: Zoom in on a still image of students seated at a desk reading and pointing to something in a textbook. Transition back to the narrator speaking directly to the camera.]

Whether they're disabled or not depends on their interaction with the context. So, variability needs to be emphasized, not disability.

[On-screen text: Produced by: [National Center on Universal Design for Learning @ CAST](#)]