

Comparing the Costs of UDL with not doing UDL*

*Developed by the Center for Applied Special Technology

	The costs of doing UDL are higher	The costs of NOT doing UDL are higher
Curriculum Development and Design		
Plan, research, design, and develop the general education curriculum	x	
Plan, research, design, and develop alternative or supplemental curricula for special education students.		x
Produce, distribute, store, revise and update existing curricula for both special and regular students.		x
Curriculum Modification, Adaptation and Accommodation		
Produce and distribute general education materials in accessible formats (Braille, large print, talking books, etc)		x
Locally develop (in each state, district or school) parallel versions of approved modifications, adaptations and alternative materials.		x
Simultaneously develop (by thousands of individual teachers and aids) non-standard adaptations, activities, accessible materials, etc, for classroom and individual use.		x
Instructional Technology Costs		
Purchasing and maintaining modern technology - for schools that lack adequate technology – to support UDL.	x	
Purchasing and maintaining modern technology – for schools that do not practice UDL – to prepare students for 21st century.		x
Purchasing assistive technologies, remedial software, supplemental print technologies, etc. for students with disabilities or other students with special needs.		x
	The costs of doing UDL are higher	The costs of NOT doing UDL are higher
Teachers and Teacher Training		
Training regular teachers to use UDL methods and materials within the general education curriculum.	x	
Hiring special education teachers/paraeducators to remediate, support, or accommodate students for whom regular curriculum is inaccessible.		x

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Training regular education teachers to differentiate instruction and/or to adapt the general education curriculum for students with disabilities (without available UDL).		x
Training special education teachers to provide standards-based content-area instruction within the general curriculum.		x
Training regular and special education teachers to collaborate in differentiating instruction within the general curriculum.		x
Long Term Societal Costs		
Social and economic costs (re-training, unemployment, incarceration) of failing to prepare all students with basic skills and literacies.		x
Social and economic costs of failing to prepare all students for the multiple literacies and media skills they will need in the 21st century.		x