A new school year is underway. Ms. Jones has 28 students in her fifth grade class. Eight of these students have been identified as having special needs. One has low vision, one has a significant hearing loss, three have learning disabilities, two have intellectual disabilities, and one has emotional social disabilities. Several of these students also have ADHD, as do some other students in the class. In addition, four of her students are English language learners. Three more students are identified as gifted and talented. One student is homeless. She wonders if she has any ‘regular’ students? She knows she cannot have a ‘one size fits all’ curriculum if she wants to meet the needs of this set of diverse learners. Professional development seminars she’s attended in the summer provided information and materials about Universal Design for Learning to help teachers meet the curricular needs of all students from the start. She thinks maybe this year she should definitely check them out.