

Recognise and remove barriers to learning

A suggestion for implementing the strategy
'Enable access and participation in learning'
from the Guide: [Behaviour and learning](#)

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- Includes:**
- Social and emotional barriers
 - Remove threats to engagement
 - Potential barriers in task design
 - Self-assessment
 - Useful resources

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From

Guide: [Behaviour and learning](#)

Strategy: [Enable access and participation in learning](#)

Suggestion: [Recognise and remove barriers to learning](#)

Date

17 May 2024

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Social and emotional barriers

Consider potential social and emotional barriers to learning.

Ask yourself the following questions:

- ✓ Can the student's be themselves and identify with their culture in our learning space?
- ✓ Do I know how to pronounce every student name correctly?
- ✓ Am I aware of a student's preferences and sensitivities?
- ✓ Am I aware of what could diminish or threaten a student's self esteem?
- ✓ Do I know how to authentically connect learning to students?
- ✓ Do I acknowledge and build on students' expertise and skills beyond the classroom?
- ✓ Is my relationship with the students based on mutual trust and respect?
- ✓ How do the students know I value everyone one of them?

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Potential barriers in task design

Sometimes a specific component of a task can create a barrier for students if it is not designed with supports in place at the outset.

Consider the following list:

- ✓ physical access to materials, resources and workspaces
- ✓ locating personal resources
- ✓ taking a test or timed assessment
- ✓ letter formation
- ✓ spelling
- ✓ following instructions
- ✓ organising ideas
- ✓ working with others
- ✓ speaking in front of others
- ✓ staying focussed
- ✓ solving problems
- ✓ breaking down a task or goal
- ✓ setting a goal

Self-assessment

Are these UDL-aligned strategies emerging, partly in place, or established in your practice?

Illustrate your response with examples from your own teaching.

Engagement

- I regularly ask students for feedback about what can I do differently to remove barriers and support their learning.
- I plan learning experiences with students that are culturally relevant.
- I connect learning to students' interests.
- I minimise threats and distractions.

Representation

- I help students to activate their prior knowledge.
- I pre-teach key topic vocabulary.
- I present information and instructions in a variety of ways.
- I use mind or concept maps and graphic organisers to help students make connections between ideas.

Action and expression

- I provide a range of ways that students can express their understanding.
- I offer all students scaffolds such as writing frames and sentence starters.
- I scaffold tasks by modelling, providing guided practice, and providing opportunities for students to cooperate, collaborate, and support one another.

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Useful resources



Potential barriers to learning and solutions

This table lists potential barriers to learning and suggests several solutions for each.

[Download](#) PDF (24 KB)



UDL reflection questions 1 pager

The UDL guidelines reframed as questions.

[Download](#) PDF (210 KB)



Using the 3 principles

An example of using the 3 principles to guide planning

[Download](#) PDF (73 KB)

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