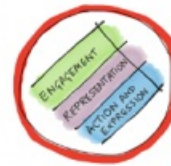





# Identify and minimise barriers in your subject

## Identifying common barriers in your subject area?



A UDL approach intentionally anticipates, identifies and addresses barriers up front to ensure learning environments are equitable and free from discrimination and bias.

<b>Engagement</b> Supporting motivation, interest, identity and self regulation.		
<b>What barriers to engagement might ākonga experience in the design of my lesson?</b> <ul style="list-style-type: none"> <li>• Interest in topic</li> <li>•</li> </ul>	<b>Supports:</b> <ul style="list-style-type: none"> <li>• Option for learners to identify own topic</li> <li>•</li> </ul>	
<b>Representation</b> Supporting access to information, creating flexible content and building understanding.		
<b>What barriers to accessing and understanding information might ākonga experience in the way I communicate and present information (instructions, content and materials)?</b> <ul style="list-style-type: none"> <li>• Text heavy content</li> </ul>	<b>Supports:</b> <ul style="list-style-type: none"> <li>• Model and offer text-to-speech options</li> <li>•</li> </ul>	
<b>Action and expression</b> Supporting access to learning materials, personal organisation, expressing thinking and learning.		
<b>What barriers to participating and demonstrating learning might ākonga experience in the design of my lesson?</b> <ul style="list-style-type: none"> <li>• End of term quiz online</li> <li>•</li> </ul>	<b>Supports:</b> <ul style="list-style-type: none"> <li>• Incorporate a variety of assessment formats</li> <li>•</li> </ul>	

Source:

[Universal Design for Learning: Theory and practice](http://udltheorypractice.cast.org/reading?3&loc=intro.xml_l1969952)

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