

# Identify barriers and supports

A suggestion for implementing the strategy

'Design considerations in NCEA assessments'

from the Guide: [Universal Design for Learning](#)

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## **Includes:**

Barriers that create unproductive struggle

What gets in the way for ākonga?

Identify and minimise barriers in your subject

Recognising barriers in our learning design

Useful resources

Inclusive Education

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Date

12 May 2024

Link

[inclusive.tki.org.nz/guides/universal-design-for-learning/identify-barriers-and-supports](https://inclusive.tki.org.nz/guides/universal-design-for-learning/identify-barriers-and-supports)

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## Barriers that create unproductive struggle

Nicole Tucker-Smith  
identifying and  
minimising barriers  
that cause  
unproductive struggle  
for learners.






Video hosted on Youtube <http://youtu.be/NxjS2bQsz-M>

Closed Captions

# What gets in the way for ākonga?

## Common barriers across learning areas

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

| Engagement: 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>The teacher makes all the decisions about what we study.</li> <li>There is no opportunity to connect my language, culture, identity and experience to the learning.</li> <li>The teacher just talks about boys and girls, I don't fit.</li> <li>It's so noisy in here I can't think.</li> <li>I'm scared to ask for help.</li> <li>This doesn't relate to my life, when will I ever need to know this.</li> </ul>   | <b>Supporting Examples</b> <ul style="list-style-type: none"> <li>Ask students about their interests, strengths and needs. Use this to guide lesson design.</li> <li>Connect learning to culture and identify</li> <li>Create opportunities for students to use their first language</li> <li>Offer headphones and provide flexibility on where students can work.</li> <li>Offer multiple ways for students to seek support.</li> <li>Make authentic links to why the learning is valuable.</li> </ul>   |
| Representation: 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>I can't hear the video and there are no captions.</li> <li>The teacher is using a whole bunch of words I don't understand.</li> <li>I can't relate to any of the examples or stories the teacher provides to support my understanding.</li> <li>Often instructions for assignments or assessment require heaps of reading.</li> </ul>  | <b>Supporting Examples</b> <ul style="list-style-type: none"> <li>Select videos with accurate captions, turned on.</li> <li>Provide multiple opportunities to support new vocab and concept building.</li> <li>Model using glossaries in multiple media.</li> <li>Ensure analogies and stories are relevant and connect to students' experiences and their cultures, languages and identities.</li> <li>Present instructions succinctly using text, image and video.</li> </ul>   |
| Action and expression: 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>I feel held back by having to read when I understand the concepts.</li> <li>The teachers can't read my writing</li> <li>What I'm supposed to be doing.</li> <li>How do I get started?</li> <li>All the resources are online and we have no wifi at home.</li> <li>We are given options for how to present our learning but no support on how to make the best choice to demonstrate my strengths and knowledge.</li> <li>Am on the right track with this assessment?</li> </ul> | <b>Supporting Examples</b> <ul style="list-style-type: none"> <li>Model the effective use of digital tools e.g. text-to-speech, online research, illustrated glossaries.</li> <li>Provide access to keyboards.</li> <li>Provide sentence starters, graphic organisers, planners</li> <li>Ensure students have equitable access to the tools they need to be successful.</li> <li>Discuss with students the pros and cons of presentation options, and how to make the best choice.</li> <li>Ask students what check-in options will be useful, provide a range of options e.g. check point template.</li> </ul> |

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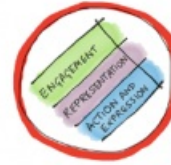
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## **Identify and minimise barriers in your subject**

## 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><br>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><br>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><br>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_11969952)

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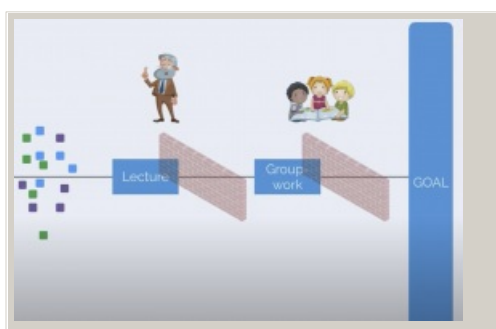
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# Recognising barriers in our learning design

A key focus of UDL is identifying barriers to learning hidden in the learning environments.



Video hosted on Youtube [http://youtu.be/\\_-bA63EGTw8](http://youtu.be/_-bA63EGTw8)

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## Useful resources



### Universal Design for Learning (UDL)

Read time: 3 min

UDL explained from a NZ perspective. The Thinking Cycle and supporting tools for planning and teaching are included.

[Visit website](#)



### Planning with Universal Design for Learning (UDL)

Read time: 3 min

A series of downloadable templates that help you to use UDL when you plan your teaching and assessments.

[Visit website](#)

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