

# Ensure materials and resources are flexibly designed and accessible to all

A suggestion for implementing the strategy

'Design considerations in primary settings'

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

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## **Includes:**

Utilise technologies

Digital text supports access and preferences

Offer options for expression

Suggestions for using text-to-speech

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [Design considerations in primary settings](#)

Suggestion: [Ensure materials and resources are flexibly designed and accessible to all](#)

Date

17 May 2024

Link

[inclusive.tki.org.nz/guides/universal-design-for-learning/ensure-materials-and-resources-are-flexibly-designed-and-accessible-to-all-2](https://inclusive.tki.org.nz/guides/universal-design-for-learning/ensure-materials-and-resources-are-flexibly-designed-and-accessible-to-all-2)

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## Utilise technologies

Primary teacher, Linda Ojala describes her inclusive approach to using digital technologies to meet the wide and varied needs of students.



Video hosted on Vimeo <http://vimeo.com/100662367>

Closed Captions

**Source:**

[Ministry of Education, inclusive education videos \(NZ\)](#)  
<https://vimeo.com/album/2950799>

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## Digital text supports access and preferences

Digital text can be:

- ✓ adjusted so that the style, size, and colour of fonts are the best fit for the student
- ✓ converted to speech using text-to-speech tools, these can help students who need support with reading, prefer to listen to information rather than (or in addition to) looking at it, or who use it to help with editing
- ✓ hyperlinked to definitions and background information; these can help students with new vocabulary, with comprehension, and can provide background knowledge when the subject is unfamiliar
- ✓ easily linked to and from online environments and documents
- ✓ accessed collaboratively, edited anytime or anywhere.

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## Offer options for expression



Source:

Enabling e-Learning (NZ)

<http://elearning.tki.org.nz/Teaching/Inclusive-classrooms/Universal-Design-for-Learning/Using-an-iPad-to-support-independent-writing-for-a-student-with-ADHD>

[View full image \(3.6 MB\)](#)

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## Suggestions for using text-to-speech

Encourage the use of text-to-speech across the curriculum.

- ✓ Listen and read along with unfamiliar texts to develop reading fluency.
- ✓ Access texts beyond the students' reading level.
- ✓ Listen to audio while doing another activity, such as exercise, travelling, or resting the eyes.
- ✓ When editing writing, select sections of text and listen back for errors and fluency.

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## Reflection questions

Consider the following questions in your own context.

How do I provide varied accessible media to present concepts and content?

In what ways do I invite student feedback on the usefulness and accessibility of materials?

Do I offer graphic organisers, rubrics, checklists, templates with varying amounts of content to help students to organise and document thinking?

Do I prepare materials and media designed with varied levels of challenge and make them available to all students?

Are the materials I offer relevant to students' lives?

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## Useful resources



### Do's and don'ts on designing for accessibility

Read time: 34 min

A set of six posters with general guidelines for designing accessible web content. These posters are also useful considerations for general classroom planning and content design.

Publisher: United Kingdom Government

[Visit website](#)



### Readwritethink

This online resource offers a range of graphic organisers and online interactive tools for teachers.

Publisher: International Literacy Association

[Visit website](#)

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