

Identify potential barriers to learning and wellbeing

A suggestion for implementing the strategy

'How to plan using UDL' from the Guide:

[Universal Design for Learning](#)

Includes:

Identify barriers to learning and wellbeing

Consider potential barriers

Social and emotional barriers

Examples of barriers

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Universal Design for Learning](#)

Strategy: [How to plan using UDL](#)

Suggestion: [Identify potential barriers to learning and wellbeing](#)

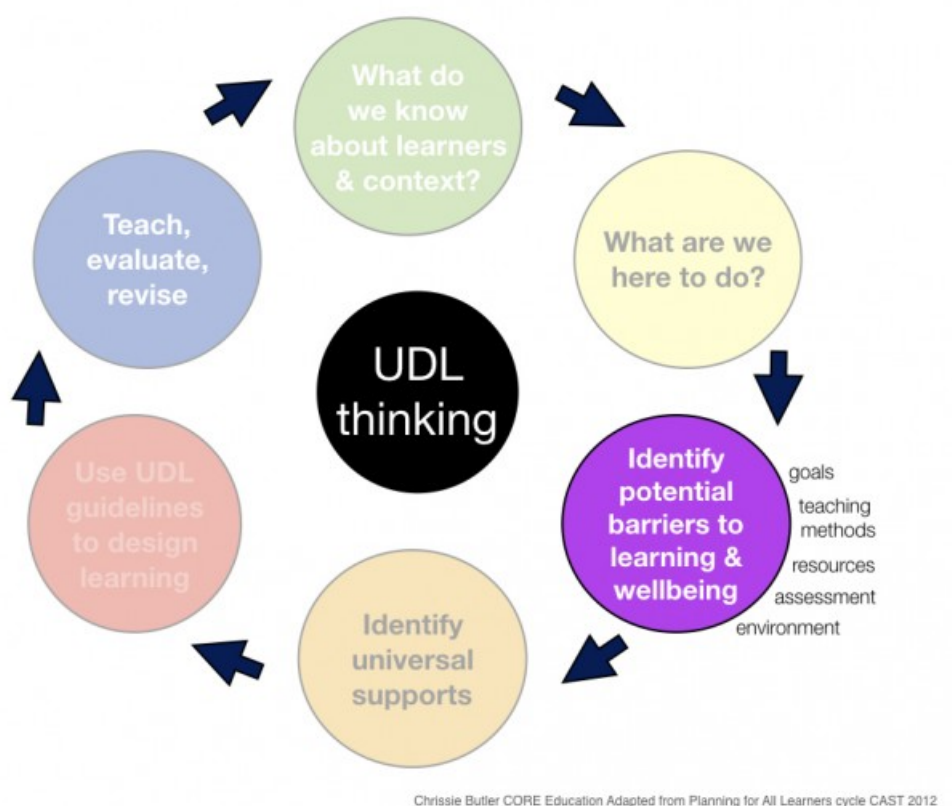
Date

17 May 2024

Link

inclusive.tki.org.nz/guides/universal-design-for-learning/identify-potential-barriers-to-learning-and-wellbeing

Identify barriers to learning and wellbeing



Source:

Chrissie Butler CORE Education

<http://www.core-ed.org/>

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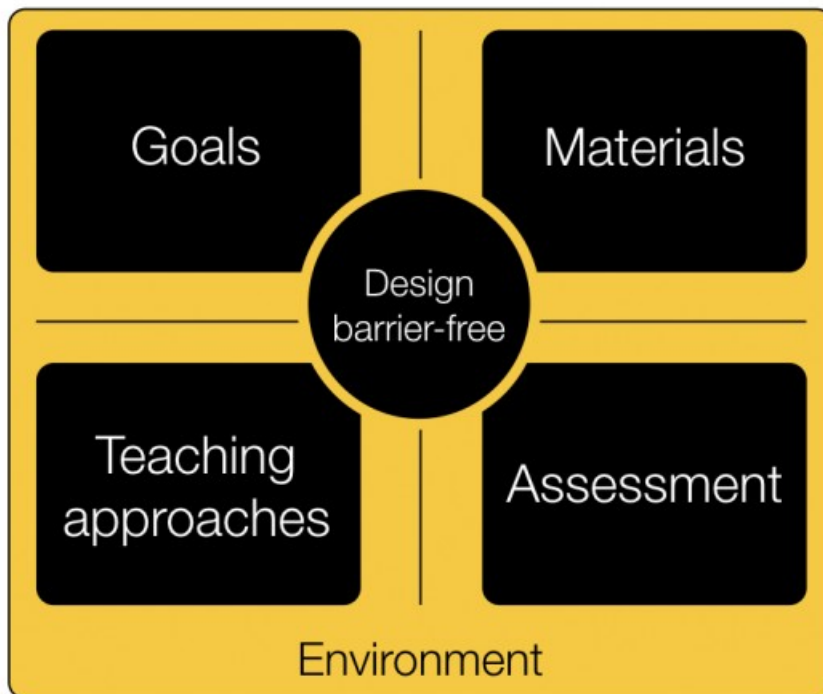
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Consider potential barriers



Chrissie Butler CORE Education Adapted from UDL Framework CAST 2016

Source:

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Social and emotional barriers

We also need to consider potential social and emotional barriers to learning.

Ask yourself the following questions:

- Do I know how to pronounce every students name correctly?
- Am I aware of student's preferences and sensitivities?
- I am aware of what could diminish or threaten student's self esteem?
- Do I know how to authentically connect learning to students?

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Reflection questions

Take a moment to reflect on this idea of hidden barriers.

In what ways do you intentionally identify potential barriers within learning experiences?

How can you proactively plan to minimise barriers?

Discuss ways to engage learners and whānau in conversations, identifying barriers to learning, participation and wellbeing.

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Useful resources



How to break down barriers to learning with UDL

How to break down barriers to learning with UDL

Publisher: Understood

[Visit website](#)



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](#)

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