

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

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

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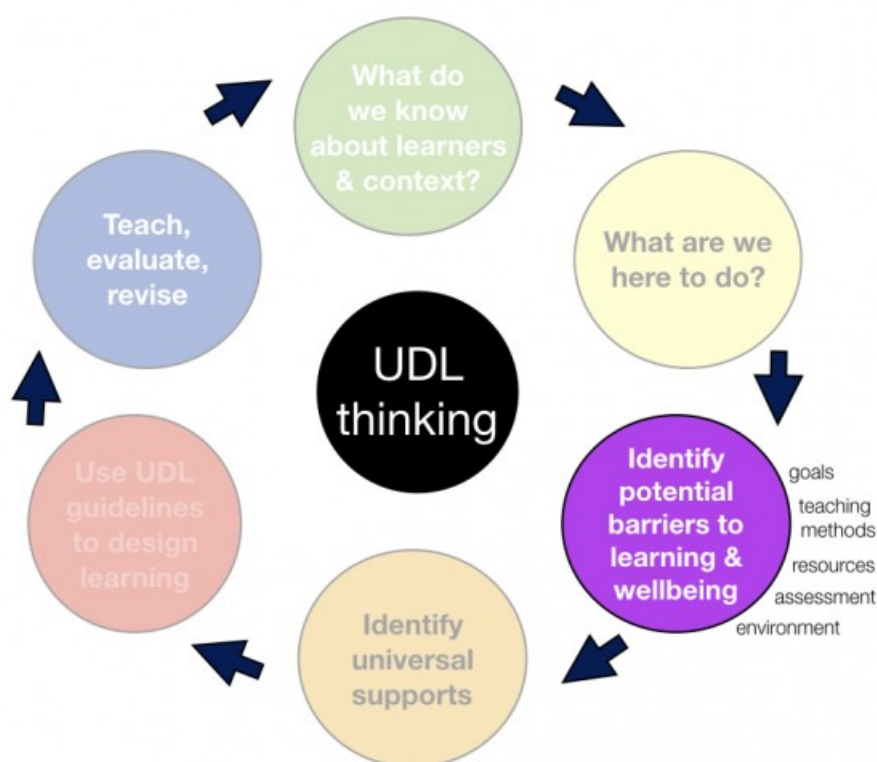
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Identify barriers to learning and wellbeing



Chrissie Butler CORE Education Adapted from Planning for All Learners cycle CAST 2012

Source:

Chrissie Butler CORE Education

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

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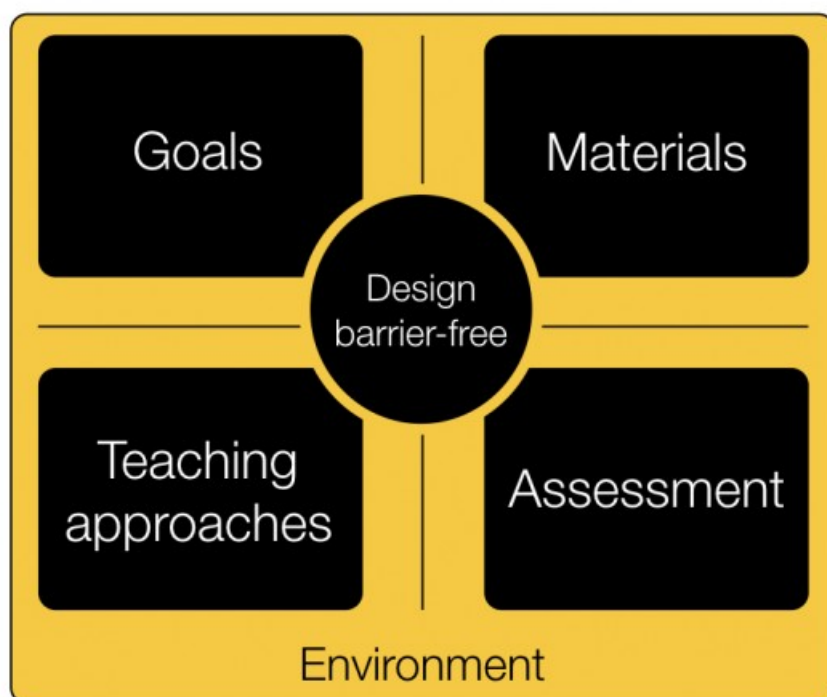
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Consider potential barriers



Chrissie Butler CORE Education Adapted from UDL Framework CAST 2016

Source:

Chrissie Butler CORE Education

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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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Examples of barriers

Knowledge of learner	Design choice	Potential barrier
Low vision	Paperback book	Text cannot be enlarged
Decodes text slowly	15 minute time frame for multiple choice test	Insufficient time to complete test
Prefers not to speak in front of the class	Class debate	Does not attend class
Uses a wheelchair	Class presentation on the school stage	Steep flight of steps onto the stage
Takes time to compose thoughts	Fast, whole class online quiz	Unable to make decisions quickly enough to participate

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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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