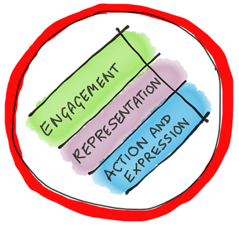
**Identifying common barriers in your subject area?**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Engagement**  Supporting motivation, interest, identity and self regulation. | |  | | |
| **What barriers to engagement might ākonga experience in the design of my lesson?**   * Interest in topic | **Supports:**   * Option for learners to identify own topic | | | |
|
| **Representation**  Supporting access to information, creating flexible content and building understanding. | | |  | |
| **What barriers to accessing and understanding information might ākonga experience in the way I communicate and present information (instructions, content and materials)?**   * Text heavy content | **Supports:**   * Model and offer text-to-speech options | | | |
|
| **Action and expression**  Supporting access to learning materials, personal organisation, expressing thinking and learning. | | | |  |
| **What barriers to participating and demonstrating learning might ākonga experience in the design of my lesson?**   * End of term quiz online | **Supports:**   * Incorporate a variety of assessment formats | | | |
|  |  | | | |