

The Universal Design for Learning Guideline 3.0 in Accessible Language: Expression

| UDL Language   | Plain Language   | Student Friendly Language  |
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| <b>Design Multiple Means of Action &amp; Expression</b>  |  |  |
| <b>Access: Design Options for Interaction</b>  |  |  |
| <b>Vary and honor the methods for response, navigation, and movement (4.1)</b>                           | We can provide different ways for learners to participate, move through learning, and show what they know.         | I need to be able to choose different ways to participate, move, and respond during learning                                     |
| <b>Optimize access to accessible materials and assistive and accessible technologies and tools (4.2)</b> | We can ensure learners can access and use the tools, technologies, and resources they need to learn                | I need to be able to use tools and technology that help me access and engage with my learning                                    |
| <b>Support: Design Options for Expression &amp; Communication</b>  |  |  |
| <b>Use multiple media for communication (5.1)</b>  | We can provide different ways for learners to communicate their ideas and understanding.                           | I need to be able to share my ideas using different formats, such as speaking, writing, drawing, recording, or creating          |
| <b>Use multiple tools for construction, composition, and creativity (5.2)</b>                            | We can provide a range of tools and resources for learners to create, build, and express ideas.                    | I need to be able to use different tools and resources to create, design, and show my thinking                                   |
| <b>Build fluencies with graduated support for practice and performance (5.3)</b>                         | We can provide support that helps learners build skills and confidence over time.                                  | I need to be able to get the support I need to practise, improve, and become more confident in my learning                       |
| <b>Address biases related to modes of expression and communication (5.4)</b>                             | We can recognize and value different ways of communicating and expressing understanding.                           | I need to be able to see that my ways of communicating and showing learning are valued and respected                             |
| <b>Executive Function: Design Options for Strategy Development</b>                                       |  |  |
| <b>Set meaningful goals (6.1)</b>  | We can help learners create goals that are relevant, purposeful, and important to them.                            | I need to be able to set goals that matter to me and help me grow  |
| <b>Anticipate and plan for challenges (6.2)</b>  | We can help learners think ahead and prepare strategies for overcoming difficulties.                               | I need to be able to think about challenges I might face and plan ways to deal with them   |
| <b>Organize information and resources (6.3)</b>  | We can support learners to manage information, materials, time, and resources effectively.                         | I need to be able to organize my information, resources, and learning tasks so I can be successful.                              |
| <b>Enhance capacity for monitoring progress (6.4)</b>  | We can help learners track, reflect on, and evaluate their progress toward goals.                                  | I need to be able to check my progress, reflect on my learning, and make improvements  |
| <b>Challenge exclusionary practices (6.5)</b>  | We can identify and address barriers, rules, or practices that unfairly exclude people from learning opportunities | I need to be able to be a part of creating a learning environment where everyone feels included, valued, and able to participate |