

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

UDL Language	Plain Language	Student Friendly Language
Design Multiple Means of Representation		
Design Options for Perception		
Support opportunities to customize the display of information (1.1)	We can give learners different ways to adjust how information is shown so it works best for them.	I need to be able to choose how I see information, such as changing the size, colour, layout, or format to help me learn
Support multiple ways to perceive information (1.2)	We can provide information in different formats so all learners can access and understand it	I need to be able to learn information in different ways, such as reading it, listening to it, watching it, or using images and diagrams
Represent a diversity of perspectives and identities in authentic ways (1.3)	We can include a variety of cultures, experiences, identities, and viewpoints in meaningful and accurate ways	I need to be able to see people, cultures, experiences, and ideas that reflect the real world to help me understand different perspectives
Design Options for Language & Symbols		
Clarify vocabulary, symbols, and language structures (2.1)	We can help learners understand the words, symbols, and language patterns used in learning.	I need to be able to get support to understand new words, symbols, and the way language is used
Support decoding of text, mathematical notation, and symbols (2.2)	We can help learners understand written text, math symbols, formulas, and other symbols.	I need to be able to get support to understand words, symbols, numbers, and mathematical ideas
Cultivate understanding and respect across languages and dialects (2.3)	We can value and support different languages, ways of speaking, and cultural background	I need to be able to see that my language, culture, and way of speaking are respected, and I need to learn about others' too
Address biases in the use of language and symbols (2.4)	We can help learners recognize and challenge unfair assumptions, stereotypes, or exclusion in language and symbols	I need to be able to learn about how to notice when words, images, or symbols might be unfair or leave people out
Illustrate through multiple media (2.5)	We can use different types of media to explain ideas and support understanding	I need to be able to learn through pictures, videos, audio, demonstrations, models, and other formats
Executive Function: Design Options for Building Knowledge		
Connect prior knowledge to new learning (3.1)	We can help learners link what they already know to new ideas and experiences.	I need to be able to connect new learning to things I already know, have done, or have experienced
Highlight and explore patterns, critical features, big ideas, and relationships (3.2)	We can help learners identify important ideas, patterns, connections, and relationships.	I need to be able to find important ideas, notice patterns, and make connections between things I am learning
Cultivate multiple ways of knowing and making meaning (3.3)	We can encourage learners to understand and express ideas in different ways, drawing on diverse perspectives and experiences	I need to be able to learn, think about, and show my understanding in different ways
Maximize transfer and generalization (3.4)	We can help learners apply what they have learned in new situations and contexts.	I need to be able to use what I have learned in different situations and for new challenges