

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
4.1- Vary and Honor Methods for Response, Navigation & Movement	Multiple ways to respond: Adults notice and respond to looking, reaching, pointing, turning, vocalizing, signing, moving toward/away, or using words as meaningful responses.	Different ways to respond: Children can point, gesture, move, speak, sign, show, choose, or demonstrate rather than everyone responding in the same way.	Choice in how to respond: Children can speak, gesture, move, demonstrate, write, draw, or use another response method that works for them.
	Flexible positioning: Children can participate while sitting, standing, lying down, being held, or moving rather than needing one expected body position.	Flexible body positions: Children can sit, stand, kneel, lie down, or move while participating instead of being expected to sit in one place or position.	Flexible participation: Children can stand, sit, move, change position, or work in different areas without losing access to the activity.
	Freedom to move toward and away: Children can approach, explore, pause, move away, and return without being physically held in an activity.	Movement as participation: Build pointing, carrying, acting, demonstrating, sorting, moving, and other physical responses into experiences.	Movement as a response: Children can demonstrate understanding or contribute through movement, acting, positioning, sorting, building, or physically demonstrating.
	Accessible pathways: Arrange spaces so children at different stages of mobility can reach people, play spaces, and experiences.	Different ways to enter play: Children can join an experience by watching, moving alongside, taking a role, bringing something, or joining directly.	Different ways to join: Children can enter games, group activities, or projects through different roles and forms of participation rather than one expected entry point.
	Follow children's movement: Adults bring interactions and experiences to where children naturally position themselves rather than repeatedly moving children to an adult-selected location.	Flexible navigation: Children can move between spaces, materials, people, and activities using routes and pacing that work for them.	Flexible navigation: Organize spaces and routines so children can move between activities, people, and locations in different ways and at different paces.
	Pause for responses: Adults give children time to initiate a movement, gesture, sound, look, or other response before stepping in.	Time to respond: Allow children enough time to respond physically, verbally, or through another form before prompting or completing the action for them.	Flexible response time: Build in enough time for children to organize and carry out their chosen way of responding.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
4.2 — Optimize Access to Accessible Materials and Assistive & Accessible Technologies and Tools	Materials within reach: Place toys, books, sensory materials, and everyday objects where children can independently reach, explore, and choose them.	Accessible play materials: Arrange materials so children can independently see, reach, carry, open, and use what they need for play.	Self determined access: Organize materials and equipment so children can find, reach, get out, use, and return what they need with as much agency as possible.
	Easy-to-hold materials: Offer objects with different sizes, shapes, textures, and ways to grasp so children can explore using their current motor abilities.	Different tool options: Offer different sizes and types of crayons, brushes, scissors, building materials, utensils, and other tools so children can choose what works for them.	Choice of tools: Provide different options for writing, drawing, building, creating, organizing, and completing activities rather than requiring one specific tool.
	Stable materials: Use non-slip surfaces, secured containers, trays, or other simple supports that keep materials in place while children explore them.	Adapt the materials, not the goal: Use grips, larger pieces, stabilized materials, easy-open containers, or other adaptations that make participation easier.	Adapted materials: Provide grips, slant boards, adapted game pieces, alternative writing surfaces, or other modifications that reduce physical barriers.
	Accessible books and play objects: Include sturdy pages, tactile materials, easy-to-turn pages, and objects children can manipulate in different ways.	Accessible books and visuals: Offer books and information children can handle and access in different ways, including tactile, audio, picture-supported, or digital options when useful.	Multiple accessible formats: Make information and activities available through formats children can independently access, including print, audio, digital, tactile, or other accessible formats.
	Tools available as part of the environment: Make supportive tools part of everyday play rather than only bringing them out after a child struggles.	Support tools within reach: Keep commonly useful supports available so children can choose them during play, routines, and learning.	Normalize support tools: Make accessible and assistive tools available as ordinary participation options rather than something children must earn or request after struggling.
	Adults notice access barriers: Watch what children repeatedly reach for, drop, avoid, or need help manipulating and adjust the materials or setup.	Notice where materials get in the way: Pay attention when children repeatedly ask for help, abandon a tool, or participate differently when another tool is offered.	Children help identify what works: Invite children to notice and communicate which materials, tools, technologies, or adaptations help them participate more independently.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
5.1 — Use Multiple Media for Communication	Honour all communication: Adults respond to gaze, facial expressions, body movements, gestures, sounds, signs, pointing, reaching, and words as meaningful communication.	Many ways to communicate: Children can use speech, gestures, signs, pictures, objects, movement, drawing, or AAC to share what they want, need, know, and think.	Choice of communication mode: Children can communicate through speaking, writing, drawing, movement, images, video, audio, AAC, or combinations of these.
	Model communication in different ways: Adults pair spoken language with gestures, facial expressions, signs, objects, and pictures.	Model multiple ways to share: Adults demonstrate that an idea can be spoken, shown, drawn, acted out, signed, or communicated with pictures or AAC.	Model multimodal communication: Show how the same idea can be communicated effectively through different media and combinations of media.
	Communication within reach: Keep familiar objects, pictures, symbols, or communication systems available during everyday routines and play.	Communication supports everywhere: Make picture choices, communication boards, AAC, objects, and other communication supports available throughout the day—not only when communication becomes difficult.	Communication tools across settings: Ensure children have consistent access to the communication methods they use during play, projects, clubs, homework, group activities, and social times.
	Pause and notice: Adults give children time to respond and watch for communication through sounds, movements, gaze, gestures, or other responses.	Wait for different kinds of responses: Give children time to communicate without requiring an immediate spoken answer.	Allow processing and response time: Give children enough time to organize and communicate their ideas using their chosen mode.
	Build communication into play: Use songs, gestures, objects, movement, pictures, and sounds during familiar play and routines.	Communicate through play: Invite children to act, build, draw, move, tell, show, or demonstrate their ideas during play.	Use media for authentic purposes: Children can create a video, record audio, make a poster, demonstrate, perform, draw, write, or present to communicate an idea.
	Follow the child's communication: Adults notice the child's preferred ways of communicating and respond rather than requiring a particular response.	Offer communication choices: Ask, “ <i>Would you like to tell me, show me, draw it, or use your board?</i> ” rather than requiring one form of expression.	Children choose how to communicate: Invite children to select a communication mode that fits their purpose, audience, strengths, and needs.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
5.2 — Use Multiple Tools for Construction, Composition & Creativity	Different tools for exploring and creating: Offer chunky crayons, brushes, sponges, blocks, loose parts, dough, and other materials that children can manipulate in different ways.	Choice of creative tools: Offer drawing, painting, building, loose parts, dramatic play, photography, digital tools, and other ways to create.	A toolkit for creating: Provide drawing, writing, building, digital, audio, video, presentation, and making tools children can choose from.
	Create with the whole body: Provide opportunities to make marks, build, stack, arrange, move, press, pour, and construct using hands and bodies.	Different ways to make an idea: Children can build it, draw it, act it out, construct it, photograph it, record it, or make it digitally.	Different ways to construct ideas: Children can make models, diagrams, videos, podcasts, presentations, performances, prototypes, or written products.
	Open-ended materials: Provide objects and materials that can be combined, moved, stacked, filled, emptied, arranged, and used in different ways.	Open-ended materials: Offer loose parts and flexible materials that don't prescribe one “right” product or way to create.	Open-ended creation: Provide flexible tools and materials that allow children to design, remix, experiment, and create in different ways.
	Tools within reach: Place creative materials where children can independently notice, reach, choose, and explore them.	Accessible creation stations: Organize tools and materials so children can independently choose what they need to develop an idea.	Independent tool access: Make a range of creation tools available so children don't need adult permission for every material or method.
	Adults model possibilities: Show different things children can do with the same material without requiring them to copy one finished product.	Model different possibilities: Show that the same idea can be created using different tools and materials rather than modelling one expected product.	Demonstrate tool possibilities: Introduce different tools and what they can make possible, while leaving children choice about which to use.
	Follow children's experimentation: Allow children to use materials in unexpected but safe ways as they discover what the tools can do.	Support experimentation: Let children combine materials, change tools, start again, and discover different ways to create.	Encourage experimentation and iteration: Children can try tools, combine media, revise, redesign, and switch approaches

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
5.3 — Build Fluencies with Graduated Support for Practice & Performance	Model alongside children: Show actions, gestures, movements, sounds, and ways of using materials while children explore.	Model before expecting: Demonstrate a new skill or strategy before expecting children to try it independently.	Model new skills and strategies: Think aloud, demonstrate, or show examples before children practise independently.
	Repeat through familiar routines: Give children many opportunities to practise emerging skills during everyday play, care routines, songs, and interactions.	Practise through play and routines: Build repeated opportunities to practise new skills into meaningful activities throughout the day.	Practise in meaningful contexts: Provide repeated opportunities to use developing skills during authentic activities, games, projects, and routines.
	Join in and do it together: Adults participate alongside children, offering physical, visual, gestural, or verbal support as needed.	Do it together first: Practise alongside children before expecting them to do something on their own.	Practise with support: Use guided practice, partners, peer models, examples, or adult support before moving toward greater independence.
	Offer just enough help: Support the part that is tricky while allowing the child to do the parts they can already do.	Support the tricky part: Provide help where it is needed without taking over the whole activity.	Target support: Scaffold the parts that are challenging while maintaining children's ownership of the task.
	Use familiar cues: Repeat consistent words, gestures, songs, pictures, or actions that help children know what to do.	Use prompts and cues: Offer pictures, gestures, models, reminders, or simple prompts that children can use while practising.	Provide scaffolds: Offer checklists, examples, prompts, models, organizers, or other supports children can refer to independently.
	Allow lots of attempts: Give children time to try, repeat, experiment, and try again without rushing in to correct or complete the action.	Make room for practice: Allow children to repeat, experiment, make mistakes, and try again without pressure to get it right immediately.	Normalize revision and retrying: Provide opportunities to practise, get feedback, revise, and try again before performance is evaluated.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
5.4 — Address Biases Related to Modes of Expression & Communication	Recognize all communication as meaningful: Respond to gaze, movement, facial expressions, gestures, sounds, signs, AAC, and words as communication.	Value different ways of communicating: Treat speech, gestures, signs, AAC, pictures, movement, drawing, and other forms of expression as meaningful ways to contribute.	Challenge communication hierarchies: Explicitly reinforce that speaking and writing are not better than AAC, signing, drawing, movement, audio, visual, or other forms of communication.
	Follow rather than correct: Notice what a child is communicating instead of expecting them to communicate in a particular way.	Focus on the message: Respond to what a child is communicating rather than correcting how they communicate it.	Prioritize meaning over conformity: Focus on children's ideas and messages rather than whether they communicate them in the expected way.
	Model different ways to communicate: Adults use gestures, facial expressions, objects, signs, pictures, sounds, and words naturally throughout the day.	Make communication differences visible: Model and use different communication approaches as an ordinary part of the environment.	Represent communication diversity: Include examples of people who communicate, create, and express themselves in many different ways.
	Avoid requiring one response: Don't require looking, pointing, speaking, or copying an adult's action to show participation or understanding.	Avoid one “right” response: Don't require children to speak, make eye contact, sit a particular way, or communicate in the same way to be heard or included.	Question participation norms: Examine expectations such as speaking in front of the group, eye contact, handwriting, or verbal participation when these aren't essential to the goal.
	Notice adult assumptions: Reflect on which sounds, movements, behaviours, and communication attempts adults tend to notice, respond to, or overlook.	Notice whose communication gets valued: Pay attention to which children are listened to, interrupted, misunderstood, corrected, or expected to communicate differently.	Examine whose voices are privileged: Notice whose communication is more readily recognized, believed, rewarded, or included in group decisions.
	Support communication partners: Help adults learn how individual children communicate rather than expecting children to adapt to adult preferences.	Teach peers to listen differently: Help children recognize and respond respectfully to the different ways their peers communicate.	Build communication-inclusive communities: Establish norms for listening, waiting, checking understanding, and respecting different communication methods.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
6.1 — Set Meaningful Goals	Follow children's intentions: Notice what children are reaching for, repeating, exploring, attempting, or trying to make happen and support that intention.	Name the goal in child-friendly language: Help children understand what they are working toward using simple, concrete language.	Make goals clear and meaningful: Ensure children understand what they are working toward and why it matters.
	Build from interests: Use children's interests, relationships, and everyday experiences as starting points for what they are learning and developing.	Connect goals to children's interests: Link what children are working toward to their play, questions, relationships, and interests.	Connect goals to purpose: Help children see how a goal connects to their interests, relationships, responsibilities, or things they want to accomplish.
	Respond to child-led goals: When a child is trying to reach an object, join another child, build something, or communicate something, recognize and support their goal.	Notice children's own goals: Ask and observe what children are trying to make, do, learn, solve, or experience during play.	Invite children into goal setting: Children help decide what they want to learn, improve, create, contribute, or accomplish.
	Keep the goal visible through action: Adults use familiar objects, gestures, routines, and repeated experiences to help children stay connected to what they are doing.	Make goals visible: Use pictures, objects, examples, demonstrations, or simple words to remind children what they are working toward.	Use accessible goal reminders: Children can use visuals, checklists, examples, notes, photos, or digital tools to keep goals visible.
	Focus on what matters: Adults distinguish the important developmental intention from one particular way of doing it.	Separate the goal from the activity: Be clear about what children are learning rather than making completion of an activity the goal.	Separate the goal from the pathway: Make clear what matters most while allowing different ways to work toward or demonstrate the goal.
	Celebrate movement toward the goal: Notice children's attempts, discoveries, persistence, and emerging skills rather than only whether something is completed.	Notice progress together: Help children recognize what they are beginning to do, understand, or figure out.	Define what progress can look like: Work with children to recognize evidence that they are moving toward their goal.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
6.2 — Anticipate and Plan for Challenges	Use predictable routines: Create consistent sequences so children can begin to anticipate what happens next.	Use visual “ready plans”: Show what might happen and what children can do if something becomes difficult or unexpected.	Co-create plans: Before activities, identify what might be tricky and develop possible strategies together.
	Preview what is coming: Show an object, picture, gesture, or other familiar cue before transitions and changes.	Practise tricky moments: Role-play situations such as a plan changing, waiting, losing a turn, or something not working.	Plan for different possibilities: Ask, “ <i>What might happen? What could get tricky? What could we do if it does?</i> ”
	Make helpful supports available early: Have comfort objects, sensory supports, communication tools, or familiar people available before distress increases.	Develop Plan Bs: Help children think of another option they could try if their first idea doesn't work.	Create choice-based plans: Children identify several strategies they can choose from rather than being given one required response.
	Anticipate patterns: Adults notice when hunger, fatigue, noise, waiting, unfamiliarity, or changes make participation harder and plan accordingly.	Use problem-solving language: Ask, “ <i>What might be tricky? What could help? What else could you try? Who could help?</i> ”	Plan for individual needs: Help children anticipate when they may need movement, quiet, food, connection, sensory support, assistance, or a break.
	Use gentle pre-correction: Prepare the environment or offer support before a predictable difficulty occurs rather than correcting the child afterward.	Use simple planning tools: Offer pictures or objects representing strategies such as <i>try again, change it, ask a friend, ask for help, or take a break.</i>	Use planning tools: Offer visual plans, checklists, calendars, schedules, reminders, or other tools that help children prepare and organize.
	Co-regulate through changes: Adults provide calm, predictable support when children are waiting, transitioning, or experiencing something unexpected.	Plan before the tricky moment: Talk about and practise strategies while children are regulated rather than introducing them for the first time during distress.	Plan when regulated: Develop strategies before challenging situations so children don't have to problem-solve for the first time when overwhelmed.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
6.3 — Organize Information & Resources	Create predictable places: Keep familiar materials, comfort items, and everyday objects in consistent, easy-to-find locations.	Give materials a home: Use consistent locations, baskets, shelves, pictures, or labels so children know where to find and return things.	Create organization systems: Use labelled spaces, folders, containers, digital spaces, or other systems that make resources easy to find and manage.
	Organize the environment visually: Arrange spaces so children can see what is available and where activities and materials belong.	Make choices visible: Display materials and options so children can see what is available without needing to remember everything.	Make resources easy to navigate: Organize information and materials so children can quickly see what is available and where to find it.
	Use consistent sequences: Keep familiar routines in a predictable order to reduce how much children need to keep track of.	Show what comes next: Use pictures, objects, visual schedules, or simple sequences to organize routines and activities.	Use planning and organization tools: Offer schedules, checklists, calendars, planners, visual sequences, or digital tools to keep track of tasks and routines.
	Offer one manageable set at a time: Reduce unnecessary materials or information when too many options make exploration difficult.	Break things into manageable parts: Organize materials or activities into smaller groups, stages, or steps when helpful.	Chunk complex activities: Help children organize larger activities or projects into manageable parts, stages, or steps.
	Prepare materials together: Include children in simple routines such as gathering a bib, finding shoes, getting a cup, or putting toys into a basket.	Gather what is needed: Before beginning, help children think about and collect the materials they will need.	Plan resources before starting: Encourage children to identify and gather the information, people, materials, and tools they may need.
	Use simple cues: Objects, pictures, songs, gestures, or familiar locations can help children keep track of routines and belongings.	Use visual organization tools: Offer picture sequences, sorting systems, trays, containers, or simple checklists children can refer to.	Choose organization tools: Children can select the checklist, planner, visual, reminder, app, organizer, or system that works for them.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
6.4 — Enhance Capacity for Monitoring Progress	Notice progress out loud: Describe what children are doing, changing, trying, or beginning to figure out: <i>“You tried again and that piece stayed up!”</i>	Make progress visible: Point out what children have tried, changed, figured out, or are beginning to do.	Use progress check-ins: Build in opportunities for children to pause and consider what is working, what has changed, and what still needs attention.
	Respond to attempts: Notice and respond to children's efforts and discoveries, not only successful outcomes.	Focus on the process: Talk about strategies, attempts, changes, and discoveries rather than only the finished product.	Track growth over time: Use photos, examples, portfolios, journals, checklists, or other tools to help children see changes in their learning or participation.
	Show change over time: Use photos, familiar objects, or repeated experiences to help make emerging skills and accomplishments visible.	Use visual evidence: Photos, drawings, creations, or other examples can help children see what they did before and what they can do now.	Compare to their own progress: Help children notice their growth in relation to their own goals and previous efforts rather than comparing themselves with others.
	Pause and respond together: During play and routines, adults pause to notice what happened and respond to the child's cues about whether to continue, change, or try again.	Pause and check: Ask simple questions such as <i>“How is it going?” “Is your plan working?”</i> or <i>“What do you notice?”</i>	Use self-check questions: Encourage questions such as <i>“Is this working?” “Am I getting closer to my goal?” “What evidence do I have?”</i>
	Model trying something different: When something isn't working, adults calmly demonstrate changing an approach and noticing what happens.	Connect noticing to next steps: Ask, <i>“What could you try next?”</i> or <i>“Is there something you want to change?”</i>	Adjust based on feedback: Support children to use what they notice to change strategies, seek support, revise plans, or choose a next step.
	Celebrate growth: Draw attention to new attempts, increased participation, persistence, connection, or emerging independence.	Invite children to notice growth: Ask, <i>“What can you do now that was tricky before?”</i> or <i>“What are you proud of?”</i>	Support meaningful reflection: Invite children to recognize strengths, successes, challenges, strategies, and areas they want to continue developing.

UDL 3.0	What this might look like for children ages 0-2	What this might look like for children ages 3-5	What this might look like for children ages 6-12
6.5 — Challenge Exclusionary Practices	Adults notice who is being left out: Pay attention to which children have less access to spaces, materials, relationships, routines, and experiences.	Notice who can join in: Help children and adults notice when a game, routine, space, or activity makes it difficult for someone to participate.	Identify barriers to participation: Invite children to notice which rules, routines, spaces, expectations, or practices make participation easier for some people and harder for others.
	Change the environment: Adjust spaces, materials, routines, groupings, or expectations when they are creating barriers to participation.	Change the game, not the child: Adapt rules, materials, roles, spaces, or routines so more children can participate meaningfully.	Redesign together: Work with children to change rules, routines, activities, environments, or systems that are excluding people.
	Protect access to shared experiences: Bring experiences to children or redesign them so differences in movement, communication, sensory access, or development don't automatically result in separation.	Keep children connected: Look for ways to provide needed support within shared play and experiences rather than routinely removing children from them.	Question unnecessary separation: Examine whether children need to leave the group to receive support or whether the environment can be redesigned to support participation together.
	Question expectations: Adults reflect on whether expectations such as sitting still, waiting, eating in a particular way, or participating on an adult's schedule are actually necessary.	Ask whether the rule is necessary: When a child struggles with an expectation, consider whether the expectation serves an important purpose or could be changed.	Examine the purpose of rules: Ask, “ <i>Why do we do it this way? Who does this work for? Who might it make things harder for?</i> ”
	Ensure every child is recognized as a member: Communicate through everyday interactions that every child belongs in the group and is expected to participate in ways that work for them.	Build belonging into participation: Ensure children have meaningful roles and ways to contribute rather than simply being physically present.	Create meaningful roles for everyone: Design groups, games, projects, and community activities so everyone has opportunities to contribute and be valued.
	Listen to children's responses: Treat turning away, resisting, withdrawing, or becoming distressed as information that may point to a barrier in the environment.	Listen when children say something isn't working: Take children's concerns, refusals, and observations seriously and explore what could change.	Support children to speak up about barriers: Provide ways for children to name unfairness, identify barriers, suggest changes, and advocate for themselves and others.