

| 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                                                                                                           |
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| 7.1 — Optimize Choice & Autonomy | <b>Follow children's choices:</b> Notice what children reach for, look toward, move toward, return to, or move away from and respond to those preferences.                            | <b>Offer meaningful choices:</b> Provide choices about materials, activities, play spaces, roles, partners, or ways to participate.                      | <b>Build choice into experiences:</b> Offer meaningful choices about activities, roles, tools, partners, spaces, and ways to participate.                  |
|                                  | <b>Make choices visible and reachable:</b> Place a small range of materials and experiences where children can see, reach, and choose them.                                           | <b>Make choices manageable:</b> Offer enough options for children to have agency without making the number of choices overwhelming.                      | <b>Provide flexible pathways:</b> Allow children to make choices about how they approach an activity or work toward a shared goal.                         |
|                                  | <b>Honour “yes,” “no,” and “not yet”:</b> Respond to children moving toward, reaching, turning away, pushing away, pausing, or returning as meaningful expressions of preference.     | <b>Honour children's decisions:</b> Take children's yes, <i>no</i> , <i>not yet</i> , and <i>something else</i> seriously whenever there is flexibility. | <b>Respect decisions and preferences:</b> Give children genuine opportunities to accept, decline, modify, or suggest alternatives when possible.           |
|                                  | <b>Let children lead exploration:</b> Allow children to decide what to explore, how long to stay with it, and when to move on when possible.                                          | <b>Support child-led play:</b> Create time and space for children to initiate ideas, decide how play develops, and change their plans.                   | <b>Support child-led interests and projects:</b> Make room for children to pursue questions, interests, ideas, and projects that matter to them.           |
|                                  | <b>Offer simple choices during routines:</b> Invite children to choose between two objects, songs, foods, books, positions, or other appropriate options.                             | <b>Share decisions about routines:</b> Invite children to make choices within routines—for example, where to sit, what job to take, or what to do first. | <b>Share decision-making:</b> Involve children in decisions about routines, activities, group agreements, projects, and use of shared spaces.              |
|                                  | <b>Allow different ways to participate:</b> Children can watch, approach, explore, pause, return, or participate alongside others without being pressured into one expected response. | <b>Offer choices within shared experiences:</b> Keep a common purpose while allowing children to decide how they will join in or contribute.             | <b>Choice without changing the goal:</b> Keep important shared goals clear while allowing children meaningful choices about how they work toward them.     |
|                                  | <b>Notice changing preferences:</b> Recognize that what works for a child today may not be what they choose tomorrow.                                                                 | <b>Invite children to suggest alternatives:</b> Go beyond adult-created choices by asking, “ <i>Do you have another idea?</i> ”                          | <b>Create opportunities for self-advocacy:</b> Encourage children to identify what works for them, request alternatives, and help shape their experiences. |

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| 7.2 — Optimize Relevance, Value & Authenticity | <b>Build from familiar experiences:</b> Connect play and routines to people, objects, songs, places, and experiences children recognize from their lives.                                 | <b>Build from children's interests:</b> Use what children are curious about, talking about, collecting, pretending, building, or returning to as starting points for experiences. | <b>Connect to children's interests:</b> Create opportunities for children to explore topics, questions, activities, and issues they genuinely care about.                                      |
|                                                | <b>Include familiar people and relationships:</b> Use family photos, names, familiar voices, and important relationships as part of everyday experiences.                                 | <b>Connect to children's lives:</b> Invite children's families, communities, languages, cultures, and everyday experiences into play and learning.                                | <b>Connect to identities and communities:</b> Make meaningful connections to children's cultures, languages, families, communities, identities, and lived experiences.                         |
|                                                | <b>Follow what captures attention:</b> Notice what children repeatedly look at, reach for, explore, imitate, or return to and build experiences from those interests.                     | <b>Follow children's questions:</b> Notice what children wonder about and create opportunities to investigate those questions through play and exploration.                       | <b>Follow meaningful questions:</b> Give children opportunities to investigate authentic questions and problems rather than only adult-selected topics.                                        |
|                                                | <b>Use meaningful materials:</b> Include real and familiar objects alongside toys and materials when safe and appropriate.                                                                | <b>Use authentic materials:</b> Include real objects, photographs, tools, natural materials, and community resources that connect play to children's worlds.                      | <b>Use authentic tools and resources:</b> Provide real-world materials, technologies, texts, tools, and resources when they make the experience more meaningful.                               |
|                                                | <b>Connect experiences to everyday routines:</b> Build learning through feeding, dressing, outdoor exploration, caregiving, songs, and other experiences that already matter to children. | <b>Create meaningful purposes:</b> Give children real reasons to create, communicate, investigate, help, build, or solve problems.                                                | <b>Create authentic purposes and audiences:</b> Children create, communicate, solve problems, or contribute for reasons that extend beyond simply completing an activity.                      |
|                                                | <b>Reflect children's identities:</b> Ensure books, images, music, dolls, dramatic-play materials, and environments meaningfully reflect the children and families in the setting.        | <b>Make identities visible:</b> Ensure children can recognize themselves, their families, languages, cultures, and communities within the environment and experiences.            | <b>Represent diverse identities authentically:</b> Include perspectives, experiences, and identities that reflect children and the wider community without relying on stereotypes or tokenism. |
|                                                | <b>Notice what matters to the child:</b> Adults use children's responses to determine which experiences feel meaningful and which may need to change.                                     | <b>Ask children what matters:</b> Invite children to share what they care about, what they already know, and what they want to explore further.                                   | <b>Invite children to shape relevance:</b> Ask children how an experience connects to their lives and what would make it more meaningful or worthwhile.                                        |

| 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                                                                                                                      |
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| 7.3 — Nurture Joy & Play | <b>Follow playful interactions:</b> Respond to children's smiles, sounds, movements, repetition, peek-a-boo, imitation, and playful invitations.     | <b>Protect time for play:</b> Provide extended opportunities for child-led play without unnecessarily interrupting or directing it.                  | <b>Protect opportunities for play:</b> Make space for games, imagination, exploration, humour, creativity, and playful experiences.                                   |
|                          | <b>Create opportunities for delight:</b> Use songs, movement, sensory experiences, familiar games, humour, and playful surprises.                    | <b>Build from what brings joy:</b> Notice the people, materials, topics, movements, sounds, and experiences that children enjoy and build from them. | <b>Build from joy and interests:</b> Notice what children find fun, fascinating, funny, exciting, or satisfying and create opportunities to build on it.              |
|                          | <b>Allow repetition:</b> Let children repeat enjoyable actions, sounds, games, and experiences as often as they remain interested.                   | <b>Allow playful repetition:</b> Give children opportunities to repeat, revisit, change, and extend favourite play experiences.                      | <b>Allow playful practice:</b> Use games, experimentation, challenges, and repeated experiences to make practice engaging rather than simply repetitive.              |
|                          | <b>Invite exploration:</b> Provide open-ended materials children can touch, move, combine, investigate, and explore without a predetermined outcome. | <b>Support imagination:</b> Provide open-ended materials, spaces, stories, and experiences children can transform through their ideas.               | <b>Invite creativity and experimentation:</b> Provide opportunities to invent, design, build, remix, imagine, test ideas, and see what happens.                       |
|                          | <b>Join children's play:</b> Follow the child's lead, imitate their actions, and respond playfully without taking over.                              | <b>Enter play responsively:</b> Adults can join, wonder, add possibilities, and follow children's ideas without directing the play.                  | <b>Be playful with children:</b> Adults can use humour, curiosity, games, imagination, and shared enjoyment without taking control of the experience.                 |
|                          | <b>Allow unexpected directions:</b> Give children time to explore materials in ways adults may not have planned when it is safe to do so.            | <b>Leave room for the unexpected:</b> Allow play to change direction, become silly, evolve, or lead somewhere adults hadn't anticipated.             | <b>Allow ideas to evolve:</b> Give children flexibility to change direction, experiment, take creative risks, and pursue unexpected possibilities.                    |
|                          | <b>Notice joy as information:</b> Pay attention to what makes children smile, laugh, approach, repeat, connect, or become deeply absorbed.           | <b>Ask what children enjoy:</b> Notice and invite children to share what makes an experience fun, interesting, exciting, or worth returning to.      | <b>Invite children to shape joyful experiences:</b> Ask what would make activities more engaging, playful, interesting, or enjoyable and use their ideas in planning. |

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| 7.4 — Address Biases, Threats & Distractions | <b>Create predictable environments:</b> Use familiar people, routines, spaces, and cues to help children know what to expect.                                          | <b>Make routines predictable:</b> Use consistent routines, visual cues, and advance notice when something will change.                                                                       | <b>Provide predictability:</b> Make schedules, expectations, changes, and transitions clear so children can anticipate what is happening.                                                             |
|                                              | <b>Reduce sensory overload:</b> Notice responses to noise, light, crowds, textures, movement, or busy spaces and adjust the environment when needed.                   | <b>Offer different sensory conditions:</b> Provide quieter spaces, movement opportunities, flexible lighting, sensory tools, or alternatives to overwhelming experiences.                    | <b>Provide sensory options:</b> Make quieter spaces, movement, seating choices, sensory supports, headphones, and other environmental adjustments readily available.                                  |
|                                              | <b>Provide a safe place to pause:</b> Create comfortable spaces where children can move away from stimulation while remaining connected to trusted adults.             | <b>Normalize breaks and quieter spaces:</b> Children can step away, pause, move, or use a quieter area without this being treated as misbehaviour.                                           | <b>Normalize different regulation needs:</b> Children can use breaks, movement, quieter spaces, sensory supports, or other strategies without stigma or losing access to the group.                   |
|                                              | <b>Build safety through relationships:</b> Use responsive, familiar adults who notice children's cues and provide comfort and reassurance.                             | <b>Protect emotional safety:</b> Avoid embarrassment, public correction, forced participation, or practices that may make children feel singled out.                                         | <b>Create socially and emotionally safe spaces:</b> Reduce public comparison, humiliation, unnecessary competition, and pressure to participate in one particular way.                                |
|                                              | <b>Respond to signs of discomfort:</b> Treat turning away, covering ears, freezing, clinging, crying, or moving away as information about what may need to change.     | <b>Look for the barrier behind the behaviour:</b> When children withdraw, avoid, become upset, or repeatedly attend to something else, consider what in the environment may be contributing. | <b>Identify sources of distraction or threat:</b> Work with children to notice what makes it difficult to engage and determine what could be changed.                                                 |
|                                              | <b>Reflect children and families:</b> Include familiar languages, people, images, music, routines, and cultural experiences so the environment communicates belonging. | <b>Notice identity-based barriers:</b> Examine whether materials, language, expectations, celebrations, or routines may exclude, stereotype, or marginalize children or families.            | <b>Address bias and discrimination:</b> Notice and respond when stereotypes, racism, ableism, sexism, homophobia, transphobia, or other biases affect children's safety, belonging, or participation. |
|                                              | <b>Adjust rather than force:</b> Change the pace, space, materials, proximity, or expectations when the current conditions are creating distress.                      | <b>Reduce unnecessary pressure:</b> Adjust group size, waiting, transitions, noise, time demands, or participation expectations when they create unnecessary barriers.                       | <b>Redesign conditions together:</b> Invite children to identify distractions, threats, or barriers and help determine changes that would make the environment more welcoming and accessible.         |

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| 8.1 — Clarify the Meaning & Purpose of Goals | <b>Make the purpose part of the experience:</b> Connect what is happening to an immediate, meaningful outcome: <i>“Let’s find your shoes so we can go outside.”</i>                       | <b>Use child-friendly goals:</b> Describe what children are working toward in simple, meaningful language.                                                             | <b>Make the goal clear:</b> Ensure children understand what they are working toward before and during an experience.                                              |
|                                              | <b>Connect goals to familiar routines:</b> Help children experience the purpose of actions through predictable routines such as getting ready, eating, playing, or caring for belongings. | <b>Explain why it matters:</b> Connect the goal to something children care about or can understand: <i>“We’re making a plan so everyone can join our game.”</i>        | <b>Connect goals to purpose:</b> Discuss why a goal matters and how it connects to children’s lives, interests, relationships, or communities.                    |
|                                              | <b>Use concrete cues:</b> Pair words with objects, gestures, pictures, or actions that make what is happening understandable.                                                             | <b>Make the goal visible:</b> Use pictures, objects, examples, demonstrations, or simple statements children can return to.                                            | <b>Keep goals visible:</b> Use visuals, examples, reminders, check-ins, or other tools that help children stay connected to the purpose.                          |
|                                              | <b>Name what you are doing together:</b> Use simple language to connect actions to their purpose: <i>“We’re putting the blocks away so we can find them again.”</i>                       | <b>Connect actions to the goal:</b> Help children see how what they are doing contributes to the larger purpose.                                                       | <b>Connect steps to the bigger picture:</b> Help children recognize how individual tasks or actions contribute to what they are trying to accomplish.             |
|                                              | <b>Use shared purposes:</b> Frame routines around belonging and contribution: <i>“We’re making space for everyone.”</i>                                                                   | <b>Use meaningful shared goals:</b> Frame goals around things children can accomplish together, such as caring for a space, creating something, or including everyone. | <b>Develop shared goals:</b> Give groups a clear common purpose so children understand what they are working toward together.                                     |
|                                              | <b>Repeat the purpose when needed:</b> Reconnect children to what is happening rather than simply repeating a direction.                                                                  | <b>Revisit the goal:</b> During an experience, remind children what they are trying to do when attention or effort shifts.                                             | <b>Reconnect during challenges:</b> When children become stuck or discouraged, return to the goal and its purpose rather than focusing only on task completion.   |
|                                              | <b>Notice contribution:</b> Help children experience how their actions affect others and the shared environment.                                                                          | <b>Show how children contribute:</b> Help children recognize how their actions and ideas contribute to the shared goal.                                                | <b>Connect individual and collective contribution:</b> Help children see how their efforts contribute to their own goals and to something larger than themselves. |

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| 8.2 — Optimize Challenge & Support | <b>Follow the child's readiness:</b> Notice when a child is ready to explore further and when they need more support, time, or familiarity.                                | <b>Offer just-right challenges:</b> Provide experiences that stretch children's skills and thinking without making participation overwhelming.      | <b>Offer meaningful challenge:</b> Provide opportunities that stretch children's skills, thinking, creativity, and problem-solving without creating unnecessary barriers. |
|                                    | <b>Offer just enough help:</b> Support the tricky part while allowing the child to do what they can independently.                                                         | <b>Adjust the support:</b> Add modelling, cues, materials, time, or adult support when needed rather than lowering the goal.                        | <b>Adjust support, not automatically the goal:</b> Add scaffolds, tools, time, models, collaboration, or other supports while maintaining meaningful expectations.        |
|                                    | <b>Build from what children can already do:</b> Introduce new experiences alongside familiar people, materials, movements, and routines.                                   | <b>Build from strengths:</b> Use what children already know and can do as a bridge to something new or more complex.                                | <b>Build from strengths and prior success:</b> Connect new challenges to strategies, interests, skills, and experiences children can already draw on.                     |
|                                    | <b>Allow repeated attempts:</b> Give children time to explore, practise, pause, and try again without rushing in to complete something for them.                           | <b>Make trying again safe:</b> Normalize experimenting, making mistakes, changing approaches, and trying again.                                     | <b>Normalize productive struggle:</b> Create conditions where mistakes, revision, questions, and trying different approaches are expected parts of learning.              |
|                                    | <b>Adjust in the moment:</b> Make a task simpler, add support, or introduce a little more complexity based on how the child responds.                                      | <b>Change the level of support as needed:</b> Increase or decrease prompts, modelling, peer support, materials, or time as children's needs change. | <b>Make support responsive:</b> Adjust the type and amount of support based on what children need at that moment rather than using the same support for everyone.         |
|                                    | <b>Use co-regulation:</b> Stay close, reassure, model, and help children remain connected when something becomes challenging.                                              | <b>Support persistence without pressure:</b> Encourage children and offer help without requiring them to continue when they are overwhelmed.        | <b>Support persistence without equating it with endurance:</b> Help children recognize when to keep trying, change strategies, ask for support, pause, or return later.   |
|                                    | <b>Notice when the environment is the challenge:</b> Consider whether materials, noise, pace, expectations, or the setup are making participation unnecessarily difficult. | <b>Remove unnecessary difficulty:</b> Distinguish between the meaningful challenge of the experience and barriers that don't need to be there.      | <b>Preserve the challenge; reduce the barriers:</b> Identify what is essential to the goal and remove difficulty that is unrelated to that purpose.                       |

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| 8.3 — Foster Collaboration, Interdependence & Collective Learning | <b>Create opportunities to be together:</b> Arrange spaces so children can see, approach, play beside, and interact with other children.                                                        | <b>Plan for shared play:</b> Create experiences where children can build, imagine, investigate, and solve problems together.                                        | <b>Design for collaboration:</b> Create games, projects, challenges, and experiences where children genuinely benefit from working together.                                    |
|                                                                   | <b>Support early connections:</b> Notice looking, smiling, reaching, imitating, offering objects, and moving toward others as emerging social connection.                                       | <b>Help children enter play:</b> Model and practise ways to approach others, offer an idea, ask to join, or invite someone into play.                               | <b>Support different ways to join a group:</b> Provide multiple entry points, roles, and ways to contribute so collaboration doesn't depend on one social style.                |
|                                                                   | <b>Model helping and receiving help:</b> Adults demonstrate offering, accepting, and responding to support during everyday routines and play.                                                   | <b>Normalize asking for and offering help:</b> Model that everyone sometimes needs support and everyone has something they can contribute.                          | <b>Value interdependence:</b> Reinforce that asking for, offering, and receiving support are important parts of working and learning together.                                  |
|                                                                   | <b>Support shared experiences:</b> Help children notice and respond to each other during songs, movement, sensory play, meals, and everyday routines.                                           | <b>Create shared purposes:</b> Give children reasons to work together—building something, caring for a space, solving a problem, or creating a game.                | <b>Use meaningful shared goals:</b> Structure collaboration around a common purpose where children's different ideas and contributions matter.                                  |
|                                                                   | <b>Model turn-taking responsively:</b> Support back-and-forth interactions without requiring rigid sharing or waiting beyond children's developmental capacity.                                 | <b>Support collaborative skills:</b> Model ways to take turns, negotiate ideas, share materials, listen, disagree, and solve problems together.                     | <b>Teach collaborative strategies:</b> Support children to listen, negotiate, distribute responsibilities, resolve disagreements, and make decisions together.                  |
|                                                                   | <b>Notice what each child contributes:</b> Draw attention to different ways children participate in and add to shared experiences.                                                              | <b>Make different contributions visible:</b> Help children recognize that peers may contribute different ideas, strengths, communication, or ways of participating. | <b>Value diverse contributions:</b> Structure groups so different strengths, perspectives, identities, skills, and ways of communicating are meaningful to the group's success. |
|                                                                   | <b>Support connection rather than separation:</b> When children need support, look for ways adults can facilitate interaction with peers rather than becoming the child's primary play partner. | <b>Facilitate rather than replace peer connection:</b> Adults support children to connect and collaborate with one another without taking over the interaction.     | <b>Reflect on collaboration:</b> Invite children to consider how they worked together, whose ideas were included, what helped the group, and what they might change next time.  |

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| 8.5 — Offer Action-Oriented Feedback | <b>Build responsive relationships:</b> Use warm, consistent interactions so children experience that familiar adults know them and respond to their cues.                | <b>Make every child a known member:</b> Use children's names, interests, identities, strengths, and experiences as meaningful parts of the community.                   | <b>Build relationships intentionally:</b> Create opportunities for children to know one another beyond surface-level interests and groupings.                                          |
|                                      | <b>Create consistent connection:</b> Use familiar greetings, songs, routines, and interactions that communicate <i>“You are here, and you are part of us.”</i>           | <b>Create rituals of belonging:</b> Use greetings, gatherings, celebrations, and shared routines that help children experience themselves as part of the group.         | <b>Create community rituals:</b> Develop routines and traditions that communicate membership, connection, and shared identity.                                                         |
|                                      | <b>Reflect children and families:</b> Include children's families, languages, cultures, photos, familiar objects, and experiences throughout the environment.            | <b>Reflect children's identities:</b> Ensure children see their families, languages, cultures, identities, and experiences authentically represented.                   | <b>Ensure identities are represented and valued:</b> Make diverse identities, cultures, languages, families, experiences, and perspectives part of everyday community life.            |
|                                      | <b>Support peer connection:</b> Position children so they can notice, approach, respond to, and interact with one another rather than primarily interacting with adults. | <b>Help children connect with peers:</b> Support ways to invite, join, respond, share ideas, and develop relationships through play.                                    | <b>Create multiple pathways to connection:</b> Offer different ways to build relationships so belonging doesn't depend on being outgoing, verbal, athletic, or socially confident.     |
|                                      | <b>Make each child's contribution visible:</b> Notice how children bring joy, ideas, communication, curiosity, or connection to shared experiences.                      | <b>Show children that they matter:</b> Notice and name how children's ideas, actions, strengths, and contributions affect the group.                                    | <b>Ensure everyone contributes:</b> Create meaningful roles and opportunities for each child's strengths, ideas, perspectives, and actions to matter to the community.                 |
|                                      | <b>Keep children connected when they need support:</b> Whenever possible, bring support to the child rather than routinely separating them from shared experiences.      | <b>Protect belonging during difficult moments:</b> Respond to conflict, distress, or support needs without communicating that a child no longer belongs with the group. | <b>Protect belonging through challenge and conflict:</b> Ensure mistakes, disagreements, support needs, or difficult moments don't result in children losing membership or connection. |
|                                      | <b>Notice patterns of belonging:</b> Pay attention to who is approached, responded to, included, comforted, and invited into shared experiences.                         | <b>Notice who is on the edges:</b> Pay attention to who is invited, chosen, listened to, included in play, or repeatedly left out.                                      | <b>Examine belonging together:</b> Invite children to notice whose voices are heard, who gets included, who may be on the edges, and what the community can change.                    |

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| 8.5 — Offer Action-Oriented Feedback | <b>Describe what is happening:</b> Use simple language to notice children's actions: <i>“You pushed it and it moved!”</i>                                               | <b>Describe what you notice:</b> Use specific observations: <i>“You moved the bigger block to the bottom and your tower stayed up.”</i>                                                  | <b>Give specific feedback:</b> Identify what is working, what has changed, or where attention might be useful rather than relying on general praise.                   |
|                                      | <b>Connect actions to outcomes:</b> Help children notice what happened as a result of something they did: <i>“You reached your arms up and I knew you wanted help.”</i> | <b>Connect actions to results:</b> Help children see how something they tried affected what happened.                                                                                    | <b>Connect strategies to outcomes:</b> Help children understand which strategies contributed to progress and why they may have worked.                                 |
|                                      | <b>Respond in the moment:</b> Offer feedback while children are exploring so they can immediately connect the response to what they did.                                | <b>Offer feedback while it is useful:</b> Give information children can use while they are still playing, creating, practising, or problem-solving.                                      | <b>Make feedback timely:</b> Provide feedback while children still have an opportunity to use it, rather than only after an activity is finished.                      |
|                                      | <b>Show rather than correct:</b> Model or demonstrate another possibility when children need support.                                                                   | <b>Offer a possible next step:</b> Use prompts such as <i>“What else could you try?”</i> or <i>“I wonder what would happen if...?”</i>                                                   | <b>Make feedback actionable:</b> Ensure children leave feedback knowing something they could try, change, continue, or explore next.                                   |
|                                      | <b>Notice effort and strategies:</b> Respond to trying, repeating, experimenting, communicating, and problem-solving—not only successful outcomes.                      | <b>Focus on strategies rather than labels:</b> Instead of <i>“Good job!”</i> , notice what the child actually did: <i>“You kept changing your plan until you found one that worked.”</i> | <b>Focus on process and strategy:</b> Give feedback about decisions, approaches, effort, collaboration, revision, and problem-solving rather than labelling ability.   |
|                                      | <b>Follow the child's response:</b> Notice whether feedback encourages continued exploration or whether the child needs space, support, or a different approach.        | <b>Invite children's thinking:</b> Ask <i>“What do you notice?”</i> <i>“How did you do that?”</i> or <i>“What might you try next?”</i> rather than always telling them.                  | <b>Make feedback a conversation:</b> Invite children to respond to feedback, explain their thinking, ask questions, and decide what they want to do with it.           |
|                                      | <b>Celebrate without evaluating:</b> Share children's excitement and acknowledge accomplishments without making adult approval the reason to continue.                  | <b>Move beyond praise:</b> Replace <i>“Good job!”</i> with information that helps children recognize their own learning, decisions, and progress.                                        | <b>Build ownership of feedback:</b> Support children to seek, interpret, and use feedback rather than depending on adult approval to know whether they are successful. |

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| 9.1 — Recognize Expectations, Beliefs & Motivations | <b>Notice approach and avoidance:</b> Pay attention to what children eagerly approach, hesitate around, repeatedly return to, or move away from.                                        | <b>Notice expectations:</b> Listen for words and watch for behaviours that show what children expect will happen: <i>“I can’t,” “It’s too hard,”</i> or <i>“I don’t want to.”</i> | <b>Explore beliefs about themselves:</b> Help children notice beliefs such as <i>“I’m not good at this,” “I always mess this up,”</i> or <i>“This isn’t for me.”</i>                                  |
|                                                     | <b>Respond to hesitation with support:</b> When children pause or pull back, offer connection, time, modelling, or another way to approach rather than assuming they aren’t interested. | <b>Respond with curiosity:</b> Explore what may be behind <i>“I can’t”</i> or <i>“I don’t want to”</i> rather than immediately persuading or correcting the child.                | <b>Question limiting beliefs:</b> Help children examine whether assumptions about themselves, others, or an experience are affecting their willingness to participate.                                |
|                                                     | <b>Build expectations of safety:</b> Use predictable, responsive interactions so children learn that trying, exploring, and seeking support are safe.                                   | <b>Create safe opportunities to try:</b> Reduce pressure around getting things right and make experimentation, mistakes, and changing your mind expected.                         | <b>Create conditions for productive risk-taking:</b> Ensure children can try, make mistakes, ask questions, and seek help without embarrassment or judgment.                                          |
|                                                     | <b>Build from successful experiences:</b> Revisit experiences where children have felt comfortable, connected, curious, and capable.                                                    | <b>Make growth visible:</b> Help children recognize things that were once difficult but have become easier through experience and support.                                        | <b>Use evidence of growth:</b> Help children draw on previous experiences, strategies, strengths, and successes when approaching something challenging.                                               |
|                                                     | <b>Notice what motivates the child:</b> Pay attention to people, objects, movement, sounds, routines, and experiences that invite sustained interest.                                   | <b>Explore what matters to children:</b> Notice whether connection, curiosity, helping others, creating, movement, challenge, humour, or other factors increase engagement.       | <b>Recognize different motivations:</b> Help children identify what gives them purpose, interest, connection, satisfaction, or motivation rather than assuming the same incentives work for everyone. |
|                                                     | <b>Avoid labels:</b> Describe what children are communicating or doing rather than labelling them as shy, stubborn, difficult, or unmotivated.                                          | <b>Separate the child from the struggle:</b> Use language such as <i>“This feels tricky right now”</i> rather than <i>“You’re not trying.”</i>                                    | <b>Challenge fixed labels:</b> Avoid framing children as naturally <i>good/bad, motivated/unmotivated or capable/ incapable</i> in particular areas.                                                  |
|                                                     | <b>Model confidence with support:</b> Communicate through actions that adults believe the child can participate while still providing whatever support is needed.                       | <b>Build expectations of possibility:</b> Communicate <i>“You can learn and grow, and we can figure out what support will help.”</i>                                              | <b>Develop realistic, positive expectations:</b> Help children set expectations that recognize both their capacity to grow and the supports or strategies they may need.                              |

| 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                                                                                                                             |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9.2 — Develop Awareness of Self & Others | <b>Notice and name cues:</b> Gently describe children's facial expressions, movements, sounds, and body cues: <i>“You're rubbing your eyes. Your body might be tired.”</i>       | <b>Build feeling awareness:</b> Help children notice and name a range of emotions without labelling feelings as good or bad.                                              | <b>Develop emotional awareness:</b> Help children recognize and describe a wider range of emotions and how those emotions may change over time.                              |
|                                          | <b>Connect body cues to needs:</b> Notice signs of hunger, fatigue, discomfort, excitement, overstimulation, or a need for connection.                                           | <b>Notice body signals:</b> Help children recognize clues such as a fast heartbeat, tight muscles, wiggly body, warm face, or low energy.                                 | <b>Recognize patterns and body cues:</b> Support children to notice how their bodies, thoughts, emotions, and behaviour can provide information about what they need.        |
|                                          | <b>Respond to children's communication:</b> Treat reaching, turning away, crying, smiling, vocalizing, or moving closer as information about what the child may be experiencing. | <b>Connect feelings and needs:</b> Help children explore what might be happening underneath an emotional response: <i>“I wonder if you need more space?”</i>              | <b>Connect emotions, needs, and context:</b> Help children consider what may be contributing to how they are feeling and what support might be useful.                       |
|                                          | <b>Notice other people together:</b> Draw attention to other children's expressions, gestures, sounds, and actions without assuming exactly what they feel.                      | <b>Wonder about others:</b> Use curious language such as <i>“I wonder what they might be feeling or needing?”</i> rather than telling children what another person feels. | <b>Explore different perspectives:</b> Invite children to consider how the same situation might be experienced differently by different people.                              |
|                                          | <b>Model noticing yourself:</b> Adults can name simple experiences: <i>“That noise surprised me,”</i> or <i>“I'm going to slow down.”</i>                                        | <b>Model self-awareness:</b> Adults appropriately name their own feelings, needs, and strategies so children see self-awareness in action.                                | <b>Model reflection:</b> Adults demonstrate noticing their own emotions, assumptions, reactions, needs, and perspectives.                                                    |
|                                          | <b>Respect individual differences:</b> Recognize that children may show comfort, distress, excitement, connection, or fatigue in different ways.                                 | <b>Avoid assuming everyone feels the same:</b> Help children learn that people can experience and respond to the same situation differently.                              | <b>Recognize individual and cultural difference:</b> Explore how people may communicate emotions, needs, boundaries, and perspectives in different ways.                     |
|                                          | <b>Co-regulate while building awareness:</b> Help children experience what calm, comfort, connection, movement, or space feels like with responsive adults.                      | <b>Connect awareness to support:</b> Ask, <i>“What is your body telling you?”</i> or <i>“What might help right now?”</i>                                                  | <b>Use awareness to make choices:</b> Support children to use what they notice about themselves and others to choose strategies, communicate needs, or adjust their actions. |

| 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                                                                                                                               |
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| 9.3 — Promote Individual & Collective Reflection | <b>Revisit experiences together:</b> Use photos, objects, gestures, or familiar words to reconnect children with something that happened earlier.      | <b>Talk about what happened:</b> Use simple prompts such as <i>“What happened?”</i> <i>“What did you notice?”</i> or <i>“What did we try?”</i>     | <b>Build in reflection:</b> Create regular opportunities to pause and consider experiences, decisions, relationships, and learning.                                            |
|                                                  | <b>Narrate what you noticed:</b> Describe children's actions and responses: <i>“You tried to put it on, then you brought it to me for help.”</i>       | <b>Notice what helped:</b> Ask <i>“What helped you?”</i> <i>“What made that easier?”</i> or <i>“What worked for you?”</i>                          | <b>Reflect on strategies:</b> Help children identify what helped, what got in the way, and which strategies they may want to use again.                                        |
|                                                  | <b>Connect before and after:</b> Draw attention to simple changes: <i>“At first you watched. Then you came closer and joined us.”</i>                  | <b>Notice change:</b> Help children recognize how their ideas, feelings, strategies, or participation changed during an experience.                | <b>Notice growth and change:</b> Invite children to consider how their thinking, feelings, relationships, strategies, or perspectives have changed over time.                  |
|                                                  | <b>Reflect through play:</b> Revisit meaningful experiences through songs, pretend play, books, movement, and familiar routines.                       | <b>Offer different ways to reflect:</b> Children can talk, draw, build, act, use pictures, move, or play to revisit an experience.                 | <b>Offer multiple ways to reflect:</b> Children can talk, write, draw, create, record, discuss, or use other ways to make their thinking visible.                              |
|                                                  | <b>Reflect together:</b> Adults share simple observations and wonder about an experience with the child rather than expecting the child to explain it. | <b>Wonder together:</b> Use language such as <i>“I wonder why that worked?”</i> or <i>“I wonder what we learned from that?”</i>                    | <b>Use reflection as dialogue:</b> Adults and children share perspectives, ask questions, and make meaning together rather than reflection being an adult evaluation.          |
|                                                  | <b>Revisit shared experiences:</b> Use photos, objects, or stories to help children reconnect with experiences they had with others.                   | <b>Reflect as a group:</b> Revisit shared play or experiences: <i>“What happened when we worked together?”</i> <i>“What helped everyone join?”</i> | <b>Reflect collectively:</b> Groups consider how they worked together, whose perspectives were included, what supported the community, and what could change.                  |
|                                                  | <b>Carry learning forward:</b> Adults use what they notice about children's responses to shape what happens next.                                      | <b>Connect reflection to next time:</b> Ask <i>“What would you like to try again?”</i> or <i>“What might we do differently next time?”</i>         | <b>Use reflection to guide future action:</b> Help children use what they learned about themselves and the group to make choices, set intentions, or change what happens next. |

| 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                                                                                                                      |
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| 9.3 — Promote Individual & Collective Reflection | <b>Model caring responses:</b> Adults respond warmly when children are hurt, upset, frustrated, or seeking connection.                                   | <b>Model empathy:</b> Help children notice when someone may need care, space, help, or connection.                                                                          | <b>Explore different perspectives:</b> Help children consider how an experience may have affected different people.                                                   |
|                                                  | <b>Notice others together:</b> Gently draw attention to another child's cues: <i>“Sam is crying. Let's see what they need.”</i>                          | <b>Wonder rather than assume:</b> Ask <i>“I wonder how they might be feeling?”</i> or <i>“What might they need?”</i>                                                        | <b>Listen to understand:</b> Create opportunities for children to hear one another's experiences without immediately deciding who was right or wrong.                 |
|                                                  | <b>Support connection after conflict:</b> Stay close and help children return to shared play or interaction when they are ready.                         | <b>Focus on repair:</b> After conflict, help children think about what might help everyone feel safe and connected again.                                                   | <b>Use restorative conversations:</b> Ask what happened, who was affected, what people need, and what could help repair the situation.                                |
|                                                  | <b>Model making things better:</b> Adults demonstrate returning an object, helping rebuild something, offering comfort, or repairing an accidental hurt. | <b>Offer different ways to repair:</b> Children might help rebuild, return something, check in, give space, change what they are doing, or offer another meaningful action. | <b>Co-create meaningful repair:</b> Support children to determine actions that respond to the impact rather than requiring a predetermined consequence or apology.    |
|                                                  | <b>Avoid forced apologies:</b> Focus on helping children experience care and reconnection rather than requiring words they may not yet understand.       | <b>Move beyond “say sorry”:</b> Help children understand what happened and find a meaningful way to respond rather than requiring a scripted apology.                       | <b>Prioritize accountability over punishment:</b> Help children understand impact, take responsibility where appropriate, and participate in repairing relationships. |
|                                                  | <b>Co-regulate first:</b> Help children feel safe and supported before expecting them to reconnect after a difficult interaction.                        | <b>Reconnect when children are ready:</b> Give children time and support to regulate before trying to problem-solve or repair a relationship.                               | <b>Make space before repair:</b> Recognize that people may need time, distance, or support before participating in a restorative process.                             |
|                                                  | <b>Model repair as adults:</b> When adults make a mistake, acknowledge it and reconnect with the child.                                                  | <b>Let children see adults repair:</b> Adults acknowledge mistakes, apologize when appropriate, and demonstrate how relationships can be repaired.                          | <b>Build a restorative community:</b> Make listening, accountability, repair, reconnection, and learning from harm part of everyday community practice.               |