

Common Barriers and Universal Design for Learning Strategies

Use this page as a reference to explore UDL Strategies to address common barriers students may encounter in their courses. The **Barrier** column describes the barrier. The **UDL Principle** column indicates which UDL principle addresses this barrier. The **UDL Checkpoint** column indicates which specific [UDL checkpoints](#) instructors can apply to minimize the barrier. The strategies and corresponding checkpoints are not intended to be the *only* way that the barriers can be addressed, but simply one concrete way, so instructors can make design choices for their courses.

BARRIER	UDL PRINCIPLE	UDL CHECKPOINT (Links to UDL Guidelines)
Students differ significantly in what attracts their attention and engages their interest.	Engagement: Provide options for recruiting interest	7.2 Optimize relevance, value and authenticity
Students may vary in terms of knowledge, skills, and experience they bring to class.	Engagement: Provide options for sustaining effort and persistence	8.2 Vary demands and resources to optimize challenge
Students may struggle with necessary autonomy for higher education coursework.	Engagement: Provide options for self-regulation	9.2 Facilitate personal coping skills and strategies
Students who rely on video captions miss important content if captions are not available.	Representation: Provide options for perception	1.2 Offer alternatives for auditory information
Students struggle with text-based content; would benefit from audio or video options.	Representation: Provide options for language and symbols	2.5 Illustrate through multiple media
Students struggle to understand relationships between concepts and ideas.	Representation: Provide options for comprehension	3.2 Highlight patterns, critical features, big ideas, and relationships
Many students with disabilities use Assistive Technologies on a regular basis.	Action & Expression: Provide options for physical action	4.2 Optimize access to tools and assistive technologies
Students struggle with developing independence in learning.	Action & Expression: Provide options for expression and communication	5.3 Build fluencies with graduated levels of support for practice and performance
Students struggle with motivation to complete large projects when the end goal is far away.	Action & Expression: Provide options for executive functions	6.2 Support planning and strategy development 6.4 Enhance capacity for monitoring progress