



UDL Access and Aiming for ALL Crosswalk

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Each resource from pathway 3, Accessibility for Learning Communities, is placed under the UDL principle it supports and tagged with its topic in pathway 3 and its Access consideration. The principles, guidelines, and considerations shown are from the CAST UDL Guidelines version 3.0.

Engagement

Guideline 7 · Design Options for Welcoming Interests & Identities

ACCESS CONSIDERATIONS

- 7.1 Optimize choice and autonomy
- 7.2 Optimize relevance, value, and authenticity
- 7.3 Nurture joy and play
- 7.4 Address biases, threats, and distractions

Leadership Network for Accessible Arts Education (LNAAE)

Arts Education · 7.2. Connecting arts educators with a global community working on access in music, dance, theatre, and visual arts.

Discover Inclusive Playgrounds

Accessible Physical Spaces and Activity · 7.3. Developing play spaces where every young learner belongs.

The Physical Classroom Environment: Creating Universal Learning Spaces (PDF)

Accessible Physical Spaces and Activity · 7.4. Easing sensory load through lighting, acoustics, layout, and predictable transitions.

Classroom Sensory Screening Tool (PDF)

Accessible Physical Spaces and Activity · 7.4. Checking for sensory barriers in the learning environment.

Sensory Spaces in Schools (PDF)

Accessible Physical Spaces and Activity · 7.4. Designing spaces where learners can choose to self-regulate.

Stimpunks Foundation

Family Partnership and Advocacy · 7.4. Reframing burnout and overload as the effects of demanding environments, and supporting advocacy for learners and families.

Attracting and Recruiting People with Disability to Your Organisation (2024)

Accessible Hiring and Interviews · 7.4. Showing disabled candidates they are welcome and supported at every stage of recruitment.

Representation

Guideline 1 · Design Options for Perception

ACCESS CONSIDERATIONS

- 1.1 Support opportunities to customize the display of information
- 1.2 Support multiple ways to perceive information
- 1.3 Represent a diversity of perspectives and identities in authentic ways

Teacher's Guide: How to Make Learning Materials Accessible

Learning Materials and Digital Experiences · 1.1. Building documents, slides, and PDFs learners can resize and open with assistive technology.

Making Audio and Video Media Accessible

Learning Materials and Digital Experiences · 1.2. Creating captions and transcripts so video is taken in by ear or eye.

Best Practices for Creating Accessible Maps

Learning Materials and Digital Experiences · 1.2. Developing digital maps that blind or low-vision learners can explore independently.

Accessible Social Media

Communication and Language · 1.2. Designing image descriptions, captions, and contrast so posts reach assistive-tech users.

Plain Language and Easy Read

Communication and Language · 1.2. Writing in plain language and Easy Read so messages are clear to every reader.

Making Events Accessible

Events and Gatherings · 1.2. Captioning, interpretation, and accessible materials for meetings and presentations.

Conference Accessibility: Zero Project Guide and Glossary

Events and Gatherings · 1.2. Planning physical, digital, and communication access across multi-session events.

Equal Access: Universal Design of Instruction

Learning Materials and Digital Experiences · 1.2. Reviewing accessibility for varied delivery of content and information.

Disability-Inclusive Communications Guidelines (PDF)

Communication and Language · 1.3. Choosing language and representation that portray disabled people accurately and respectfully.

Action and Expression

Guideline 4 · Design Options for Interaction

ACCESS CONSIDERATIONS

- 4.1 Vary and honor the methods for response, navigation, and movement
- 4.2 Optimize access to accessible materials and assistive and accessible technologies and tools

A Guide to School Physical Activity Programs

Physical and Health Education · 4.1. Opening programmes to more learners by finding and removing barriers.

Move United

Physical and Health Education · 4.1. Designing adaptive physical education that goes further than modifying activities.

A Nearly Comprehensive Guide to Creating an Accessible Theater (PDF)

Arts Education · 4.1. Intentionally reducing barriers so that everyone belongs in theatre.

Accessibility Reference Guides

Gaming and Interactive Media · 4.1. Discovering if games can be navigated and played across motor and other needs.

Accessible Recruitment

Accessible Hiring and Interviews · 4.1. Removing barriers from adverts, shortlisting, interviews, and onboarding, for candidates and for disabled interviewers.

Video Game Accessibility YouTube Playlist

Gaming and Interactive Media · 4.2. Learning how games are designed and built so more players can access them.

WCAG: What Educators Need to Know

Learning Materials and Digital Experiences · 4.2. Learning about the web standards and how they apply to schools.

IFLA Guidelines for Making Libraries Accessible for People with Disabilities

Accessible Libraries · 4.2. Planning physical access, assistive technology, and collections for disabled readers.

Children and Teens with Disabilities

Accessible Libraries · 4.2. Designing accessible library environments and services for young people.