



# A Volunteer's Introduction to Universal Design for Learning

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# Check-In

Materials for the session:

1. The video
2. The slides
3. The reflection form
4. The *English Unlocked* sample pages PDF
5. Your cell phone
6. Drawing materials (optional)



# Agenda

- Warm up
- Two key concepts
- The difference between Universal Design and accommodations
- The UDL guidelines
- Engagement strategies for the ABE classroom
- Representation strategies for the ABE classroom
- Action & expression strategies for the ABE classroom
- Wrap up

# Warm Up

Find a door handle in your space and do one of the following:

1. Sketch the door handle on your reflection sheet.
2. Write a description of the door handle on your reflection sheet.
3. Take a photo of the handle and attach it to your reflection sheet.

**Pause the video and complete question # 1 on your reflection sheet.**

# Door Handles

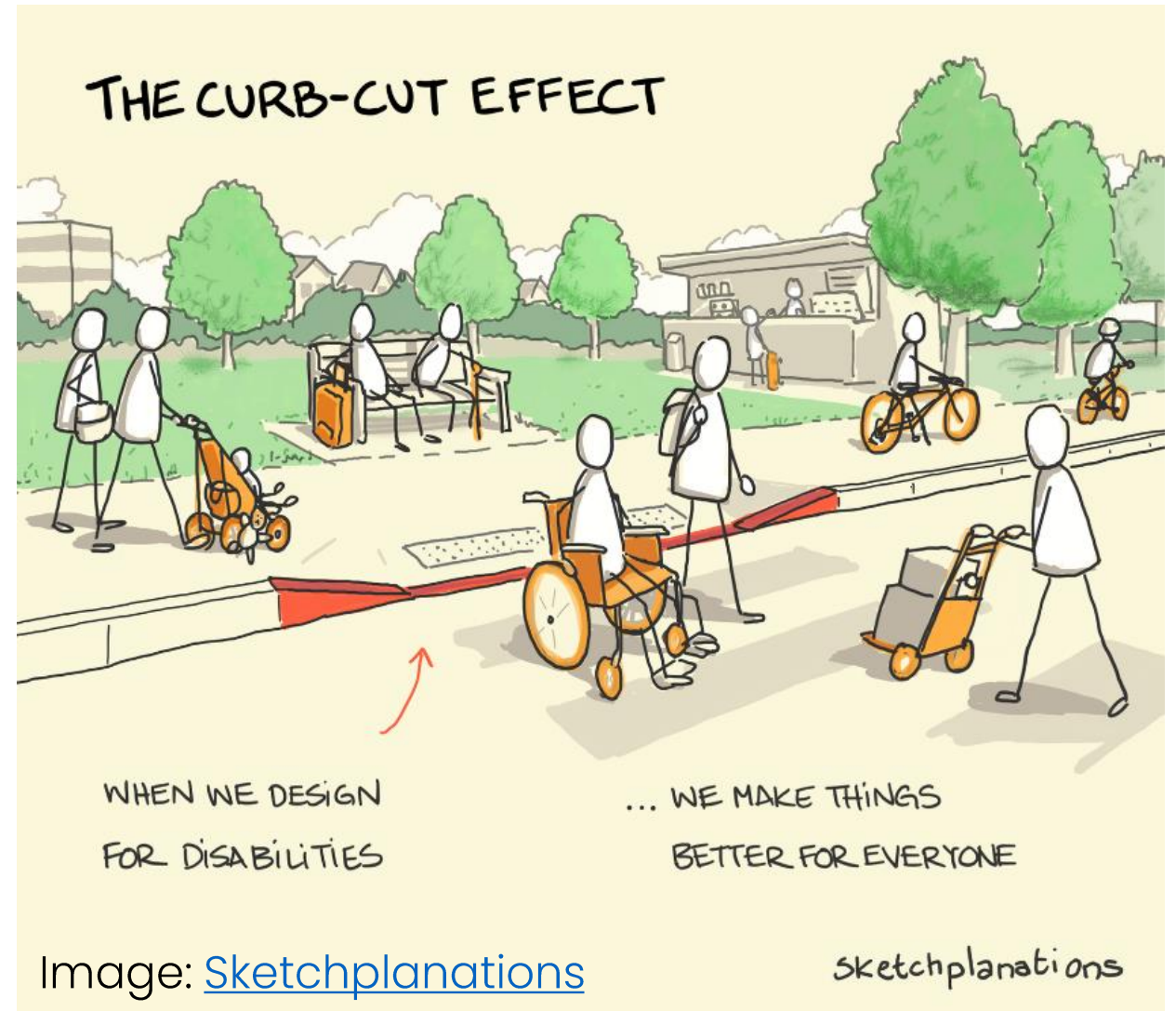
What's the difference between these styles of door handles?



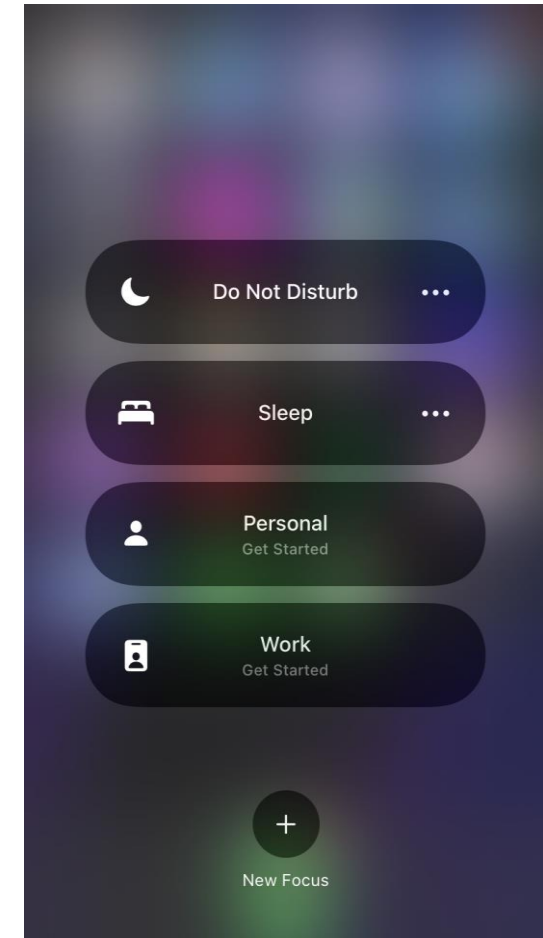
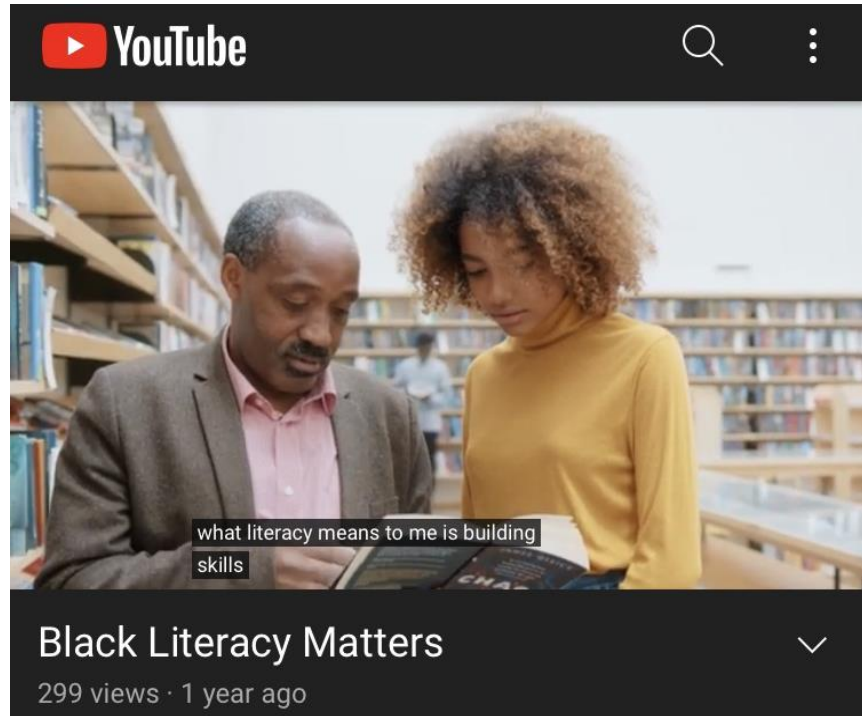


# The Curb Cut Effect

When we design for disabilities, we make things better for everyone.



# Universal Design: Not Just for Architecture



# Two Key Concepts

1. Variability is the norm.

There is no “average” person we can design for.

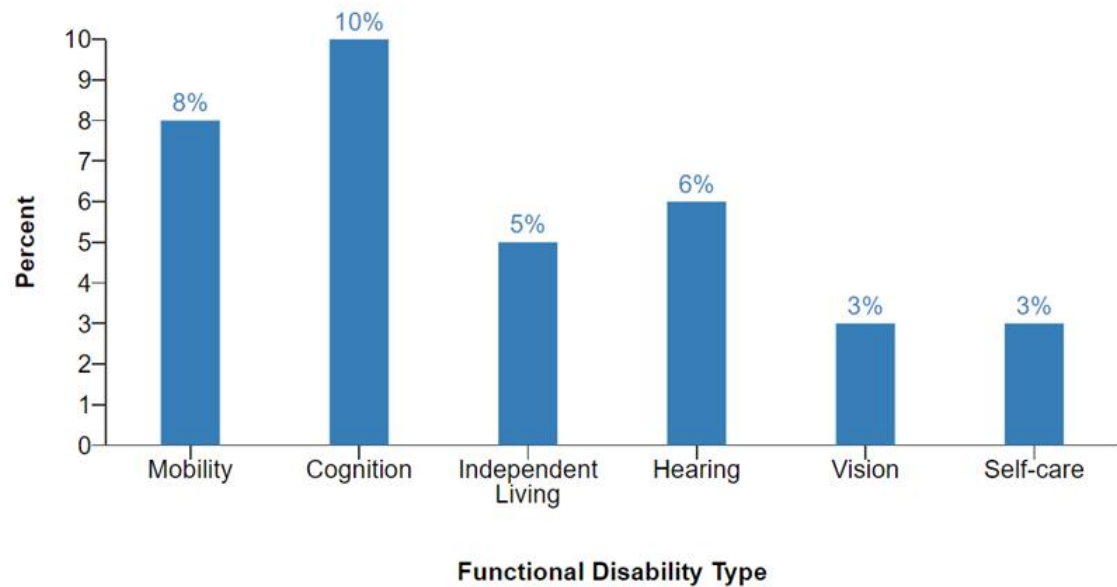
Source: Bill Wilmot, [CAST](#)



# Variability Is the Norm



Percentage of adults in Minnesota with select functional disability types



Source: the [CDC](#)

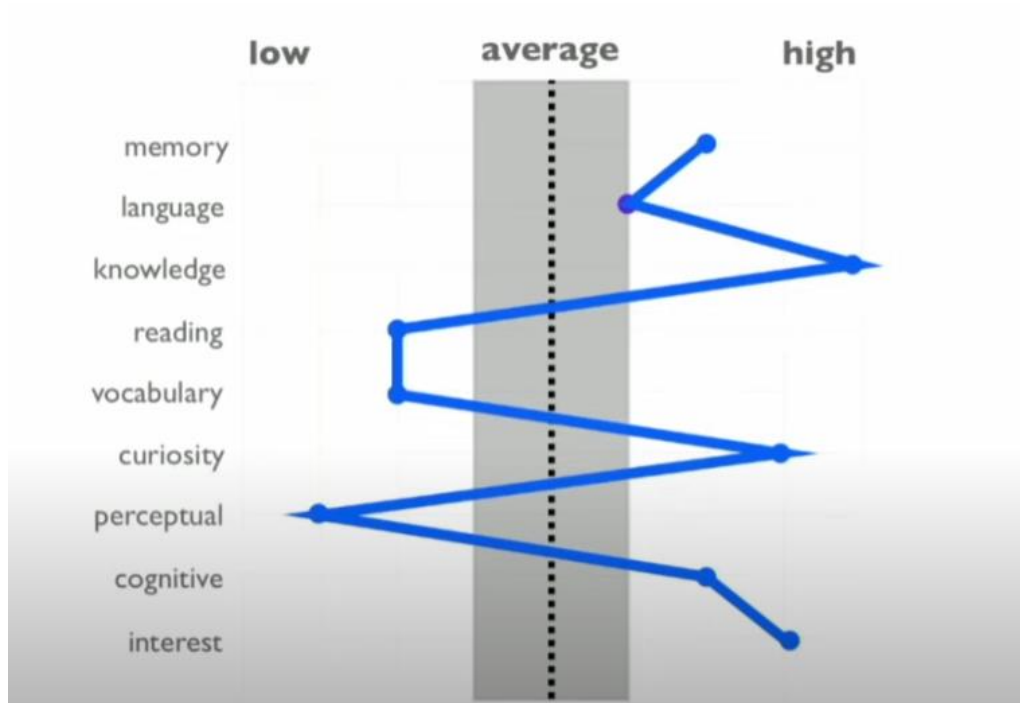
# Environmental Factors

- Age
- Occupational hazards
- Environmental pollution
- Lack of robust nutrition
- Lack of healthcare access
- War
- Immigration detention

# Variability Beyond Disability

Pause the video and complete question # 2 your reflection sheet.

No student is average.



Todd Rose: The Myth of Average

# Two Key Concepts Continued

1. Variability is the norm.

There is no “average” person we can design for.

2. The barriers are in the environment, not the person.

Differences become disadvantages when the environment is designed for only one way of doing something.

Source: Bill Wilmot, [CAST](#)

# The Universal Design Approach to Barriers



Equality





Equity



Accessibility

Source: [Wilson Language Training](#)

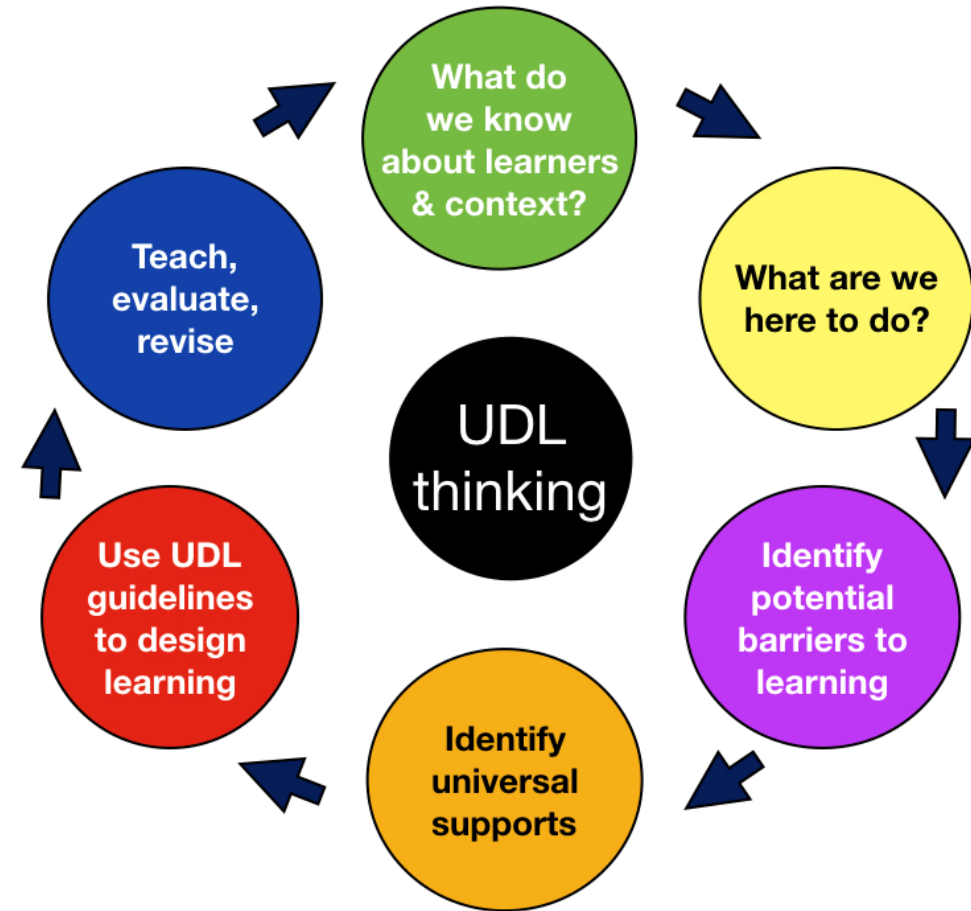
# First Session Recap

- Warm up 
- Two key concepts 
- The difference between Universal Design and accommodations
- The Universal Design for Learning guidelines
- Engagement strategies for the ABE classroom
- Representation strategies for the ABE classroom
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# Universal Design and Accommodations

- Ongoing, iterative processes
- Improve accessibility



# Universal Design Vs. Accommodations

Universal Design	Disability Accommodations
Proactive/anticipatory	Reactive/responsive
Available to every student	Targeted to an individual student's needs
Best practice	Legally required
Provided whether or not a disability has been documented or diagnosed	Provided if a disability has been documented

# Universal Design Instead of Accommodations?

- Universal Design reduces the need for accommodations.
- But Universal Design never fully eliminates the need for accommodations.
- Because there is usually no such thing as a 100% universal design.

# The UDL Guidelines


Provide multiple means of  
**Engagement**



Affective Networks  
The "WHY" of Learning

This graphic features a green background with a white brain outline. A green path highlights the limbic system, including the amygdala and hippocampus. Below the brain, the text reads 'Affective Networks' and 'The "WHY" of Learning'.

Provide multiple means of  
**Representation**



Recognition Networks  
The "WHAT" of Learning

This graphic features a purple background with a white brain outline. A purple shaded area covers the occipital and parietal lobes. Below the brain, the text reads 'Recognition Networks' and 'The "WHAT" of Learning'.

Provide multiple means of  
**Action & Expression**



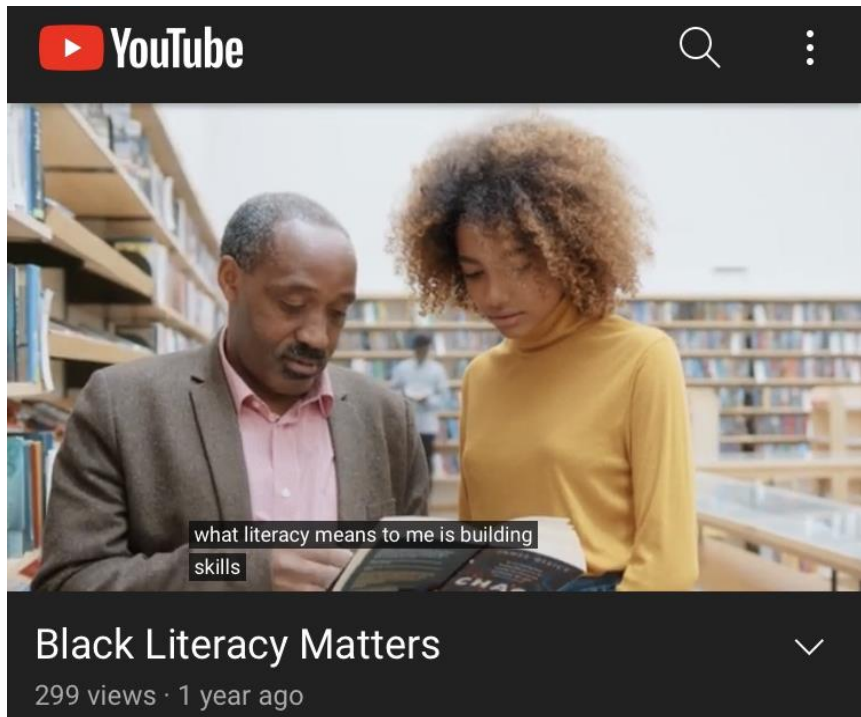
Strategic Networks  
The "HOW" of Learning

This graphic features a blue background with a white brain outline. A blue shaded area covers the frontal and parietal lobes. Below the brain, the text reads 'Strategic Networks' and 'The "HOW" of Learning'.

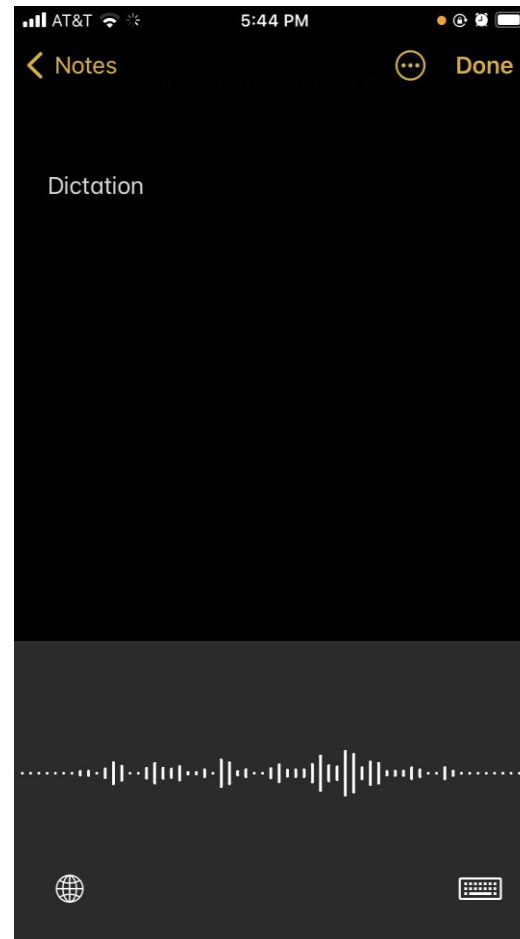
Source: [CAST](#)

# UDL Categories

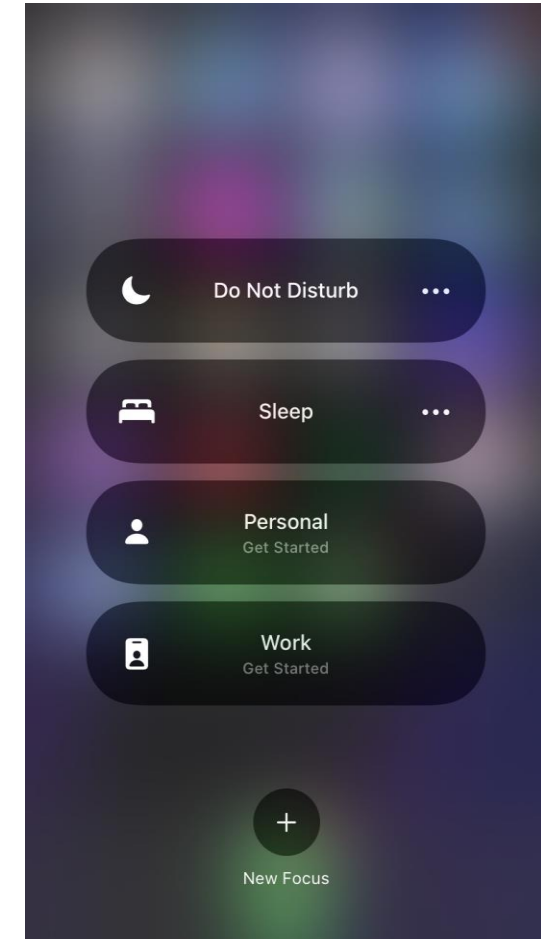
## Representation



## Action & Expression



## Engagement



# Sample Lesson

- What are the representation components of this lesson?
- What are the action & expression components of this lesson?
- What are the engagement components of this lesson?

## Your Experience

WE WILL LEARN  
TO WRITE  
COMPLETE  
AND CORRECT  
SENTENCES AND  
PUT SENTENCES  
TOGETHER  
TO MAKE A  
PARAGRAPH.

### INSTRUCTIONS:

1. Talk about the questions with a partner.
2. Write short answers to the questions.
3. Write a paragraph about caregiving in your notebook.

### Write

1. Name a person you know who needs caregiver help.

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---

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2. Why does this person need help?

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3. Who takes care of this person?

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# Sample Lesson

## Representation components

- The **text** on the page
- The **vocabulary** in the questions

## Action and expression components

- **Reading** the text
- **Speaking** with the partner
- **Writing** in the workbook

## Engagement components

- **Thinking** about a person in your life
- Having a **focused and on-topic conversation** with your partner
- **Persisting** through writing all the answers

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# Your Turn!

- What are the representation components of this lesson?
- What are the action & expression components of this lesson?
- What are the engagement components of this lesson?

Pause the video and complete question #3 on your reflection sheet.

## Vocabulary Review

WE WILL LEARN TO WRITE COMPLETE SENTENCES ABOUT NEW VOCABULARY WORDS.

### INSTRUCTIONS:





1. With a partner, mark each sentence as true or false.
2. Talk about why you think the sentence is true or false.
3. By yourself, write a complete sentence to explain why each sentence is true or false.

1. **Elderly** people can do more **physical** activity than teenagers can do.
2. Exercise can help you **improve** your **physical** health.
3. **Research** is usually finished very quickly.
4. **Stress** can affect, or change, your **physical** health.

### Discussion Question

Tell me about an elderly person that you admire. Why are they special?

# Second Session Recap

- Warm up 
- Two key concepts 
- The difference between Universal Design and accommodations 
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# Representation

Goals for teaching	Strategies	The volunteer's role
<p>Build off background knowledge.</p> <p>Vary the way information is presented.</p> <p>Build in repetition in different formats.</p>	<p>Pre-teach important background concepts.</p> <p>Use multimedia materials.</p> <p>Use customizable formats.</p> <p>Use multisensory instruction.</p>	<p>Identify options to diversify classroom materials.</p> <p>Demonstrate multisensory techniques.</p> <p>Help run learning stations.</p> <p>Help students customize accessibility/display settings on their devices.</p>

# Multisensory Strategies

Sound	Sight	Touch	Movement
Chants and rhymes	Pictures	Tracing letters	Charades
Music	Graphic organizers	<ul style="list-style-type: none"><li>• Air</li><li>• Sand</li><li>• Sandpaper</li></ul>	Role plays
Toobaloos	<ul style="list-style-type: none"><li>• Charts</li><li>• Checklists</li><li>• Venn diagrams</li></ul>	<a href="#">Math manipulatives</a>	Simon Says
Videos	Artwork	<ul style="list-style-type: none"><li>• Blocks</li><li>• Tiles</li><li>• Clocks</li></ul>	Total Physical Response
		Realia	

# Orton Gillingham

Orton Gillingham is a multisensory phonics approach.





# Total Physical Response

Total Physical Response is a multisensory vocabulary approach.



Pause the video and complete question **#4** on your reflection sheet.

# Action & Expression

Goals for teaching	Strategies	The volunteer's role
<p>High tech and low tech options.</p> <p>Options for a wide range of mobility, motor skills, vision and hearing.</p> <p>Assess skills and knowledge separately before assessing their combination.</p> <p>Assess component subskills before assessing a combined skill.</p>	<p>Scaffold.</p> <p>Provide choices.</p> <p>Provide access to assistive tech.</p> <p>Incorporate art, music, oral reports, role plays, debates...</p> <p>Use process assessments: self-assessments, learning logs...</p>	<p>Support students that need more scaffolding.</p> <p>Help students navigate and reflect on which options will work best for them.</p> <p>Help students learn to use assistive tech tools like dictation.</p>

# Self-Assessments

Beginning Literacy Level | Home Problems

## I Am Learning

I can say...



Intermediate Level | Caregivers | Teacher Pages

## I Am Learning

We will think about what we learned and what we want to practice more.

1. Can you <b>understand and use the new vocabulary words:</b> <i>improve, physical, elderly, research, stress?</i>	Yes, I can.	I need more practice.
2. Can you <b>correctly answer questions with "before" and "after"?</b>	Yes, I can.	I need more practice.
3. Can you <b>explain a process using words like "first, next, then, finally"?</b>	Yes, I can.	I need more practice.
4. Can you <b>speak and write in complete sentences?</b>	Yes, I can.	I need more practice.
5. Can you <b>answer questions about the main idea and important details in a text?</b>	Yes, I can.	I need more practice.

# Modeling Choices

n Advanced Level | Invasive Species

## Vocabulary List 1

**WE WILL LEARN DIFFERENT WAYS TO FIND THE MEANING OF NEW WORDS.**

### INSTRUCTIONS:

1. Together, practice the pronunciation of all the words.
2. With a partner, talk about the example sentences. Guess the meaning of the word in that sentence.
3. Use two different strategies to learn about each new word. Circle the strategies you use for each word.
4. Write notes about the word meanings using English, your first language and/or pictures.

Word	Notes	Strategies
<b>interact</b> (verb) <i>When animals <b>interact</b> with plants, they often help the plant carry its seeds to a new area.</i>		<input type="checkbox"/> English dictionary <input type="checkbox"/> First language translation <input type="checkbox"/> Image search <input type="checkbox"/> Student or teacher
<b>species</b> (noun) <i>All dogs are part of the same <b>species</b> because they have similar traits and can have babies together.</i>		<input type="checkbox"/> English dictionary <input type="checkbox"/> First language translation <input type="checkbox"/> Image search <input type="checkbox"/> Student or teacher
<b>predator</b> (noun) <i>Many animals will eat a rabbit. Its natural <b>predators</b> include owls and snakes.</i>		<input type="checkbox"/> English dictionary <input type="checkbox"/> First language translation <input type="checkbox"/> Image search <input type="checkbox"/> Student or teacher

I am more comfortable reading than talking.

English dictionary is an option where I can read.

Student or teacher is an option where I must talk.

I'll choose English dictionary.

# Practice Modeling Choices

Pause the video and complete question #5 on your reflection sheet.

## English Language Arts

### Math

Draw a landscape scene incorporating 6 different polygons. Label each polygon.	Write a 6 line poem using the name of one polygon per line. Make sure the sixth line of the poem contains the name of the polygon with 6 sides.
Find 6 objects or pictures of objects in everyday life in the shape of different polygons.	Take a quiz about identifying polygons.

Write an essay responding to the prompt: is the protagonist of this novel forgivable? Why or why not?	Choose one of the named characters in the novel who has no dialogue. Write a script for what they would say to the protagonist by the novel's end.
Imagine the novel had one more chapter. What would happen next? Write or illustrate your response.	You are adapting this novel for a movie set in a different location and time period. Create a presentation about where and when you would set the movie and what actor you would cast as the protagonist.

# Built-In Accessibility Tools

	iPhone	Android
Magnification	<a href="#"><u>Magnifier</u></a>	<a href="#"><u>Magnification</u></a>
Text to speech	<a href="#"><u>Spoken Content</u></a>	<a href="#"><u>Select to Speak</u></a>
Dictation	<a href="#"><u>Dictation</u></a>	<a href="#"><u>Gboard</u></a>
Customized reading display for web browser	<a href="#"><u>Safari Reader View</u></a>	<a href="#"><u>Chrome Simplified Reader</u></a>

Pause the video and complete question **#6** on your reflection sheet.



# Engagement

Goals for teaching	Strategies	The volunteer's role
<p>Promote comfort and confidence.</p> <p>Decrease fear and threats</p> <p>Teach metacognitive learning strategies.</p> <p>Make learning goals clear.</p>	<p>Create a welcoming, uncluttered space.</p> <p>Build community.</p> <p>Stick to routines.</p> <p>Devise and model consistent expectations.</p> <p>Get to know students to tailor instruction to their interests</p> <p>Support students' decision making about their own learning.</p>	<p>Build community.</p> <p>Model thinking, planning, problem-solving, and self-regulation routines during class.</p> <p>Prompt learners to connect their personal experiences with the learning content.</p> <p>Regularly remind yourself and learners about the goal, or ask for clarification if unsure.</p>

# Brain Breaks

- Brain breaks are guided exercises that allow the brain to rest and refresh.
- Be sure to choose brain breaks that are appropriate for the activity and mobility level of your learners.

# “Push Your Brain Buttons”

1. Make a U-shape with the thumb and index finger of your right hand and place it in the center of your chest, just below your collarbone.
2. Place your other hand over your navel.
3. Gently press on these points in a pulsing manner for about 2 minutes.

Source: [Brain Breaks.pdf \(pgsd.org\)](#)

# “The Nose Knows”

1. Sit or stand up straight.
2. Grab your right ear lobe with your left hand, and your nose with your right hand.
3. Now switch. (Grab your left ear lobe with your right hand.)
4. Switch.
5. Repeat in rapid succession.

Source: [Brain Breaks.pdf \(pgsd.org\)](#)

# Community Building

- It takes more than small talk!
- Provide opportunities to discuss things that people really care about our are unique to each person.
- Structured prompts are a great way to do this.
  - Image based: [Picture Prompts - The New York Times](#)
  - Text based: [365 Days of Writing Prompts](#)

# Goal Setting

SWBAT: Students Will Be Able To...

n Intermediate Level | Caregivers | Teacher Pages

## Your Experience

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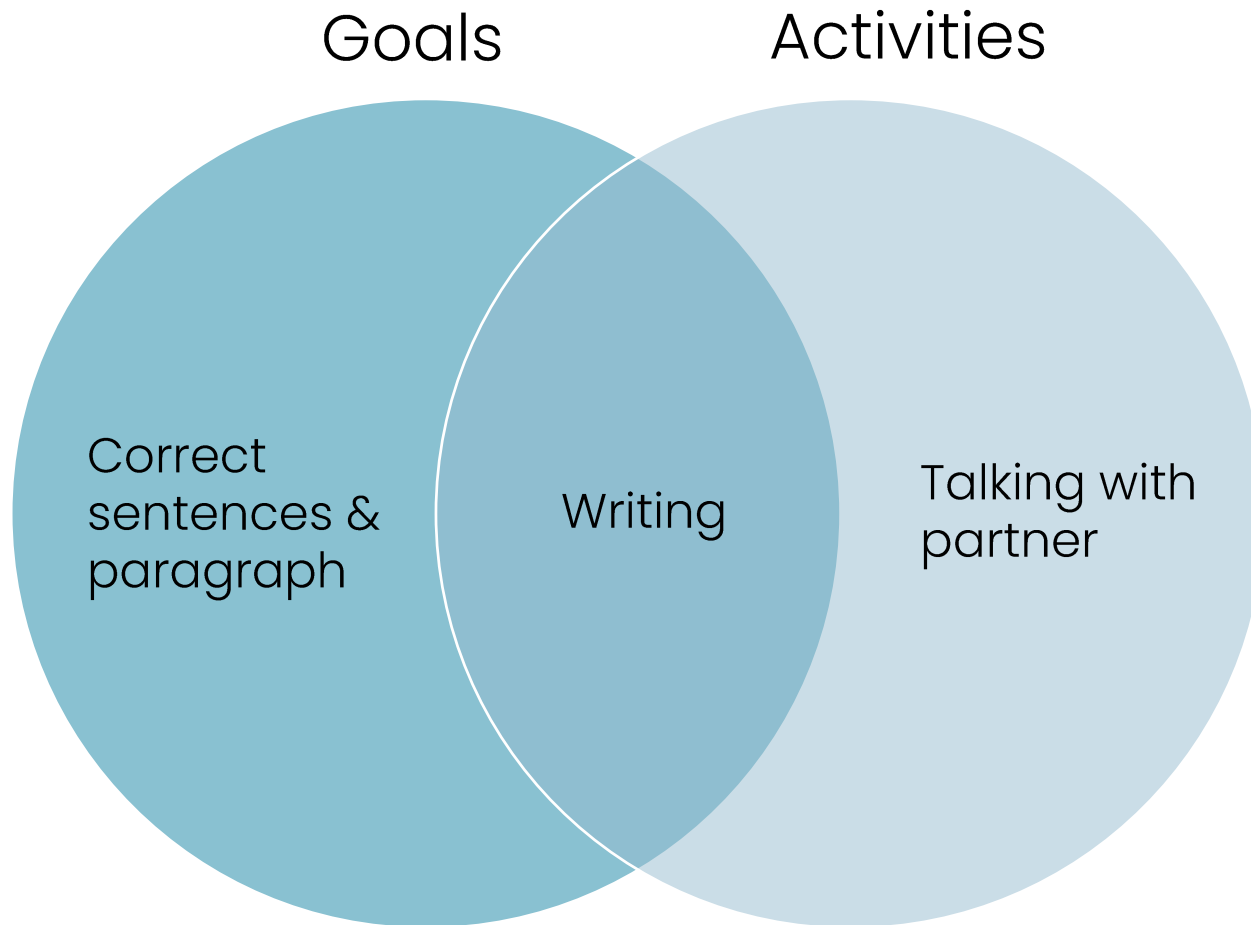
# Activities $\neq$ Goals

- Lesson goal: what is the target knowledge or skill that a student needs to take away from this lesson?
- Lesson activities: what do teacher and students do to introduce and practice the target knowledge or skill?
- Lesson activities usually involve other skills and knowledge in addition to those being targeted.
- The UDL approach: firm goals, flexible activities.



# Distinguishing Activities and Goals

n Intermediate Level | Caregivers | Teacher Pages



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# SWBAT Practice

Finish the SWBAT for this lesson.

We will learn...

Pause the video and complete question #7 on your reflection sheet.

## Before We Read

### WE WILL LEARN



#### PARTS OF THE TEXT INSTRUCTIONS:

1. Look at the article on the next page.
2. Use a pencil to label the parts of the text.

#### PREDICTIONS INSTRUCTIONS:

1. Look at the title, headings, and picture.
2. Write answers to the prediction questions.
3. Talk about your answers with a partner.

#### Parts of the Text

1. Underline the **title** of the article.
2. Number the **paragraphs**.
3. Circle the **headings**.
4. Label the **caption**.

#### Predictions

1. What do you think we will read about?

*I think we will read about* \_\_\_\_\_

2. Why do you think that?

*Because I see* \_\_\_\_\_.

# Reading SWBAT

We will learn how to be good readers by thinking about the text before we read.

## Before We Read

WE WILL LEARN  
HOW TO BE  
GOOD READERS  
BY THINKING  
ABOUT THE  
TEXT BEFORE WE  
READ.

### PARTS OF THE TEXT INSTRUCTIONS:

1. Look at the article on the next page.
2. Use a pencil to label the parts of the text.

### PREDICTIONS INSTRUCTIONS:

1. Look at the title, headings, and picture.
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3. Talk about your answers with a partner.

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### Predictions

1. What do you think we will read about?

*I think we will read about* \_\_\_\_\_

2. Why do you think that?

*Because I see* \_\_\_\_\_.

# Wrap Up: PANDA's Principles

1. Create a welcoming environment
2. Provide clear expectations
3. Present a variety of instructional methods and materials
4. Allow a variety of methods to demonstrate knowledge
5. Use technology to enhance learning opportunities

**Pause the video and complete question #8 on your reflection sheet.**

# PANDA

- [UDL course](#) offered every January.
- Lending library with multisensory teaching tools.
- Online guide to other [accessibility tech tools](#).
- Available to consult about accommodations and solutions if a student is struggling.

For more info, see the flyer!



# PANDA

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Minnesota Adult Basic Education  
Physical And Nonapparent Disability Assistance

# Thank You

- To get credit for participating in this asynchronous training, complete and submit your reflection form to [mboyle@literacymn.org](mailto:mboyle@literacymn.org)!
- Send your coordinator your reflection form and CEUs!
- Please join us at another [Literacy Minnesota training](#)!

**Pause the video and complete question #9 on your reflection sheet.**