**WorkforceGPS**

**Transcript of Webinar**

**YouthBuild Series: Supporting Second Chance Students with Universal Design for Learning**

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LAURA CASERTANO: Again, so welcome to today's YouthBuild series webinar. I'm going to turn things over to your moderator today, Jenn Smith. She's the YouthBuild program director with the U.S. Department of Labor. Jenn, take it away.

JENN SMITH: OK. Thank you, Laura. Appreciate it. Welcome, everyone. Good afternoon for those of you towards the East Coast. Good morning for those of you on the West Coast. I saw we had someone join from Hawaii. So good morning to you. So yeah, thank you so much for joining us.

So I am your moderator this session, but you're really going to be hearing mainly from Paladin Jordan, Jr. We're so happy to have him joining us. He is a graduate professor of education, a school consultant, and a business owner of EDGE-ucational Media Company, LLC. So just to give you guys a sense of what you're going to learn today, we have a very packed agenda.

So we may be moving a little bit fast, but of course you will be able to access this full PowerPoint so you can look over any information that we covered too quickly, and you'll see that there's also some additional files to review because this is a pretty intensive topic. But some things that we're going to try and address today for you is introduce you to the fundamentals of the Universal Design for Learning framework.

We're going to discuss why infusing UDL, as we call it, practices into your learning space can have positive impacts on learning environments. We're going to provide an overview of how to connect YouthBuild programming to the UDL framework. We're going to introduce some resources for the upcoming education toolkit on UDL. So be on the lookout for that deliverable later on. And we're going to share a sample YouthBuild curriculum unit that incorporates UDL to help you visualize what this can look like.

So at this point I'm going to turn it over to Paladin.

PALADIN JORDAN, JR.: Thank you so much, Jenn. And hello, everyone, for joining the webinar. I wanted to take a second and I believe we have a poll here. So if you can answer for us, have you heard of Universal Design for Learning before today's webinar? And I'll give us just a couple of seconds to input that answer.

And I see here that we have more than half of us saying that we have not heard of Universal Design for Learning before. That's really helpful to know. I would suggest – I just want to offer that, as Jenn mentioned, we have a lot of information we're going to go over today. There will be multiple tools shared with you all following this webinar to support you with understanding the framework as well as implementing it at your site level.

I'm going to move us forward, and in the discussion box or in the chat box if you could just put one simple sentence. What made you sign up for today's session and/or maybe some takeaways that you would like to have with the session? Again, I'll give us a few seconds before transitioning us forward. And there is no right or wrong. This will just help make sure that I craft the information for what we're looking for.

While you all are doing that, I do want to add one additional piece about my biography that was not shared, is that many years ago I was in YouthBuild AmeriCorps – (inaudible) –, and so my foundation for just my work, my practice comes from working with a YouthBuild student. And so hopefully that helps us in just kind of breaking down this framework together.

Thank you all for sharing. I'm going to transition us forward just to make sure that we respect everyone's time.

So what is universal design? Universal design essentially means designing products, buildings, and exterior spaces to be usable by all people to the greatest extent possible. So the easiest way that I can describe that is many of us have seen individuals with wheelchairs or perhaps walking canes walking around in public.

The public spaces have been designed to help make it easy to transition for those individuals as well as everyone else who uses those spaces. To give you an example, there is the curb cut movement, and so we see here two pictures of individuals with wheelchairs who would struggle to transport themselves independently through this space.

We see here with the curb ridge here. What architecture and construction designers started to do was, before creating – before building, they started to design spaces that allowed everyone from the beginning to use them and thrive in the space.

This goes away from – this is a bit of a different mindset, or it can be a different mindset for individuals who kind of just live in mainstream or who don't consider themselves to be marginalized in any way.

And understanding that I'm talking to a YouthBuild staff audience, I know that we already are building programming and building space for people who probably do not fit in the general space; right? So we already understand this idea of, OK. If I can modify certain standards and modify certain things from the beginning, I can make this space more peaceful and harmonious for everyone to engage.

Further examples here of universal design in public spaces show how, even though the curb cuts were designed for individuals with disabilities, with different abilities, able-bodied, strong, independent individuals can use these supports as well. Here we see a young man on a skateboard using the curb cut. We see a woman who is able to walk independently, a man and a woman with strollers all using that curb cut to support them with transitioning through their day as easy as possible.

Also, before we jump into Universal Design for Learning, I want to just pull up some legal information that really supports me in allowing myself to brainstorm and be creative in creating FAPE space, FAPE learning spaces. And so this piece of legislation is from the IDEA legislation that is I want to say Individuals with Disabilities Education Act.

This Section 504 talks about creating a free and – I'm sorry – providing a free and appropriate public education. So myself as a service provider, specifically on the days when it's really hard and I'm really frustrated and kind of confused on what to do, I sit back and think, OK. Paladin, how do I create the most free and appropriate education for this individual in front of me? It doesn't matter all of the other mess that's kind of making that challenging. How can I lead on creating the most free and appropriate public education?

Now, we're going to discuss Universal Design for Learning. So this is essentially when we bring the curb cut idea into the learning space. The UDL – and this is shorthanded as UDL. This movement has really been spearheaded by the Center for Applied Special Technology. They are called CAST for short. All of the resources that – or a bulk of the resources that we will be reviewing today are from the CAST website, which is linked in the resources slide towards the end of the presentation, but just know that that is where this information is coming from.

UDL, Universal Design for Learning really asks educators of all types – so I know with YouthBuild programs we have construction staff. We have craftsman staff, case management staff, leadership staff, and transition staff and maybe some individuals in between that as well. So UDL as a framework asks us, how are all of us in the building differentiating, making accommodations so that the students who are in front of us can be successful based off of how they're coming to me, not based off of my – my individual guidelines?

CAST has done a lot of brain research neuroscience as well as combined their findings with recent technology and new forms of educational tools to come up with the framework that we will be going over today. And one thing I want to offer is that, while we will be going over the framework, it is implied in literally every domain, every checkpoint, every major piece of the framework that it will look different for every educator as well as it will look different for every student.

So I just want to offer that. Take this as foundational knowledge, and then please feel free to put your flavor, your – (inaudible) – in it for your specific population.

Now, we're going to get into the Universal Design for Learning framework, and as Jenn mentioned, it is very robust. We as a team have been working for quite a few months to scale this down into something that is understandable and kind of take – that you could take away in our time today.

I want to offer that, again, just use it as foundational knowledge so that when you are working to create your lessons and working with your staff, you can use your skill level regardless of what it is. So whether this is your first day on the job or whether you have years of experience in the classroom working with young people, this framework can be supportive for you in pushing your practice even further.

All right. Universal design principle overview. So here we have this graphic, and I'm not sure if you all can see my mouse. If you all can see my mouse moving, can I get a yes in the main chat?

Notice here that we have three different colors. We have green, purple, and blue. Those colors – OK. So you all cannot see my mouse. Oh, some people are saying yes. Some people are saying no. If you can see my mouse, see here that we have green which represents the engagement principle, purple which represents the representation principle, and then blue which represents the action and expression principle.

This entire graphic represents the UDL framework. Each principle – and I know this is a little bit small. Each principle has three different domains. Consider a domain like a specific area of focus that you can mold your practice off of. And then below that each domain has checkpoints. We will go over those through this presentation, but right now we are focused on the principles.

The first principle is representation, and I've included graphics here of the actual language from the CAST website. I'm going to give you all a synthesized version of this language but just know that if you wanted to go back to see this, the link is at the end of the presentation and you can get to this great information.

So the representation principle essentially means, how are we supporting students with their perception and information download within my actual class or learning space, and how am I understanding that as an educator all of my students have different strengths and blind spots in this area? Again, there are – this principle is broken down even further to help you understand that.

Action and expression. This principle represents, how am I as an educator creating different – or I should say allowing my students to express their knowledge in different ways? How am I creating space for them to do that? Again, there are three domains to support us in doing that.

The final principle is the engagement principle, and this one focuses on, how am I as an educator motivating my students and working to engage them with the understanding that what engages one student does not engage the other one? How am I actually working to engage every different student in my space?

When we put those three principles together, we see here in this image or in these images that UDL, Universal Design for Learning, really tries to support educators in addressing the whole brain, in addressing the whole person that is in front of them or the bulk of the person that is in front of them. And that's really the power of the framework is that it really helps us take an inventory of our practice to see how we are engaging the whole person in front of us.

Now, we are going to go into some more in-depth domain descriptions. So again, this is the entire framework. We just went over the principles which are represented by the three different colors, and now, we can see the nine different domains. So hopefully, with this image it's easier to see that each domain – I'm sorry – each principle has three different domains numbered below them. And I'm going to go over – I'm going to start going over the three different engagement domains. All right.

So the first domain is recruiting interest, and before I jump into this I want to again just say that this specific graphic, this is a screenshot from the CAST website. So if you wanted to know where I got this language from, it's directly from the CAST website. I'm going to be synthesizing the nine different domains.

One thing that may support you is that at the bottom of each domain, I've included a processing prompt, so essentially asking yourself, how does this domain show up in my practice, in my building, in my classroom, whatever is the most pertinent for you, and/or what immediate programming thoughts come to mind here?

I'm going to assume, even though I shouldn't, that most of us are – just finished a program year. I probably shouldn't assume that because I know we are from many different areas of the country with different models, but what's your most immediate reflection when you see these domains?

So the first one being recruiting interest. What I love about this one being first is that I think all of us have taught someone before or tried to teach them before and saw that they were not interested in whatever we were trying to teach. And in those moments we know, dang. OK. This is not – the learning isn't happening in these moments.

And so the first domain of UDL is asking us as educators, how are we engaging students in the actual topic that I am presenting today? What am I doing to engage all 10 or all 20 different learners in this space into the topic? How does this domain show up in your practice? What immediate thoughts come up for you?

The next domain is sustain – I'm sorry – sustaining efforts and persistence, and for this domain I think – well, I want you to think that deep learning requires persistence. It requires returning to a topic, returning to a subject area frequently, often so that that knowledge can build on top of itself. So UDL is asking us as educators, how are we building in supports to help students sustain their effort and persistence when things are challenging?

What space are we making for students to struggle with that with the goal being that we want them to grow and master the academic area and their vocational area as well as the skill of being able to sustain or persistence? I'm going to transition us forward.

The final domain for – within the engagement principle is self-regulation. This domain – or I should say self-regulation for me, the definition is controlling one's behavior, emotions, thoughts, and et cetera for immediate success.

Regulating my behavior so that I can be successful in this moment. I'm snickering because, again, I think that my understanding of this came from YouthBuild, the idea that sometimes our students come to us and we have to teach them some different coping skills.

Their coping skills may not necessarily be up to par to learn in programs. So how can we address that first? UDL is asking us, how are we as educators actually embedding tools for our students around their self-regulation? Maybe not in every lesson but frequently for sure. How are we taking ownership of that?

If this is making sense, and if we're following – I know it's fast, but if we're following, can I just get some yeses in the chat so I know to keep going at this pace?

So we have wrapped up the three domains under the engagement principle. Now, I'm going to take us through the three domains in the representation principle. Again, it's robust, but we're moving through.

The first domain is perception, and this one was probably the most powerful for me as I was going through. Learning information must be perceivable, or I should say educational information must be perceivable to the learner. It must actually hit the student's awareness, and if it's not hitting their awareness, then they cannot go the extra step of learning. That was really powerful for me so that when I see students confused or when I see that blank face, I have to address that blank face and confusion first.

I cannot expect learning to happen without getting them to actually perceive and become aware that this is a learning space. And so UDL is asking us, how are we specifically addressing every student's perception of this learning topic? So again, that could be case management, leadership, transitions, construction, the crafts room. That could be in any space.

Next domain is language and symbols. This one is hearty, and so I just want to focus on the bolded title, language and symbols. So it doesn't matter what content area we are trying to teach. There's foundational knowledge that someone needs to master in order to go out and become employable or have comprehension of these skills and this knowledge. So how are we as educators actually teaching our students that foundational knowledge?

How are we teaching them those foundational symbols, equations? This domain goes even further to ask us to highlight the students who struggle with dysgraphia. That is not being able to comprehend different symbols, different numbers. Dyslexia is having challenges comprehending words and specific orders. Illiteracy, I worked at an alternative high school before my role now, and so very often I was working with students who could not read at grade level. So how am I addressing that in my approach?

Processing gaps. How are we as educators making space for students who struggle with this? Not only making space. How are we building in tools, structures, and supports to support their growth in these areas and checking the long-term stance on these things? OK. Student A may not know this in this first month, but for month two and month three I need to challenge them a little bit more to understand these symbols, et cetera. Yes. I want to say I covered everything there. How are we building a bridge of educators to help our young people know the important information?

The final domain under representation is comprehension, and so this domain, when we really focuses on how are we creating space for students to transform all of the knowledge that we have fed into them, exposed them to, how are we creating space for them to transform that knowledge into something usable and personalized for them? Comprehension is not just the mere regurgitating of facts and information.

It is an actual creation of something new and meaningful. I want to use construction as an example for this. I will know that I've done my job if a construction leader, construction trainer, teacher, if I can leave a pile of wood, some nails, and a hammer in front of a group of students, come back 15 minutes later, and they have a wall frame there. That is actual comprehension. They've created something new out of that.

All right. We've just wrapped with the representation principle and its three domains. Now, we are going to go through the action and expression principle and its three domains. These are the final three domains of the framework.

So the first domain is physical action. This one is also really robust. I want to say for my own understanding I break it up into two different pieces, and so the most literal understanding of physical action is where UDL is asking educators, how are you embedding movement into your learning space? Many of us know that everyone doesn't learn their best just sitting in a desk writing notes.

Many people self-advocate that they learn best doing hands-on activities, working with others, going on field trips, et cetera. So how are we, again, taking initiative to embed that maybe not in every lesson but as frequently as we can? The other side of physical action – and it's listed here in the bolded piece where it talks about assistive technology. I'm going to say I think of this – I think of it as, how am I as an educator actually moving myself to bring in the aids that I know my students need to be successful?

And that may have sounded tangled, but I want to offer that. So when we see students with a hearing aid, many times it is an educator who – (inaudible) – to identify, OK. OK, Tyrone. Your hearing seems to be impacted a little bit. How can we initiate a process so that you can have a hearing aid or hearing support so that you can learn this information, engage with it, and so that you can be successful?

Assistive technologies are educational aids that support students with engaging with the material like the general population. Hearing aid is probably the most common, but there are many different types. There are highly specialized keyboards, highly specialized mouses. I don't know if you consider mice that way.

If I have any science buffs in the – on the webinar, Stephen Hawking has the visual science keyboard. That is the actual example that I want to say they give further in the CAST website. So how are we really giving students the tools that they need to be successful? I know it sounds a little different, but that is what is encompassed there.

Expression and communication. This domain I consider the inverse of the perception domain. Perception was, how am I presenting information in different ways for students to be successful? Expression and communication is, how am I allowing students the freedom to express their knowledge in different ways? How am I making space for students to use the materials they want to use to show me they understand this topic or understand this learning point that I have been driving home?

Some examples – these are just some – include maybe skits, presentations. If you're a construction – if you're in the vocational space, having students write a paper could be a different form of expression, experiments, modeling, field trips. How am I giving students different avenues to express what they know? Again, how is this domain showing up in your practice? What immediate thoughts come to mind?

Last but not least we have executive functions. So this one is robust, and I think the only – the way that I will explain it is that we on the webinar currently, we have had to manage our life in a way that has allowed us to be free at this time to be in this learning space. There's a lot of resources. There's a lot of – sorry. There's a lot of resources we have had to manage to do that.

There's a lot of planning we have needed to do. There's a lot of communication we have needed to do. That is the idea of executive functions. How am I managing my life's events and resources to meet my long-term goals? UDL is asking educators, how are we supporting our young people with developing their executive functions in our specific learning space as well as the community at-large?

How are we teaching to executive functions? How are we providing space so that students can play around with their executive functions, maybe fail a few times before they figure out how to succeed? How are we providing scaffolding around us in the executive functions?

I have completed going over the three – I'm sorry – the nine UDL domains. Now, I want to give us an example of the checkpoints. So there are many different layers of the UDL framework. The checkpoints – or let me take a step back. The domains are kind of the founding language, the defining language.

The checkpoints speak more to actual examples, real examples that you can use in your practice. So here the recruiting interest domain which we went over has three different checkpoints. We see here optimizing individual choice and autonomy, 7.1, optimizing relevance, value and authenticity is 7.2, and then minimizing threats and distractions is 7.3.

Before I move to the next slide, I want to draw your attention to the numbers here. Each domain is numbered. Each larger domain is numbered, and then the underlying checkpoints start with that number and then have a different number after it. One additional thing I will say is that we see here that recruiting interest is the first green domain. It's pulled right from that section where the arrow is pointing.

And even though it's first, it's numbered seven. The CAST website has some interesting numbering. They start with seven, eight, nine. Then I think they go to one, two, three, then four, five, six. Just know that that is their numbering system. As long as you can go back to the actual domain or checkpoint, you should be fine.

So this here is another screenshot from the CAST website. It is the 7.1 checkpoint defining language, and so I'm not going to go over the language because you can – I actually do want to encourage you to visit the website and play around with that language for yourself. We also will hear later on about some specific resources to help us with our comprehension there. I just want to give you a brief overview.

So this specific checkpoint, obviously, the title is bolded. This top paragraph is the defining language, and then these bullet points are real examples or offers of examples that you could put in your practice to meet the optimizing individual choice and autonomy checkpoint in recruiting interest domain. That was a mouthful, but just know that the bullet points will be your actual examples.

With that I'm going to take a step back because we – we've done a kind of bird's eye view of the UDL framework, and I'm going to hand it over to Jenn because I think Jenn is going to lead us through a quick poll. Jenn, are you there.

MS. SMITH: I am here. Thanks, Paladin. So yes. We actually have two quick questions for you guys now that you've gotten a little bit of information about what UDL domains are. So we're really curious now just to help you guys be a little reflective about what your program looks like right now is what UDL domains you think you're currently seeing in your program. And so this is actually one we can select all of those that apply, but we're – we're looking for is how kind of you think that you're meeting the domains around recruiting interest, sustaining effort, self-regulation, et cetera. So we'll give you a little bit of time to reflect.

And then also, while we're waiting on that, if you want to point out – I don't know if we said this explicitly up front, although Laura might have, but please do remember, if you have questions as we're going along, as we said, we're covering a lot of content here. But do feel free to always just put those into the main chat, and then we'll move them over in preparation for trying to answer as many of them as we can. So we do want you to write them down as you're thinking of it. So please feel free to do that.

All right. So looking at what we have right now, the biggest one is of course recruiting interest. So everybody feels like that's something that they've got currently in their program. Then I'd say we also see a lot of expression and communication and self-regulation.

Very interesting. I have to admit I do often see – I do often hear about programs talking about self-regulation as something that they talk about in YouthBuild programs. So not surprised to see that. And then a little less of the sustaining effort and persistence and perception, and then a little for the others. But everybody – I will say that everybody selected at least one of these – (inaudible) – on the presentation. So that's good to see.

All right. So we're going to now go to our second poll question here – (inaudible) – check in. So I'll let Laura close this one out. Thank you. So the next question is, in what UDL domains do you see space for growth? So based on what you've heard so far and based on your response about what you think you guys are already doing in your program and based on Paladin's descriptions of what these domains are about, what are things that you think you could start doing more of or start fitting into the program model now?

OK. Some pretty quick answers. I see a lot of sustaining effort and persistence. Perception is a big one right now. A little bit of self-regulation, physical action. OK. So pretty much everything except executive functions and recruiting interest are appearing in terms of areas for growth. Oh, a little bit of executive functioning now.

OK. That's very interesting. But definitely the big ones seem to be perception and sustaining effort and persistence. All right. Well, thank you, guys, for that check in. A little food for thought for all of us, and now, I'm going to turn it back over to Paladin for the next section.

MR. JORDAN: Thank you so much, Jenn. Those were some great numbers. I wrote a couple notes down. Hopefully, we can get back to that in Q&A.

So examples. I know we briefly went over the framework, and the framework isn't really helpful if we don't know how it actually applies to YouthBuild. So before we get into examples, just understand that, again, the framework is really helping – it serves to help educators build in as much flexibility as possible for themselves and for their students. I think YouthBuild programs do this well already, or that's kind of what the program is founded on. The beauty of the nine-domain framework is that it gives you really explicit areas to build those onramps.

To accommodate a broad spectrum of learners, universally designed curricula require a range of options for accessing, using, and engaging with learning materials. Like universal design in architecture with its stairs, ramps, and elevators, these alternatives reduce barriers for individuals with disabilities or learning differences and also enhances opportunities for every student to succeed. Here I just want us to kind of get the image of the onramp. How are we onramping for our young people?

I'm going to read these two slides verbatim. These speak to some specific examples of how we can use UDL.

Suppose Mr. Costa is teaching a civics unit on elections and wants to convey the importance of voter participation. He chooses to use a chart, an ideal means of representation for some kinds of information and for some students, but a medium that presents learning barriers for other students. Obviously, a student who is blind cannot learn from a visual chart, nor can students who have difficulty discerning colors, interpreting keys and symbols, or deciphering the significance of special relationships between elements.

Some of us may not have a student who is blind, but I will offer that many of us have encountered students who perhaps need glasses and still cannot see the learning material based off of where the learning material is presented in class. That would – this would address that student as well.

What could Mr. Costa do about that barrier? In this case, both his teaching goal and the barriers in the medium he has chosen, images, relate to recognition, the learning networks addressed by UDL principle one. Principle one recommends that the teacher provide multiple representations of the same information.

A verbal description of the chart, a tactile hands-on graphic representation, and/or an e-text version read by the computer would all make the key concepts accessible to students who are blind and/or otherwise visually impaired. The verbal description would have the additional advantage of helping other students in the class by providing complementary information not contained within the chart and offering a different context and emphasis. This option will also help students who have difficulty interpreting graphically displayed data.

These are just a few examples. What is making me smile in this moment is, for those of us participating in this webinar, which is all of us, this webinar is presented in this same exact way. We see the closed captioning going there at the bottom. We hear my voice – all of our voices, myself, Jenn, everyone who's participating.

You all are able to engage by voting, and then there's also the written text here. We have provided it in as many ways as possible to support everyone's learning differences and I – I should say learning preferences. And so UDL is asking us as educators, how are we doing that as often as possible in as many spaces as possible? That is one example.

In the education toolkit that we will be talking about soon, we have provided four lessons from a YouthBuild educator Lindsay Good. She was a member of the teacher fellows program with YouthBuild, and she's provided a four-lesson science of tattoos curriculum unit that we can use to analyze this practice.

What's really powerful, here we have the screenshots of just two pages of the lessons. We can see here the green, purple, and blue. I just transitioned us to a different representation of that same information.

What Lindsay has done is she has come up with three guiding questions to help her assess every single lesson that she is putting forward to see if she's embedding UDL principles into the work.

And so her first question for the engagement principle is – and I know it's challenging to see – what opportunities will I provide to stimulate interest and motivation for learning? And then underneath that Lindsay goes forward to actually list out in her lesson where she has done that. A couple of her examples are the lesson topics, the science of tattoos. I mean, I kind of don't care where you are in the country.

If you are working with young people, they love tattoos, and so you can just imagine that a learning unit on that would get many people's interest; right, as well as in this specific lesson Lindsay is using a – students are going to do a skin structure lab where they use small plastic cups and make representations of the skin structure using oil and water, et cetera.

The guiding question for representation, what opportunities will I provide for students to receive the information in different ways? I'm in the purple section. Here again, Lindsay goes out to list – I'm sorry – do an inventory of her lesson to see where she does that. She incorporates hands-on activities. The students work in peer groups. They work independently, and they work in small groups so that the information can be represented and gone over in different ways.

Last but not least, I'm in the blue section. What opportunities will I provide for students to express what they know? Here Lindsay assesses that she incorporates multiple-step activities. So the skin structure lesson, if you were to go do the actual lesson plan provided here, there's probably ten different steps that young people have to go through.

And so that would really hit the young people or the students' executive functions. How are you actually managing yourself through all ten of those steps to get through the lesson and the fact that it's hands-on? Students being able to play with the liquids and play with their skin structure would – their hands-on skin structure would be a unique way of learning, and it would allow students to download that information differently.

Here I just pulled out the three different guiding questions that Lindsay uses per principle, and so we just see them here a little bit larger. If you want a quick takeaway from this webinar, you could screenshot this or take a note of this or return to this slide to see those guiding questions for yourself.

Application. We're almost wrapped. So what I want to offer is that the UDL guidelines are not meant to be a one size fits all. The creators or the developers really want to encourage us to mix and match. Put together the different elements in the way that makes the most sense for my unique practice, even if you are all at one YouthBuild site – I heard we have Hawaii on the – in the webinar. Even if multiple people from the Hawaii program are on the call, it would look different for each of the staff there. So really embracing that.

As YouthBuild we are already embedding a lot of these elements already. However, the framework really gives us a structure so that we can continue to push our practice and continue to grow and continue to play and also just really, as I mentioned, thinking of this information as – I'm sorry – using the information to create a shared language for our program. OK. How are we as the Hawaii program – what do these domains mean for us as a program? What do they mean for me as an individual in the – on the staff? What do they look like in my specific space in the staff?

UDL encourages assessment, assessment of students' progress, and not just academic, not just vocational, but assessment of the whole person. How is the whole person progressing in this space? What barriers am I seeing coming up against frequently that I may be able to modify for as well as the educator's practice? So again, if students are consistently hitting their head at a certain space, that may be a sign that we as an educator, as a staff, as a leader, I may need to tweak something here.

UDL as an area of professional focus. So how do we use this, all of this great information after we wrap? So first, again, just remembering that the framework is designed to help us onramp for the students who are in front of us with all of their great strengths and all of their great challenges. How are we onramping for them as they are? There is not a right or wrong answer for that. I would offer that there is having an answer and not having an answer, and we want to encourage you to have an answer.

Some suggestions for using this are to identify specific UDL principle, domain, or checkpoint for focus during professional development time. So let's say we mentioned – I want to say comprehension was one of the big buckets that we wanted to work on. So really identifying, OK. Team, for the month of September we're going to focus on the comprehension check – I'm sorry – comprehension domain. All of our professional development time is going to be focused on that.

Creating site and/or program specific definitions and language tied to each principle, domain, checkpoint. Spending some of that – so this one is suggesting spending some of that professional development time or planning time to, again, norm our understanding of the perception domain. What does that mean for us? What does it look like from the actual student's point of view? Then you can go forward and try to attack it.

And then another example is running a site or program inventory based on the nine domains. And so, again, in offering and in understanding that many of us are doing this already, how can we actually just go through and see, OK. How well am I doing sustaining effort currently? What does it actually look like? What practices are in place?

The tools that we have or that will be shared with you all very soon supports you with this because, again, it's a very robust framework. We have developed a ten-video series, an overview video of the domain as well as one video per domain. The videos are about 15 minutes long each, and they really give you, again, an overview of what the domain is as well as an overview of the checkpoints.

Each video specifically goes over Lindsay Good's examples as well. There are UDL planning documents, and you are being shared on the video presentation for all of these videos – sorry – the presentation file for all of the videos as well as you'll be having access – you'll be given access to Lindsay Good's science unit.

These are just pictures of what some of the videos look like. Here are some images of Lindsay Good's lessons with the UDL focus. Remember those are embedded in her lessons. We've provided an overview of – OK. If I have to look at Lindsay Good's lessons, where are all of the nine different pieces of UDL in these lessons? And you can see that. Her lesson there that's provided, these are screenshots of the planning documents. There are three different types of planning documents. They are discussed in the overview video.

With that I will open it up for any questions.

MS. SMITH: OK, guys. Yeah. We have plenty of time left. So if you do have any questions or if there's – maybe you have a particular thought or wanted a little more detail about one of the slides that was covered, we have plenty of time to kind of go back and revisit. – (inaudible) – overwhelmed as well and need a little time – (inaudible) –, but we do want you to feel free to write in any questions, if you have them. If not, we're going to be ending pretty early. We'll give it a minute here to see if we get any in. I see someone typing.

Yes. I know, Jessica. It's a long process. Totally understandable. And again, there are plenty of materials for you guys we – in the file share, and you can – plenty of information for you to download, plenty of videos, and so it's a lot to take in. And again, we will also be, hopefully not too long in the future, sharing with you guys the UDL education toolkit that also provides a little more fleshing out around these topics.

Is there anything else that you want to make sure that people are aware of, Paladin, while we have the time?

MR. JORDAN: Absolutely. So I wrote it down. I'm looking for it now. Perception and comprehension, sustaining effort, I wrote down that those were the three areas that the participants felt they wanted to work the most on throughout their practice. And so I just wanted to do a quick review of those since we do have time. Bear with me while I go back in the presentation. I want to get us to a specific slide, perception.

All right. So I want to say perception had the highest rate of people wanting to embed it. Perception is the idea that work to provide your students with as many representations of the knowledge as possible. And so, again, this webinar is a perfect example of that. We're not just talking on the phone.

We have a visual representation of the presentation in front of us for individuals who are visual learners. There are graphics in the presentation. Or wait. Are there? Right. There's a couple of graphics in the presentation to help people who like graphics. There is the transcript here at the bottom for individuals who process the best through reading.

And so, again, no matter if you're construction, transition, classroom, what have you, how are we providing multiple representations of important information or our learners to download? There is not a right or wrong for that.

I always just say there's not a right or wrong for that. I think sometimes we think, oh, if I provide a video, the students aren't learning or not real learning. UDL offers that we don't have to worry about that. The more we give students the tools they need to learn, the better or the higher quality their learning will be. We can't cheat someone's education. If we give them the tools, they will make the best of it.

What was another one? Comprehension was another one. And so for comprehension thinking of – for me this one is about really making sure that, while I have my understanding or my vision of what it means to know this topic, how can I take a step back so that students can really have ownership and have pride in them explaining to me what they understand in the way that makes the most sense for them?

So this can look like providing them technology to demonstrate their knowledge. This can look like – many times people use social media as a learning tool. This can look like having students do an interview or do some type of oral in front of the class, presentation that really encourages them to demonstrate their mastery different than whatever the normal way is in your space.

The normal way in construction would be something hands on, and so how am I giving them a new way to show comprehension in the vocational space? The normal way in the classroom is pen and paper. How am I giving them a new way or additional tools to show their comprehension?

Sustaining effort and persistence, I want to say that was further back. This one there's no right or wrong answer. This one I would ask that we give ourselves and students grace and understanding that, even as skilled adults, we struggle with sustaining effort and persistence.

I think that's the key is really just coming to an understanding that things can be challenging, and we – we may – academic space, so a learning content area is challenging. My natural inclination will be to push it away and to not want to engage with it. So how are we as educators already coming into it understanding that and already coming into it with some type of plan to support the students through that challenge?

I will wrap with – and I'm going to take us back towards the end because there's important resources there. I will wrap with the easiest way for me to – I'm sorry. The easiest way for me to think of UDL is, if you were to put your – both hands up, you have ten fingers in front of you. If you were to wiggle your pinkie on your left hand and your pinkie on your right hand, both of those students learn drastically differently.

If you were to imagine that every finger represents a different student with a different background, different strengths and weaknesses, UDL suggests, OK, Monday focus on your left pinkie as a student. How would that student learn? How can I make onramps for that student? Tuesday focus on the next finger and specializing for that student. Wednesday the next finger, specializing for that student.

If you were to continue to specialize your practice for each individual student every day, focusing on one student each day, you would be embedding UDL into your entire room because throughout the time of program, you would learn what – you would start to learn what was working for everyone and you'll start to embed that as the base, as the foundation for your practice, and UDL suggests everyone – (inaudible) – from that way.

Jenn, I'll turn it back over to you.

MS. SMITH: OK. Thank you. All right. Well, we haven't gotten any more questions. Definitely a few responses that we're needing to download the PowerPoint. Totally get that. Additionally, to help you take in more of the content and give some thought to how you can incorporate this or any of the nine domains into your teaching practice, we provided here some additional resources for you.

So again, all these are available with the PowerPoint. All these will be shared as part of the UDL education toolkit that we're working on. So a lot of good information in this – all these resources. So it's definitely sort of a deep dive in this – (inaudible) – for it. So we understand it's going to take a little time to think about what more you want to know about UDL.

In the meantime, we do want to of course point you guys towards the next in-person and virtual events happening. So the next webinar will be about a month from now, August 6, part of our standard monthly webinar series.

And that's really going to cover what we call a day in the life of a DOL YouthBuild job developer right down to the placement specialist or career specialist but really this webinar will be focused on sort of a deep dive into what that job description entails and the different facets of that role over the different facets of the grant and where the participants are at various times. So it should be a good one.

And then also we do want to point out to you guys that the in-person training is still open and available for registration. This is for the OSHA 510 and 500 series, and that will be taking place in Gallatin, Tennessee in August. So please look for registration e-mails related to those events if you want to attend them.

Finally, I want to make sure that you have the contact information for Paladin. If you have any specific follow-up questions, I'm sure he'd be happy to work with you on those. And then of course my contact information. If you have more general YouthBuild related questions, we always want to make sure you have that as well. All right. Well, doesn't look like there are any further questions. So at this point we will thank everyone for their time, and thank you, Paladin.

MR. JORDAN: Thank you, everyone.

MS. CASERTANO: All right. Great.

(END)