** A Volunteer’s Introduction to Universal Design for Learning Reflection Form**

As you complete this reflection form, you will need access to the [video](https://youtu.be/ExM-mUIWm8g) and the [slides](https://www.literacymn.org/sites/default/files/uploads/Training/Video%20Reflections/A%20Volunteers%20Introduction%20to%20Universal%20Design%20for%20Learning.pptx). Use the timestamps listed below to help you find the moments in the video where you may wish to pause to give yourself time to respond to the questions.

1. **Warm Up**  
   Find a door handle in your space and do one of the following:
   1. Take a photo of the door handle to attach to your reflection sheet.
   2. Write a description of the door handle’s shape:  
      Click or tap here to enter text.
   3. Sketch the door handle in the space below:
2. **Variability Beyond Disability**
   1. What medium do you best express yourself in? (For example, writing, speaking, painting dancing, etc.)  
      Click or tap here to enter text.
   2. Name two other dimensions of learner variability in addition to disability. This could be variability you have seen in your adult education classroom or remember from your time as a student.   
      Click or tap here to enter text.
3. **UDL Categories in a Sample Lesson**  
   List the components of the English Unlocked Vocabulary Review lesson in each UDL category.
   1. Representation components: how does this lesson present content? Click or tap here to enter text.
   2. Action & Expression components: what does the learner have to do in this lesson to engage with the content?  
      Click or tap here to enter text.
   3. Engagement components: how does this lesson inspire interest? How does this lesson demand persistence?  
      Click or tap here to enter text.
4. **Multisensory instruction**   
   Complete part **A** or **B**. We recommend **A** if you are working with beginning literacy/literacy level learners.
   1. Watch the [Orton Gillingham phonics lesson video](https://www.youtube.com/watch?v=dLpljcgV1hA) on YouTube. Record all the ways you see the lesson engage the learners’ senses in the chart below.

|  |  |
| --- | --- |
| Sight | Click or tap here to enter text. |
| Sound | Click or tap here to enter text. |
| Touch | Click or tap here to enter text. |
| Movement | Click or tap here to enter text. |
| Other | Click or tap here to enter text. |

* 1. Watch the [Total Physical Response vocabulary lesson video](https://www.youtube.com/watch?v=BR37oAnUVvE) on YouTube. Record all the ways you see the lesson engage the learners’ senses in the chart below.

|  |  |
| --- | --- |
| Sight | Click or tap here to enter text. |
| Sound | Click or tap here to enter text. |
| Touch | Click or tap here to enter text. |
| Movement | Click or tap here to enter text. |

1. **Practice Modeling Choices**  
   For either the math or English Language Arts choice board, write a short script you could use to model choosing which activity to complete.   
   Click or tap here to enter text.
2. **Built-In Accessibility Tools**   
   Try at least one tool on your phone. Take screenshots of the results (see the last row for instructions) and attach them to your reflection form.

|  |  |  |
| --- | --- | --- |
| Accessibility feature | iPhone | Android |
| Magnification | [Magnifier](https://support.apple.com/en-us/HT209517) | [Magnification](https://support.google.com/accessibility/android/answer/6006949?hl=en) |
| Text to speech | [Spoken Content](https://support.apple.com/guide/iphone/spoken-content-iph96b214f0/ios) | [Select to Speak](https://www.lifewire.com/use-google-text-to-speech-on-android-4767200) |
| Dictation | [Dictation](https://support.apple.com/en-us/HT208343) | [Gboard](https://support.google.com/gboard/answer/2781851?hl=en&co=GENIE.Platform%3DAndroid) |
| Customized reading display for web browser | [Safari Reader View](https://www.makeuseof.com/how-to-use-reader-view-in-safari/) | [Chrome Simplified Reader](https://browserhow.com/how-to-enable-reader-simplified-view-mode-in-chrome-android/) |
| How to take a screenshot | [iPhone screenshot](https://support.apple.com/en-us/HT200289) | [Android screenshot](https://support.google.com/android/answer/9075928?hl=en) |

1. **SWBAT Practice**
   1. Finish the SWBAT statement for the English Unlocked Before We Read Lesson:   
      We will learn Click or tap here to enter text.
   2. What was the goal for the last lesson you worked on with your learners? Be sure to phrase it in language you could use with learners. (You can skip this question if you haven’t started working with learners yet.)  
      Click or tap here to enter text.
2. **Wrap Up**   
   For each of the PANDA principles, identify one strategy or suggestion relating to that principle that we went over in this video.
   1. Create a welcoming environment. Click or tap here to enter text.
   2. Provide clear expectations. Click or tap here to enter text.
   3. Present a variety of instructional methods and materials. Click or tap here to enter text.
   4. Allow a variety of methods to demonstrate knowledge. Click or tap here to enter text.
   5. Use technology to enhance learning opportunities. Click or tap here to enter text.
3. **Submission Instructions**   
   To receive credit for this training, email your completed reflection form to:
   1. Your coordinator at the literacy program where you volunteer, **and**
   2. Literacy Minnesota Tutor Training Coordinator Meghan Boyle: [mboyle@literacymn.org](mailto:mboyle@literacymn.org).

And fill out the evaluation form for this training: <https://www.surveymonkey.com/r/7YVBMC6>

Thank you!