



Department
of Labor

Webinar Recording | Resources | Slides

Topic: **Leveling the Playing Field: Introduction to Universal Design of Learning for WIOA Youth Programs**

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Recording: At dews.webex.com choose “Webex Training” from the triple bar icon. In the upper left corner, go to “View session recordings.” Search the workshop topic. Select “View” for the recording. When prompted, enter “Careers” for the password.

Description: This webinar will offer practical strategies to promote inclusion, access, and engagement of all youth, with and without disabilities, through the principles of Universal Design for Learning (UDL).

UDL is a framework that uses flexible ways to access and approach learning to best engage participants. Workforce Innovation and Opportunity Act (WIOA) programs serve a variety of youth with barriers and are expected to help them achieve academic, career, and leadership potential. UDL recognizes that many barriers to successful participation and achievement arise from the methods and materials we use in working with diverse youth.

UDL offers tools to help us make the ways we work with youth more relevant to their lived experiences, usable to their learning differences, and effective for evaluating their progress.

Pre-webinar video to watch: [Advocating for Universal Design by Jennefer Rousseau](#) (the video discusses UDL with examples from the field of education; however, it applies to programs serving individuals with barriers)

Pre-webinar reading: [Universal Design Learning Guidelines](#)

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Leveling the Playing Field: Introduction to Universal Design of Learning (UDL) for WIOA Youth Programs

General Resources

- [Leveling the Playing Field: Introduction to Universal Design of Learning for WIOA Youth Programs Webinar](#) – PowerPoint of the Webinar with notes (July 2018).

UDL Resources

- [Universal Design \(UD\) Webinar on Workforce GPS](#) –To learn more about UD as a vehicle to apply “design thinking”.
- [Universal Design of Learning \(UDL\) Overview](#) – Information about UDL guidelines and an introduction video. Also, contains an easy to follow, interactive diagram of the principles of UDL with links details on each principle.
- [UDL Examples](#) – Includes examples of applying UDL Principles to the WIOA youth program.
- [UDL Signage Tips](#) – Guide created by the National Disability Authority on how to make your signs more universally accessible.
- [Why We Need Universal Design Video](#) – Michael Nesmith, a Creative Designer for amazon discusses the reasons why Universal Design is necessary.

Technology Resources

- [Too Many Apps for That](#) – Webinar with profiles about many app options for working with youth.
- [Daylio App](#) – App for youth to journal their feelings and track behaviors. It is also customizable.

Education Resources

- [Practitioner's Playbook For Applying Behavioral Insights to Labor Programs](#) – A report on improving the performance and outcomes of DOL programs through behavioral science that complements UDL principles.

Universal Design for Learning (UDL) Principles Examples for WIOA Youth Programs

Provide multiple means of **Engagement**

Examples

Provide options for: **Recruiting Interest (7)**

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| 7.1) Optimize individual choice and autonomy | 7.1) Allow for choice of completing a career exploration activity on paper or computer, alone, or in pairs |
| 7.2) Optimize relevance, value, and authenticity | 7.2) Teach budgeting by asking youth to provide the items they want to include in their budgets, for example, concert tickets, sneaker, Dunkin' Donuts etc. Using their language is key to bringing relevancy and authenticity |
| 7.3) Minimize threats and distractions | 7.3) Creation of meeting routines (meet in the same room, sit in the same chairs, start with sign-in sheet and a pre-view of the goals for the meeting) |

Provide options for: **Sustaining Effort & Persistence (8)**

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| 8.1) Heighten salience of goals and objectives | 8.1) Revisit and remind youth of goals through different mediums; a letter to themselves in one month, then revisit again by creating a vision board etc. to keep them engaged in their goals with creative update of ISS |
| 8.2) Vary demands and resources to optimize challenge | 8.2) Increase the challenge of interview preparation materials. Start with a video, then in your next encounter move to a reading, a game or role-play and finally end with mock interview or fish bowl group session |
| 8.3) Foster collaboration and community | 8.3) Have alumni or peers visit your session and sit with youth through an activity, then allow for time for group reflection and engagement with the alumni |
| 8.4) Increase mastery-oriented feedback | 8.4) Structure feedback on completing a basic skills assessment around their efforts and areas of improvement rather than right or wrong answers |

Provide options for: **Self-Regulation (9)**

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| 9.1) Promote expectations and beliefs that optimize motivation | 9.1) Engage in frequent self-reflection, at the end of each meeting ask the youth how they felt about the activity, what they enjoyed or think they need to work on and help them develop strategies and action plans to do so |
| 9.2) Facilitate personal coping skills and strategies | 9.2) Help youth build strategies for dealing with anxiety in social settings, such as breathing or quiet meditation techniques. Provide real world examples and practical strategies. Continue to build and practice and check in on how they are working |
| 9.3) Develop self-assessment and reflection | 9.3) Create a chart with the youth where they can assess and chart their experiences in self-regulation (e.g. drank water or counted to 10 instead of saying angry words) and incorporate this into your check in conversations |

Examples

Provide multiple means of **Representation**

Provide options for: **Perception (1)**

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| <ul style="list-style-type: none"> 1.1) Offer ways of customizing the display of information 1.2) Offer alternatives for auditory information 1.3) Offer alternatives for visual information | <ul style="list-style-type: none"> 1.1) Use different visual displays for information such as: different size of text, or slowing down the speed of a video, use color to emphasis certain pieces of text 1.2) Include transcripts or closed captions when watching a video 1.3) Provide access to text to speech software (such as an app on a phone) or facilitate a read-a-loud group activity |
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Provide options for: **Language & Symbols (2)**

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| <ul style="list-style-type: none"> 2.1) Clarify vocabulary and symbols 2.2) Clarify syntax and structure 2.3) Support decoding of text, mathematical notation, and symbols 2.4) Promote understanding across languages 2.5) Illustrate through multiple media | <ul style="list-style-type: none"> 2.1) Pre-teach job interview vocabulary and acronyms before introducing the activities and ask youth what the terms remind them of and generate linkages to their prior knowledge 2.2) When working on career exploration with occupational profiles in CareerZone or JobZone clarify structure and terms such as skills, duties, tasks, etc. 2.3) Illustrate the budgeting concept with multiple forms such as a word problem, a graph, a chart 2.4) When creating information about how to open and use a bank account, use electronic translation tools or bilingual dictionaries with youth to define and pronounce new vocabulary/terminology in both the dominant and native languages 2.5) When working on a career pathways plan use a video to explain the concept and then work with the youth to find a method of representation (graph, picture board, timeline, comic strip) that they would like to use articulate their pathway |
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Provide options for: **Comprehension (3)**

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| <ul style="list-style-type: none"> 3.1) Activate or supply background knowledge 3.2) Highlight patterns, critical features, big ideas, and relationships 3.3) Guide information processing and visualization 3.4) Maximize transfer and generalization | <ul style="list-style-type: none"> 3.1) As you discuss the opportunities that adult mentoring can offer first ask the youth to use an idea web and activate their prior knowledge about what they think mentoring means 3.2) In encouraging youth to self-reflect on their leadership skills ask them several examples and non-examples of leadership in leaders, family or friend group 3.3) Create small and big step by step prompts on how to search for a job using JobZone, instead all the information written on one page or a slide 3.4) Revisit concepts and ideas (e.g. how much money bus fare will be to a job location) from your financial literacy conversations in your job search workshop |
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Provide multiple means of **Action & Expression**

Examples

Provide options for: **Physical Action (4)**

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| 4.1)Vary the methods for response and navigation | 4.1)Offer assessments on touchscreen alternatives like using a cell phone or creating a videorather than paper/pencil or desk tops |
| 4.2)Optimize access to tools and assistive technologies | 4.2)Teach shortcuts for copy and paste on a keyboard; Utilize assistive technology available at the Career Centers |

Provide options for: **Expression & Communication (5)**

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| 5.1)Use multiple media for communication | 5.1)When debriefing from a job shadow experience, allow the youth to relay their experience in conversation, a journal entry or by creating a video or dance. |
| 5.2)Use multiple tools for construction and composition | 5.2)Make calculators available during your budgeting workshop or paints and flip charts to draw the career pathways |
| 5.3)Build fluencies with graduated levels of support for practice and performance | 5.3)Have an adult mentor or another staff member re-examine the interviewing techniques you covered previously in their own way |

Provide options for: **Executive Functions (6)**

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| 6.1)Guide appropriate goal-setting | 6.1)Model how to set job search goals, and estimates of effort to reach them by sharing your programs goals and how you are pursuing them |
| 6.2)Support planning and strategy development | 6.2)After asking a question model and provide prompts to allow youth space to “stop and think.” To help build a support network of adults draw out circle of influence or flowchart to follow in emergencies. |
| 6.3)Facilitate managing information and resources | 6.3)Model how and when to use a monthly calendar for organizing appointments and obligations on a phone or on a paper calendar |
| 6.4)Enhance capacity for monitoring progress | 6.4)Help create and frequently revisit a skills or goals chart for preparing for high school equivalency to see representations of progress and self-monitoring and reflection |

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Syracuse University and Program Development Office



Give youth a fish, and you feed them for a day.

Teach youth to fish, and you feed them for a lifetime.



Give youth a fish, and you feed them for a day.

Teach youth to fish, and you feed them for a lifetime.

Teach them the Career Development Process



Give youth a fish, and you feed them for a day.

Teach youth to fish, and you feed them for a lifetime.

UDL is about how to best teach the Career Development Process so youth become expert learners



Comprehensive
Guidance &
Counselling \neq Case
management