Conduct a post interview with your subject.

1. Review the VAK & MI test results, and initial information collected in January and use it to advise your subject.
2. Apply your new knowledge to their learning behaviors.
3. Advise them for the following learning conditions: (1 point)
   a. Always ask the instructor to provide you with ___(VAK)___ input.
   b. Know your MI strengths & weaknesses and advocate for usage.
      i. Discuss how this will show up in class.
      ii. Identify how they can use these skills to enhance performance.
      iii. Identify how to compensate for weaker skills.
4. In what situation is performance a challenge?
   a. Which 2 graphic organizers could be utilized. Show them how.
5. Together identify one factor to discuss under each of the 3 UDL categories (See chart)
   a. Engagement = (List title & how the intervention can be applied.)
   b. Representation =
   c. Action & Expression =
6. Briefly reflect on the conclusion of both parties.

Example for #5:

**Representation** = Language & Symbols – Clarify syntax and structure

*When confused- Redesign instructions to include the basic concepts, which will make instructions easier to understand and follow. Show a model of the final product.*

Rubric:
- Appropriate content for each answer.
- #3 = 1 point, ½ point each
- #4 = ½ point
- # 5= 1.5 points, ½ point each
- 1pt. = All answers are accurate, coordinated and consistence with each other
- A total of 4 points

208B: #7 Assignment
Accommodations & UDL: Multiple Means of Representation & Engagement

9 points

pages

REVIEW THE RUBRIC BELOW
Revisit a previous lesson plan that you have created - ideally the one you’ve been working with throughout this course.

1. Find **two sections** where you could add **multiple means of representation**. Number each of the UDL strategies. **Show these UDL revisions in BLUE font.**
   Consider all instruction, including direct instruction, the presentation of new information, the review of previously covered information, and how information is displayed.

2. Find **two sections** where you could add **multiple means of engagement**. Number each of the UDL strategies. **Show these UDL revisions in ORANGE font.**
   Consider how you are recruiting interest, motivation, persistence, effort, and enthusiasm in your students.

**PLEASE NOTE:** For this assignment, you may not copy a lesson plan from an online source. We want you to demonstrate that YOU can create multiple means of expression for your students.

**RUBRIC:**
Each of the **four sections** will be graded on this rubric for a total of **eight points**.

<table>
<thead>
<tr>
<th>UDL 1 &amp; 2: Engagement</th>
<th>0 points x 2</th>
<th>1 point x 2</th>
<th>2 points x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing / does not include multiple means of representation</td>
<td>2 means of expression and/or underdeveloped strategies for representation</td>
<td>3+ means of expression and/or appropriately developed strategies for representation</td>
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</tr>
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<table>
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<tr>
<th>UDL 3 &amp; 4: Representation</th>
<th>0 points x 2</th>
<th>1 point x 2</th>
<th>2 points x 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Missing / does not include multiple means of representation</td>
<td>2 means of expression and/or underdeveloped strategies for student representation</td>
<td>3+ means of expression and/or appropriately developed strategies for student representation</td>
<td></td>
</tr>
</tbody>
</table>

**Total of 8 points**