Effectively Accommodating Students with Disabilities

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www.cds.hawaii.edu
CDS was established in 1988 as the Hawai‘i University Affiliated Program, and is a charter member of a National Network of University Centers, the Association of University Centers on Disability (AUCD)

A Center of Excellence in Education, Research, and Service

The CDS mission is to promote diverse abilities across the lifespan through interdisciplinary training, research, and service
Core funding from the Federal Administration on Developmental Disabilities

Interdisciplinary Graduate Certificate in Disability and Diversity Studies (all online)
WHAT IS A DISABILITY?

- Take a moment and think about this. Write on a piece of paper three (3) words or phrases that come to mind when you hear the word “disability.”
- Share some of these words/phrases.
- When hearing all these words/phrases what’s your reaction?
- Do you have any different thoughts now about what a disability is?
LET'S TAKE A LOOK AT DISABILITY

When we first think about someone with a disability we may focus on:

- A person who is deaf
- A person who is blind
- A person who uses a wheelchair or motorized scooter
- Telethons
- Learning Disabilities

Disability takes many forms.
COMMONLY ACCEPTED DEFINITIONS OF DISABILITY

Disability as defined by Section 504 of 1973 Rehabilitation Act and the 1990 Americans with Disabilities Act:

- A physical or mental impairment that substantially limits one or more life activities.
- A record of such impairment.
- Being regarded as a person with a disability even if no limitation exists.
The United Nations estimates there are 650 million people with disabilities in the world. US estimates range around 50+ million people in the United States with a disability today.

Why are there only estimates?
In 2007, only 18.1% of working age IWDs had bachelor or higher degrees compared to 30.4% of individuals of working age without a disability.

For people aged 21 to 64, only 44% of people with disabilities are employed, compared with 80% of non-disabled people in Hawai`i.

“Breaking Barriers”

A cartoon image of a man in a wheelchair, simulating a bulldozer, bulldozing construction of a brick wall, a house structure, a ladder, and an entire toilet out of his path.
Many students, including individuals with disabilities are not succeeding in the postsecondary environment. Here are some suggestions for accommodation.
Vision loss
Hearing loss
Mobility loss

Mobility
Hidden Disabilities

Disabilities

Sensory

Learning Disability (LD)
Traumatic Brain Injury (TBI)
Autism
ADD/ADHD
Psychiatric Disability
Chronic Illness

Second language learners
Returning /older learners

Diverse Learners

Socioeconomic
Cultural

Ethnic Diversity
Academic standards still apply—everything in this presentation is a means to assist all students, including students with disabilities, do better academically and meet academic standards.
Universal Design for Learning (UDL) in Education

UDL Framework
- designs and implements curricula that enables all individuals to gain knowledge

UDL Supports
- UDL supports learning and reduces barriers to the curriculum

UDL Best Practices
- proactively meets the needs of diverse learners

Learners have diverse strengths and challenges.
**Guided Notes:**
Handouts that guide students through lecture.

- 1. Leave out key facts
- 2. Insert cues
- 3. Leave plenty of space to write
- 4. Include additional resources
**Guided Notes**

1. The _______ _________ is a theoretical framework for understanding how people:
   - Acquire new skills
   - Become _____ in these skills
   - Generalize these skills to new _______________ or settings
   - Adapt the skills to match the requirements of new circumstances

**Complete Notes**

1. The *Instructional Hierarchy* is a theoretical framework for understanding how people:
   - Acquire new skills
   - Become *fluent* in these skills
   - Generalize these skills to new *situations* or settings
   - Adapt the skills to match the requirements of new circumstances

*(Haring, et al., 1978)*
How would you arrange the steps in the word cloud to make sense using a graphic organizer?
Organized Thoughts

EVOLUTIONARY PROCESSES

DRIFT
random
within small populations

SELECTION
directional
diversifying
normalizing

FLOW
point
between populations

MUTATION
chromosomal

(D. Applegate, CAL)
**Pause Procedure**: Short 1-2 periodic breaks to reflect, review, or discuss content.

1. Can be independent to review notes.
2. Can be in groups for discussion.
3. Can be used for simple breaks non-content related.
<table>
<thead>
<tr>
<th>Learners</th>
<th>Large Print/clear font (New Times Roman 12pt)</th>
<th>Use of graphics to depict written text</th>
<th>Text-to-speech/html conversion</th>
<th>Descriptive Narrative videos and/or Descriptive text of images</th>
<th>Text Captioning</th>
<th>Sign language access-ibility</th>
<th>Clear and concise language</th>
<th>Few Navigation links/accessible location/Hot or Shortcut Keys</th>
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<td>Speech mobility</td>
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Accessibility Online

- **Web Sites**
  - Follow W3C – WAI guidelines

- **Synchronous web conferencing**
  - Elluminate
Questions?
General Information About Universal Design for Learning

- Center for Applied Special Technology (CAST) [www.cast.org](http://www.cast.org)
- TRACE Research Center [http://trace.wisc.edu/about](http://trace.wisc.edu/about)
  - Dive Into Accessibility [http://www.diveintoaccessibility.org](http://www.diveintoaccessibility.org)
Universal Design in Postsecondary Education

- Students with Disabilities as Diverse Learners Project [www.ist.hawaii.edu](http://www.ist.hawaii.edu)
- Renton Technical College [http://webs rtc.edu/ii/dsdp.html](http://webs rtc.edu/ii/dsdp.html)
- Equity and Excellence Project [www.eeonline.org](http://www.eeonline.org)
- DO-IT Project [www.washington.edu/doit](http://www.washington.edu/doit)
- Faculty Ware [http://www.facultyware.uconn.edu/](http://www.facultyware.uconn.edu/)
- **Learning Style Inventories**
  - [www.usd.edu/trio/tut/ts/style.html](http://www.usd.edu/trio/tut/ts/style.html)
  - [www.engr.ncsu.edu/learningstyles/ilsweb.html](http://www.engr.ncsu.edu/learningstyles/ilsweb.html)

- **Web Accessibility**
  - WebAIM [http://www.webaim.org](http://www.webaim.org)
  - Power point Accessibility
  - [10 Steps to Consider for an Online Course](http://www.w3.org/WAI)
  - WWC3 [http://www.w3.org/WAI](http://www.w3.org/WAI)
OTHER HIGHER EDUCATION INSTITUTIONS USING UDL

San Francisco State University

http://ctfd.sfsu.edu/universal-design-for-learning-online-training-module.htm

St. Clair County RESA

http://www.sccresa.org/toolsforschools/curriculumresources/udlresources/
Universal Design for Learning Resources

- Center for Applied Special Technology [www.cast.org/](http://www.cast.org/), site devoted to UDI
- Faculty and Administrator Modules in Higher Education: [http://www.oln.org/ILT/ada/Fame/udl/f2_11_145.htm](http://www.oln.org/ILT/ada/Fame/udl/f2_11_145.htm), Ohio State’s site devoted to UDI for faculty and administrators
- Faculty Ware: [www.facultyware.uconn.edu/](http://www.facultyware.uconn.edu/), U. of Connecticut’s site devoted to UDI for faculty
- Students with Disabilities as Diverse Learners: [http://www.ist.hawaii.edu](http://www.ist.hawaii.edu), many UDL resources
- Zeff, R. “Four Ways to Incorporate Universal Design for Learning into Your Assignment Instructions:” [http://gwired.gwu.edu/dss/Newsletters/Fall05UDL/](http://gwired.gwu.edu/dss/Newsletters/Fall05UDL/)
Universal Design for Learning
Resources

- Center for Applied Special Technology [www.cast.org/](http://www.cast.org/), site devoted to UDI
- Faculty and Administrator Modules in Higher Education: [http://www.ohn.org/ILT/ada/Fame/udl/f2_11_145.htm](http://www.ohn.org/ILT/ada/Fame/udl/f2_11_145.htm), Ohio State’s site devoted to UDI for faculty and administrators
- Faculty Ware: [www.facultyware.uconn.edu/](http://www.facultyware.uconn.edu/), U. of Connecticut’s site devoted to UDI for faculty
- Students with Disabilities as Diverse Learners: [http://www.ist.hawaii.edu](http://www.ist.hawaii.edu), many UDL resources
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