"Effectively Accommodating Students with Disabilities"

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ABOUT CDS

- CDS was established in 1988 as the Hawaiʻi 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

ABOUT CDS

- 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 activity.

⊙A record of such impairment.

⊙Being regarded as a person with a disability even if no limitation exists.
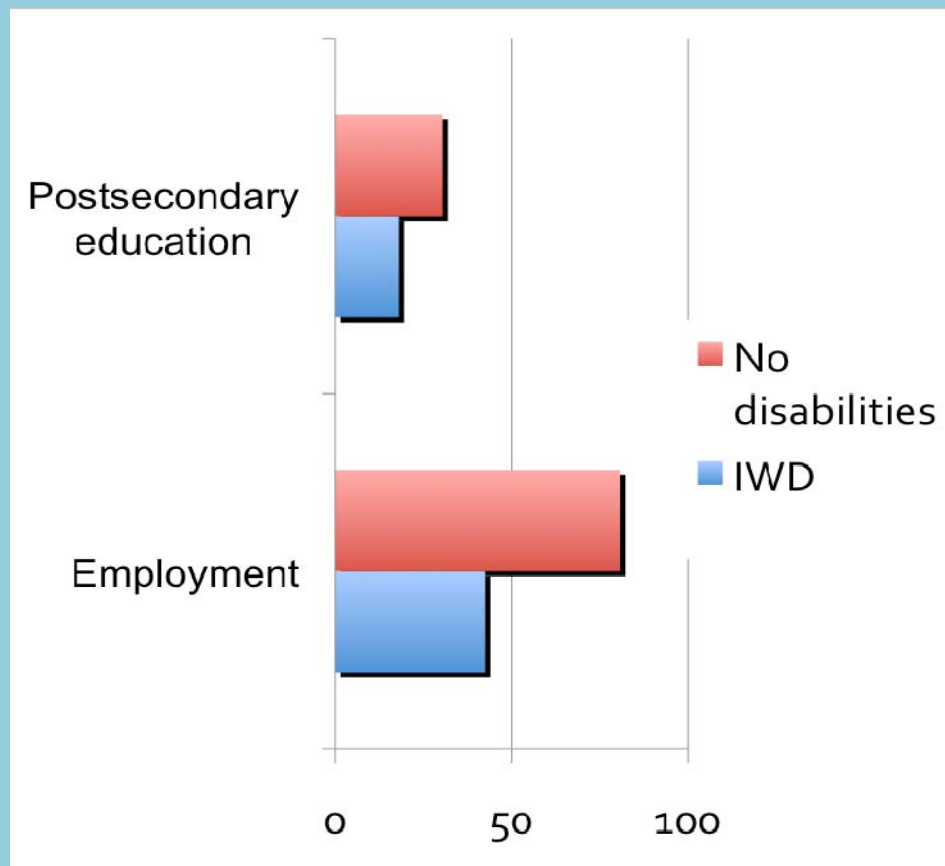
STATISTICS

The United Nations estimates there are 650 million people with disabilities in the world.

US estimates range around 50+ million people in the United Stated with a disability today.

Why are there only estimates?

SOME POSTSECONDARY & WORK STATISTICS

- 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.
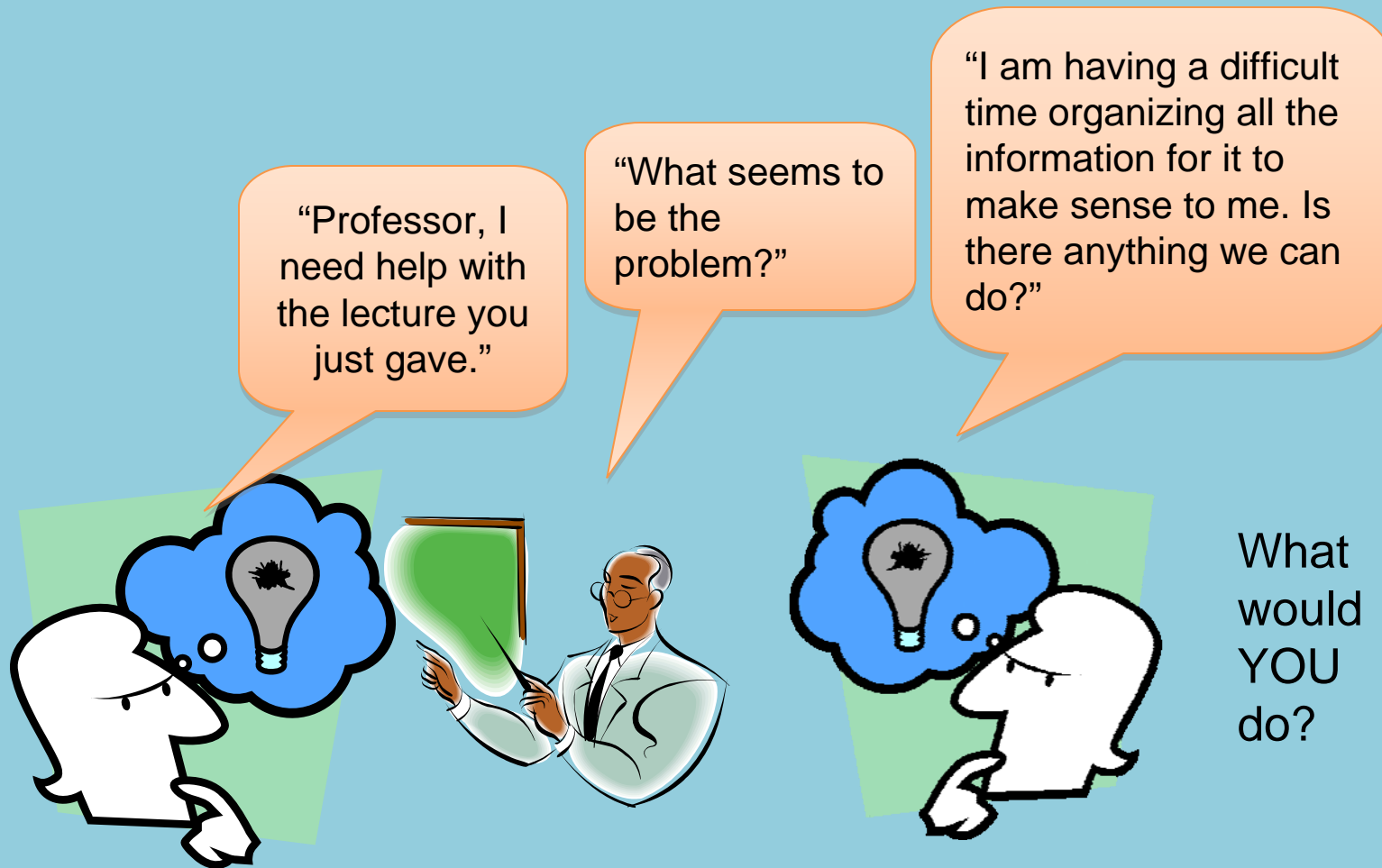

Source: Research and Training Center on Disability Demographics and Statistics (2008), Retrieved September 18, 2009, from http://www.ilr.cornell.edu/EDI/p-srrtc.cfm

"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.

Scenario

"Professor, I need help with the lecture you just gave."

"What seems to be the problem?"

"I am having a difficult time organizing all the information for it to make sense to me. Is there anything we can do?"

What would YOU do?

Many students, including individuals with disabilities are not succeeding in the postsecondary environment. Here are some suggestions for accommodation.
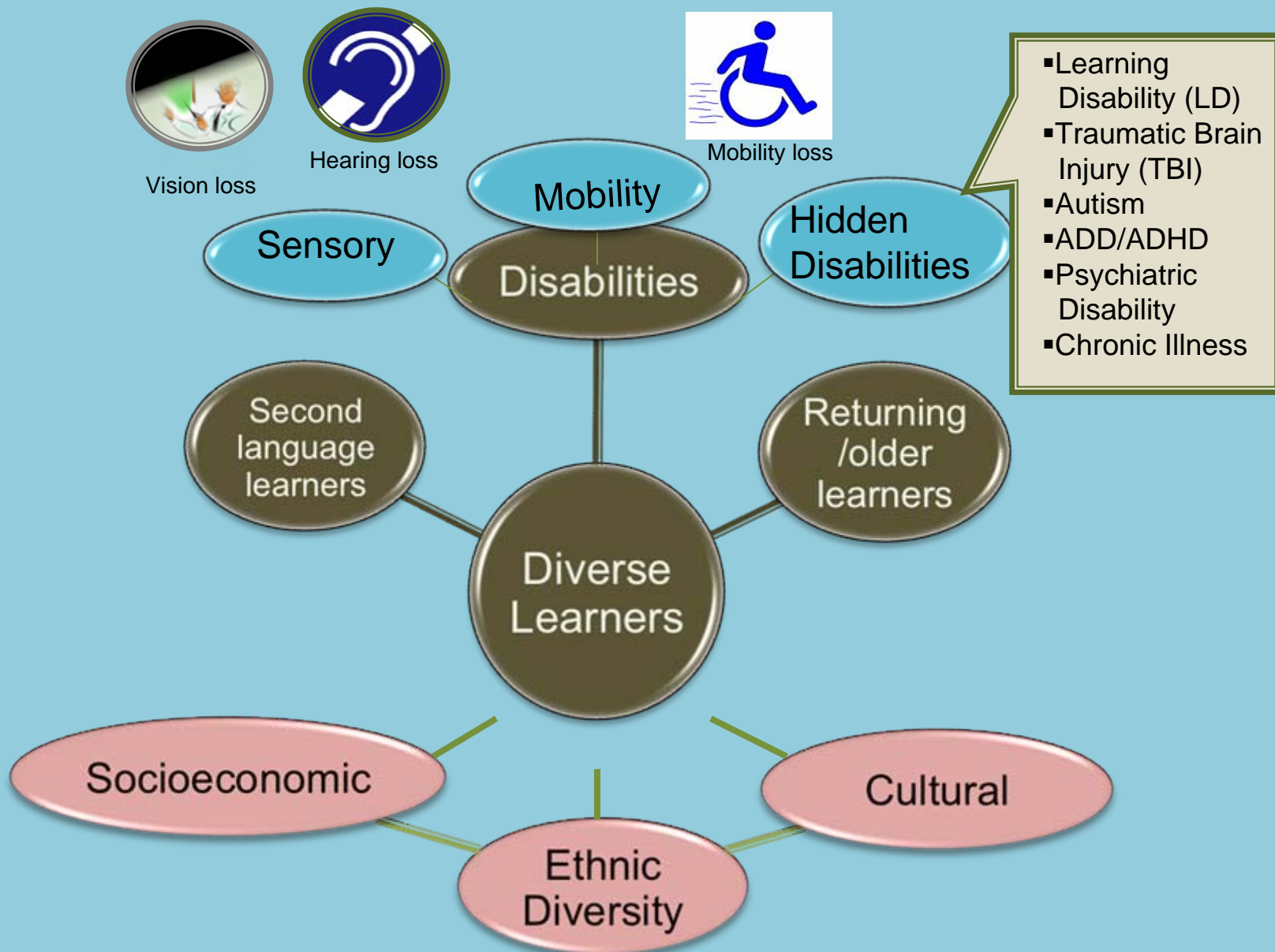
Vision loss

Hearing loss

Mobility loss

Mobility

Sensory

Disabilities

Hidden Disabilities

- 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

Standards

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	UDL Supports	UDL Best Practices
• designs and implements curricula that enables *all* individuals to gain knowledge	• UDL supports learning and reduces barriers to the curriculum	• 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

TOOLS:GUIDED NOTES

| Guided Notes	Complete Notes
I.The _____ _____ is a theoretical framework for understanding how people:	I. The *Instructional Hierarchy* is a theoretical framework for understanding how people:
· Acquire new skills	· Acquire new skills
· Become _____ in these skills	· Become *fluent* in these skills
· Generalize these skills to new _____ or settings	· Generalize these skills to new *situations* or settings
· Adapt the skills to match the requirements of new circumstances	· Adapt the skills to match the requirements of new circumstances

(Haring, et al., 1978)
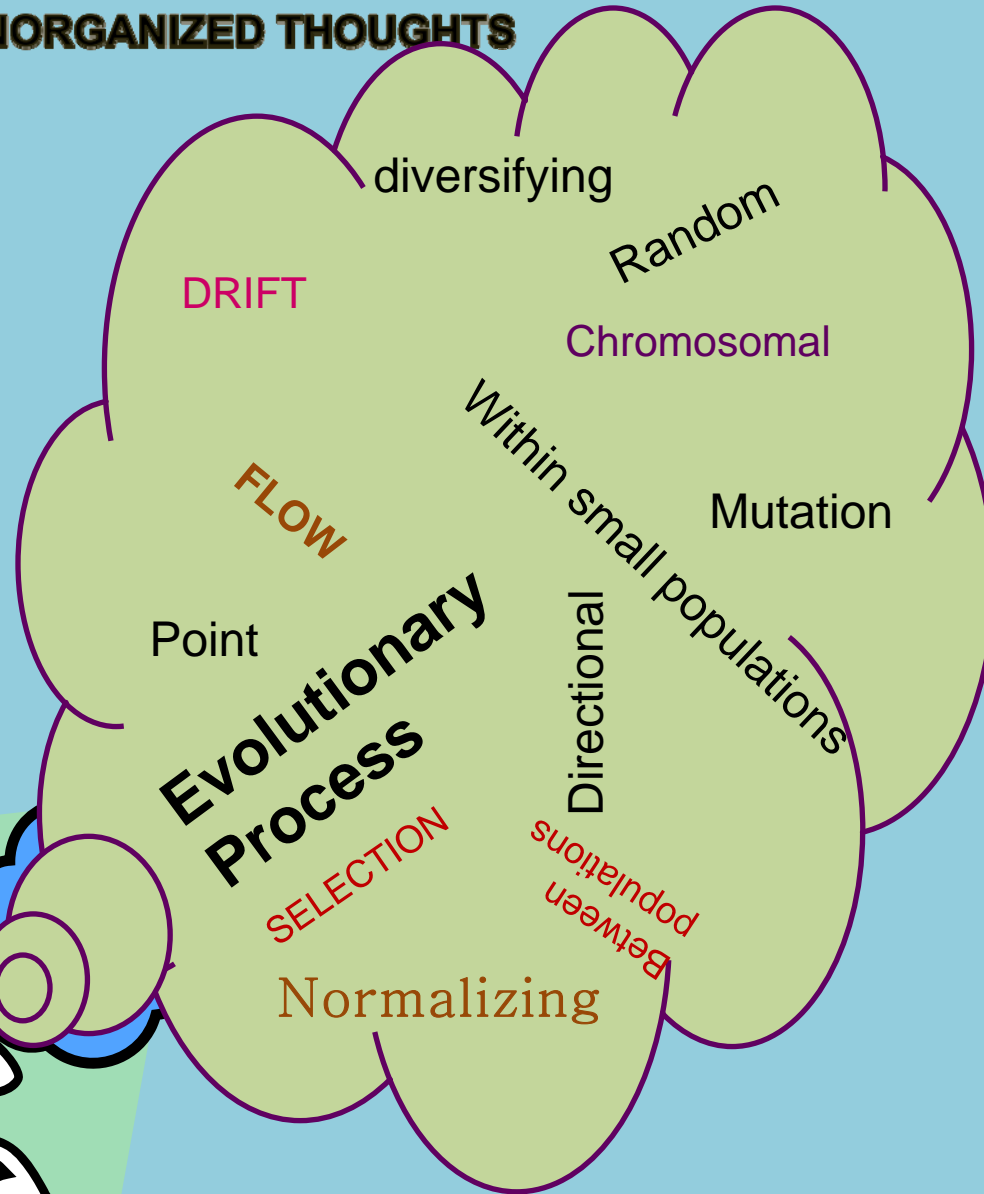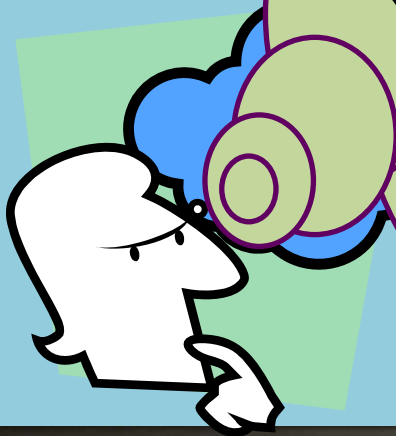
Organized Thoughts
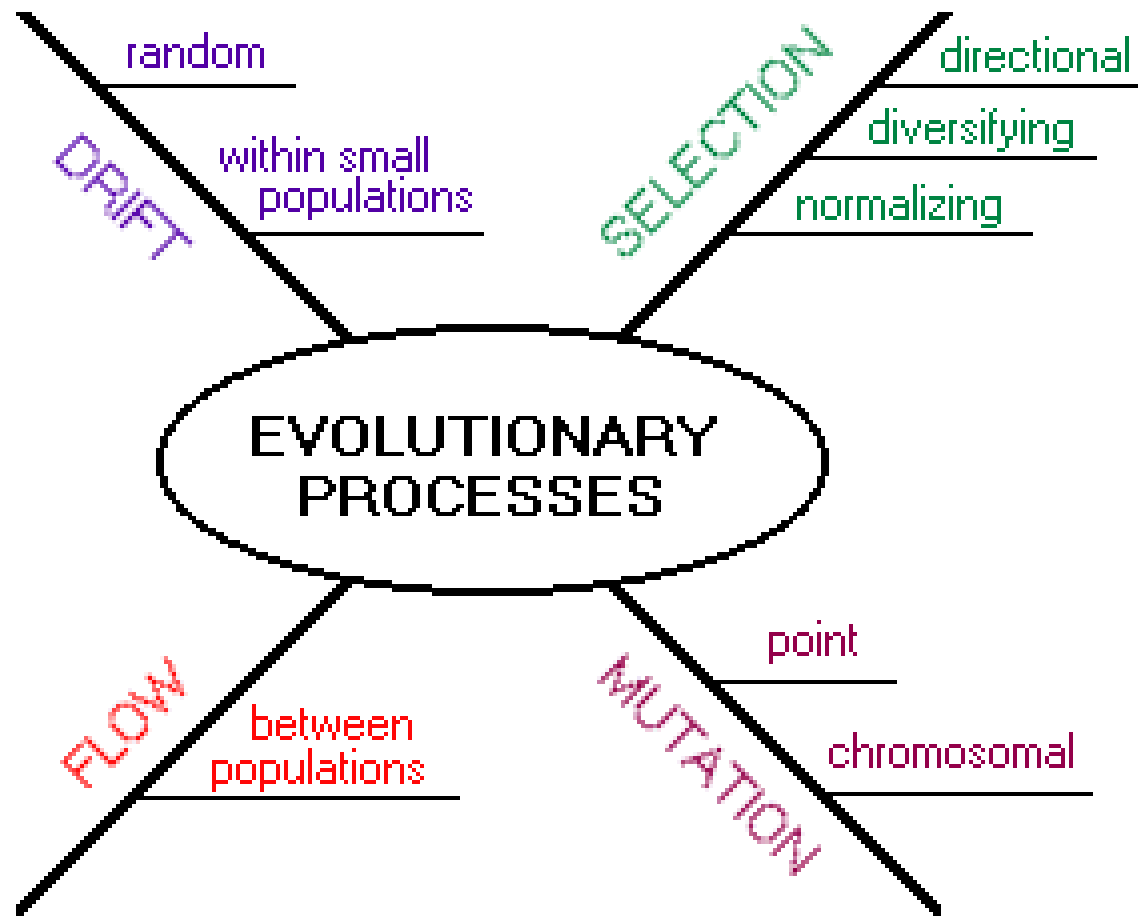
(D. Applegate, CAL)

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.

Applications

Learners	Large Print/ clear font (New Times Roman 12pt)	Use of graphics to depict written text	Text-to-speech/ html conversion	Descriptive Narrative videos and/or Descriptive text of images	Text Captioning	Sign language access -ibility	Clear and concise language	Few Navigation links/ accessible location/ Hot or Shortcut Keys
Hearing loss					X	X		
Vision Loss	X		X	X				
Mobility Loss								X
Learning Disability (dyslexia)		X	X				X	
Learning Disability (ADD/ ADHD)		X	X				X	X

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Audible / Location distractions	X			X	X		X	
Second Language learners		X	X		X		X	
Speech mobility			X			X		
Traumatic Brain injury (TBI)		X	X				X	X

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Returning/Older Student		X					X	
Diverse Culture/Ethnicity		X	X	X			X	
Visual learners	X	X			X		X	
Kinesthetic learners								
Auditory learner			X	X			X	

Accessibility Online

◉ Web Sites
- ▪ Follow W3C – WAI guidelines

◉ Synchronous web conferencing
- ▪ Elluminate

Questions?

FURTHER RESOURCES

General Information About Universal Design for Learning

- Center for Applied Special Technology (CAST) www.cast.org
- TRACE Research Center http://trace.wisc.edu/about
- National Universal Design for Learning Taskforce http://www.advocacyinstitute.org/UDL
- Dive Into Accessibility
- http://www.diveintoaccessibility.org
- PDF Accessibility
- http://www.alistapart.com/articles/pdf_accessibility

Universal Design in Postsecondary Education

- Students with Disabilities as Diverse Learners Project www.ist.hawaii.edu
- Renton Technical College http://webs.rtc.edu/ii/dsdp.html
- Equity and Excellence Project www.eeonline.org
- DO-IT Project www.washington.edu/doit
- Faculty Ware http://www.facultyware.uconn.edu/
- Book: Teaching Every Student in the Digital Age: Universal Design for Learning http://www.cast.org/teachingeverystudent/ideas/tes/

- **Learning Style Inventories**
  - www.usd.edu/trio/tut/ts/style.html
  - www.engr.ncsu.edu/learningstyles/ilsweb.html
- **Web Accessibility**
  - WebAIM http://www.webaim.org
  - Power point Accessibility
  - 10 Steps to Consider for an Online Course
  - WWC3 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/, site devoted to UDI

➤Ed Tech Solutions: Teaching Every Student: www.teachingeverystudent.blogspot.com/2007/01/free-technology-Curricular-for-udl-in-all_12.html, free technology-related resources

➤Faculty and Administrator Modules in Higher Education:http://www.oln.org/ILT/ada/Fame/udl/f2_11_145.html,Ohio State's site devoted to UDI for faculty and administrators

➤Faculty Ware: 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, many UDL resources

➤Zeff, R. "Four Ways to Incorporate Universal Design for Learning into Your Assignment Instructions:" http://gwired.gwu.edu/dss/Newsletters/Fall05UDL/

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- DO-IT Project www.washington.edu/doit
- Faculty Ware http://www.facultyware.uconn.edu/
- Book: Teaching Every Student in the Digital Age: Universal Design for Learning http://www.cast.org/teachingeverystudent/ideas/tes/

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