

***So you know your content,
do you know your students?***

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Overview

- Objectives
- Questions to Consider
- What is Diversity?
- Common Paradigms of Disability
- Universal Design for Learning & Assistive Technology



To become more aware of disability perceived by various individuals/cultures and understands the concept of disability as a part of culture,

Objectives

- To reflect on teacher and learner diversity and think about disability as diversity.
- To learn common paradigms of disability and understand how different paradigms shape one's definition of disability.
- To gain a beginning understanding of Universal Design for Learning and Assistive Technology to address diverse learners.

To become more aware of disability perceived by various individuals/cultures and understands the concept of disability as a part of culture,

Questions to Consider:

- Do you know the student and faculty compositions (e.g. gender, ethnicity, disability) of your college campus?
- What is your definition of diversity?
- How does your definition and awareness of diversity influence the way you teach? the way your students learn?
- What are ways to reach to all learners?

Before we go on and also throughout this presentation and throughout this course on multiculturalism and disability, think about

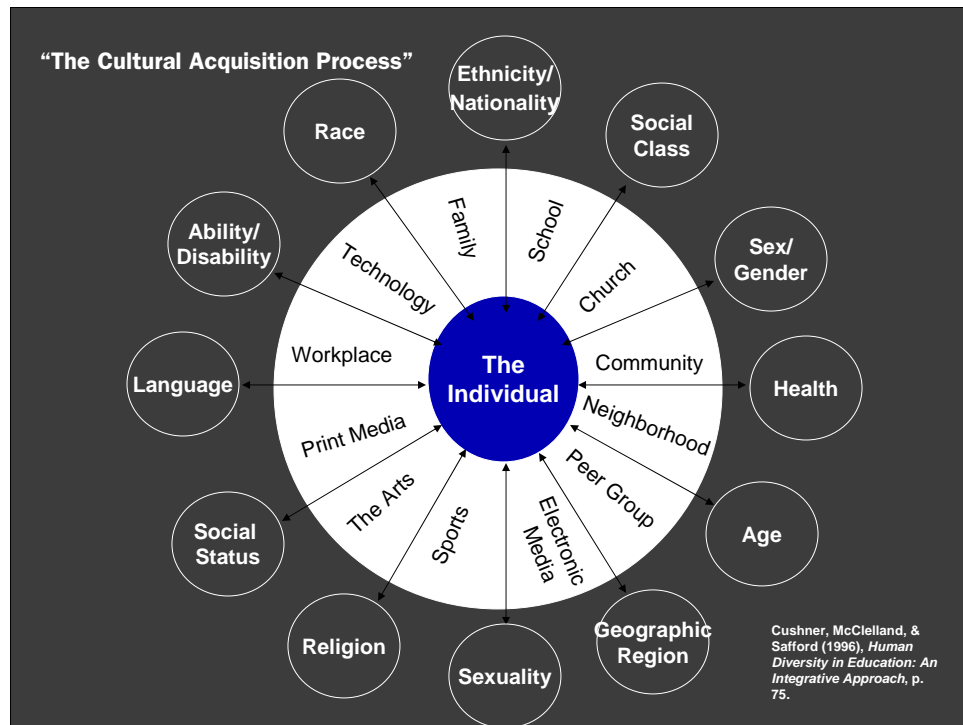
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It's important to consider – for example, when I'm in Japan and explain about what I do at CDS, it is difficult to explain.

What is Diversity?

To understand where your definition of disability is formed

In the dominant us, there are



Culture is learned and shared.

Yet, what is generally understood about the relationship between culture and disability is based predominantly in the cultures of the Western world. (western and Non-western- affects how people with disabilities are perceived, treated and receive services). Cross-cultural disability studies are at best limited. This is despite the fact that about 80% of all individuals with disability live in the Developing World.

Diversity of Challenges

- Lack of interest or engagement
- Returning/age
- Learning disabilities
- Sensory and physical disabilities
- Psychiatric disabilities
- Language barriers

Disability as Diversity

Common Paradigms Of Disability

To understand where your definition of disability is formed

In the dominant us, there are

Paradigms of Disability

- ◉ Medical Model
- ◉ Social Model
- ◉ Disability Culture/ Pride Model
- ◉ Story Telling Model
- ◉ Policy/Legal Model

A. Medical Model

Disability is located:

In an individual
(who is broken or sick
and needs fixing or curing)

Disability is defined as any restriction or lack of ability (resulting from an impairment) to perform an activity in the manner or within the range considered normal for a human being.

Disability is a stigma

Looks at disability as a medical condition

Disability is equated with problems (personal, political, social)

Disability is the fault of the person

Overcoming or fixing disability is the goal

Disability is a deficiency or abnormality.

Being disabled is negative.

Disability resides in the individual.

The remedy for disability-related problems is cure or normalization of the individual.

The agent of remedy is the professional.

B. Social Model

Disability is located:

In environment, which prevents people with disabilities from access to (for example):

Buildings
Communication
Education

The Social Model views disability as a consequence of environmental, social and attitudinal barriers that prevent people with impairments from maximum participation in society.

Ableism

Social construction

Problem lies with society and the environment, then society and environment must change

Political, cultural, historical experiences

Focus on the needs of the individual

Shame to pride

Disability is a difference

Being disabled, in itself, is neutral.

Disability derives from interaction between the individual and society.

The remedy for disability-related problems are a change in the interaction between the individual and society.

The agent of remedy can be the individual, an advocate, or anyone who affects the arrangements between the individual and society.

C. Disability Culture/Pride Model

Disability is located
In positive identity:

People with disabilities have forged a group identity. We share a common history of oppression and a common bond of resilience. We generate art, music, literature, and other expressions of our lives and our culture, infused from our experience of disability. Most importantly, we are proud of ourselves as people with disabilities. We claim our disabilities with pride as part of our identity. We are who we are: we are people with disabilities.

(Brown, *Movie Stars and Sensuous Scars*, 2003, pp. 80-81)

Examples of Disability Culture

- ◉ [Boys on Wheels](#)

http://www.youtube.com/watch?v=qMSrpZi_6WM&feature=related

- ◉ Fishing is Free by Jane Field

- ◉ Josh Blue

<http://www.joshblue.com>

D. Storytelling Model

Disability is located
Everywhere:

We all have so many stories to bear
Cry, laugh, sing, and despair;
how will our children learn and compare
if we're too timid to dare
to raise the flare
share that we care.

From, Steven E. Brown, "Tell Your Story"

E. Policy/Legal Model

Disability as Civil Rights

Section 504 of the 1973 Rehabilitation Act

The 1990 Americans With Disabilities Act



“Access is a civil right.”

PEOPLE WITH DISABILITIES FORMED A CIVIL RIGHTS MOVEMENT, INSPIRED BY THE 1960S

Activists argued that their isolation and segregation was not natural result of disability, but rather of physical and attitudinal barriers.

PICTURE

A group of protestors rallies in Washington, DC. A woman in the front with a wheelchair holds a sign that reads “Access is a civil right.” A man in a wheelchair next to her carries a sign that reads “We shall overcome.”

Disability Law

- Section 504 of the 1973 Rehabilitation Act
 - ✓ The first acknowledgment of disability discrimination
 - ✓ Agencies receiving federal funds may not discriminate on the basis of disability, including public schools and universities.



A demonstrator's sign at a New Jersey public transit accessibility protest illustrates the core civil rights issue for people with impairments: accessibility.

"I can't even
get to the back
of the bus."

PICTURE

A male demonstrator in a wheelchair has a sign attached to the back of it reading "I can't even get to the back of the bus, " to protest non-accessibility.

"No otherwise qualified [sic] individual with a disability in the United States shall, solely by reason of his/her [sic] disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

The 1990 Americans With Disabilities Act



- ◉ First comprehensive civil rights law that outlawed disability discrimination in public **and** private areas.
- ◉ Title II: People with disabilities have the right to access and participate in public programs and services in which people without disabilities participate, including attending YOUR class.
- ◉ Failure to provide accommodations is a form of discrimination.

The Americans with Disabilities Act of 1990 extends anti-discrimination legislation to all institutions of higher education regardless of whether or not the institution receives federal funds. This federal anti-discrimination statute became effective on January 26, 1992. The ADA provides comprehensive civil rights protection to individuals with disabilities in the areas of employment, public accommodations, state and local governmental services and telecommunications. The act contains five titles; Titles II through V apply specifically to students who attend postsecondary education:



Universal Design for Learning (UDL)

"Universal" does not imply a single optimal solution for everyone. Instead, it is meant to underscore the need for multiple approaches to meet the needs of diverse learners. UDL mirrors the universal design movement in architecture and product development. Think of speakerphones, curb cuts, and close-captioned television—all universally designed to accommodate a wide variety of users, including those with disabilities.

Let's Find Out...

How do you learn best?

Auditory/hearing?

Visual/seeing?

Kinesthetic/hands-on?

How do you teach?

Auditory/hearing?

Visual/seeing?

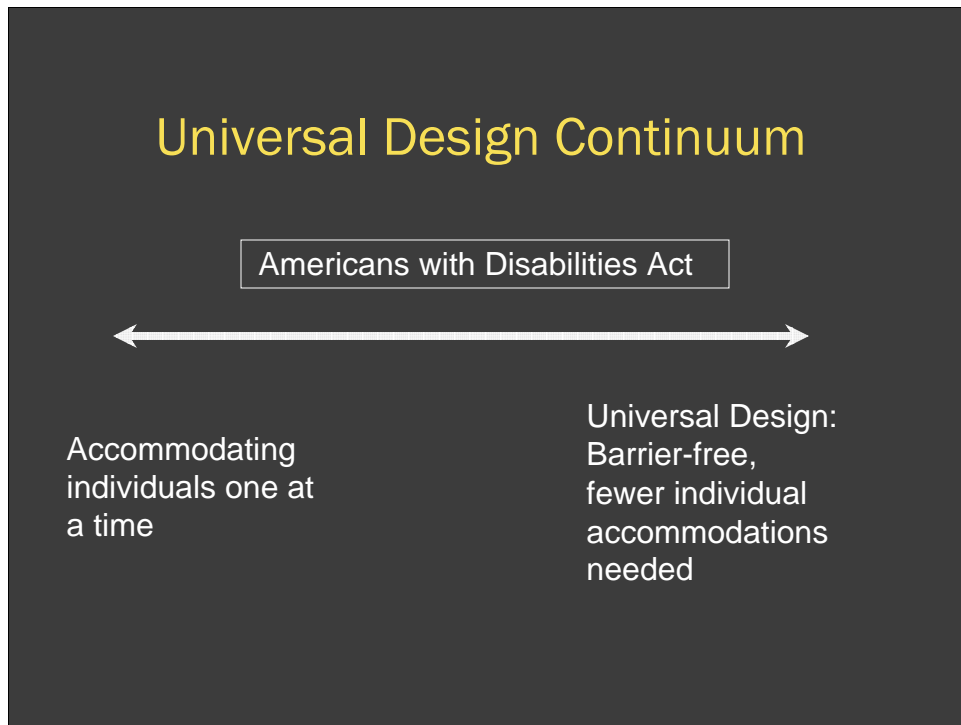
Kinesthetic/hands-on?

Research findings: WE TYPICALLY TEACH THE WAY WE LEARN BEST

THINK:

How might this affect student learning?





Diversification of instructional method

Diversification of instructional materials

Application of technology

"Universal" does not imply a single optimal solution for everyone. Instead, it is meant to underscore the need for multiple approaches to meet the needs of diverse learners. UDL mirrors the universal design movement in architecture and product development. Think of speakerphones, curb cuts, and close-captioned television—all universally designed to accommodate a wide variety of users, including those with disabilities.

Universal Design for Learning

“[Universal Design for Learning] UDL provides a blueprint for creating flexible goals, methods, materials, and assessments that accommodate learner differences.

‘Universal’ does not imply a single optimal solution for everyone. Instead, it is meant to underscore the need for multiple approaches to meet the needs of diverse learners.”

(CAST, www.cast.org)

Principles of UDL

- ⦿ Multiple means of representation
- ⦿ Multiple means of expression
- ⦿ Multiple means of engagement

Multiple means of representation, to give learners various ways of acquiring information and knowledge
lecture; video; reading assignments; knowledge sharing groups.

,Multiple means of action and expression, to provide learners alternatives for demonstrating what they know,

Options may include: presentations; papers; role playing; technology demonstrations; projects.

Multiple means of engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation.

One option might be to pull prior knowledge from students.

Universal Design for Learning Guidelines

I. Representation

Use multiple means of representation

1. Provide options for perception

- Options that customize the display of information
- Options that provide alternatives for auditory information
- Options that provide alternatives for visual information

2. Provide options for language and symbols

- Options that define vocabulary and symbols
- Options that clarify syntax and structure
- Options for decoding text or mathematical notation
- Options that promote cross-linguistic understanding
- Options that illustrate key concepts non-linguistically

3. Provide options for comprehension

- Options that provide or activate background knowledge
- Options that highlight critical features, big ideas, and relationships
- Options that guide information processing
- Options that support memory and transfer

II. Expression

Use multiple means of expression

4. Provide options for physical action

- Options in the mode of physical response
- Options in the means of navigation
- Options for accessing tools and assistive technologies

5. Provide options for expressive skills and fluency

- Options in the media for communication
- Options in the tools for composition and problem solving
- Options in the scaffolds for practice and performance

6. Provide options for executive functions

- Options that guide effective goal-setting
- Options that support planning and strategy development
- Options that facilitate managing information and resources
- Options that enhance capacity for monitoring progress

III. Engagement

Use multiple means of engagement

7. Provide options for recruiting interest

- Options that increase individual choice and autonomy
- Options that enhance relevance, value, and authenticity
- Options that reduce threats and distractions

8. Provide options for sustaining effort and persistence

- Options that heighten salience of goals and objectives
- Options that vary levels of challenge and support
- Options that foster collaboration and communication
- Options that increase mastery-oriented feedback

9. Provide options for self-regulation

- Options that guide personal goal-setting and expectations
- Options that scaffold coping skills and strategies
- Options that develop self-assessment and reflection

Examples of UDL Practices

Instructional Methods

Direct

- Structured overview
- Lecture
 - Pause Procedure

Indirect

- Student lead problem solving
- Case studies

Experiential

- Labs

- Practicum
- Role-playing

Independent

- One-on-one work with a student
- Assignments
- Independent studies

Interactive

- Debates
- Group Work
- Brainstorming

Instructional Materials

- Power Points
- Audio/visual
- Texts and Notes
- Group Work and Workshops

Application of Technology

- ◉ Electronic Note taking
- ◉ “How to” technology workshops
- ◉ Online research
- ◉ Electronic completion of class assignments
- ◉ Electronic exams
- ◉ Accessibility
 - some students use screen readers and other softwares
 - World Wide Web Consortium
 - <http://www.w3.org/WAI/>.
- ◉ Online materials
 - Online discussion
 - Online office hours
 - Video of class lectures

QUESTIONS & COMMENTS

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