

AT (ASSISTIVE TECHNOLOGY) LITERATURE:

- Students continue to lack access to AT. Postsecondary education institutions need to address this issue.
- There is often a mismatch between need and device.
- Teach individuals how to use the equipment so the degree of abandonment will be reduced.
- Increase the number of AT options available.
- Use of AT increases independence, retention, and self-confidence among students with disabilities.
- Students indicate a reluctance to adopt AT over other strategies (e.g., note takers).
- Need to increase student awareness of AT funding opportunities

MENTORING LITERATURE:

- Mentorship can play a valuable role as part of a larger system of supports.
- Mentors need to be properly trained to ensure their success.
- The mentor-protégé relationship can be reciprocal, where both parties learn from one another.
- Educators can gain new perspective from being mentored by students with disabilities.
- Mentoring can help increase retention in postsecondary education.
- Online communication can help reduce many barriers students with disabilities face in traditional mentoring program designs.

Students with Disabilities as Diverse Learners

www.ist.hawaii.edu
University of Hawai'i

PROFESSIONAL DEVELOPMENT:

- Partnership Demonstration Team provides oversight to the project implementation.
- Faculty development materials, based upon the literature, have been developed on the following topics:
 1. Legal responsibilities and legislative implications for faculty and students;
 2. Assistive Technology and specific accommodations and supports;
 3. Universal Design for Learning strategies & differentiated strategies that support the needs of all students; and
 4. Materials that support persons with various hidden and other disabilities, cultural and linguistic diversity, and non-traditional students.
- Professional Development workshops have been held at various locations throughout the US, on all topics.

MENTORING:

- Mentoring Partnership Project has been developed with research collected on what is working.
- Mentoring relationships have been established.
- Mentoring supports are being provided.
- Mentoring Model available at:
<http://www.ist.hawaii.edu/mpp/model/>

CAPACITY BUILDING INSTITUTE:

Post Pacific Rim (PacRim) Conference on Disabilities, Ala Moana Hotel, Honolulu, Hawai'i Wednesday, May 7, 2009.
See details on Pac Rim Conference and CBI at:
<http://www.pacrim.hawaii.edu>

UNIVERSAL DESIGN FOR LEARNING LITERATURE:

- UDL helps reduce classroom stigma because it is a less invasive strategy.
- Students without disabilities can benefit from UDL as well.
- UDL lessens student dependence on expensive technologies as a means of accommodation.
- UDL can help foster self-determination and independence among students with disabilities, both of which are important to success in postsecondary education.
- UDL helps improve overall student retention and motivation.

SUGGESTIONS FOR INSTRUCTIONAL FACULTY:

- View students with disabilities as students, and not individuals requiring special accommodations or treatment.
- Design courses to be universally accessible to decrease the burden on students and increase accessibility for all students.
- Allow students with disabilities the tools they require in order to learn on equal footing.
- Promote the incorporation of AT into classroom design to facilitate access.
- Create opportunities for faculty to mentor students with disabilities and for students with disabilities to mentor faculty.
- Conduct workshops to provide faculty with the insight of what it is like learning with various disabilities in postsecondary education.