

TEACHING ALL STUDENTS, REACHING ALL LEARNERS

TIP SHEET 1: KNOWING THE POSTSECONDARY ENVIRONMENT

STUDENT	FACULTY	ENVIRONMENT
Choose whether or not to disclose your disability to the instructor. If you choose not to disclose, then the instructor is not required to provide accommodations.	Know and understand the ADA. Educate yourself about students with disabilities.	Advocate for the removal of architectural barriers on campus.
Register with the disability student support office.	Include a statement on the syllabus inviting students to discuss disability related accommodations and other learning needs.	Promote change regarding negative social perspectives about disability.
Become aware of what services are available on campus and in your community.	Use multiple teaching methods, including lectures, discussion, hands-on activities, internet based interactions, and field work.	Create environments that are accepting and conducive to learning.
Provide faculty time and notice regarding accommodation needs.	Allow students to demonstrate their knowledge through various assessments, such as group work, demonstrations, portfolios, presentations, and tests.	Ensure that the print environment is not disabling.
Learn and understand what techniques or learning styles work best for you in the classroom.	Provide lectures, hand outs, assignments, notes, and texts in audiotape, Braille, videotape, and/or electronic formats.	Design core requirements for courses and programs of study that are flexible.
Serve as a self-advocate for accommodations. For example, contact a professor before the course begins to allow for him or her to make any adjustments to the syllabus or requirements if necessary.	Employ an interpreter, real-time captioning, FM systems, notetakers, and group labs as instructional tools.	Teach faculty to acknowledge disabilities and provide accommodations.
Educate peers and faculty about disabilities and accommodations.	Anticipate students' needs, be flexible, and open to look at alternatives to assist students to succeed in a course.	Place equal expectations on students with disabilities and other students.

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Learn to ask others (students, faculty, and staff) to assist you with advocacy.	Offer extended exam times and take-home exams.	Use caution when labeling students so that the label does not impede the will to succeed.
Establish your own support system in college.	Value the final exam as no more than 10% of a student's grade for the course.	Address cultural differences between students, faculty, and staff.

Please feel free to distribute with the following acknowledgement: Teaching All Students, Reaching All Learners, Center on Disability Studies, University of Hawai'i, Honolulu, HI. For more information contact Steven (Steve) E. Brown, Ph.D., Project Coordinator at sebrown@hawaii.edu or visit the Web site at: www.ist.hawaii.edu .

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