CLASSROOM ACCOMMODATIONS: REQUIREMENTS & RECOMMENDATIONS

CAR
Center for Accessible Resources

LEARNING OBJECTIVES

1. Define “qualified student with a disability”
2. Discuss major life activities & disability types
3. List accommodations & auxiliary aids
4. Say what accommodations are/not required
5. Recall CAR recommendations

LEARNING OBJECTIVES (CONTINUED)

6. Tell how accommodations are helpful
7. Outline accommodations & aids CAR offers
8. Integrate new teaching strategies
9. Apply universal design for learning
10. Know who to call for assistance

QUALIFIED STUDENTS WITH DISABILITIES

Must be determined to:

1. Have a physical or mental impairment that substantially limits one or more major life activities; or
2. Have a record of such an impairment; or
3. Be regarded as having such an impairment.

MAJOR LIFE ACTIVITIES

- Caring for one's self
- Performing manual tasks
- Walking
- Seeing
- Hearing

- Speaking
- Breathing
- Learning
- Working

SOME TYPES OF DISABILITIES

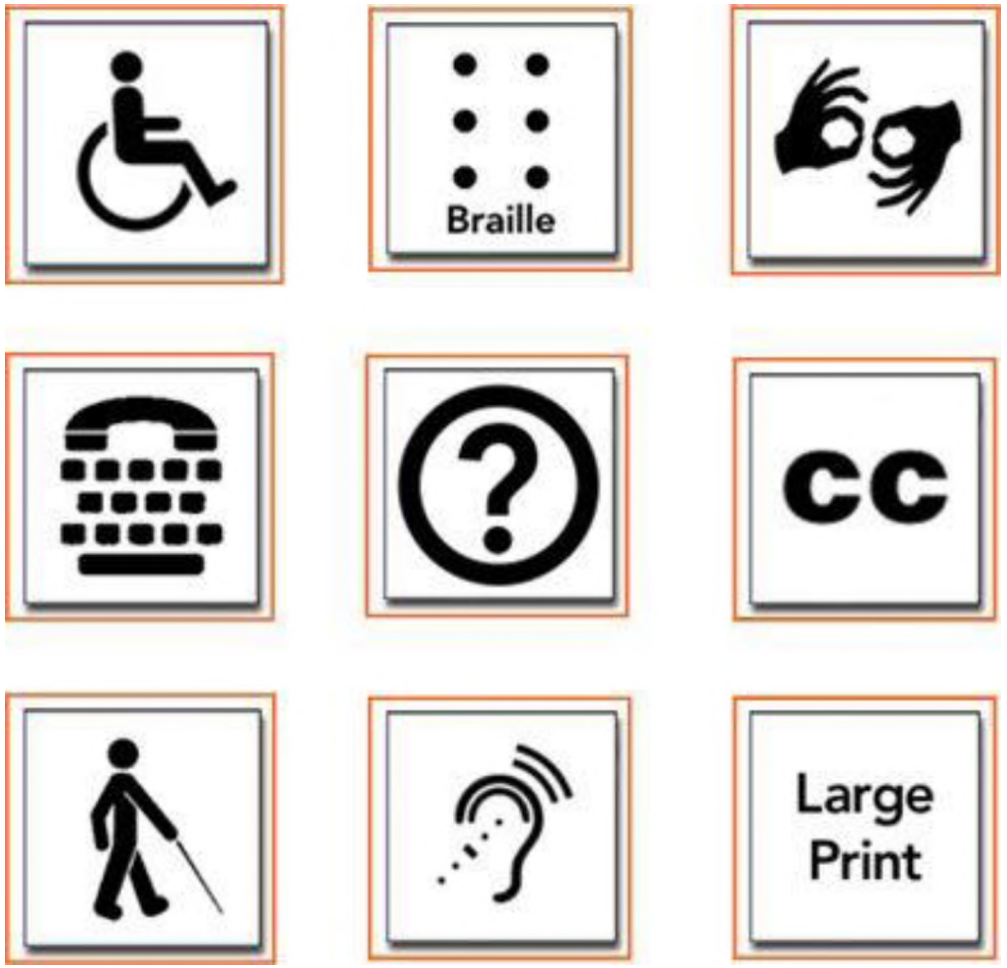
- Learning disabilities
- Blindness, low vision, color-blindness
- Hearing loss or deafness
- Mobility challenges
- Emotional or behavioral impairment
- Disabilities may be apparent or invisible

A SELECT LIST OF FUNCTIONAL LIMITATIONS

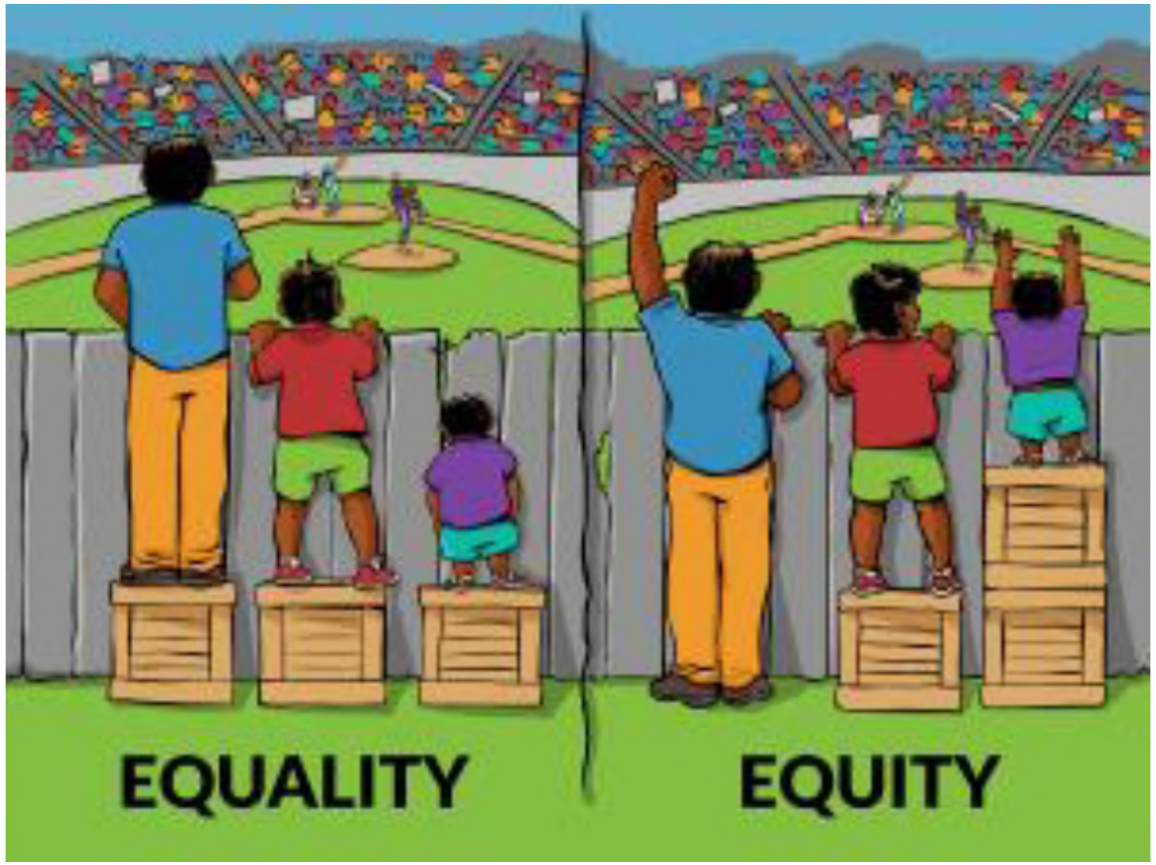
- Speaking and listening
- Reading, writing and spelling
- Calculation & math concepts
- Processing info communicated through lectures or discussions
- Difficulty distinguishing subtle differences
- Slower reading or integrating info
- Walking, sitting, performing manual tasks
- Using mouse, fine motor control
- Memory issues
- Planning & time management

WHAT ARE ACCOMMODATIONS?

- Alterations in the way tasks are presented
- Students with disabilities to complete the same assignments as others
- Increases access, decreases barriers
- Change how students learn, not what they learn
- Unique to each student



WHAT IS REQUIRED AT LANE?



Required to Provide:

- Appropriate accommodations
- Auxiliary aids & services
- Access to all aspects of learning
- Equal opportunity to participate
- Appropriate notice of services

WHAT IS **NOT** REQUIRED AT LANE?

Not Required:

- Change academic requirements essential to instruction
- Alter the fundamental nature of program or class
- Place undue financial or admin burden on the college
- Provide personal devices/services
- Change what students are learning
- Change students' responsibility for fulfilling academic requirements
- Meet students' preferences (e.g. prefer not to attend early morning classes, this chair not that one)

HOW ARE ACCOMMODATIONS HELPFUL?

- Make classes accessible to students with conditions that impact their learning
- Provide equal access
- Reduce or eliminate impact of disability
- Maintain rigor of content & achievement expectations

HOW ARE ACCOMMODATIONS HELPFUL?

- Keep track of time
- Organize
- Make plans
- Finish work on time
- Multitask
- Solve problems
- Analyze ideas
- Reach out for more help

WHAT ACCOMMODATIONS DOES CAR OFFER?

- Alternate formats
- Accessible technology
- Equipment
- Service providers
- Alternate furniture
- Testing services

ACCOMMODATIONS (CONTINUED)

Alternate formats:

- Braille
- Captioned videos/transcriptions
- Digital text
- Tactile

ACCOMMODATIONS (CONTINUED)

Accessible technology:

- Accessible work station
- Alternate keyboard or mouse
- Speech-activated software
- Low-vision software

ACCOMMODATIONS (CONTIN

Equipment:

- Audio recorder
- Headphones
- Magnification device
- Smart pen
- Video magnifier (CCTV)

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ACCOMMODATIONS

(CONTINUED)

Service providers:

- Volunteer note taker
- In class aid, reader or scribe
- Sign language interpreter

ACCOMMODATIONS (CONTINUED)

Alternate furniture:

- Alternate chair
- Slant board
- Standing work station
- Adjustable table

Testing services:

- Audio record answers
- Enlarged test font
- Extended time
- Reduced distraction room

WHY DISCUSS TEACHING STRATEGIES?

In addition to accommodations, some teaching strategies can be powerful ways to reduce barriers for many students, those with or without disabilities.

First, consider what teaching strategies reach the broadest possible audience?

HOW?

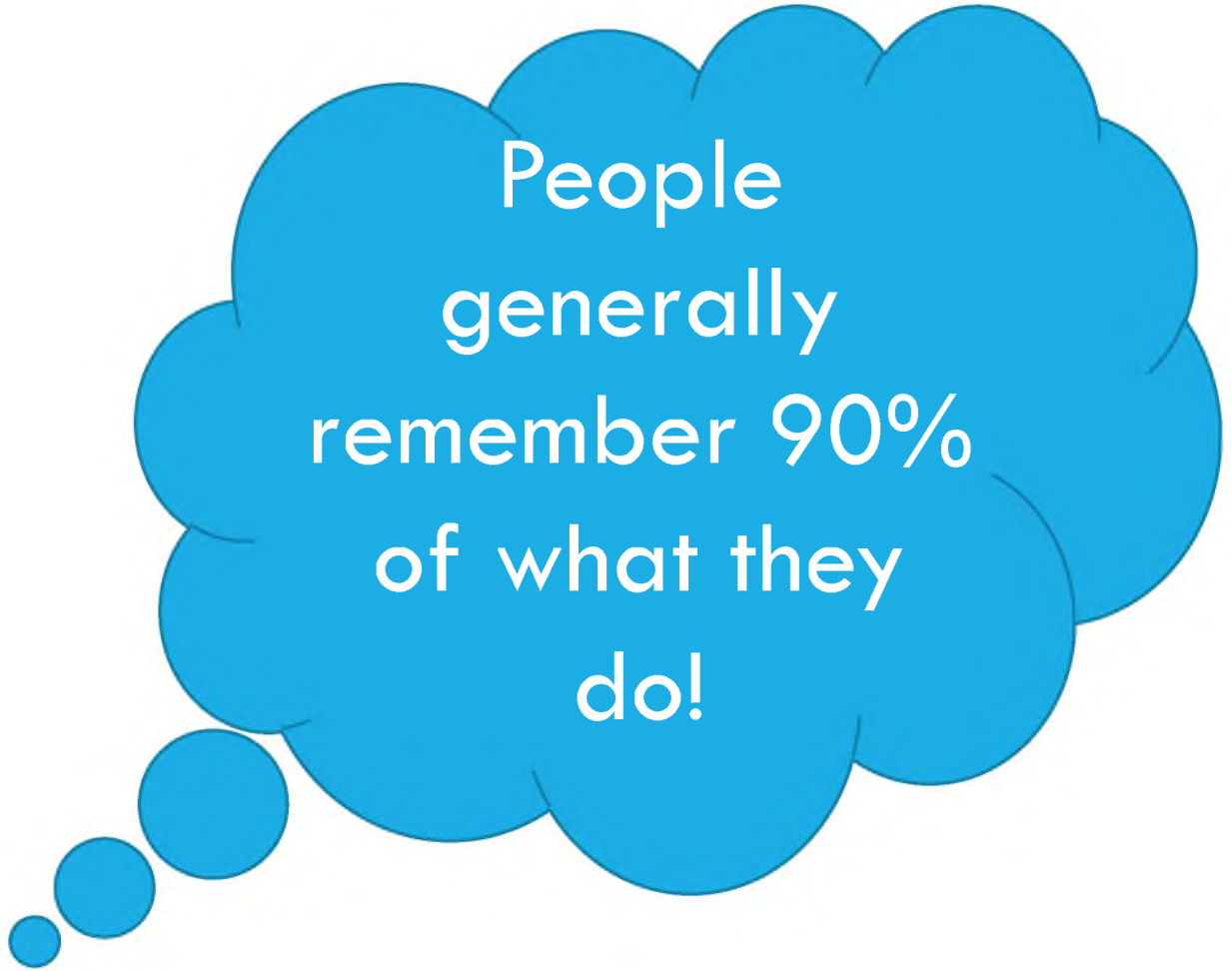
- Find what strategies work best for you
- Then integrate new strategies

TEACH TO REACH THE BROADEST POSSIBLE AUDIENCE

- Learning styles vary widely for all students
- Use multiple teaching strategies to reach the broadest possible audience
- Up next: teaching strategies effective for people with disabilities AND for those without disabilities

WHAT GENERAL STRATEGIES ARE HELPFUL?

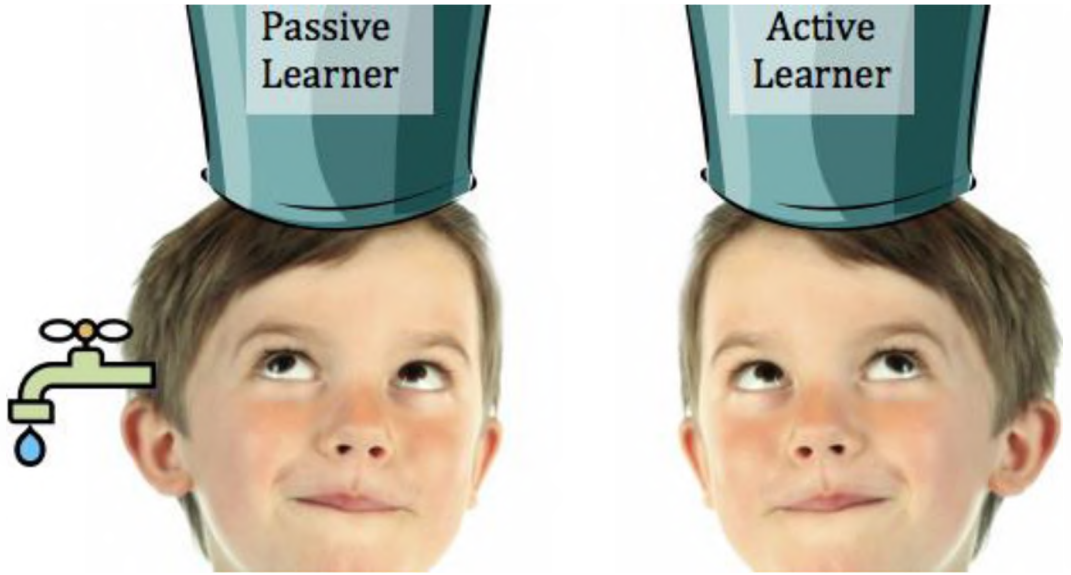
- Active learning methods
- Interactive teaching & hands-on activities
- Universal design for learning
- Higher learning develops through active learning



WHAT GENERAL STRATEGIES ARE HELPFUL?

Verb Use for Higher Order Learning

- Passive: define, list, describe, explain
- Somewhat active: demonstrate, apply, practice
- **Active: analyze, define, create, evaluate, synthesize**



TEACHING STRATEGIES: PRESENTING CONTENT

- Build experiential activities
- Give written & oral instructions
- Limit lecture duration & frequency
- Ask student to repeat instructions
- Provide outlines of the lesson
- Highlight important issues

TEACHING STRATEGIES: PRESENTING CONTENT

- List agenda and to-do list
- Divide large projects into smaller pieces with more frequent deadlines
- Create check lists of steps for complex assignments
- Verbal description of visual aids
- Have a standard routine
- Offer a review before and after lesson
- Check in frequently
- Allow students choices in tasks

TEACHING STRATEGIES: ASSESSING LEARNING

- Provide alternatives to long reports (a few short ones, oral report, audiovisual, experiential)
- Give many opportunities to practice new skills
- Use frequent grading & immediate feedback

TEACHING STRATEGIES: ASSESSING LEARNING

- Use more frequent & smaller quizzes
- Encourage expression of learning in multiple ways:
  - Clay model
  - Poster or panorama
  - Multi-media or audio
  - Computer animation
  - Drawing or artistry

QUESTION

Which of the previous teaching strategies resonates with you?

In what lesson or class can you build in a new teaching strategy?

QUESTION

What are the connections between best practice teaching strategies and universal design for learning?

WHAT IS UNIVERSAL DESIGN FOR LEARNING?

"The design of products and environments to be **usable by all students,** to the greatest extent possible, **without the need for adaptation** or specialized design."

ASPECTS OF UDL

- Inclusiveness: respect & appreciation of diversity
- Physical access for a wide range of physical abilities
- Alternate delivery methods
- Information access: captioned videos, transcripts
- Demonstration of knowledge in multiple ways

UNIVERSAL DESIGN IN INSTRUCTION

- Multiple delivery methods
- Use auditory, visual and kinesthetic methods
- Flexible curriculum
- Examples appealing to variety of people
- Regular, accessible and effective interactions
- Provide feedback as large projects developed
- Accessible website with class outlines & notes
- Assess learning using different methods
- Become aware of resources

GENERAL TIPS FOR CREATING ACCESSIBLE MATERIALS

- Avoid green or red text
- Use Arial font, <12 point
- Avoid ALL CAPS or *italics*
- Use consistent text
- Caption videos
- Use auditory descriptions during videos
- Include alt text for all images
- Add accessibility statements
- Use headings

CENTER FOR ACCESSIBLE RESOURCES

- CAR and the Academic Technology Center (ATC) are here to help!
- Visit "Making Course Materials Accessible" for information on video captioning.
- For faculty info, please visit our web site for faculty
- For help with Moodle see ATC page "Making Course Material Accessible."
- Remember to include an accessibility statement on literature, syllabi & event announcements.

RESOURCES

- University of Washington, AccessCollege: The Faculty Room
- Creating Accessible Programming, University of Texas at Austin
- Universal Design for Learning, Colorado State University

ACCESS

CONTACT US!

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