# UNLIMITED OCCUPATIONAL OPPORTUNITIES FOR PEOPLE WITH DISABILITIES

CAR

Center for Accessible Resources

# LEARNING OUTCOMES

1. Summarize the legislative context for people with disabilities
2. Connect legislative context with academic inclusivity
3. List general barriers people with disabilities face
4. Learn strategies to overcome barriers to inclusivity
5. Employ universal design for learning strategies

# LEARNING OUTCOMES (CONTINUED)

6. Provide strategies for implementing accommodations
7. Become inspired: view success stories
8. Know where to turn for more assistance

# LEGISLATIVE CONTEXT

We do not deny access to education because it ***seems*** employment opportunities for people with disabilities may be limited.

# LEGISLATIVE CONTEXT (CONTINUED)

- Encourage full participation
- Minimize stigma, assumptions, judgment
- Provide equal opportunity and fairness
- Comply with law & meet standards
- Support people with disabilities to pursue careers

# UNLIMITED EDUCATIONAL ACCESS

- The college **does not discourage** students with disabilities from participating in programs due to potential workplace discrimination…….

- …..or we think students may not be able to get a job in that field.

# UNLIMITED EDUCATIONAL ACCESS

- We **make reasonable accommodations** for students with disabilities in all work-based learning opportunities we offer.

- Students **must** be able to accomplish program and class learning outcomes.

# WHAT IS UNLIMITED EDUCATIONAL ACCESS?

- Unlimited educational access means accessible academic programs and academic inclusivity
- Provide strategies to include people with disabilities
- Explain how universal design for learning is a best practice and method to achieve strategies for inclusivity

# BARRIERS STUDENTS WITH DISABILITIES MAY EXPERIENCE

- Not knowing opportunities are available
- Not understanding documentation
- Feeling uncomfortable disclosing disability
- Lacking self-advocacy & independence
- Feeling challenged completing requirements

# SOCIAL, HEALTH & ACCESS BARRIERS

- People with disabilities are less likely to be employed or to complete high school
- More likely to live in poverty
- Experience nearly 4x more violence

- These barriers are perpetuated with limited educational access

# QUESTION

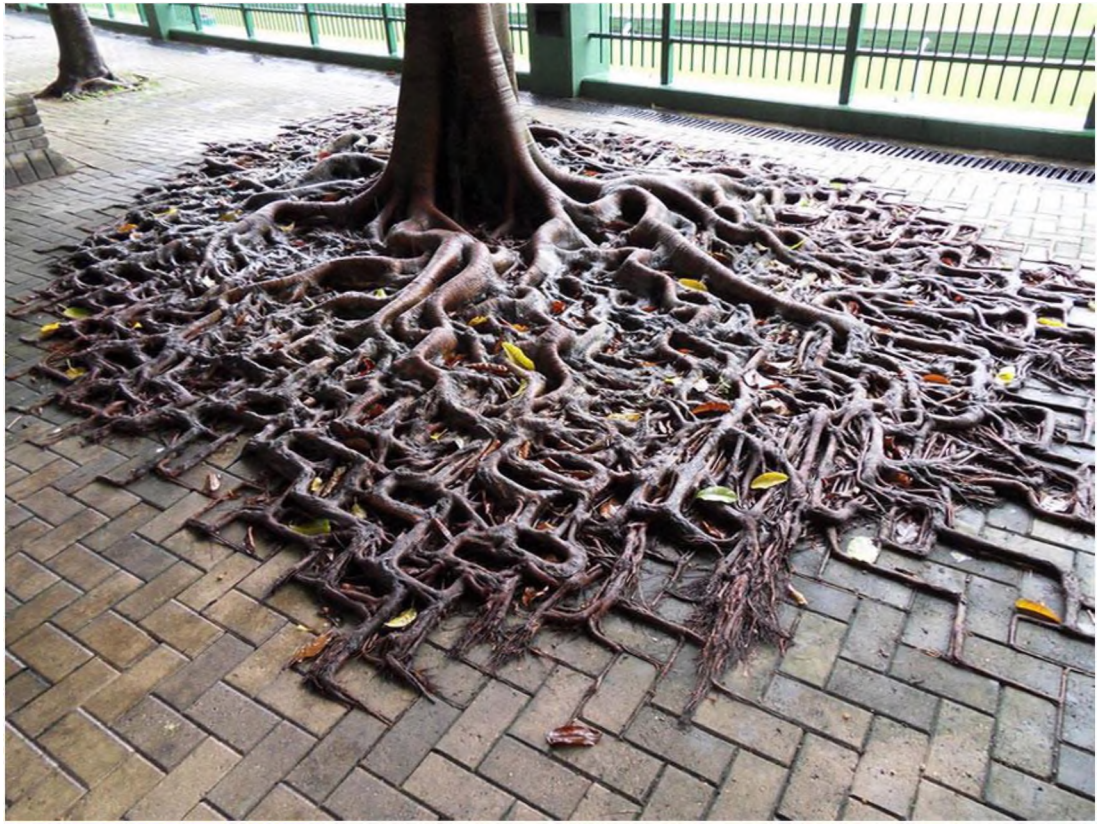
How are these and other barriers perpetuated by limited educational access?

# BARRIERS TO PROGRAMS AND COURSES

- Low expectations, stereotyping, stigma, prejudice, discrimination or refusal to accommodate
- Communication barriers
- Policy or programmatic barriers, for example:
  - Lack of accessible equipment
  - Insufficient time set aside for exams

# WAYS TO OVERCOME BARRIERS

- Educate families about requirements & students about their disabilities
- Promote self-advocacy
- Discuss real-world view of disability
- Encourage students to communicate their learning preferences



# WAYS TO OVERCOME BARRIERS

- Provide students with success stories and options
- Admit that it's scary and confusing, but we can help
- Encourage students to ask for help
- Respect dignity & rights for integration & participation

# WHY UNIVERSAL DESIGN FOR LEARNING?

- Enhances inclusivity
- Accounts for variability of learners
- Minimize barriers, maximize learning
- Provides equal opportunity to learn

# QUESTION

How does universal design for learning help reduce or eliminate barriers?

# QUALITIES OF UNIVERSAL DESIGN IN LEARNING

**Employ multiple ways to:**

- Deliver content (what)
- Engage students (how)
- Evaluate learning (why)

# UDL FOCUSES ON WHAT, HOW & WHY

- ☑ **What:** presentation of content in a variety of ways
- ☑ **How:** differentiate how students express learning
- ☑ **Why:** Stimulate interest and motivate learning

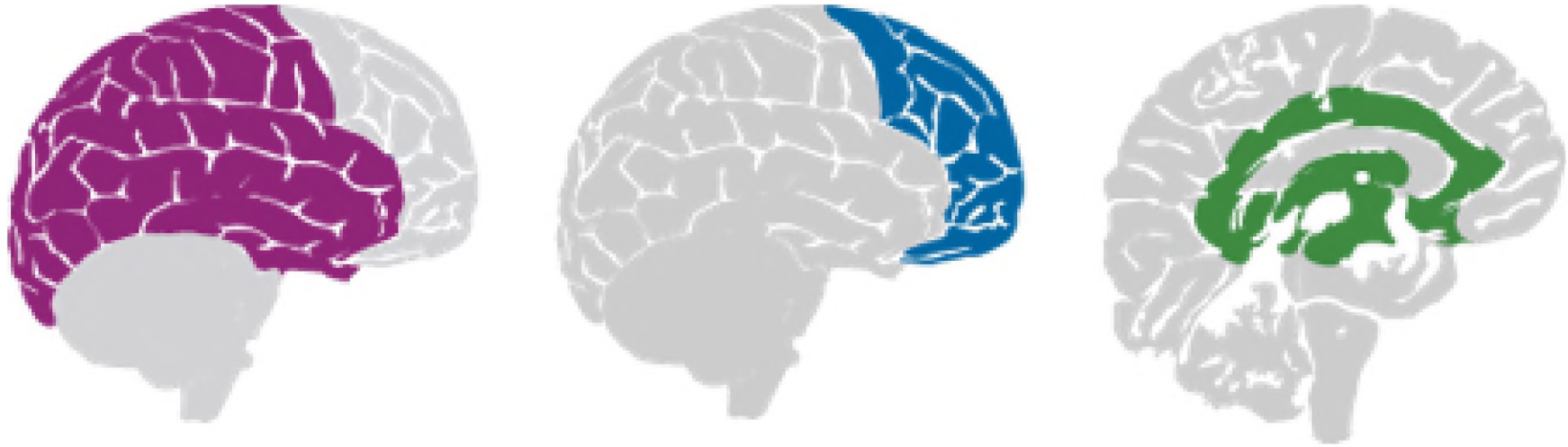
# THE WHAT, HOW & WHY IN THE BRAIN

## Universal Design for Learning

**Recognition Networks**
The "what" of learning

**Strategic Networks**
The "how" of learning

**Affective Networks**
The "why" of learning



# UDL BENEFITS PEOPLE WITH:

- Identified or hidden disabilities
- Culturally or linguistically diversity
- Non-traditional ages
- Low or high achieving
- Non-disclosed disabilities

# UDL STRATEGIES ALIGN WITH BEST TEACHING PRACTICES SUCH AS

- Cooperative learning
- Differentiated instruction
- Performance-based assessment
- Project-based learning
- Multisensory teaching
- Principles of student-centered learning

# UDL STRATEGIES ALIGN WITH BEST TEACHING PRACTICES

- Use multiple strategies to present content
- Offer choices: individual, pair, group, distance, peer-to-peer, field work
- Use a variety of materials
- Provide cognitive supports
- Teach to a variety of learning styles

# TIPS: WORKING WITH PEOPLE DISABILITIES

- Speak directly to the person
- Focus on abilities
- Talk about the same things you would with other students
- If you feel uncomfortable, let them know
- Ask if and how you may help
- Clearly define expectations & behavior
- Have same expectations as for other students
- Refer students to CAR

# SUCCESS STORIES OF UDL IMPLEMENTATION

http://www.cast.org/our-work/case-stories.html#.V7Y2mkZCgQs

Videos:

https://udlspotlight.wordpress.com/2009/02/10/udl-in-practice-eight-california-state-universities-implementing-udl/

http://www.learnnc.org/lp/editions/every-learner/6776

http://www.pattan.net/Videos/Browse/Single/?code_name=ayp11_word_problem_solving

# WE CAN HELP!
# SOME OF THE ACCOMMODATIONS CAR OFFERS

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

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# CAR: ACCESSIBLE TECHNOLOGY

- Voice-activated software
- Read-out-loud software
- Video captioning [Video 1 and 2]

# CAR: ALTERNATE FORMATS & EQUIPMENT

- Braille
- Digital text
- Larger text
- SmartPens
- Audio recorders
- Assistive listening

# CAR: SERVICE PROVIDERS

- Sign language interpreter
- In-class aide

# CAR: ALTERNATE FURNITURE

- Standing work station
- Accessible table
- Alternate chair

# CAR: TESTING SERVICES

- Extended time
- Scribe
- Reduced distraction environment

# STRATEGIES FOR COMPUTING COURSES

- Encourage and support students with disabilities in computing courses video [UW video]

# 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

# SEE CAR WEBSITE TO CREATE ACCESSIBLE MATERIALS

- Accessibility statements for syllabi
- Information about video captioning
- How to incorporate accessibility into course material
- Guidelines to create material for students with disabilities
- The Lane CC Accessibility Quick Guide

# EXAMPLE: MS WORD ACCESSIBILITY CHECKER

Run the accessibility checker click:

1. “File” menu,
2. “Info,”
3. “Check for Issues,”
4. “Check accessibility.”

# INSTITUTIONAL EXAMPLES

- Ontario Human Rights Commission, "Post-secondary education."
- Michigan Alliance for Families

# RESOURCES FOR UDL

- CAST (Center for Applied Special Technology), includes free tools
- UDL Curriculum Self-Check http://udlselfcheck.cast.org, requires account
- National Center on UDL
- UDL Guidelines
- Lesson Plan Builder

- UDL-Scoop.it: Resources for UDL by other teachers.
- Maryland Learning Links Resources
- CAST UDL YouTube Channel
- UDL on Campus
- LCC Library and Specialized Support Services
- UDL Goal Book

# CONTACT US!

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**To request this information in an alternate format, please contact the Center for Accessible Resources at (541) 463-5150 or accessibleresources@lanecc.edu**

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