

Disability & Accessibility

How to Effectively Teach Students with Disabilities

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‘To Advance the Art and Science of Teaching’

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Americans with Disabilities Act (ADA)

Purpose

To eliminate discrimination against persons with physical or mental disabilities in all aspects of society, including such critical areas as education.

What is a Disability?

A disability is defined as . . .

- a physical or mental impairment that substantially limits one or more major life activities; or
- a record of such an impairment; or
- being regarded as having such an impairment.

SOURCE: Americans with Disabilities Act 1990, as amended, 2008

Americans with Disabilities Act (ADA)

What is Accessibility?

Examinations or courses shall be offered in a place and manner accessible to persons with disabilities or offer alternative accessible arrangements for such individuals.

Who Must Provide Accessibility?

The following educational entities are specifically named and must provide accommodations:

- nursery
- elementary
- secondary
- undergraduate
- postgraduate private school
- other place of education

Section 504 of the Rehabilitation Act of 1973

Purpose

Prohibits anyone with a disability, solely by reason of his or her disability, from being excluded from the participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance.

Who is Subject to §504?

Program or activity means all of the operations of a college, university, or other postsecondary institution, or a public system of higher education.



XULA Compliance

- XULA complies with the requirements of the ADA and the Rehabilitation Act through the Office of Disability Services (ODS), which is located in the Counseling and Wellness Center.
- ODS coordinates all services and programs for the disabled student population.
- ODS offers accommodations for both temporary and permanent disabilities.
- Students with disabilities must self-identify and should contact ODS upon admission to the University.
- Students must request accommodations each semester the accommodations are needed.



XULA Compliance

- Academic accommodations include, but are not limited to,:
 - accessibility assistance;
 - referral to testing services; and
 - coordination of academic accommodations
 - extended time for testing
 - a distraction-reduced environment
- Professors are discouraged from unilaterally providing accommodations to a student who has not completed the ODS process.
- ODS will not interfere with a professor's decision, but cautions against offering assistance outside of the process put in place by ODS.



Helpful Classroom Suggestions for Professors

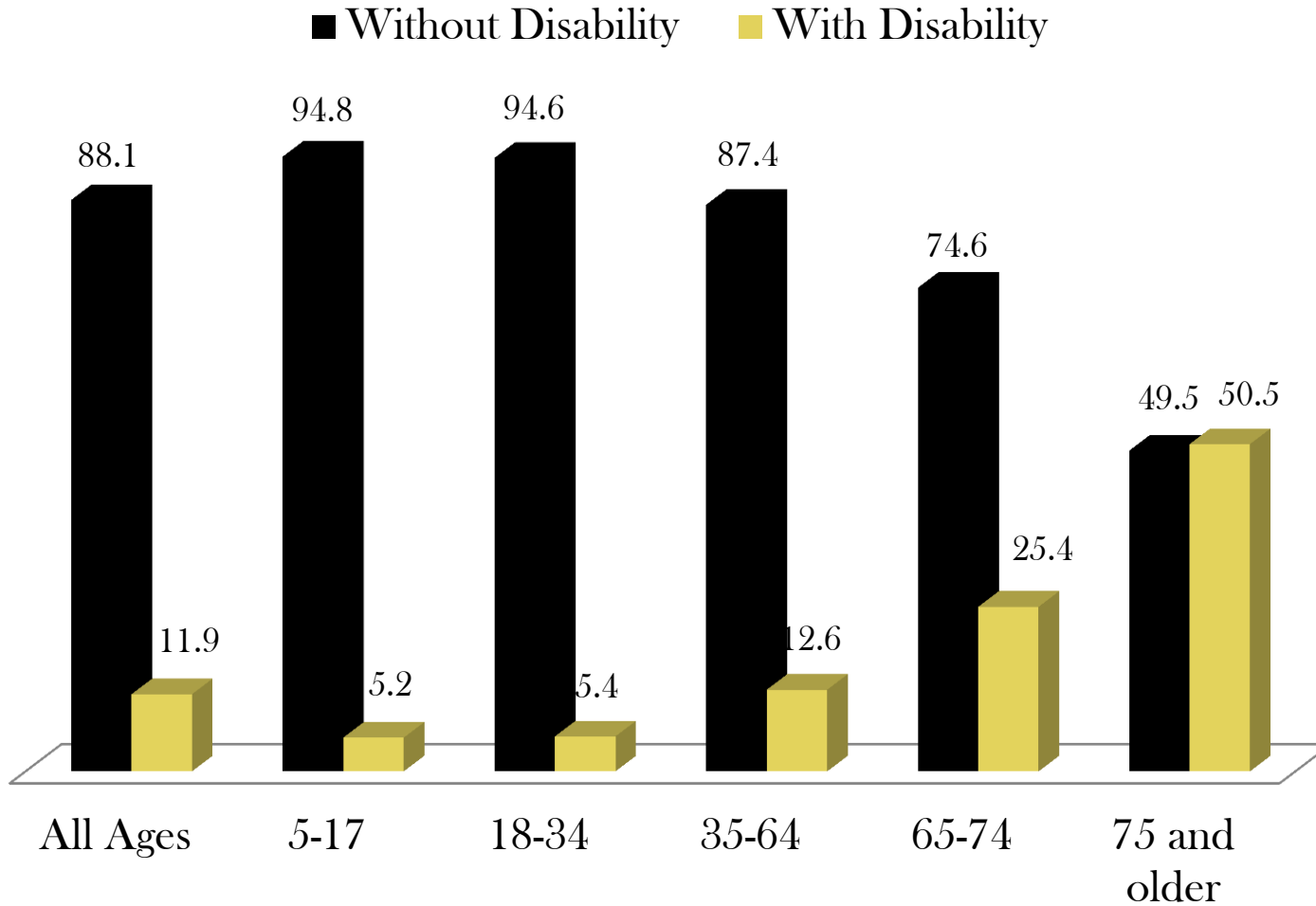
Include a statement in your syllabus encouraging students with disabilities to talk with you privately about accommodations. Make a similar verbal announcement during the first few days of class.

Respect students' privacy. Talk to them about their disability in private, not in front of others. Do not divulge the fact that a student has a disability without his/her permission.

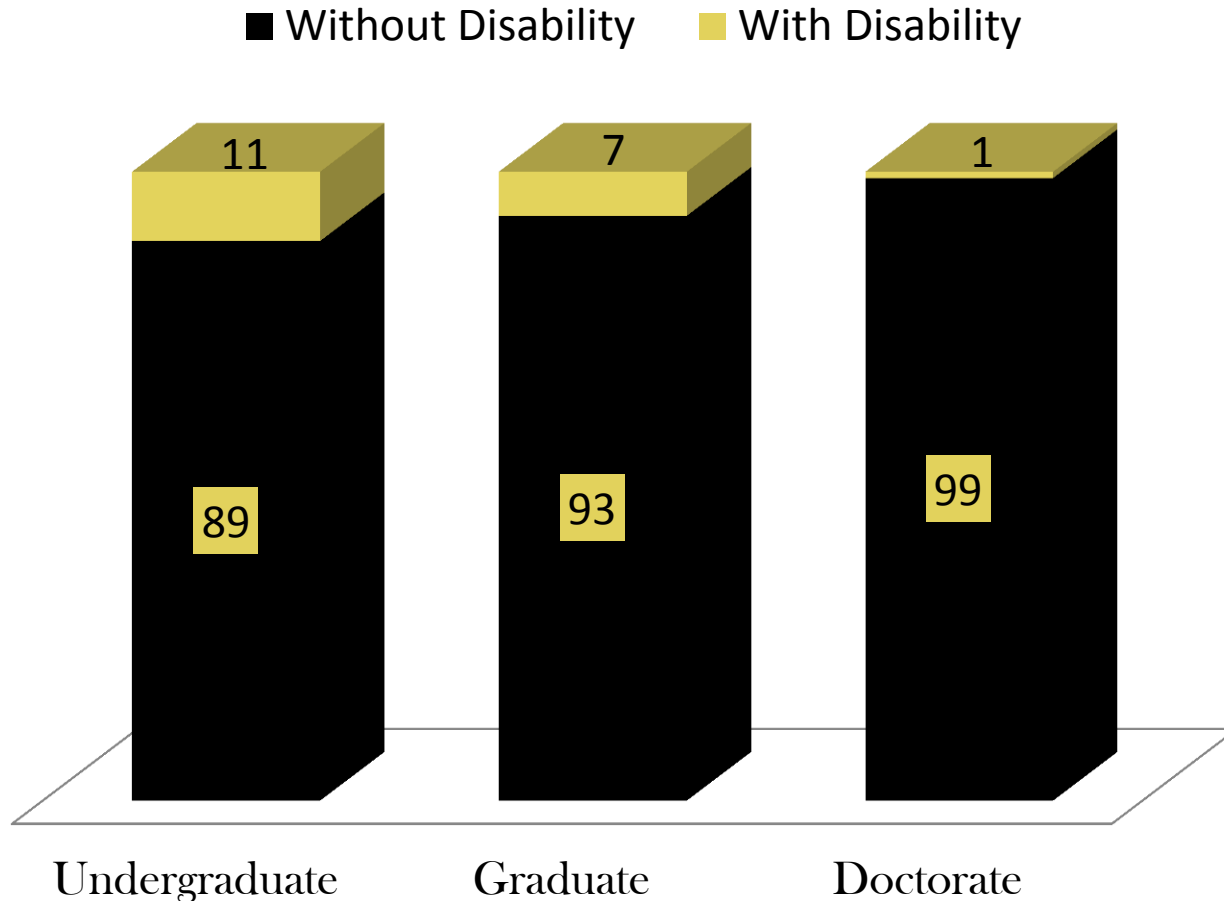
Give assignments both orally and in writing to help students with auditory/visual processing difficulties or attention deficit disorders understand and record the assignments accurately.



U.S. Civilian Non-Institutionalized Population

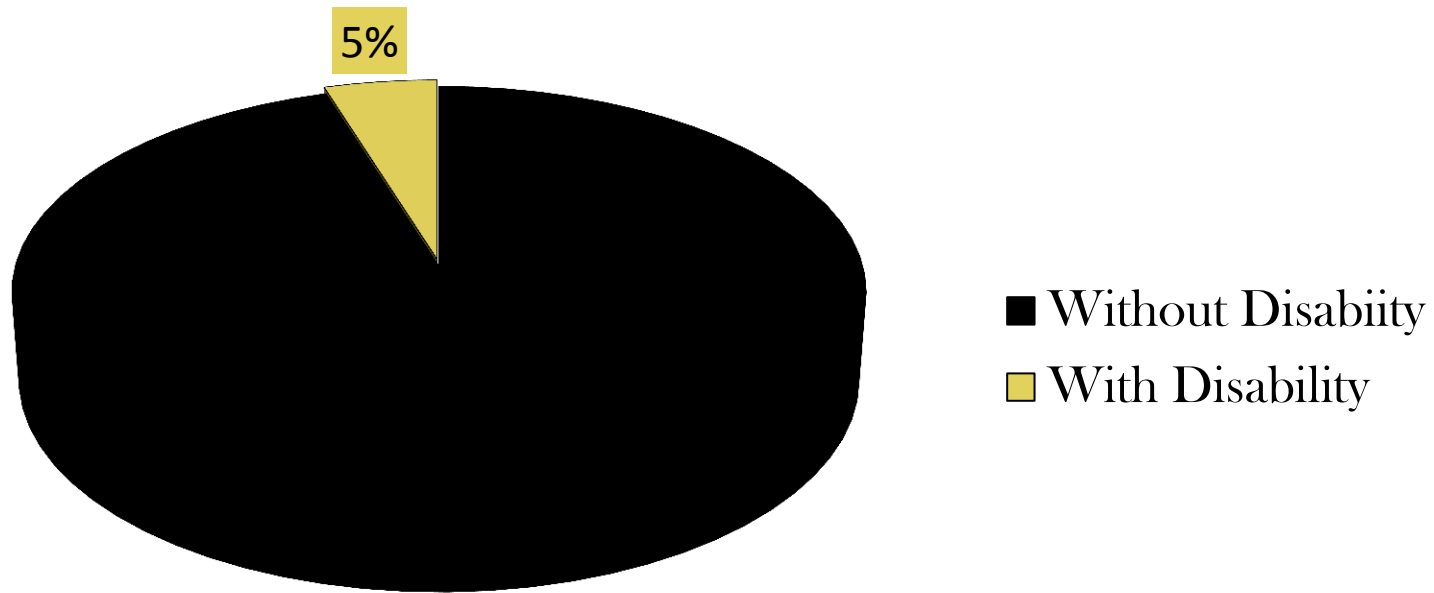


Pursuit of STEM Degrees/Studies by Students with and without Disabilities



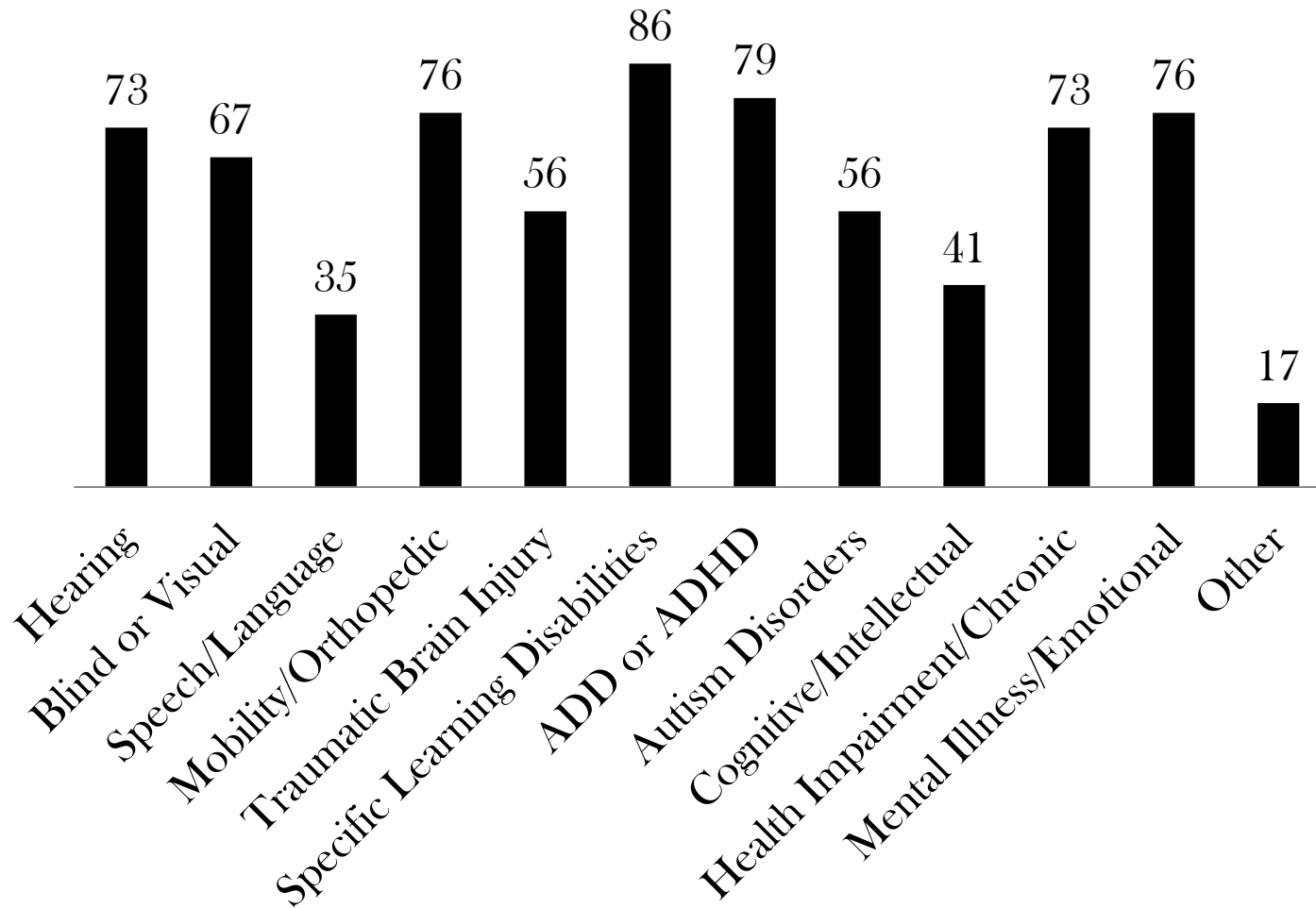
SOURCE: Retrieved from the Web site of the Institute on Community Integration, University of Minnesota (<http://ici.umn.edu/products/impact/251>). Citation: Griffin, C., Owens, L., Roberts, K., Nord, D., & Gaylord, V. (Eds.). (Winter/Spring 2012). Impact: Feature Issue on Supporting New Career Paths for People with Intellectual and Developmental Disabilities, 25(1). [Minneapolis: University of Minnesota, Institute on Community Integration].

Individuals with Disabilities in the U.S. in STEM Careers



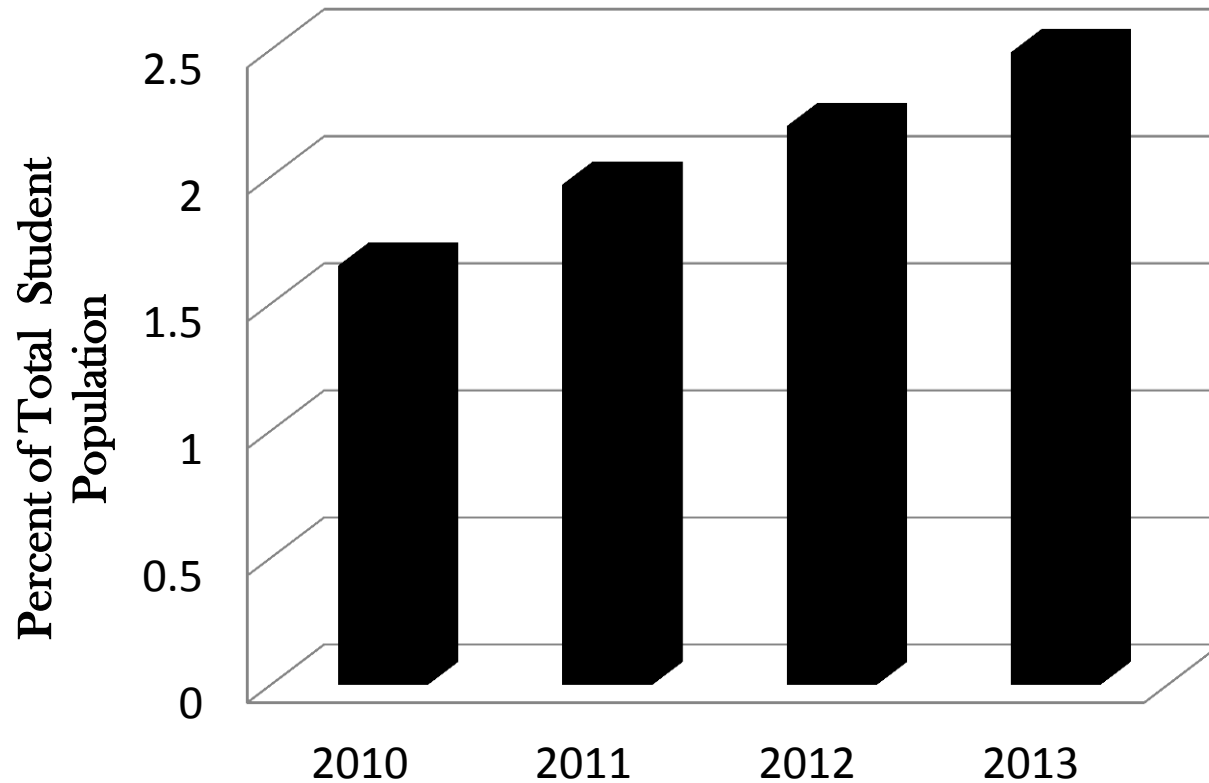
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Post-Secondary Institutions Enrolling Any Student in a Disability Category



SOURCE: U.S. Department of Education, National Center for Education Statistics, Postsecondary Education Quick Information System (PEQIS), "Students With Disabilities at Postsecondary Education Institutions," 2009.

Requests for Accommodations at XULA



SOURCE: Xavier University of Louisiana Institutional Research Reports at <http://www.xula.edu/planningir/researchreports.php> and the Office of Disability Services.



Most Common and Frequent Accommodation Requests at XULA

- extended time
- distraction-reduced environment
- housing accommodation
- dining accommodation
- enlarged handouts
- selective seating
- excuse for physical emergencies
- no scantrons
- facing and increased volume from speaker
- allowed to makeup assignments and exams missed due to illness
- permission to eat and drink during class time
- liberal restroom breaks
- no penalty for misspelled words

SOURCE: Xavier University of Louisiana Office of Disability Services.



Learning Disabilities

- 5% to 15% of general population
- Most commonly disclosed disability among student population
- May include difficulties working with or learning one or more of the following skills:
 - mathematics
 - language
 - social
 - organization
 - study

SOURCE: SciTrain U at http://www.catea.gatech.edu/scitrainU/modules/module8_3.php.



Learning Disabilities

Students with learning disabilities are not . . .

Holding
Others
Back

Getting
Away with
Something

Looking for
Excuses

Intellectually
Disabled

Unintelligent

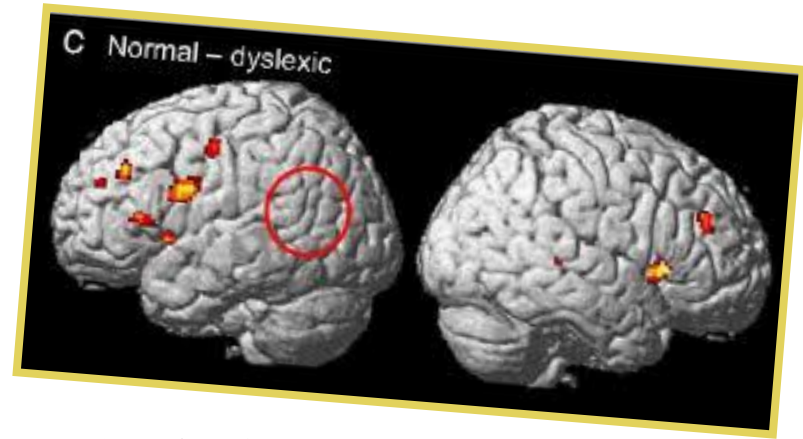
Incapable

Lazy

Slow
Learners

SOURCE: SciTrain U at http://www.catea.gatech.edu/scitrainU/modules/module8_3.php.

Learning Disabilities



Affected neurological processes may include. . .

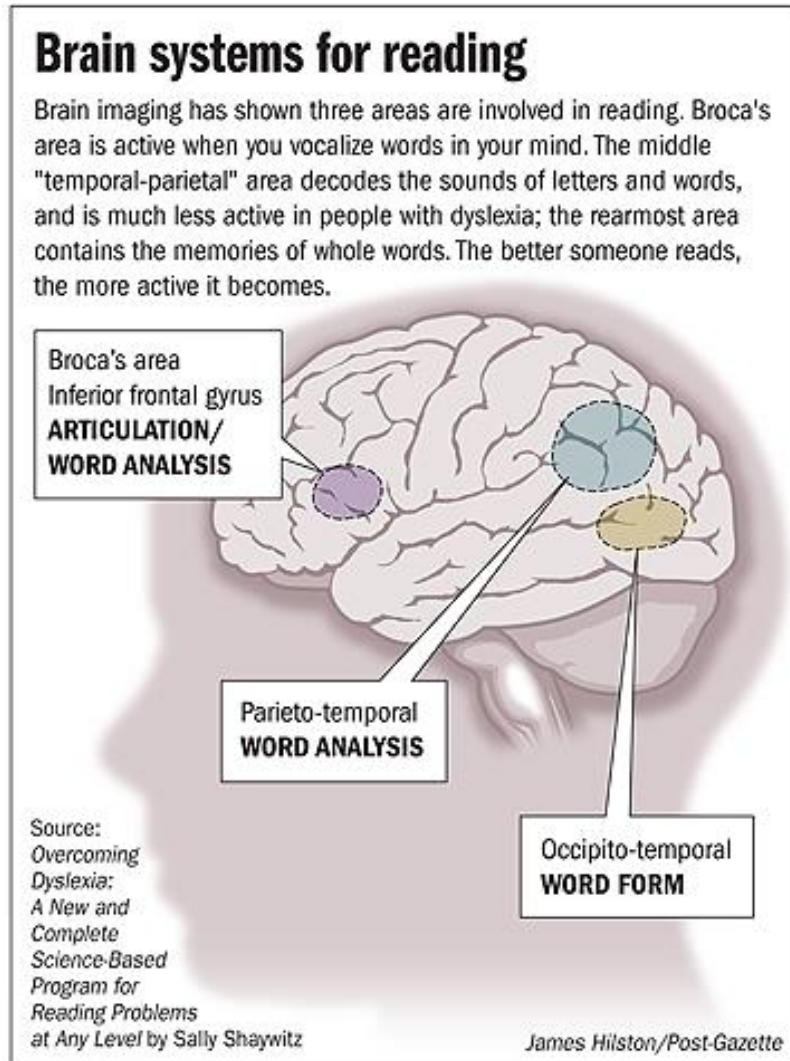
- attention controls – help the brain determine what and for how long
- temporal-sequential ordering – ability to interpret, remember and create information in a specific order or sequence
- spatial ordering – enables perceiving and remembering spatial relationships
- memory – enables retention of information (includes long-term, short-term and active working)

SOURCE: SciTrain U at http://www.catea.gatech.edu/scitrainU/modules/module8_3.php.

Learning Disabilities

Affected neurological processes include . . .

- language functions – oral and written
 - receptive – ability to understand what is heard or read
 - expressive – ability to translate ideas to oral or written format



SOURCE: SciTrain U at http://www.catea.gatech.edu/scitrainU/modules/module8_3.php.

Learning Disabilities



Affected neurological processes include . . .

- neuromotor functions - enables physical tasks (*e.g.* typing, writing, performing experiments)
- social cognition - enables collecting and processing information about others, which then informs feelings, behavior and social interactions
- higher order cognition - processes which include critical, logical, reflective, metacognitive and creative thinking

SOURCE: SciTrain U at http://www.catea.gatech.edu/scitrainU/modules/module8_3.php.

Practical Approaches

- deemphasizing time restrictions on tests and projects
- allowing word processing for written examinations
- allowing calculators and spell checkers
- providing additional scratch paper
- alternative (to lecture format) instructional practices
 - mini lectures
 - demonstrations
 - dramatic presentations
 - case studies
 - role plays
 - Think-Pair-Share
 - small group activities

SOURCE: SciTrain U at http://www.catea.gatech.edu/scitrainU/modules/module8_3.php.



Practical Approaches

- accessible class materials
 - distribute lecture notes
 - provide closed captioned video presentations
 - provide audio and video recordings of lectures
 - allow students to request preferred seating
 - interrupt lectures with activities or mini-breaks
- alternative assessment practices
 - variety of testing formats
 - oral examinations
 - alternative projects
 - re-testing opportunities
 - redemption of points or credit through make-up work

SOURCE: SciTrain U at http://www.catea.gatech.edu/scitrainU/modules/module8_10.php.



Resources



National Science Foundation
WHERE DISCOVERIES BEGIN

- Data and statistics
- Research funding
 - Disabilities education
 - Education and learning



Resources



SciTrain U is an informational site geared toward university-level instructors in science, technology, engineering, and mathematics. Tools and techniques are tailored for the types of students you teach.

Accommodating Students with Disabilities in Science, Technology, Engineering, and Mathematics (STEM)

Findings from Research and Practice for Middle Grades through University Education

Nathan W. Moon, PhD
Robert L. Todd, MS
David L. Morfon, PhD
Emily Ivey, MS



The Moon, *et al.* book compiles and analyzes decades of research and analysis in the field of disability research and education.

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Thank You



Office of Disability Services Team

Mr. Jacques Detiege

