

Great Expectations



*Creating a Welcoming
Classroom Environment For ALL Students*

Center for Teaching Excellence
Office of Faculty Development & Academic Support
and
National Center for the Study of Postsecondary
Educational Supports
Center on Disability Studies
University of Hawai'i at Mānoa

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Great Expectations

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UHM Equal Opportunity and Affirmative Action Policy

The University of Hawai'i is an equal opportunity / affirmative action institution. It is committed to a policy of nondiscrimination on the basis of race, sex, age, religion, color, national origin, ancestry, physical and mental handicap, marital status, arrest and court record, sexual orientation, or veteran status in any of its programs, policies, procedures, or practices. Sexual harassment is a form of sex discrimination and is prohibited under this policy. This equal opportunity policy covers admission and access to, and participation, treatment and employment in, the University's programs and activities.

The University strives to promote full realization of equal opportunity through a positive, continuing program on each campus in compliance with the affirmative action in employment mandates of Federal Executive Order 11246 and Governor's Administrative Directives.

For information regarding UHM equal opportunity policies, affirmative action plan, the filing of complaints, or to request a copy of UHM's complaint procedures, contact the following persons:

**On employment-related
EEO issues:**

Mie Watanabe, Director EEO/AA
Admin Svcs Bldg. 1-102
Phone: 956-6423

**On student/educational
EEO issues:**

Alan Yang, Dean of Students
Queen Lili'uokalani Center for Student Services
(QLC) 409
Phone: 956-3290 (V/TT)

UHM recognizes its obligation to provide overall program accessibility for handicapped persons. Contact the KOKUA program to obtain information as to the existence and location of services, activities and facilities that are accessible to and useable by handicapped persons.

KOKUA Program (disabled student services):

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Queen Lili'uokalani Center for Student Services (QLC)
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Voice/TT: 965-7511



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Great Expectations: Creating a Welcoming Classroom Environment for ALL students

Aloha,

On behalf of the Center on Disability Studies (CDS) and the Center for Teaching Excellence (CTE) at the University of Hawai'i at Mānoa, I would like to welcome you to our mutual enterprise, the *Great Expectations* booklet. This booklet contains valuable resources relative to working with students with disabilities in higher education. It is specifically designed to *help you help your students* with disabilities. It will also help you to create a encouraging learning environment for *all* students. Given the dramatic increase in students with disabilities in post-secondary education attending U.S. colleges and universities over the past ten years, it is important to be aware of the Americans with Disabilities Act (ADA) and how best to appropriately assist students with disabilities as they attempt to earn a college education.

The second edition of the CTE publication, *A Climate of Respect: A Handbook for Teaching at the University of Hawai'i at Mānoa* now includes information about disability related issues. In editing this publication, we soon discovered that there was more information than we had anticipated. Thus, this booklet was envisioned as a complementary companion to the teaching handbook. The resources cited in this publication are essentially gleaned from web sites that address important issues. Specifically, legal issues, rights and responsibilities, confidentiality, various disabilities, Universal Design, the KOKUA program and much more.

In addition, I would also like to invite you to log on to the Center for Teaching Excellence web site at

www.cte.hawaii.edu and the CDS web site at www.cds.hawaii.edu. This web site not only provides information on various services but it provides a link to the interactive Faculty Room site. The University of Washington's DO-It (Disabilities, Opportunity, Internetworking and Technology) collaborates with the Center on Disability Studies. The new Faculty Room link provides numerous interactive activities for faculty members and teaching assistants. Highlights include Do-It Prof, Resources for Staff and Administrators and Faculty Resources. The CDS site also spotlights current research projects undertaken at the Center on Disability Studies as well as other pertinent information.

A special thank you to Dr. Kathleen O. Kane, Faculty Specialist at the Center for Teaching Excellence for providing a summer internship opportunity as part of my doctoral program. Kathie's input and wisdom was always appreciated. Also, to Dr. Robert Stodden my faculty advisor and director of the Center on Disability Studies for his ongoing support and encouragement. Thanks to Billie Ikeda at the Center for Instructional Support for her technical assistance. A big mahalo to Shasteen Nagamine for her administrative assistance. I appreciate the opportunity to create this companion booklet to the *Climate of Respect: A Handbook for Teaching at the University of Hawai'i at Mānoa*.

In summary, we hope that you find access to these resources whether in print or on line helpful and appropriate to your teaching at the University of Hawai'i at Mānoa.

Madeline Harcourt, M.A.
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Summer 2002

Creating a Welcoming Environment for ALL Students:

Eight points to guide instructors in working with students with disabilities.

1. The KOKUA Program is the designated campus office to determine appropriate accommodations and auxiliary aids for students with disabilities. The determination is based on the disability documentation provided by the student and the functional limitations presented by the disability. Students must provide the KOKUA Program this documentation before services are initiated. The person who documents a disability must be a qualified professional. The purpose of the accommodations and auxiliary aids is to give the student an equal opportunity to participate in the academic environment.
2. Students with disabilities have every opportunity to meet with you privately regarding disability matters, and their confidentiality must be maintained. Treat all disability-related information as confidential medical information. Conduct disability-related meetings in a private location. Provide plenty of opportunities for students to meet with you to describe their disability-related needs, to arrange test accommodations, to ask for clarification about what was presented in class, to get help with in-class note taking, etc.
3. Students with disabilities need access to course materials and information presented in your classroom at the same time as all other students. As an instructor, you play a vital role in ensuring that materials are available in alternative format in a timely manner. Converting print materials to alternate

formats-whether to Braille, audio tapes, electronic format, or enlargements-is both labor and time intensive. Therefore, it is critical that you inform KOKUA Program about the textbooks you plan to use and all other print materials as soon as you are requested to do so either by a student or KOKUA Program.

4. Students have the responsibility for making their disability-related accommodation needs known to you in a timely fashion so that appropriate arrangements can be made—they are not, however, required to discuss their disability—your syllabus statement welcomes students to do so.
5. If a student with a disability does not request accommodations, you are under no obligation to provide academic assistance. In other words, you are not asked to guess or predetermine what a student may need. Students may choose not to use accommodations.
6. Accommodations should not be provided to a student who has not provided appropriate documentation to the KOKUA Program. The KOKUA Program is the only office designated to review documentation of a disability and determine eligibility for specific accommodations.
7. Individual accommodation needs vary from student to student because a disability, even the same disability, may result in different functional limitations. Compensation skills and strategies vary from one student to another, just as instructional methods vary from one instructor to another.
8. The KOKUA Program provides reasonable accommodations, auxiliary aids, and support services that are individualized and based upon disability

documentation, functional limitations, and a collaborative assessment of the student's needs.¹

Think “People First”

Language is a reflection of how people see each other. That's why the words we use can hurt. It's also why responsible communicators are now choosing language which reflects the dignity of people with disabilities—words that put the person first, rather than the disability. Read on for a short course on using language that empowers.

1. Think “people first.” Say “a woman who has mental retardation,” rather than “a mentally retarded woman.”
2. Avoid words like “unfortunate,” “afflicted” and “victim.” Also, try to avoid casting a person with a disability as a superhuman model of courage. People with disabilities are just people, not tragic figures or demigods.
3. A developmental disability is not a disease. Do not mention “symptoms,” “patients” or “treatment,” unless the person you're writing about has an illness as well as a disability.
4. Use common sense. Avoid terms with obvious negative or judgmental connotations, such as “crippled,” “deaf and dumb,” “lame” and “defective.” If you aren't sure how to refer to a person's condition; ask. And, if the disability is not relevant to your story or conversation, why mention it at all?

¹ Footnote: This list was adapted from the following website:<http://www.ods.ohiostate.edu/ods/textonly/faculty/handbook/page03.htm> and page 04.htm.

5. Never refer to a person as “confined to a wheelchair.” Wheelchairs enable people to escape confinement. A person with a mobility impairment “uses” a wheelchair.
6. Try to describe people without disabilities as “typical” rather than “normal.”²

Common Tips On Disability Etiquette

Don't assume a person with a disability needs help. Ask first. Also, listen to instructions the person gives.

Don't “talk down” to a person with a learning disability. Don't question their sincerity or abilities. Do be supportive and encouraging.

Talk to the person with a disability, not their friend or family member.

Relax! Don't worry if you use the term “See you later,” to a person with a visual impairment or “I have to be running,” to a person who uses a wheelchair.

To get the attention of a person who is deaf or hard of hearing, tap them on the shoulder. Look directly at the person and speak clearly. Not all people with a hearing loss can read lips. Remember to speak directly to the person with a hearing loss, not their interpreter.

When talking for a long time with a person who uses a wheelchair, put yourself at eye level so they do not have to strain their neck to look up.

² Produced by Ohio Public Images/Public Images Network, a not-for-profit communications and advocacy organization promoting positive awareness of people with disabilities. For more information call 513/275-0262 (Voice/TDD).

Do not hang on a person's wheelchair. That is part of their personal space.

Use "person first" language. Examples include: person with a disability, student with a learning disability, or student who is deaf. Many people find the term "handicapped" offensive. A handicap refers to a physical or attitudinal barrier.

REMEMBER: the number one tip on how to treat a person with a disability is:

LIKE A PERSON³

³ Excerpts from http://www.cbc2.org/c_access/faculty.html

DID YOU KNOW?

Statistics on Disability Issues in Higher Education

The study, *Survey on Students with Disabilities at Post-secondary Education Institutions*, collected data from a nationally representative sample of 2-year and 4-year colleges during the years 1996-97 or 1997-98. The following is a breakdown of the disability categories reported by students surveyed (U.S. Department of Education, 1998).

% of students reporting a disability

Specific learning disabilities	46%
Mobility/orthopedic disabilities	13%
Health disability/problem	11.6%
Mental illness/emotional disturbance	7.8%
Other*	9%
Hearing disability	5.6%
Blind or visual disability	4%
Speech or language disability	9%

* Other includes brain injury, developmental disability, neurological impairment, multiple disabilities, temporary disabilities, specific disability unknown, and other. http://interwork.sdsu.edu/courses/distance/higher-ed/dis_stu.spring01/resources/wl_profile.html

Course Outline Disability Statement

Some students in your classroom will have visible disabilities such as being deaf or hard of hearing or they may be in a wheelchair or be blind. Therefore, you will be keenly aware of their disability status. While others may have hidden disabilities such as learning disabilities, Attention Deficit Disorder (ADD) or psychiatric disabilities.

It would be very helpful to students with hidden disabilities for you to have a statement on your course outline inviting them to disclose their disability to you. Students are often embarrassed to come forward and ask for help.

Here is a suggested Disability Statement for your syllabus:

Any student who feels she/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact on campus the KOKUA program at 956-7511 located at the Students Services Center on the ground floor room 013 to coordinate reasonable accommodations for students with documented disabilities.⁴

⁴ Information taken from www.osu.edu/grants/dpg

Responsibilities and Rights of Faculty and Staff Concerning Students With Disabilities

INTRODUCTION

This section of the handbook was designed to assist faculty and staff in interacting with students with disabilities.

LEGISLATION

What legislation covers higher education institutions? Federal laws include Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, both of which cover colleges and universities.

The Rehabilitation Act

Title V of The Rehabilitation Act of 1973 is generally regarded as the first national civil rights legislation for people with disabilities.

Section 504 of the Rehabilitation Act prohibits discrimination on the basis of disability in any program or activity offered by an entity or institution receiving federal funds. Since 1977, all institutions receiving federal funding have been required to provide appropriate reasonable accommodations for people with disabilities.

Section 504 states:

No otherwise qualified person with a disability in the United States . . . shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance.

The Americans with Disabilities Act (ADA)

The ADA is a federal civil rights statute designed to remove barriers which prevent qualified individuals with

disabilities from enjoying the same opportunities that are available to persons without disabilities.

Colleges are covered in many ways under the ADA. Employment is addressed by Title I, accessibility to public and private entities by Titles II and III, and miscellaneous items by Title V.

FACULTY REFERRALS

Most students with disabilities self-identify to the KOKUA program staff early in their college experience. However, some students attend college with an undiagnosed learning disability. They may be an adult student who has struggled in the workforce for years unaware that they have a learning disability. Or they may have struggled through high school succeeding with minimal standards and have not been identified as having any academic problems. Instructor's observations in the classroom are invaluable, and a referral to the KOKUA program to discuss their learning difficulties may result in a referral for further testing and a long overdue diagnosis. The following clues may help instructors in the referral process.

Do you have a student in your classroom who:

- Demonstrates marked difficulty in reading, writing, spelling and/or using numerical concepts?
- Has illegible handwriting abilities
- Exhibits such behaviors as an inability to stick to simple schedules, repeatedly forgets things, loses or leaves possessions, and generally seems "personally disorganized?"
- Sometimes seems distracted in time, space: confuses up and down, right and left?
- Confuses similar letters and words such "b" and "d" or "was" and "saw"?
- Is easily distracted?

- Often displays anxiety or anger due to an inability to cope with college or social situations?
- Often demonstrates an inability to understand the subtleties of a situation and doesn't seem to perceive how his/her behavior comes across to others

If you have a student who has any or some of the above characteristics, you may have a student with an undiagnosed learning disability. It is recommended that the instructor refer the student to the KOKUA program so they can make a referral to an outside agency for a complete assessment and possible diagnosis.
www.stedwards.edu/aps/sds.htm

DEFINITION OF A PERSON WITH A DISABILITY

Under the ADA, a person with a disability is someone with a physical or mental impairment that substantially limits one or more major life activities. A person is considered to be a person with a disability if he/she has the disability, has a record of the disability, or is regarded as having the disability.

Under both Section 504 and the ADA, the term “auxiliary aids and services” include: qualified interpreters, notetakers, transcription services, written materials, telephone handset amplifiers, qualified readers, taped text, braille materials, acquisition or modification of equipment or devices, or other similar services and actions.

COMMONLY ASKED QUESTIONS

How do these laws relate to each other?

Institutions that receive federal funds are covered under Section 504. The ADA does not supplant Section 504, but in those situations where the ADA provides greater protection, the ADA standards apply.

What are the implications for higher education institutions?

1. Students with disabilities must be afforded an equal opportunity to participate in, and benefit from all postsecondary education programs and activities. That includes any course, course of study, or activity offered.
2. Rules or policies which would limit students with disabilities from fully participating in a program or activity may not be imposed.
3. Academic standards are not compromised, but accommodations must be provided, on a case-by-case basis, to afford qualified students with disabilities an equal education opportunity.

Can I ask a student if he/she has a disability?

No. However, it is the college's responsibility to notify students of services available for students with disabilities. You should inform all students of services and/or programs available at the college for students who need accommodations due to a disability, and how to access those services.

Do I have the right to know what type of disability a student has when they ask for an accommodation?

No. A student does not have to inform the faculty or staff member about their disability, but only the needed accommodations. If you have a question regarding the need for the accommodation, then you may contact your Kokua Program office. This office will have documentation regarding the student's disability on file. They cannot give details about the disability, unless the student has signed a written consent form, but can inform you if the student has a documented disability and if the accommodation requested is appropriate. The student may disclose their disability to you. You are then

obligated to maintain confidentiality regarding the student's disability. It is important to remember that the confidential nature of disability-related information has been an overarching principle of nondiscrimination since Section 504.

What can I do if I disagree with the academic accommodation requested?

If you disagree with the academic accommodation requested, you should discuss your disagreement with the Kokua staff, but you should continue to provide the accommodation. An instructor may not forbid a student's use of an aid if that prohibition limits the student's participation in the school program. Section 504 states:

A recipient may not impose other rules upon handicapped students, such as the prohibition of tape recorders in classrooms or of dog guides in campus building, that have the effect of limiting the participation of handicapped students in the recipient's education program or activity.

Often faculty members are concerned with the use of a tape recorder in their classroom because it may infringe on their freedom of speech or potential copyrighted material. The instructor may ask the student to sign an agreement that states that they will only use the recordings for their personal use.

It is important to remember that under the ADA, if appropriate accommodations are not provided to the student, you, as well as the institution, can be held liable for monetary damages.

Does the student receive "special privileges" under this legislation?

No. Providing accommodations should not be regarded as giving students, "special privileges," but rather as equalizing the impact of the student's disability to the greatest extent possible. Institutions are not mandated to

make changes in requirements that would result in a major or substantial change in essential elements of the curriculum. The institution has the right to set academic standards, but the institution must prove that requested accommodations would create a substantial change. The burden of proof lies with the institution. It is important that the students be treated the same and with equity. It is also important to expect the same academic performance, with requested accommodation, from the student with a disability as from a student without a disability.

Does the student with a disability need to ask for accommodations in a certain time frame before classes?

Yes. Most institutions require that the student indicate the need for an accommodation within a reasonable advance time. This is not always possible, but it is important to provide the accommodations as soon as possible.

How do I know what type of academic accommodation a student needs?

It is up to the student and the Kokua Program to determine what type of accommodation is needed. If you question the accommodation, contact the Kokua office.

Do I also have to provide these services to international students with disabilities who need auxiliary aids or services?

Yes. International students are entitled to the same protection from nondiscrimination on the basis of disability as are U.S. citizens. However, if a student has limited English skills due to being a non-native speaker, and not due to a disability, this would not qualify them as a person with a disability under the law.

Who pays for accommodations?

Each institution is responsible for the provision of appropriate auxiliary aids and services at no cost to the student. Each institution may determine which department pays for a particular accommodation. The institution cannot place a limit on its expenditure for auxiliary aids or services, or refuse to provide auxiliary aids because it believes that other providers of these services exist. The institution may work with an outside agency, such as Vocational Rehabilitation, to assist in obtaining an item or service.

What if I am unsure how to handle a situation with a student with a disability?

First ask the student. S/he is the best source of information about their disability. Second, contact the Kokua Program or another office that acts as a resource for students with disabilities.

What are my responsibilities concerning field trips and outside programs?

The legislation is very explicit about this. Persons with disabilities are entitled to participate in the most integrated settings possible. If a teacher conducts field trips or special programs, accommodations must be offered. If an institution offers transportation to students going on a field trip, it must also offer accessible transportation for students with disabilities. For example, a student who uses a wheelchair is enrolled in your class, and you decide to use a college van to take the students to a museum. You must offer transportation that is accessible to the student with a disability. The student may accept or refuse the accessible transportation.

What are possible personal consequences if I do not provide the accommodation requested?

If a student is denied equal access, auxiliary aids, or services, they can file a complaint under Section 504 with

the Office for Civil Rights of the U.S. Department of Education or under the ADA Titles II and III which is under the jurisdiction of the Department of Justice. The student may file with both offices. Under ADA, monetary damages may be enforced and the student may name both an individual, such as a professor, and the institution in the complaint. An employee can be personally liable, as well as the institution, if named in the complaint.

Do I have to provide academic accommodations if the student is taking the class for an audit?

Yes. The legislation states any student with a disability shall be given equal access to programs or services offered to all students.

Joyce M. Oates, Director
Career Access

Confidentiality & Disability Issues in Higher Education

Students with disabilities are enrolling in institutions of higher education in increasing numbers. These students are protected from discrimination under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Recognizing that discrimination often occurs as a result of attitudinal barriers and misconceptions regarding the potential of persons with disabilities, these government mandates for nondiscrimination carry within them rules regarding the confidential treatment of disability related information. The intent of this section is to provide information about how these rules impact day-to-day activities in post-secondary institutions and to suggest appropriate practices to follow.

What are the Rules Regarding Confidentiality?

- Disability related information should be treated as medical information and handled under the same strict rules of confidentiality as is other medical information.
- Disability related information should be collected and maintained on separate forms and kept in secure files with limited access.
- Disability related information should be shared only on a limited basis within the institutional community. It may be shared only when there is a compelling reason for the individual from the institution seeking information regarding some specific aspect of this confidential information.

Why Do We Need These Rules?

Some disability related information is clearly medical in nature, and as such, must remain confidential as noted. Other disability related information may trigger negative connotations about the person with the disability. People whose disability is a result of HIV, seizure disorder or psychiatric illness, for example, deserve and expect to have their privacy protected by having this information handled in a highly confidential manner. The government statutes regarding persons with disabilities hold the promise that they will provide the same level of protection for any one individual, or class of individuals, with a disability than they do for another. Therefore, since some disability related information must be guarded closely, keeping all such information equally protected is a conservative, safe and legally acceptable practice.

What Does That Mean for Post-secondary Institutions?

As post-secondary institutions become increasingly computerized in their record keeping and

communication functions, it is important to note that information regarding someone's disability or their status as a person with a disability is sensitive and should be managed carefully.

But Doesn't FERPA Give Faculty the Right to More Information?

In the U.S., the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, provides faculty with access to educational information in institutional files regarding students with whom they are working. Disability related records provided by a physician, psychiatrist, psychologist, or other recognized professional are not subject to free access under FERPA. The Act exempts such disability related records that are used for support of the student and are available only to service providers and other professionals chosen by the student. Note that there are individual state and provincial laws that may provide additional protection of confidentiality for medical and mental health records.

AHEAD

Association on Higher Education and Disability

<http://www.oberlin.edu/~learning/webdocs/Confidentiality.html>

KOKUA Program: Equal Opportunity for Students with Disabilities and Abilities

Institutional Commitment: In keeping with federal and state law, as well as institutional policies, UH Mānoa is committed to facilitating equal access to the campus experience for students with disabilities.

Disability Access Unit: The KOKUA Program (Kahi O Ka Ulu'Ana — the Place of Growing) is the primary campus office responsible for providing on-going disability access services to professional, graduate and undergraduate students with documented, permanent disabilities. Established in 1966, KOKUA works in partnership with disabled students, student staff, faculty and the rest of the campus community to create equal opportunity for this population.

Services: KOKUA provides direct academic access services to students with disabilities and technical assistance to faculty regarding how to best serve their specific disabled student(s).

Disability Access Services include, among many, faculty liaison, note taking, testing accommodation, transcribing, sign language interpreting, laboratory assistance, library assistance, priority registration, classroom relocation, campus van transportation, use of adapted furniture and equipment, etc. Services vary in accordance with each student's documented disability-based need, course requirements, etc.

Contact:

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2600 Campus Road

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Fax: (808) 956-8093

E-mail: kokua@hawaii.edu

KOKUA is administered by the Office of Student Equity, Excellence and Diversity (SEED) within the division of Student Affairs.

Center on Disability Studies: Education, Research, Services

History

The Center on Disability Studies (CDS) was established in 1988 as the Hawai'i University Affiliated Program at the University of Hawai'i at Mānoa, and is part of a National Network of University Centers for Excellence in Disabilities focused upon Education, Research and Services.

CDS addresses individual needs from birth to old age, a variety of service issues from prevention to early intervention to supported employment, a broad range of disabilities by providing interdisciplinary training, exemplary services, technical assistance, and information dissemination, thereby supporting persons with disabilities to live as independently as possible and to participate in their communities.

CDS Mission Statement

The mission of CDS is to support the quality of life, community inclusion, and self-determination of all persons with disabilities and their families. This is accomplished through training, service, research, documentation, evaluation and dissemination activities in Hawai'i, the Pacific Region and the U.S. mainland.

CDS provides a structure and process to support and maintain internal professional development, collegiality,

and cooperation reflecting an organizational commitment to excellence.

CDS activities reflect a commitment to best practice and interdisciplinary cooperation within an academic, community and family context. Activities are culturally sensitive and demonstrate honor and respect for individual differences in behavior, attitudes, beliefs and interpersonal styles.

Education: The conduct of interdisciplinary education activities include a wide range of training, technical assistance and information dissemination activities. Many focused on sharing the latest findings and data generated through related research projects underway within the Center.

Research: Activities conducted under research include field initiated research studies, studies of national and longitudinal scope, participatory action studies involving persons under study in the conduct of the study, and studies seeking to determine the effectiveness of specific practices.

Service: Activities consist of wide and deep participation on the part of all Center faculty within national, regional, and state/local agencies and committees, as well as participation within and across more than fourteen different departments or schools within the University of Hawai'i system.

Contact:

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Visit us at www.cds.hawaii.edu
www.rrtc.hawaii.edu

A New Way to Teach: Universal Design of Instruction

Pre-college and college students come from a wide variety of ethnic and racial backgrounds. For some, English is not their first language. Represented in most classes are many types of learning styles, including visual or auditory learners. In addition, increasing numbers of students with disabilities are included in regular pre-college and post-secondary education courses. Their disabilities include blindness, low vision, hearing impairments, learning disabilities, and health impairments.

Students want to learn and instructors share this goal. How can you design instruction to maximize the learning of all students? The field of universal design can provide a starting point for developing an inclusive model for instruction. You can apply this body of knowledge to create courses where lectures, discussions, visual aids, videotapes, printed materials, labs, and fieldwork are accessible to all students.

Making a product accessible to people with disabilities often benefits others. For example, sidewalk curb cuts, designed to make sidewalks and streets accessible to those using wheelchairs, are today often used by kids on skateboards, parents with baby strollers, and delivery staff with rolling carts. Also when television displays in noisy areas of airports and restaurants are captioned, they are more accessible to people who are deaf and everyone else.

Universal Design of Instruction

In terms of learning, universal design means the design of instructional materials and activities that make the learning goals achievable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize,

engage, and remember. Universal design for learning is achieved by means of flexible curricular materials and activities that provide alternatives for students with differing abilities. These alternatives are built into the instructional design and operating systems of educational materials—they are not added on after-the-fact. (Council for Exceptional Children p.2)

Universal design principles can apply to lectures, classroom discussions, group work, handouts, web-based instruction, labs, field work, and other academic activities and materials. They give each student meaningful access to the curriculum by assuring access to the environment as well as multiple means of representation, expression, and engagement (<http://www.cast.org/>). Listed below are examples of instructional methods that employ principles of universal design. They make course content and activities accessible to people with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles.

1. **Inclusiveness.** Create a classroom environment that respects and values diversity. Avoid segregation or stigmatizing any student. Respect the privacy of all students.
2. **Physical Access.** Assure that classrooms, labs, and field work are accessible to individuals with a wide range of physical abilities and disabilities. Make sure equipment and activities minimize sustained physical effort, provide options for operation, and accommodate right- and left-handed students as well as those with limited physical abilities. Assure the safety of all students.
3. **Delivery Methods.** Alternate delivery methods, including lecture, discussion, hands-on activities, internet-based interaction, and field work. Make sure

each is accessible to students with a wide range of abilities, disabilities, interests, and previous experiences. Face the class and speak clearly in an environment that is comfortable and free from distractions. Use multiple modes to deliver content. Provide printed materials that summarize content that is delivered orally.

4. **Information Access.** Use captioned videotapes. Make printed materials available in electronic format. Provide text descriptions of graphics presented on web pages. Provide printed materials early to allow students to prepare for the topic to be presented. Create printed and web-based materials in simple, intuitive, and consistent formats. Arrange content in order of importance.
5. **Interaction.** Encourage different ways for students to interact with each other and with you. These methods may include in class questions and discussion, group work, and Internet-based communications. Strive to make them accessible to everyone, without accommodation.
6. **Feedback.** Provide effective prompting during an activity and feedback after the assignment is complete.
7. **Demonstration of Knowledge.** Provide multiple ways for students to demonstrate knowledge. For example, besides traditional tests and papers, consider group work, demonstrations, portfolios, and presentations as options for demonstrating knowledge.

Employing universal design principles in instruction does not eliminate the need for specific accommodations for students with disabilities. For example, you may need to provide a sign language interpreter for a student who is deaf. However, applying universal design concepts in

course planning will assure full access to the content for most students and minimize the need for special accommodations. For example, designing web resources in accessible format as they are developed means that no redevelopment is necessary if a blind student enrolls in the class. Letting all students have access to your class notes and assignments on an accessible web-site can eliminate the need for providing material in alternative formats.

Universal design can also generate unanticipated benefits for others. For example, captioning course videotapes, which provide access to deaf students, is also a benefit to students for whom English is a second language, to some students with learning disabilities, and to those watching the tape in a noisy environment. Delivering content in redundant ways can improve instruction for everyone, including students with a variety of learning styles and central backgrounds.

Excerpts of Universal Design of Instruction by Sheryl Burgstahler, Ph.D.

<http://www.washington.edu/doit/>

Some students may need assistance for laboratory courses. These students may need to be paired with an able-bodied student or teaching assistant. Consult KOKUA if you need assistance in making these arrangements. A student using a wheelchair may need a lower laboratory table to accommodate the wheelchair for example.

Specific Teaching Considerations

Students with Learning Disabilities

Students with learning disabilities often learn differently than their peers. Although they have average or above average intelligence, there is frequently a discrepancy between their ability and their achievement in specific areas. Learning disabilities are presumably due to a central nervous system dysfunction. It is a permanent disorder that interferes with integrating, acquiring, and/or demonstrating verbal or nonverbal abilities and skills. There are generally some processing or memory deficits.

Each student with a learning disability has his/her own set of characteristics; one is not necessarily like another. These individuals, however, are often characterized by difficulty in the following areas:

- Reading comprehension
- Written expression
- Mathematics

Keep in mind that one individual does not have difficulty with all of the above-mentioned areas, just generally a few of those areas. Also, it is not unusual for a person with a learning disability to be gifted in some areas.

Suggestions

- Exam Accommodations: Assist these students in arranging for appropriate exam accommodations whether you arrange these accommodations yourself or the student does in cooperation with the KOKUA Program.
- Multi-Modality Instruction: A multi-modality approach to instruction assists these students in finding a modality that is consistent with their learning strength. Providing important information

and assignments in both oral and written formats helps avoid confusion.

- **Alternative Format:** Some of these students need print material in alternative format. When you are contacted by the KOKUA Program auxiliary services coordinator or a student, it is important that you immediately provide information about the required textbook(s) and readings you will be using as well as any other reading expectations. It takes a considerable amount of time to convert materials into alternative format.
- **Study Aids:** Study questions, study guides, opportunities for questions and answers, and review sessions help the student who needs a lot of repetition and information given in different ways.
- **Exam Aids:** Permit these students to use simple calculators, portable spell-checkers, and scratch paper during exams.
- **Flexible Exam Format:** Students who have language-based and/or writing disabilities may need more time on essay exams. Others may want to tape record answers, use a scribe or use a computer. Be open to a flexible exam format as long as the student is able to demonstrate his/her knowledge.

<http://www.ods.ohio-state.edu/ods/textonly/faculty/handbook/page08.htm>

Students Who Are Visually Impaired

Students with visual impairments are constantly challenged by classroom instructional strategies. Although they can easily hear lectures and discussions, it can be difficult for them to access class syllabi, textbooks, overhead projector transparencies, PowerPoint presentations, the chalkboard, maps, videos, written exams, demonstrations, library materials, and films. A

large part of traditional learning is visual; fortunately, many students with visual disabilities have developed strategies to compensate.

These students vary considerably. For example, some have no vision; others are able to see large forms; others can see print if magnified; and still others have tunnel vision with no peripheral vision or the reverse. Furthermore, some students with visual impairments use Braille, and some have little or no knowledge of Braille. They use a variety of accommodations, equipment, and compensatory strategies based upon their widely varying needs. Many make use of adaptive technology, especially print to voice conversion using a scanner and voice production software. Textbooks are often converted and put on disks for later use. Others use taped textbooks or equipment to enlarge print (closed circuit television [CCTV]) or actual enlargements.

Suggestions

- **Preferential Seating:** Students with visual impairments may need preferential seating since they depend upon listening. Since they may want the same anonymity as other students, it is important that you avoid pointing out the student or the alternative arrangements to others in the class.
- **Exam Accommodations:** Exam accommodations—which may include adaptive technology, a reader/scribe, extra time, a computer, closed circuit TV (CCTV), Braille, enlargements, tapes, and/or image enhanced materials—may be needed.
- **Arranging for Accommodations:** A meeting with the student is essential to facilitate the arrangements of accommodations and auxiliary aids which may include, in addition to exam accommodations, access to class notes and/or the taping of lectures; print material in alternative format; a script with verbal

descriptions of videos or slides, charts, and graphs, or other such visual depictions converted to tactile representations.

- **Orientation to Classroom:** You may also ask the student if s/he would like an orientation to the physical layout of the room identifying the locations of steps, furniture, lecture position, low-hanging objects, or any other obstacles.
- **Use of Language:** Although it is unnecessary to rewrite the entire course, you can help a visually impaired student by avoiding phrases such as “Look at this” and “Examine that,” while pointing to an overhead projection. Use descriptive language. Repeat aloud what is written on an overhead or chalkboard.
- **Lab Assistance:** These students may need an assistant or lab partner in lab classes. Help the student find an assistant.
- **Print Material in Alternative Format:** Have copies of the syllabus and reading assignments ready three to five weeks prior to the beginning of classes. Students with visual impairments will likely need all print material in alternative format which means that they need print material converted to audio tapes, scanned onto disks, Braille, enlarged or image enhanced. Conversion of materials takes time. It is important that they have access to class materials at the same time as others in your class. Coordinate alternative formats mentioned above with the KOKUA program.
- **Guide Dogs:** Keep in mind that guide dogs are working animals. They must be allowed in all classes. Do not feed or pet a guide dog. Since they are working, they should not be distracted.

Section II: Specific Teaching Considerations.

Students Who Are Deaf or Hard of Hearing

Individuals who are deaf or hard of hearing rely upon visual input rather than auditory input when communicating. Using visual aspects of communication (body language, gestures, and facial expression) often feels awkward to people who are accustomed to the auditory; however, it is essential that instructors learn to effectively communicate with students who are deaf or hard of hearing.

Students who are deaf or hard of hearing do not all have the same characteristics. Some have a measure of usable residual hearing and use a device to amplify sounds (FM system). Some choose to speak, others use very little or no oral communication. Some students are extremely adept at speech reading, while others have very limited ability to, “read lips.” For some, sign language and/or finger spelling are the preferred means of communication; other communication choices include gestures and writing. Most students who are deaf or hard of hearing have experienced communicating with the hearing population. Let them be the guide on how best to communicate.

Suggestions

- **Gaining Attention:** Make sure you have a deaf student’s attention before speaking. A light touch on the shoulder, a wave, or other visual signals will help.
- **Preferential Seating:** Offer the student preferential seating near the front of the classroom so that s/he can get as much from visual and auditory clues as possible or clearly see a sign language interpreter if one is used.

- **Effective Communication:** Don't talk with your back to the class (for example, when writing on the chalkboard). It destroys any chance of the student getting facial or speech reading cues. Your face and mouth need to be clearly visible at all times.
- **Videos and Slides:** Provide videos and slides with captioning. If captioning is not available, supply an outline or summary of the materials covered. If an interpreter is in the classroom, make sure that s/he is visible.
- **Class Discussion:** When students make comments in class or ask questions, repeat the questions before answering, or phrase your answers in such a way that the questions are obvious.
- **Class Notes:** Students may need your assistance in getting class notes. When a student is using a sign language interpreter, captioning or lip-reading, it is difficult to take good notes simultaneously.
- **Sign Language or Captioning Services:** When a student uses a sign language interpreter, discuss with both the student and interpreter(s) where the interpreter(s) should be located to provide the greatest benefit for the student without distracting other class members. When a student uses a captioning service, discuss with the student and captioner the appropriate location.
- **Role of the Interpreter:** The interpreter is in the classroom only to facilitate communication. S/he should not participate in the class in any way or express personal opinions.
- **Interpreter Classroom Etiquette:** The interpreter is in the classroom to facilitate communication for both the student and the instructor. Speak directly to the student, even though it may be the interpreter who clarifies information for you. Likewise, the interpreter

may request clarification from you to insure accuracy of the information conveyed.

- **English as a Second Language:** For many deaf students, English is a second language. When grading written assignments and/or essay tests, look for accurate and comprehensive content rather than writing style. Students should be encouraged to go to The Writing Workshop for assistance if necessary.

<http://www.ods.ohio-state.edu/ods/textonly/faculty/handbook/page09.htm>

<http://www.ods.ohio-state.edu/ods/textonly/faculty/handbook/page10.htm>

Section II: Specific Teaching Considerations

Students with Attention Deficit Hyperactivity Disorder

Attention deficit hyperactivity disorder (ADHD) is characterized by a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development (DSM-IV). Students with ADHD or ADD (without hyperactivity) may have difficulty with one or more of the following areas:

- Concentration
- Distractability
- Organization
- Completing tasks

Some students with ADHD take medication for their condition. This medication may be a stimulant, which actually calms them and helps them focus on tasks. Anti-depressants may also be used.

Suggestions

- **Assistance with Structure:** A syllabus with clearly delineated expectations and due dates and frequent opportunities for feedback provide these students with assistance in organization and structure. Study guides and review sheets are also helpful in providing structure.
- **Exam Accommodations:** Many students with ADHD use exam accommodations including extended time and a distraction-reduced exam space. Your assistance is needed to coordinate this with KOKUA.
- **Access to Class Notes:** Some of these students have difficulty focusing and concentrating and for this reason may need access to classroom notes. Your assistance may be needed to ensure that they get notes.
- **Classroom Distractions:** If a student appears extremely distracted, it may be appropriate to encourage the student to sit near the front of the class, away from doors, air conditioning units, windows, or any other possible sources of distraction.

<http://www.ods.ohio-state.edu/ods/textonly/faculty/handbook/page11.htm>

Section II: Specific Teaching Considerations

Students with Mobility or Medical Impairments

Mobility impairments are often due to conditions such as cerebral palsy, multiple sclerosis, muscular dystrophy, or spinal cord injury. Students may use crutches, braces, or a wheelchair, and in a few instances, may be

accompanied to class by a round-the-clock nurse. Medical impairments are often hidden disabilities, caused by such conditions as arthritis, asthma, cancer, orthopedic limitations, post surgery, chronic fatigue syndrome, or seizure disorder. The student may have limited energy; difficulty walking, standing, or sitting for a long time; or other disabling characteristics.

Functional limitations may be episodic for some students who may experience dizziness, disorientation, and difficulty breathing during a recurrence. For example, with asthma or a seizure disorder, a student may have periods when they function without any accommodations, but at other times their functional limitations are quite severe.

Even with the same disability, students with mobility or medical impairments may have a wide variety of characteristics. For example, persons who have experienced a spinal cord injury are likely to show differing degrees of limitation. They may require different types of class accommodations or may not need accommodations, depending upon functional limitations.

Suggestions

- **Exam Accommodations:** Students who have upper body limitations and are unable to use their hands, will likely need exam accommodations which may include extended time, a scribe, or voice recognition software. Assist the student in coordinating these accommodations with the KOKUA Program.
- **Access to Class Notes:** Students who are unable to use their hands may need assistance in finding a note taker, or they may elect to tape record lectures.
- **Tardiness:** Some students are unable to quickly get from one location to another due to architectural barriers or difficulty in using adaptive transportation. The transportation system is influenced by traffic,

weather, and scheduling problems. For these reasons, a student may be late getting to class. Please be patient when this happens.

- **Seating Arrangements:** In a few situations, a student may be unable to use the type of chair provided in a particular classroom. KOKUA will assist the student in making special seating arrangements.
- **Inaccessible Classroom:** If your classroom is inaccessible and a student is unable to get into your classroom, your class location must be moved to an accessible location. Call KOKUA immediately for assistance in getting your class location changed.
- **Laboratory Courses:** Some students may need assistance for laboratory courses. These students may need to be paired with an able-bodied student or a teaching assistant. Consult KOKUA if you need assistance in making these arrangements. A student using a wheelchair may need a lower lab table to accommodate the wheelchair.
- **Missed Exams or Classes:** Some students experience recurrence of a chronic condition requiring bed rest and/or hospitalization. These students need extra time to complete incomplete work and the opportunity to make-up tests. Other arrangements may be necessary if a student misses a class excessively due to a disability and is unable to make-up the essential requirements of the class. In either situation, it is essential not to penalize a student for his/her disability and at the same time maintain the integrity of the requirements of the class.
- **Field Trips:** Make arrangements for field trips or other out-of-classroom experiences as soon as possible so that all students are able to experience all class teaming opportunities. Consult with KOKUA about arrangements if you need assistance.

Students with Psychiatric Disabilities

DESCRIPTION

Students with psychiatric disabilities who use services at KOKUA Program exhibit a persistent psychological disorder that adversely affects their educational access, academic performance, and daily functioning. They frequently require medication. Some of the types of psychiatric disorders include but are not limited to:

Depression is a major disorder that can begin at any age. Major depression may be characterized by a depressed mood most of each day, a lack of pleasure in most activities, thoughts of suicide, insomnia, and feelings of worthlessness or guilt.

Bipolar disorder causes a person to experience periods of mania and depression. In the manic phase, a person might experience inflated self-esteem and a decreased need to sleep; however, in the depressive phase, a person may experience lack of energy and less self-esteem and interest in family, friends, and school.

Anxiety disorders can disrupt a person's ability to concentrate and cause hyperventilation, a racing heart, chest pains, dizziness, panic, and extreme fear.

Schizophrenia can cause a person to experience, at some point in the illness, delusions and hallucinations.

(Source: University of Minnesota Disability Services web site: <http://disserv3.stu.umn.edu/AG-S/3-5.html>)

In most situations you will not be aware that you have a student with a psychiatric disability in your

classroom. Because students do not show any outward signs of the disability does not mean that their disability is any less disabling than a more visible disability. Many of these students are fearful of and have faced stigmatization because of their disability. Some do not need or request any accommodations, and some require a variety of accommodations. For some, the disability is temporary. With medication and/or therapy, they recover. On the other hand, some students face a constant or a recurring battle to keep their disability under control.

Suggestions

- **Exam Accommodations:** Assist these students in arranging for exam accommodations when requested. The exam accommodations that they will most likely use are a distraction reduced exam space and extra time. **Make-up Work:** During periods of serious psychiatric episodes, these students may miss class. Collaborate with students about arrangements to make-up tests and other assignments allowing them extra time. **Welcoming and Supportive Environment:** Many students with psychiatric disabilities fear stigmatization because of their disability. If a student shares his/her disability with you, be supportive and welcoming when a student requests assistance in arranging for accommodations.

<http://www.ods.ohio-state.edu/ods/textonly/faculty/handbook/page13.htm>

Conclusion

We hope that you have found valuable and useful information within these pages and at our web sites. Please let us know what other information might be useful to you. We have listed below more web site addresses that might help you when working with students with disabilities. Many thanks and the best of luck with your teaching endeavors.

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Here is more information on relative websites:

The Faculty Room link can be found at www.cte.hawaii.edu or www.cds.hawaii.edu

The Faculty room sponsored by the University of Washington provides resources for staff, administrators and faculty. It provides information on legal issues, offers case studies and information on different types of disabilities and how to help students with disabilities. It is interactive and offers an opportunity to evaluate the site.

Do-It Program www.washington.edu/doit/
Employment opportunities for individuals with disabilities in the field of math and science

ADA Document Center – www.janweb.icdi.wvu.edu/kinder/

Provides information on the Americans with Disabilities Act (ADA) as well as general information on disability issues.

The George Washington University HEATH Resource Center – www.heath.gwu.edu/Links.htm

List information on assistive technology, legal assistance, research, multicultural resources and much more.

Disability Sites to Explore – www.merrywing.com/newsites.htm

List 136 sites offering information on disability related issues.