

17th Annual UWSP Teaching Conference
Inclusive Excellence in the Classroom
Jim Joque, Marge Strong, Pam Terrell

From the UWSP University Handbook, Chapter 5, Section 10:

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability. Classroom accommodations may include, but are not limited to:

Alternate Format (Black/White Copy)
Calculator
Extended Time for Tests
Interpreter
Note-taker
Preferential Seating
Spelling Checker
Taped Test or Text
Scribe

Braille Material
Enlarged Materials
Grammar Editor
Lab Assistant
Oral Test
Reader or Proctor for Test
Tape Recorder
Tutor

The "504" Coordinator shall meet with the student to determine appropriate classroom/course accommodations. The request for classroom/course accommodation must be made in a timely manner (i.e., 4-6 weeks for taped textbooks, 5 days for testing, etc.).

Suggestions for accommodating students with disabilities:

1. Make sure you have a statement about accommodation in your syllabus. An example is:
Disability Statement
If you have a disability that requires accommodation so that you may fully participate in class activities or meet course requirements, please contact me within the first week of class. Refer to <http://www.uwsp.edu/special/disability/studentinfo.htm>. for further assistance.
2. Be open to having an honest discussion with a student about the disability and how it may affect classroom performance and participation. This is especially true when there are group projects and assignments.
3. Realize that accommodation goes both ways. The student must self-advocate. It isn't your job to read minds or always be the one thinking proactively. The student assumes responsibility as well.
4. To minimize the time it takes to specialize assignments for students with disabilities, instead think, "What can I do that will benefit the learning of the entire class?" Universal Design!
5. Even people without disabilities learn best when multiple modalities of learning are used. Design classroom experiences that incorporate sight, sound, smell, touch, taste, and

movement. Have students watch, listen, do, and experience. Active learning helps everyone and is a very natural ways to accommodate students of various abilities.

6. Don't be afraid to refer. If you see a student struggling with learning, taking notes, writing papers, completing exams, and managing coursework, refer to appropriate centers on campus. These include, but aren't limited to:
 1. The Tutoring and Learning Center
 2. The Counseling Center
 3. The Communicative Disorders Clinic
 4. Assistive Technology
 5. Disability Services

Everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid.

~Unknown

UWSP Disability and Assistive Technology Center
Disability Services Annual Report of Students with Disabilities
For 2011-2012

Number of eligible students enrolled in Disability Services (DS) in 2011-2012 **469**
(436 in 10-11; 393 in 09-10; 368 in 08-09; 347 in 07-08; 318 in 06-07; 309 in 05-06; 248 in 04-05)

Number of prospective students interviewed during the year **196**
(168 in 10-11; 205 in 09-10; 174 in 08-09; 146 in 07-08; 142 in 06-07; 153 in 05-06)

Percentage of enrolled eligible DS students of total student body enrollment
(Based on fall semester 2011 enrollment of 9,474 students) **4.95%**
(4.6% in 10-11; 4.3% in 09-10; 4.0% in 08-09; 3.9% in 07-08; 3.6% in 06-07; 3.6% in 05-06; 2.8% in 04-05)

Number and Percentage of Disability Categories for 2011-12

	Number	Percentage	(comparisons *)
Learning Disability	115	24.5 %	(29.1%; 27.8%; 28.5%; 29.4%; 30.5%; 34 %; 35.1 %)
ADD/ADHD	140	29.9 %	(31.4%; 35.1%; 34.5%; 32.6%; 34.3%; 31%; 29.8 %)
Psychological Disability	70	15 %	(13.5%; 14.8%; 14.1%; 4.7%; 11%; 13.3 %; 12.5 %)
Health Impairment	41	8.7 %	(6.2%; 6.7%; 7.1%; 4.9%; 6.6%; 7.4 %; 7.7 %)
Hearing Disability	17	3.6 %	(2.5%; 2.5%; 2.7%; 3.2%; 3.4%; 3.6 %; 3.6 %)
Visual Disability	16	3.4 %	(2.8%; 2.3%; 1.4%; 2%; 1.6%; 2.3 %; 3.2 %)
Brain Injury	10	2.1 %	(2.3%; 2.5%; 1.6%; 3.5%; 3.8%; 3.2 %; 3.6 %)
Mobility Disability	2	.4 %	(.7%; 1%; 2.2%; 1.1%; 2.2%; 2.6 %; 2.8 %)
Physical Disability	18	3.8 %	(4.4%; 4.1%; 4.4%; 4%; 2.8%)
Autism Spectrum	15	3.2 %	(2.5%; 2%; 1.6%; 2%)
Other	9	2 %	(1.4%; 1%; 1.9%; 2.6%; 3.8%; 2.6 %; 1.6 %)
Temporary Disability	16	3.4 %	(3.2%)
Totals	469	100 %	

*(compared results: 2010-11; 2009-10; 2008-09; 2007-08, 2006-07, 2005-06 and 2004-05)

The category, “*Autism Spectrum*” disorders includes high functioning autism and Asperger’s syndrome. The “*Other*” category includes seizure disorders, speech impairments and cerebral palsy. “*Temporary disability*” students are counted, since UW-System requires this data.

Data collected includes DS students attending UWSP from summer session beginning 5/23/11, through end of spring semester, 5/20/12. This data collection is consistent with the reporting time-frame required by UW-System.

Note that eligible students enrolled in DS do not account for all students with disabilities attending UWSP. There are students who have disabilities but choose not to enroll or use services from Disability Services. Those numbers cannot be retrieved.

DS Program Data for 2011-2012 continued

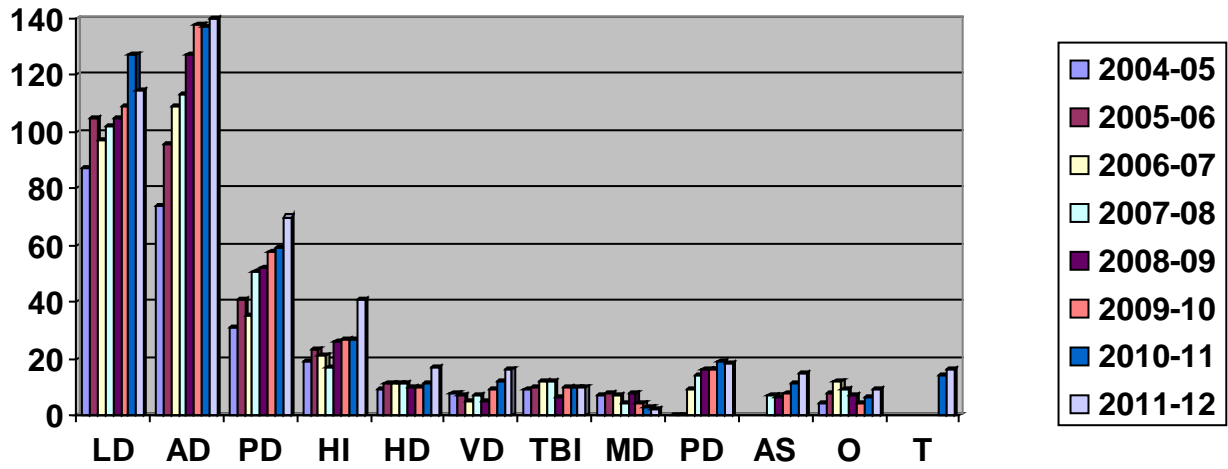


Figure 1: Number of students in each of 12 disability categories over an eight-year period.

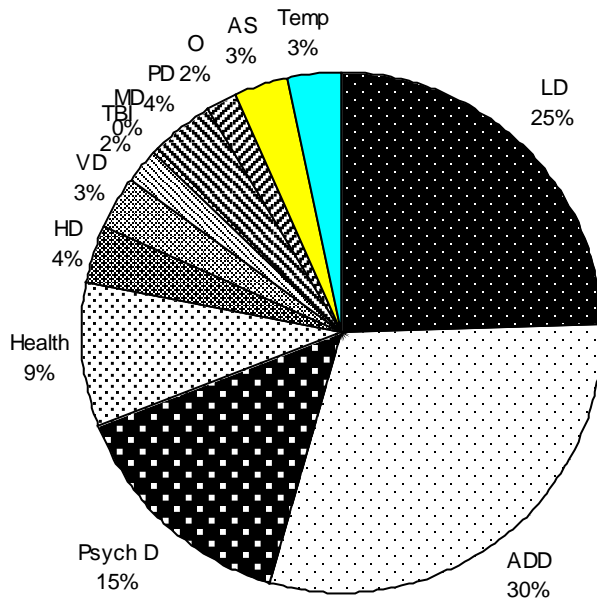


Figure 2: Percentage of students in each of 12 disability categories for 2011-2012 (note LD-learning disability; ADD-attention deficit/ hyperactivity disorder; Psych D-psychological disability; Health-health impairment; HD-hearing disability; VD-visual disability; TBI-traumatic brain injury; MD-mobility disability; PD-physical disability; AS-Autism Spectrum; O-other disabilities; Temp-temporary disability). Percentages are rounded to the nearest whole number.

Professors Guide to Implement Learning:

An overview of Universal Design for Learning- Postsecondary Settings

Once the classroom setting has been made accessible to all, everyone can utilize his/her own learning style without distractions. How information is conveyed is just as important as the information itself. In most cases, it is likely that there will be only a few students who are registered with the student disability services office. However, there are likely to be many students with invisible disabilities, such as ADHD or dyslexia, who have chosen not to register for accommodations. Utilization of some UDL strategies in the presentation of class material can benefit all students.

1. An open and accommodating environment is created during the first class period.
 - Include an accommodations statement on the syllabus. The Disability and Assistive Technology Center can offer suggestions.
2. Information is provided in multiple formats.
 - Varying lecture style to include discussions, videos, and digital documents helps to address each student's strengths and abilities.
 - i. An example would be close captioning your videos that you would obtain from your provider.
3. All visual concepts are explained in an auditory manner.
 - Learning styles and abilities of some students in the class may differ, so verbally explaining graphs, charts, or pictures will help with comprehension of the material.
 - Some students may not be able to see the graphics, while others would benefit from an explanation of what they are seeing.
4. The instructor faces the class when speaking.
 - This gives students the opportunity to see the instructor's facial expressions. Hearing impaired students may not be able to sense changes in voice inflection.
 - Facing the students also makes it easier for those who rely on lip reading to follow along with the information.
5. The instructor encourages and facilitates discussion during lecture sessions.
 - Providing students with a chance to share thoughts or provide information to others is one means to keep all students engaged with the topic.
 - This gives professors the ability to periodically assess knowledge that students are acquiring.
6. Class outlines or PowerPoint slides are available prior to the start of class.
 - This primarily benefits students who have difficulty concentrating on the discussion while taking notes.

- Providing a structure helps focus attention on the content of the class.
 - i. Many instructors resist providing these scaffolds because they feel that students will not attend class. If PowerPoint slides are used correctly, they will only give students an outline of what is to follow.
7. Class notes are available after class.
- Providing notes after class helps to ensure that students have gotten the important points to study from.
 - This will benefit those who have difficulty taking notes, but will also provide additional reference material.
 - i. An example could be using a SmartPen for capturing class lectures and posting these lectures and notes to D2L.
8. Reading assignments made available in advance.
- Giving students the opportunity to prepare ahead of time so they can concentrate fully during the class.
 - This also gives students who need to have reading assignments transferred into alternative formats time to do that without falling behind in class.
 - i. If a student works with the Disability and Assistive Technology Center, they can help to provide an alternative text format.
9. Outside of class, the instructor is available to communicate with students through multiple means of communication.
- Due to different abilities and comfort levels, students may have different preferences about how they contact the instructor.
 - It is important that the instructor make emailing available, especially for students with hearing impairments.
 - Meeting with or being able to call an instructor may be a preference for some students as well.

Information gathered from "Accessibility in Action" issues, created by the Universal Access project, managed and conducted by the Iowa Center for Assistive Technology Education and Research (affiliated with the University Iowa College of Education).



University Of Wisconsin - Stevens Point

Academic Affairs
Disability and Assistive Technology Center
Disability Services

Stevens Point, WI. 54481-3897
(715) 346-3365; FAX: 715-346-2558
TTY: 715-346-3362

TO: Faculty
RE: Students who are blind or have low vision

Below are some suggestions on interacting with someone who is blind or has low vision:

Below are a few suggestions that may be helpful to you as a teacher when someone who blind or has a visual impairment may be in your classroom.

- Act naturally and be yourself.
- Speak normal (no need to raise voice)...speak to the person who is blind and not someone who is with them.
- Let them know who you are when address them; introduce yourself by name when speaking to them ("Hi Mary, Its Jim here").
- If you enter a room that a blind individual is in, let them know you are present and let them know when you are leaving; also let them know when leaving a space of conversation or ending a conversation.
- If in class and you ask a question of someone who is blind, be sure to begin with their name so they know you are speaking to them
- For someone who has low vision, ask them what size of font they prefer if they read large print. Some people with low vision however, may prefer regular print. So always ask.
- If you are presenting something on a board in front of your classroom, provide printed or electronic copies of that material to a student who is blind or has low vision in advance (for their reference).
- If available, please provide ahead of time, print or electronic copies of notes, outlines and PowerPoint information. Ask the student which format they prefer. And if providing electronic copies, please be sure they are clean and clear copies so that the electronic readers can access the information.
- If you are referencing something that is written on paper or on a board to a person who is blind or has low vision, read or explain what is in print
- If you are in charge of a space where the blind person may be, briefly describe their surroundings.
- Guide their hand to the back of a chair if helping seat someone who is blind.
- But first, always ask if you can assist someone who is blind; never assume they need the help and jump in to help them.
- Prevent injury by being sure a door is not half open, a cabinet door ajar, or a chair is in the middle of an open space.

- If serving as a sighted guide, offer your arm to the blind individual and let them know you have; they will then grasp your elbow and walk adjacent and slightly behind you (by a half step only).
- If serving as a sighted guide, inform the person when you come to steps, curbs, drop offs, doors or obstacles.
- If someone is using a guide dog, do not pet, play, feed, make eye-contact or address the dog (unless the owner specifies otherwise); it is a working dog and has strict restrictions to the blind individual's commands.

If you have questions or concerns, please contact Jim Joque, Director of the Disability and Assistive Technology Center Director at jjoque@uwsp.edu; or call 715 346-3365.



University Of Wisconsin - Stevens Point

Academic Affairs
Disability and Assistive Technology Center
Disability Services

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TO: Faculty
RE: Students who are deaf or hard-of-hearing

This semester, a student who is hard-of-hearing will be in one of your classes. There are a few things we would like to suggest that will help to accommodate our students with hearing disabilities in order to assure that they do not miss information presented in class.

- Please provide a front row seat if requested by the student.
- Speak at a normal rate without exaggerated lip movements.
- Since some students who are hard of hearing use speech reading (lip reading), it is helpful that you lecture facing the class (such as not talking as you write on the board); and please provide appropriate lighting in the classroom for lip reading.
- When other students ask questions, please repeat the question before responding.
- List on the board, major topics of a lecture, discussion, power point, or hand-outs. If the student with a hearing disability knows the specific topic, it will be easier for them to follow the spoken information.
- If available, please provide ahead of time, copies of notes, outlines and PowerPoint information.
- Use of visual aids is good. But please use written captions on visual aids.
- Should you show videos, please check with IT to be sure you know how to turn on and use the "Closed Caption" component to the AV system. When ordering new DVD's, please be sure to order them with closed captioning.
- Some students who are hard of hearing may use an *FM system* (a radio transmitter system that amplifies speech into an earphone); or the use of *remote text interpreting* or *real-time captioning* (where students receive voice-to-text translation of a lecture via a laptop computer in class). In either case, the student may ask you to wear a microphone that transmits to their system.
- Some students who are hard of hearing, and especially students who are deaf, may utilize the services of a sign-language interpreter. If this is the case, please provide the interpreter space and a chair at the front of the room (to the side somewhere) and allow the student to sit near the interpreter. You would then teach to the class and including the deaf student. If you communicate with the deaf student who is using an interpreter in class, talk to the student and not the interpreter. The interpreter will communicate with you if needed, depending on the communication skills of the student.
- Ask the student if there is anything other than the above that may help make the classroom and your instruction more accessible to them.

Thank you for your support of our students with hearing disabilities. If you have any questions regarding disabilities, please feel free to contact Jim Joque, Director of the Disability and Assistive Technology Center at jjoque@uwsp.edu or call 715 346-3365.

Teaching Dyslexic Students at College or University.

Teaching dyslexic students.

It is almost certain that there will be dyslexic students in your teaching groups. Dyslexic students have particular learning difficulties, but are of average or above average intelligence. This is apparent from their conversation. However, they will have difficulty with reading large volumes of text, with essay-writing and spelling.

However, it is not hard to make small changes to your teaching methods which will allow them to achieve at the same level as students who are not dyslexic. Some simple guidelines are presented which are easy to follow, and a useful book on this topic is listed below.

There is also a broad range of advice, examples and teaching suggestions on the [Dyslexia Teacher](#) website.

Some simple teaching guidelines.

Although their difficulties are not visible, as with, for example, a physically disabled student in a wheelchair, dyslexic students experience genuine difficulties: these are with visual tracking, auditory perception, organization and some other areas ([Recognizing Dyslexia](#)). Their academic progress can be greatly helped by the following teaching adaptations:

- Present an **outline** of the whole lecture at the start, giving the 'big picture'. Then say how many main points there are within the whole lecture, so that dyslexic students can see the framework of the topic.
- Provide photocopied **outline lecture notes** for students. Whilst this is time-consuming, it makes a huge difference to dyslexic students who can see the main drift of the lecture, and then add extra notes around the main points/sections that you have outlined. This practice is soon to be carried out by all staff at the Massachusetts Institute of Technology (M.I.T.), with notes for all lectures being published on their website.
- **Print** key words on the board rather than writing them in cursive handwriting.
- If there is a choice, a **blackboard** is preferable to a white board, which can create a visual glare for some dyslexic students.
- Never ask a dyslexic student to **read out loud**. They have difficulties with visual tracking - following the text along the line and onto the next line - which can cause great embarrassment.
- **Overhead projections** (OHPs) present a particular visual difficulty, but a photocopied handout of the OHPs or Power Point pages can help tremendously.
- Allow five minutes **at the end of a lecture** for dyslexic students to approach you individually about any points that have confused them.

Assignments.

- Avoid **assignments** to be copied from the board. When assignments are set, be sure to put them in writing on printed handouts.
- Try to read and assess a dyslexic student's work for **content and meaning**. Poor spelling is not an indication of low intelligence, but of a learning difficulty with visual memory.
- Encourage a dyslexic student to show you a **rough draft** of an essay so that you can provide some feedback before the final version is handed in.
- Tell your dyslexic students about technological aids such as Speech Recognition programs such as Dragon Naturally Speaking ([USA](#)) ([UK](#)) This will allow them to dictate their work into a word-processing program, without having to devote undue attention to spelling. An excellent essay-planning program is called [Inspiration](#).
- Make sure that the dyslexic students you teach are aware of any special services or support, which are available in most colleges and universities now like the [University of Phoenix](#). This may be as a Special Needs department or counselling service in your college or university.
- Encourage a dyslexic student to attend a **Study Skills** course if there is one available in your college.

Study accommodations ('academic adjustments').

Appropriate study accommodations are:

- Dyslexia stickers for work assignments & examination papers;
- Extra time for examinations;
- Assistance in claiming Disabled Students Allowance (DSA) or, if ineligible, assistance with looking for charitable sources;
- Use of computers / word processors within the Disability Support Unit;
- Extended loan time for library books;
- Access to low cost equipment;
- Readers, scribes, note-takers;
- Large print hand-outs, copies of overheads, copies of lecture notes etc.;
- Permission to tape lectures (to be approved by department);
- Post-graduate or peer support to be paid by yourself.

In the US, [Section 504 of the Rehabilitation Act of 1973](#) and the [Americans with Disabilities Act of 1990](#) (ADA) are the pertinent Federal laws; Section 504 of the Rehabilitation Act of 1973 uses the term "academic adjustments" when referring to ways of promoting instructional and programmatic access for students with disabilities. The term "reasonable accommodation and support services" is used in these Practices because it emphasizes the goal of addressing the student's disability-related need for equal access in the academic setting.

There is differing legislation (if any) in other countries, but the US provides a valuable model.

From: *Teachers of Dyslexic Students* (<http://www.dyslexia-college.com/teacher.html>)

*Open Lab 4:30-6:00 PM at the
Assistive Technology Center*

1st & 3rd Wednesday of the Month - LRC 604

Offered to DATC students and Professors working with DATC students -

- ✓ Premier, text-to-voice program, helps with reading text books & documents
- ✓ SmartPen, helps with note taking or tutoring outlines
- ✓ Dragon Naturally Speaking, voice-to-text program, helps with writing papers or study notes
- ✓ Ipad, apps for reading, writing or studying
- ✓ Inspiration, a mapping program
- ✓ Kindle, an e-reader for books
- ✓ BookShare, support for e-books for students with Learning or Visual disabilities
- ✓ Learning Ally, support for audio books for students with Learning or Visual disabilities
- ✓ WPLC Digital Books, using the Library system to get e-books or audio books
- ✓ Mac - VoiceOver- text-to-voice reader

Come learn about and train on some of these programs in LRC 604.

Dates: February 6th and February 20th

March 6th and March 20th

April 3rd and April 17th

May 1st

