

Am I Applying Inclusive Excellence Through Universal Design?

NO	NOT SURE	YES
No or very limited office hours are available.	Information is occasionally presented in multiple forms.	An accommodating environment is created.
One traditional lecture style is used.	Sometimes other resources are used, but generally just PowerPoint lectures.	Information is provided in multiple formats.
Visual concepts are not explained; just given.	Parts of visuals are explained in class.	Varying instructional style includes discussions, videos, and digital documents.
Instructor does not face the class when speaking.	Some of the time the instructor faces the class; other times they face the computer screen or other places in the room.	Visual concepts are explained in an auditory manner.
Outlines or PowerPoints are not available for print out.	Instructor is available to communicate with students outside of class minimally.	Instructor faces the class when speaking.
Discussion and questions are not welcomed.	Class outlines or PowerPoint slides are sometimes available after class.	Class notes are available after class.
Reading assignments are given the day before they are due.	Discussion is utilized occasionally in class.	Outside of class, the instructor is available to communicate with students through multiple means of communication.
Class notes from the professor are not available.	Reading assignments are usually made available in advance; but sometimes assigned the day before.	Class outlines or PowerPoint slides are available prior to the start of class.
Instructor is not flexible in meeting accommodation needs.		Instructor encourages and facilitates discussion during class.
		Reading assignments are made available in advance.



Universal Design for Instruction and the Classroom

Teaching Students with Disabilities

Teaching Students with Autism Spectrum Disorders

- Do not use absolute words such as “always” or “never” unless that is exactly what you mean.
- Supplement oral with written instructions when providing or revising assignments, dates, etc.
- Use clear directives and establish rules if the student invades your space, imposes on your time, or their conversation volume or tone become inappropriate.
- Use clear and detailed directives when referring to revisions.
- Keep directions simple and declarative.
- Ask students to repeat directions in their own words to check comprehension.
- Clearly define course requirements, dates of exams and assignment due dates. Provide advance notice of changes.
- Use scripts and teach strategies selectively; don’t get bogged down in details.
- Encourage use of resources designed to help students with study skills, particularly organizational skills.
- Avoid idioms, double meaning, and sarcasm, unless you plan to explain your usage.
- Use the student’s preoccupying interest to help focus/motivate the student. Suggest ways to integrate their interest into the course.
- Make sure the setting for tests takes into consideration any sensitivity to sound, light, touch and distractions.

Teaching Students with Learning Disabilities

- Provide photocopies or electronic outline lecture notes and other handouts for students early, as to allow the student time to read and comprehend the material.
- Present an outline of a lecture at the start of class to provide the “big picture,” and include the main points within the lecture.
- When teaching a lesson, state objectives, review previous lessons and summarize periodically.
- Use multimodal methods to present information in order to address a variety of learning styles.
- Never ask a student with a learning disability to read out loud, unless they volunteer.
- Allow a little time at the end of class for students to approach you individually about any points that have confused them.
- Avoid assignments to be copied from the board by putting assignments on printed handouts or sending to students electronically.
- Read and assess the student’s work for content and meaning rather than spelling, since poor spelling is not an indication of low intelligence, but rather a learning difficulty with visual memory.
- Encourage students with learning disabilities to use disability services and assistive technology, such as text-to-voice programs for reading and speech recognition programs for writing. Encourage students to attend study skills courses and tutoring.

Teaching Students with Attention Deficit Disorders

- Prepare students for the day’s lesson by quickly summarizing the order of activities planned.
- Review information about previous lessons on a topic; remind students what yesterday’s lesson focused on and how it relates to today.
- Set learning expectations. State what students are expected to learn during the lesson.
- Support the student’s participation in the classroom. Provide students with ADD private, discreet cues to stay on task. Do not use sarcasm and criticism.
- Use additional resources to help students master the lesson.
- Lower the noise level of the room. Provide a distraction-free setting for in class assignments and tests.

Teaching Students with Medical, Health and Other Disabilities

- Some students may experience periodic absences. Consider absence flexibility with attendance requirements; and permit make up of assignments and tests.
- Students with Crohn’s disease, colitis and irritable bowel syndrome may need to leave the classroom unexpectedly in order to get to a restroom.
- Students with diabetes will need to have food and/or beverages in the classroom, and they may need to adjust their insulin pump during class time.
- Students with seizure disorders may experience a seizure in class. Talk with the student regarding their seizure disorder. Go online for information about “Students with seizure Disorders” as well as handling other emergencies of students with disabilities at www.uwsp.edu/disability/pages/faculty/emergencies.aspx.

Teaching Students with Physical Disabilities

- Permit the use of a notetaker or audio recorder, as appropriate to their disability.
- Team the student with a laboratory partner or assistant as appropriate.
- Allow in-class written assignments to be completed out of class with the use of a scribe or other appropriate aid.
- Students with upper body weakness may not be able to raise their hands to participate in class discussion. Establish eye contact with the students and call on them when they indicate they wish to contribute.
- Please understand that for reasons beyond their control, students with severe mobility impairments may be late to class.
- Special seating arrangements may be necessary to meet student needs. Students may require special chairs, lowered tables, etc.
- A wheelchair is part of a student's "personal space." It should not be touched without permission. Be sure the classroom is wheelchair accessible.

Teaching Students with Traumatic Brain Injuries

- Students with a traumatic brain injury or recovering from a head injury may need more time for processing, and may have impairments to focusing, concentration and memory.
- Provide handouts, notes, outlines or PowerPoints electronically and ahead of class time.
- Assist in helping students find an effective notetaker in class.
- Permit use of assistive technology, such as audio recording, laptops and other devices.
- Provide study guides or review sheets for exams.
- In class: state objectives, give instructions or explanations in a clear sequence orally and in writing; review previous lessons and summarize periodically.
- Be patient and allow added time for the student to respond in class or ask questions.

Teaching Students with Psychological Disorders

- Make the student feel comfortable if they disclose their psychological disabilities to you.
- These students may sometimes have to miss class, or even leave the room unexpectedly. Permit some absence flexibility and allow make up of assignments and tests.
- Discuss any inappropriate behavior with the student privately and forthrightly, delineating the limits of acceptable conduct.
- If the student has periods of poor concentration, permit audio-recording of lectures.
- Speak with the student prior to deadlines about appropriate ways to study for the exam or prepare for the project, to attempt to lessen the stress the student feels.

Teaching Students who are Deaf or Hard-of-Hearing

- Please provide a front row seat if requested by the student.
- Speak at a normal rate without exaggerated lip movements, and lecture facing the class.
- When other students ask questions, repeat the question before responding.
- List on the board the major topics of a lecture or discussion.
- If available, provide copies of note, outlines and PowerPoints information ahead of time.
- Use written captions on visual aids and "closed captioning" on videos/DVDs.
- Some students may use an FM System. The student may ask you to wear a microphone that transmits to their system.
- Some may utilize the services of a sign-language interpreter. 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 .
- If you communicate with the deaf student who is using an interpreter in class, talk to the student and not the interpreter.

Teaching Students who are Blind or have Low Vision

- Act naturally and be yourself. Speak normally (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 addressing them; introduce yourself by name.
- When asking a question of someone who is blind, in class, be sure to begin with their name so they know you are speaking to them.
- For someone who has low vision, ask what size of font they prefer for reading large print. However, some people with low vision may prefer regular print. 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.
- If available, please provide ahead of time, print or electronic copies of notes, outlines and PowerPoint information. Ask the student which format they prefer.
- If providing electronic copies, 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 it is in print.

Universal Design Applications in Education

Instruction	Services	Information Technology	Physical Spaces
<ul style="list-style-type: none"> • Invite student to meet with instructor to discuss learning needs. • Examples that appeal to students with a variety of characteristics. • Assessing student learning using multiple methods. 	<ul style="list-style-type: none"> • Staff who are aware of resources for providing disability-related accommodations. • Printed publications that are available in alternate forms. • Materials should be easy to reach from a variety of heights, without access being blocked. 	<ul style="list-style-type: none"> • Captioned videos. • Adherence to standards for the accessible and usable design of websites. • Comfortable access to computers for both left and right-handed students. • Software that is compatible with assistive 	<ul style="list-style-type: none"> • Non-slip walking surfaces. • Furniture and fixtures in classrooms are adjustable in height and allow for different learning activities. • Emergency instructions that are clear and visible and address the needs of all individuals.

What is Universal Design?

- According to *The Center for Universal Design*, Universal Design is “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

Universal Design is...

Multiple Means of Engagement

Multiple Means of Expression

Multiple Means of Representation



Disability & Assistive Technology Center
University of Wisconsin-Stevens Point

The University of Wisconsin-Stevens Point is an equal opportunity/affirmative action institution.

Disability and Assistive Technology Center Mission Statement

The Disability Services Mission is to ensure that qualified students with disabilities are provided equal access and accommodations appropriate to their disability in all UW-Stevens Point programs and academic pursuits.

Inherent in the mission statement is the commitment to abide not only to the letter but the spirit of the law; Section 504 of the Rehabilitation Act-1973, the Americans with Disabilities Act-1990, and more recently the ADA (amendment) of 2008.

Disability and Assistive Technology Center - Contact Information

Disability Services

609 Learning Resource Center (LRC)

900 Reserve Street

Stevens Point, WI 54481

Phone: 715-346-3365

Fax: 715-346-4143

Website: www.uwsp.edu/disability/pages/default.aspx

Email: datctr@uwsp.edu

Assistive Technology

604 Learning Resource Center (LRC)

900 Reserve Street

Stevens Point, WI 54481

Phone: 715- 346-4980

Website: www.uwsp.edu/disability/pages/assistivetechology.aspx

Citations

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