

How to include students with disabilities in your classroom

Campus Disability Advocates
Faculty Senate
February 4, 2013

Introduction

- ▶ **Campus Disability Advocates**
 - representatives and advocates of students with disabilities, not of the Office of Disability Services
- ▶ **Beginning of the semester procedure**
- ▶ **Here to provide guidance about how to accommodate and, more importantly, treat students with all kinds of disabilities**

Case studies – general groups of disability

- ▶ Learning
 - ▶ Sensory
 - ▶ Psychological
 - ▶ Mobility
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Learning

- ▶ Extra test time
 - ▶ More accessible font on a test
 - ▶ Printed notes
 - ▶ Extra help
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Psychological

- ▶ Extra test time
 - ▶ Special testing conditions
 - silence
 - comforting music
 - ▶ Flexibility with schedule
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Sensory – Visually impaired

- ▶ Large print notes/books
- ▶ Seat in front of the class
- ▶ Verbal cues
 - for example, say the person's name when he/she is being called on

Sensory – Deafness

- ▶ Interpreter
 - ▶ Lecturer facing the class
 - ▶ Unblocked view of the board
 - ▶ Explicit and comprehensive notes
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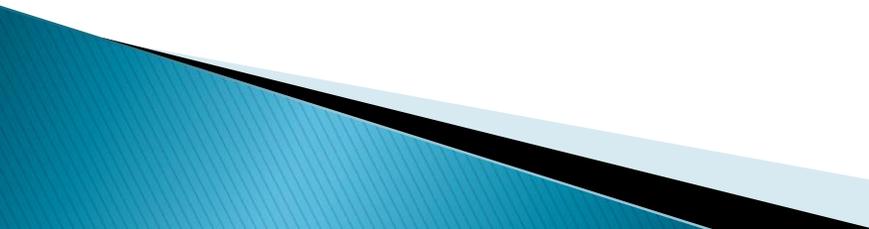
Mobility

- ▶ Wider desk
 - ▶ Ample space to maneuver
 - ▶ Alternatives to bringing heavy books/materials to class
 - ▶ Extra time between classes
 - ▶ Understanding of an inflexible schedule
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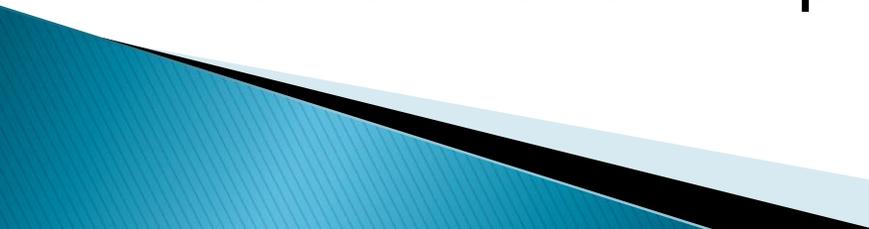
Words to avoid

- ▶ Retarded
 - ▶ Hearing impaired
 - ▶ Handicap
 - ▶ Crippled
 - ▶ Differently-abled
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Necessities common to every situation

- ▶ Talk to the student
 - ▶ Be discreet
 - ▶ Do not push to provide more help than is desired
 - ▶ Avoid jokes, undue comments, or personal questions
 - ▶ Don't feel awkward or nervous
 - ▶ Be flexible with the class schedule
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Necessities, cont.

- ▶ Be understanding of situations you have never encountered
 - ▶ Accept students' ways they have developed of accommodating themselves
 - ▶ Understand that students with disabilities are not trying to gain an unfair advantage
 - ▶ Know that you are required by law to make accommodations
 - ▶ Don't make students defend their accommodation requirements to you
 - ▶ Remember the "Spirit of the ADA"
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Most importantly...

Know that your reaction to the student will have a profound effect on the student's experience in the class, the quality of the education received, how other students in the class treat the student, and how the student feels about him or herself