
Presentation Materials

Goggle Doc for questions

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Background & Identity

• What is our background and identities?
• Who is in the room?
  • Faculty, instructor, lecturer, TA's or educator?
  • Direct student services?
  • Students?
  • Advocates for disability?
  • Any community members?

• **Goggle Doc for questions**
Overview

• Definition of non-apparent disabilities
• An introduction to inclusive learning environment
• What you can do: Resources
• Panel of students (30 minutes)
• Q&A
What is disability?

Take a minute to think to yourself about how you would define disability.

Choose from one of the activities below to document your thoughts

• Discuss with a neighbor
• Take a few notes for yourself on paper provided
• Use Google doc: [https://tinyurl.com/N-AD2019QA](https://tinyurl.com/N-AD2019QA)

Any volunteers to share out?
Definition of Disability

American with Disabilities Act (ADA) defines disability as:
A physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.
Medical Model of Disability

A deficiency or abnormality that resides in the individual.

- **Remedy** is to cure or repair.
- **Goal** to fix the person or “problem”.
- **Belief** is that the person is deficient or “broken” and needs to be “fixed”.
Social Model of Disability

A neutral difference. Derives from an interaction between an individual and society/environment.

- **Remedy** is a change in the interaction between the individual and society.
- **Goal** is to neutralize the barrier/environment thus equalizing ability.
- **Belief** is the environment is deficient and makes barriers
Disability as an Identity

There is a cultural shift for disability identity.

**Person-first language:** Focus is on the person, not on the disability

**Identity-first language:** Disability is identified first.

- Can signify cultural affiliation and pride
- Disability identity shapes the way they see themselves…and interact with their surroundings
- Creates positive sense of self
- Develops community
Disability Populations

UW – Madison

• 156% growth in the population of students affiliated with the McBurney Center since 2007

• Greater than 90% of students affiliated with the McBurney Center have a non-apparent disability.
Non-apparent Disability

**Apparent/Visible**
- Vision
- Hearing
- Mobility

**Non-Apparent Disability**
- Learning Disabilities
- Psychological
- Health
- ADHD
- Autism
Non-Apparent Disabilities at UW-Madison

Students with Non-Apparent Disabilities at UW-Madison

Affiliated with McBurney Center

Academic Year

Universal Design for Learning (UDL)

A research-based set of principles to guide the design of learning environments that are accessible and effective for all.

- Great start, but **does not** always provide access **to all**.
- Benefits a larger percentage of students
- Conflicts within accessibility
- Requires planning ahead of time
- Less time making adjustments during the course
- Continues to keep the course outcomes in the forefront when designing the course.
UDL Guidelines

The **WHY** of Learning

- Engagement - Motivation

The **WHAT** of Learning

- Representation – Present content in different ways

The **HOW** of Learning

- Action and Expression – Different ways to assess

Should never effect the integrity of the course
Inclusive Practices – Executive Functioning

• Posting your syllabus early
• Posting textbooks/course readers in the Faculty Center (SIS) early
• Predictable due dates and times
• Organization and layout of course site
• Consistent naming of reading/assignments
• Consider creating a calendar with due dates to post for students to print or view
• Clear grading guidelines (rubric)
Inclusive Practices – Learning

• Brain warmup
• Present content in different ways
• Google Doc for class to ask questions
  • Could end up being a study guide for class
• Providing accessible content
  • Posting high quality scans
  • Provide paper version upon request
  • Choose textbooks that can be purchased in multiple formats (print, electronic, and audio)
  • Creating accessible Word, PDF and PPT
Inclusive Practices - Flexibility

• Final Project Choices
• Let students work ahead
• Break down semester long projects by smaller due dates, but do not grade due dates
• Allow for dropped assignments, quizzes, and/or texts that are built in to the grading
• Offer more opportunities than will be graded
• Build in ways to earn some points back for missed classes
• Multiple exam dates
• Multiple formats of assessment
Inclusive Practices - Community

• Syllabus statements:
  • Disability
  • Religious
  • Food/Allergies
• Approachable and offering the time
• Microphone
• Set aside a room for study groups
• Assign groups
• Creating and/or explaining community agreements
Common UW-Madison Accommodations

• Peer Notetaking
• Smartpen
• Alternative Formats
• Flexibility
• Access to Course Materials/Notes/PowerPoint
• Alternative Testing: Small group, extended time, one exam/day
Modeling Inclusive Design

- Introduced self and identity
- Set an agenda
- Gave options for an activity
- Multiple formats for questions/participation
- Used a microphone
- Paused for questions
Student Panel

Adithi Arunkumar
She/Her/Hers
Double Major in Actuarial Science and Mathematics
Undergraduate Student

Daniel Kravitz
He/Him/His
Undergraduate Student

Amy Van Aartsen
She/Her/Hers
Organic Chemistry and Public Health
Graduate Student

David Saucedo
He/Him/His
Civil Engineering
References

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• Some inclusive practices built from Presentation from Teaching Academy's Fall 2019 Retreat and presentation by Dr. Markus Brauer of Psychology Department