



Diversity Forum 2019: Inclusive Practices and Resources for Non-Apparent Disabilities

[Presentation Materials](#)

[Goggle Doc for questions](#)



Diversity Forum 2019: Inclusive Practices and Resources for Non-Apparent Disabilities

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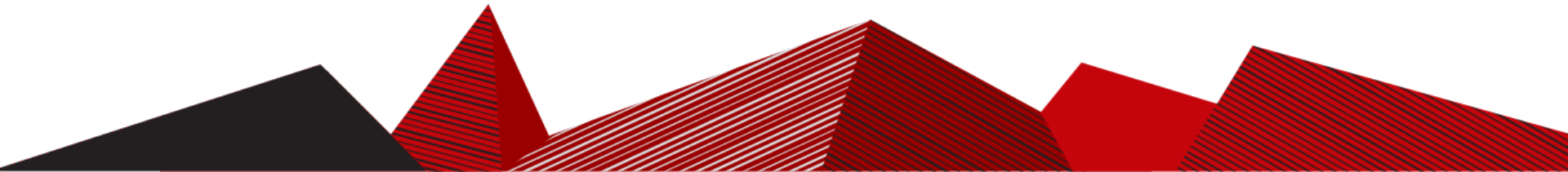
Heather Stelljes, MS

McBurney Disability Resource Center



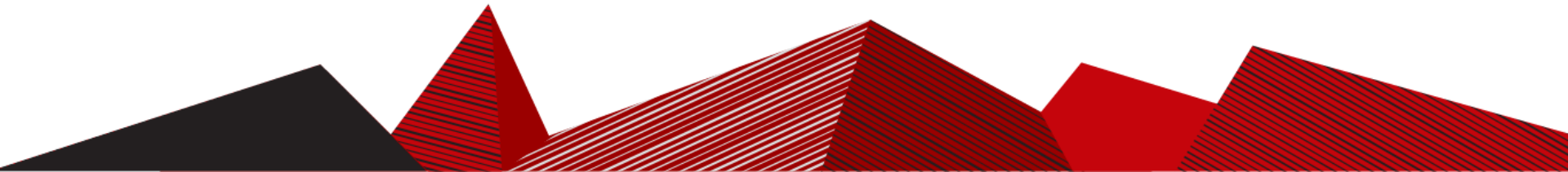
Background & Identity

- 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



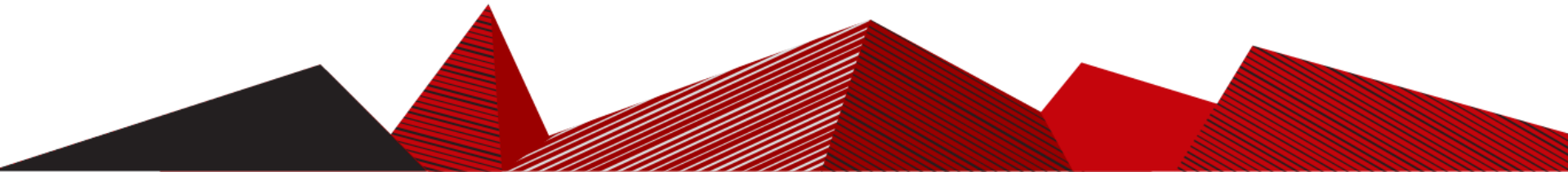
What is disability?

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>

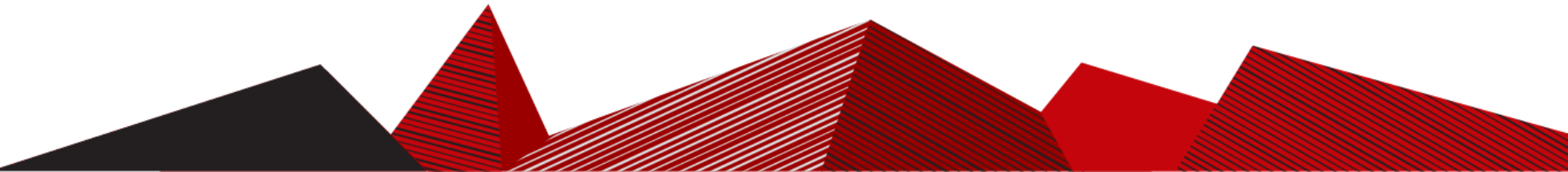
Any volunteers to share out?



Definition of Disability

American with Disabilities Act (ADA) defines disability as:

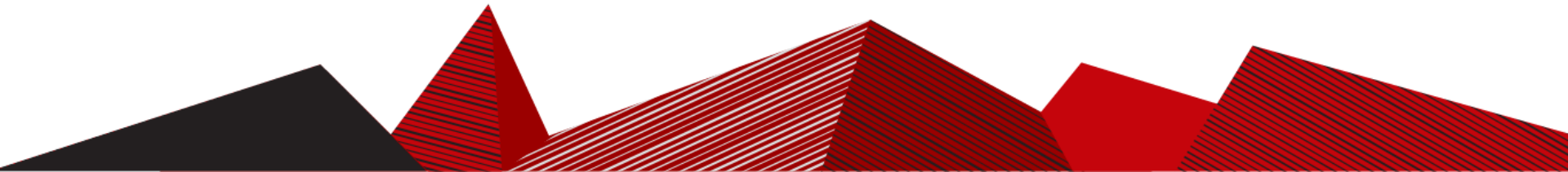
A physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment.



Medical Model of Disability

A deficiency or abnormality that resides in the individual.

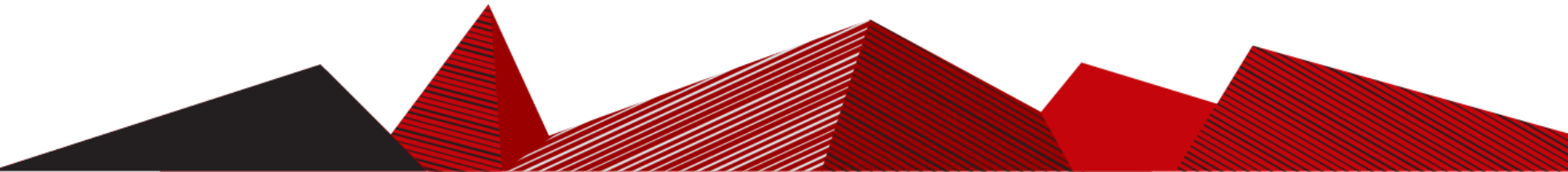
- Remedy is to cure or repair.
- Goal to fix the person or “problem”.
- Belief is that the person is deficient or “broken” and needs to be “fixed”.



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



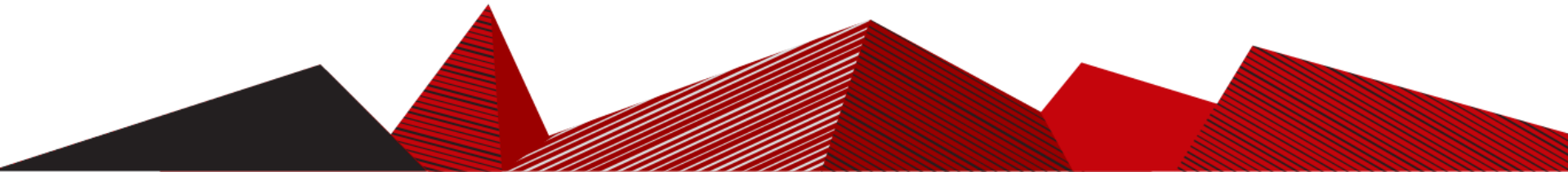
Disability as an Identity

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.

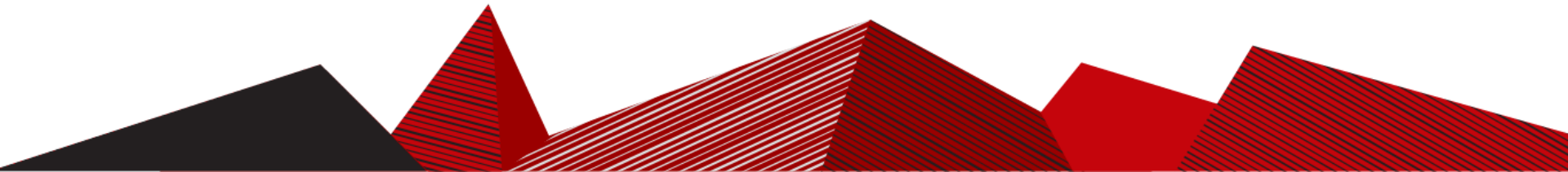
- Can signify cultural affiliation and pride
- Disability identity shapes the way they see themselves...and interact with their surroundings
- Creates positive sense of self
- Develops community



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.



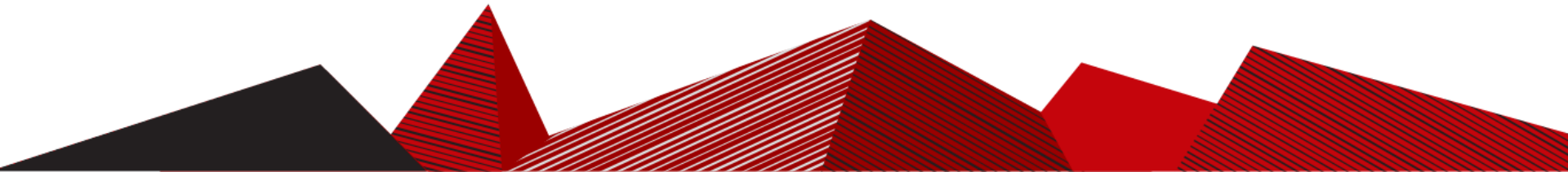
Non-apparent Disability

Apparent/Visible

- Vision
- Hearing
- Mobility

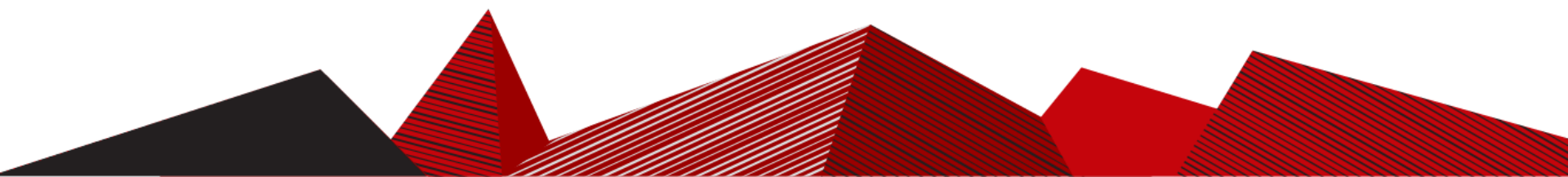
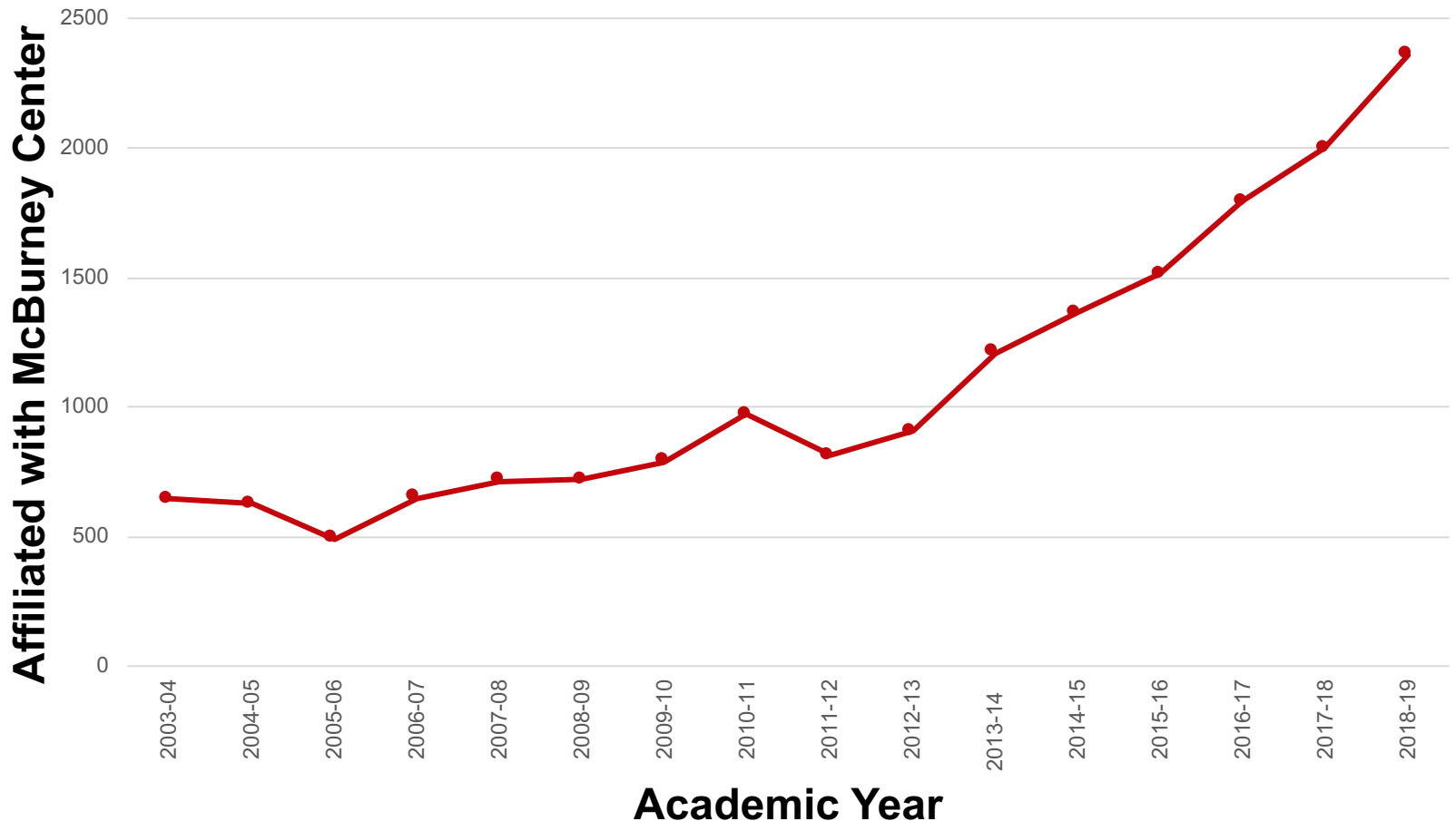
Non-Apparent Disability

- Learning Disabilities
- Psychological
- Health
- ADHD
- Autism



Non-Apparent Disabilities at UW-Madison

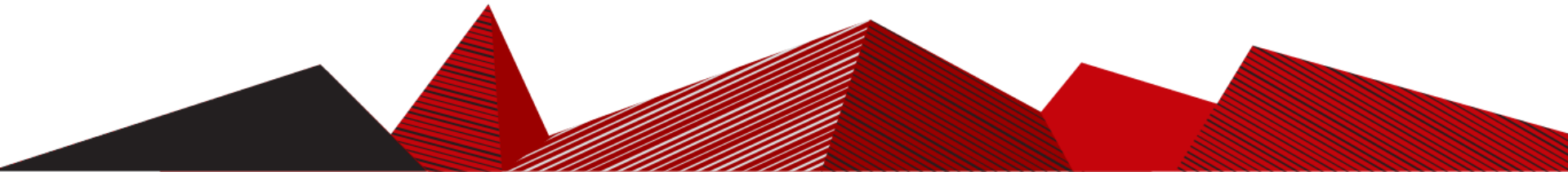
Students with Non-Apparent Disabilities at UW-Madison



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

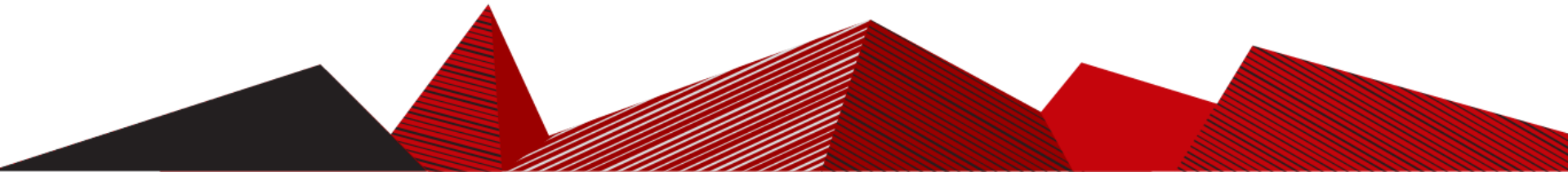
The **WHAT** of Learning

- Representation – Present content in deferent ways

The **HOW** of Learning

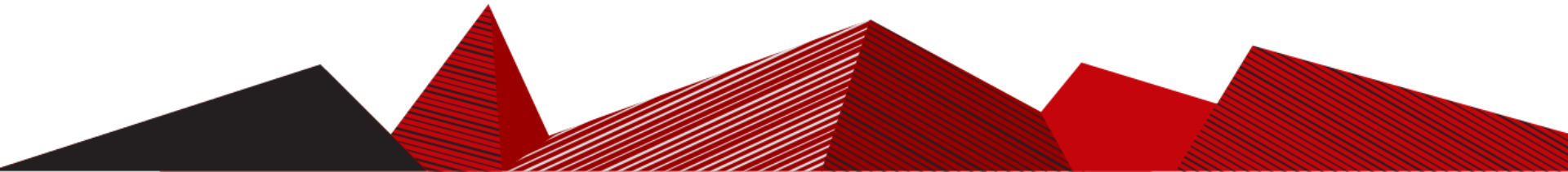
- Action and Expression – Different ways to assess

Should never effect the integrity of the course



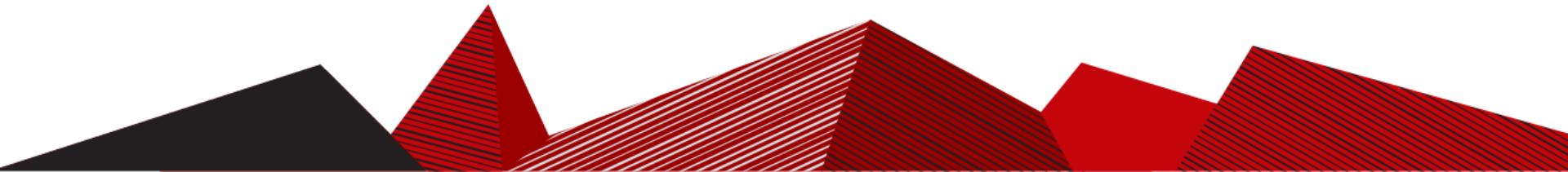
Inclusive Practices – Executive Functioning

- 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)



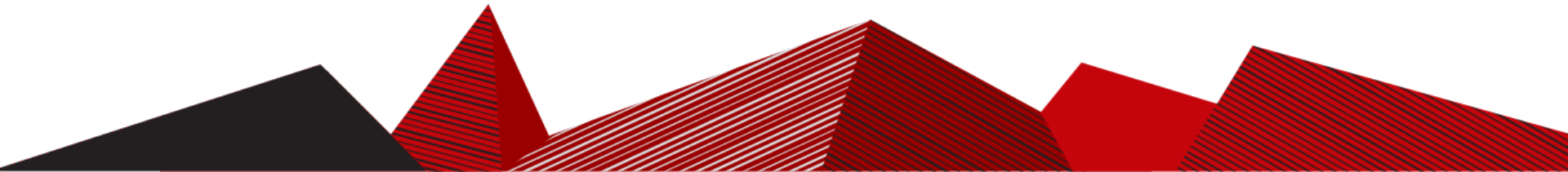
Inclusive Practices – Learning

- 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



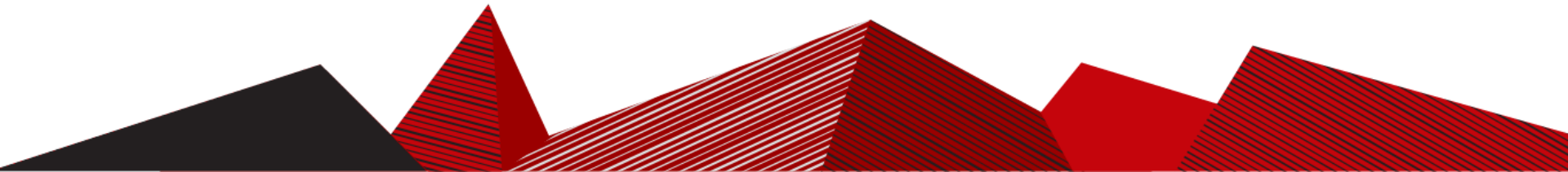
Inclusive Practices - Flexibility

- 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



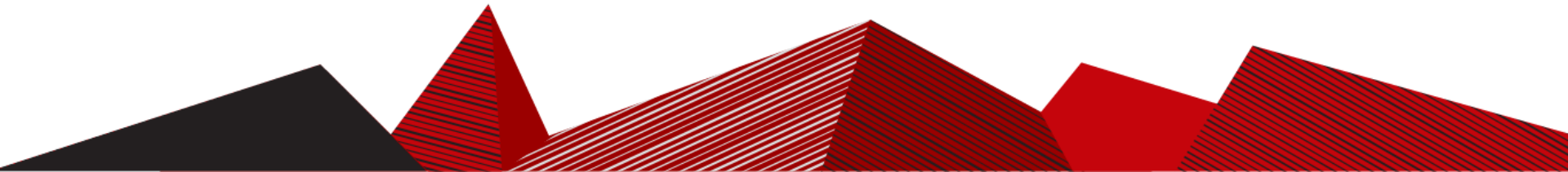
Inclusive Practices - Community

- 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



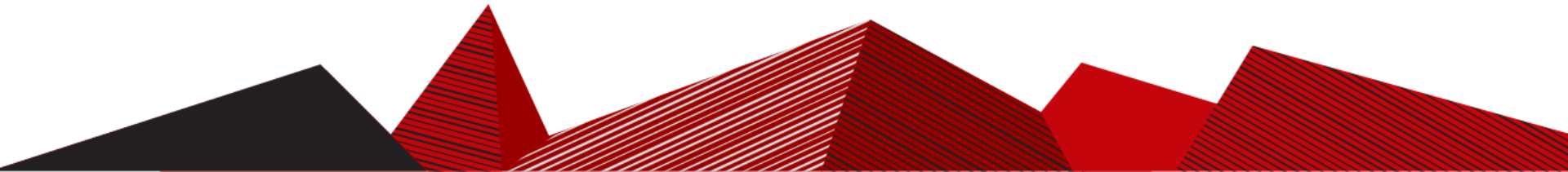
Common UW-Madison Accommodations

- 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

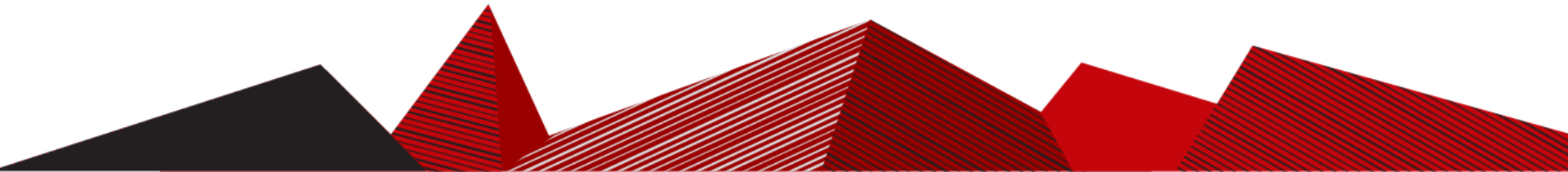
Organic Chemistry and
Public Health

Graduate Student

David Saucedo

He/Him/His

Civil Engineering



References

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- http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-home
- <http://udlguidelines.cast.org/more/downloads>
- <https://www.who.int/topics/disabilities/en/>
- Some inclusive practices built from Presentation from Teaching Academy's Fall 2019 Retreat and presentation by [Dr. Markus Brauer](#) of Psychology Department

