ACCESS

Supporting Students with Invisible Disabilities

Scott Kupferman, College of Education, and Sharon Stevens, Faculty Resource Center

Session Housekeeping

Please mute your audio and video while others are presenting or speaking

Use the chat and/or raise-your-hand functions

Stay to the End

Chance to win a $20 ecard from Amazon

Question

Type in the Chat or Raise Your Hand:

List two positive changes to you have made to your teaching as a result of teaching remotely during a pandemic?

Session Agenda

01

Describe invisible or hidden disabilities and common barriers to learning

02

List teaching strategies that you can incorporate into your course for all students

03

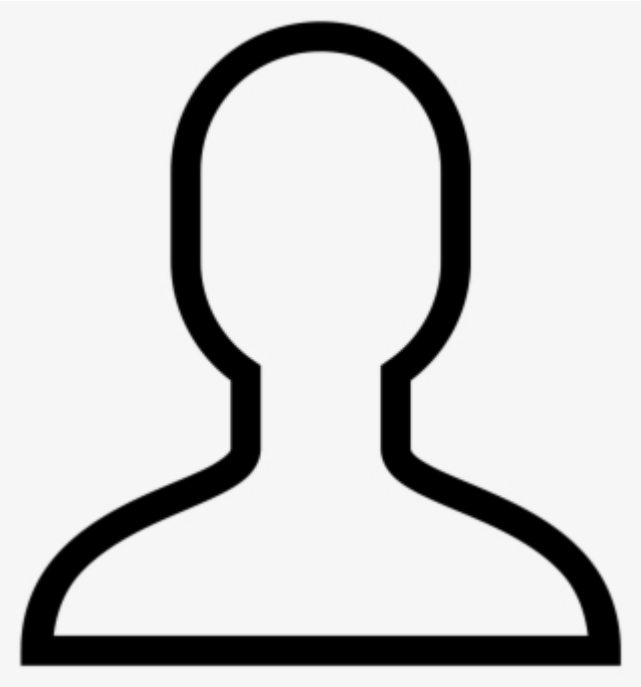
Articulate Next Steps

Invisible or Hidden Disabilities

Disabilities or chronic illnesses are often invisible or hidden.

- Mental health conditions such as depression
- Hearing support needs but do not use sign language or hearing aids
- Low vision or other visual support needs
- Learning disabilities
- Chronic health conditions

Meet Kate



- Kate is enrolled in your class. While grading her first reflection paper, which was **turned in late**, you found it was **very difficult to read** with numerous **spelling mistakes**, and a **challenge** to **follow** what Kate's points were, and it did not meet most of the **assignment criteria**.
- This comes as a surprise to you because she is very **articulate in classroom discussions** and an **active participant** classroom activities.
- You make comments on her paper based on the rubric and hand it back to her.

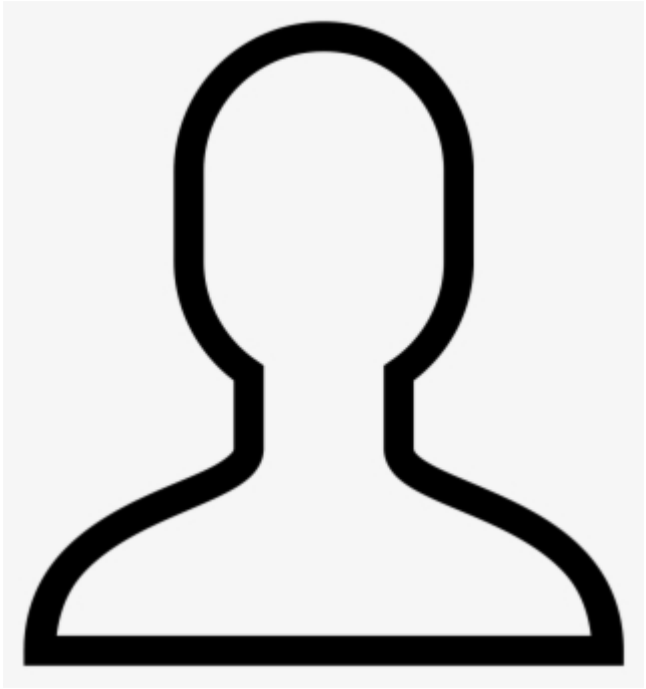
Common Barriers

Type in the Chat or Raise Your Hand:

What types of barriers to learning might Kate experience?

- Articulation of Ideas in Writing
- Spelling Errors
- Late Assignment

Meet Dwayne



- Dwayne insists he needs to **sit in the back of the classroom** to learn. When a seat is not available in the back of classroom, he ask students if they can move so he can sit in the back. You find this disruptive, but most students are willing to move so Dwayne can sit in the back.

- You have noticed that when sitting in the back of the classroom, **Dwayne is an active contributor to discussions**. However, when he can't sit in the back, he appears to have a hard time focusing and engaging in class discussions. Often, he does not attend class and misses the lecture. He says he forgot.

- He did not pass his mid-term. He says he **can't remember facts** when provided in a lecture format. He has asked if he could record your lectures so he can listen them later.

Common Barriers

Type in the Chat or Raise Your Hand:

What types of barriers to learning might Dwayne experience?

- Remembering Facts
- Taking Exams
- Missing Class

No Two Students Are Alike

Students need…

- A **variety** of materials and media with a **diversity** of ideas and perspectives
- **Choices** and **options** in how they learn and how they express what they have learned

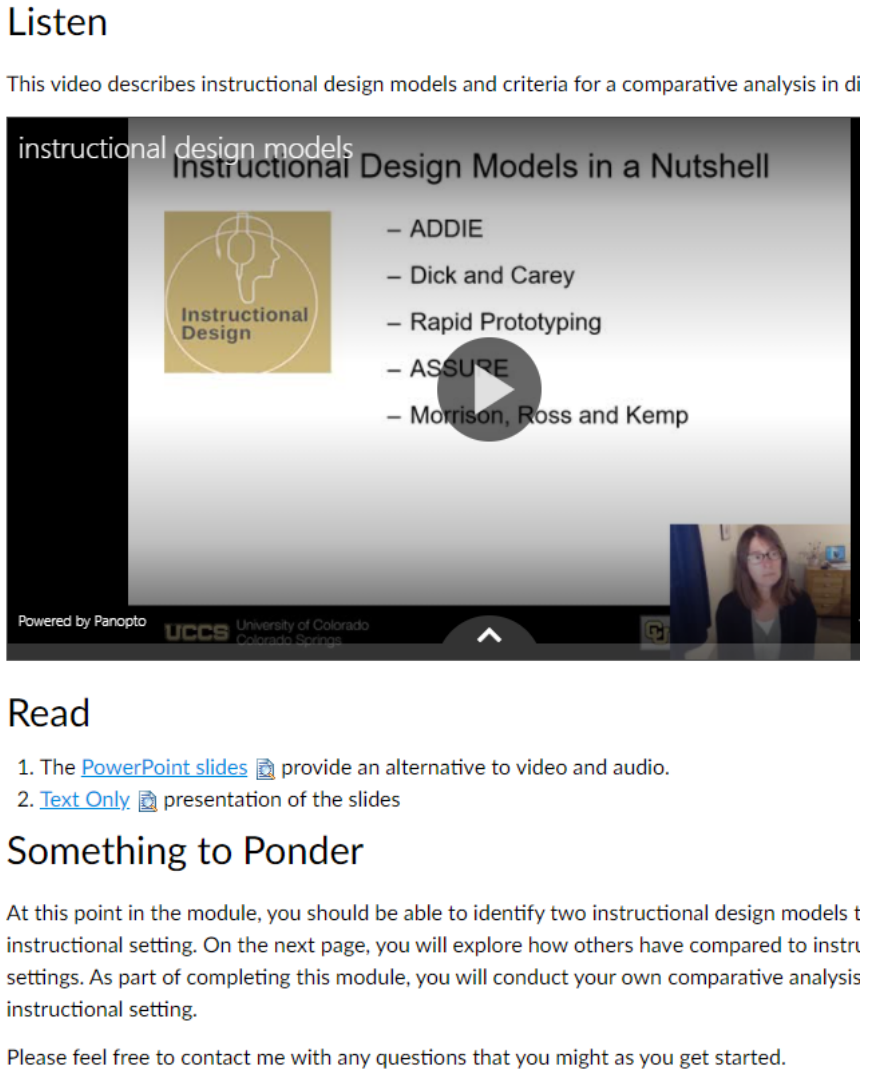
What You Can Do…

Documents created using styles and formatted for readability

What You Can Do…

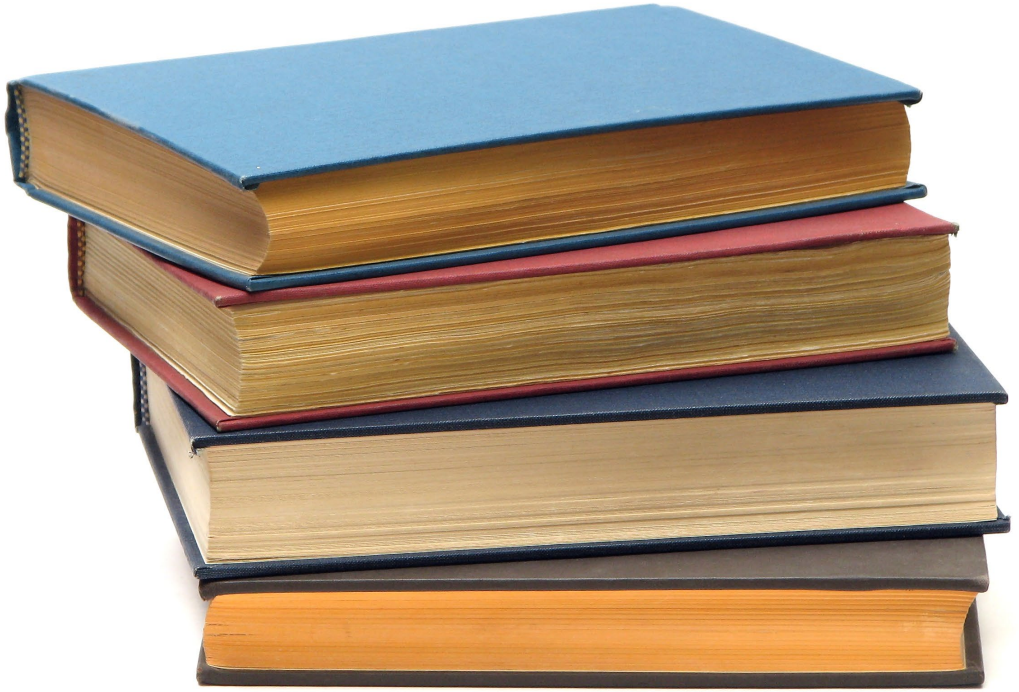
A mixed-mode lecture that offer a variety of materials to support students

- **Read** Video Text Transcript and Slide
- **Watch** Video Lecture
- **View** Infographic
- **Take** notes with Presentation Outline
- **Reflect** on Questions



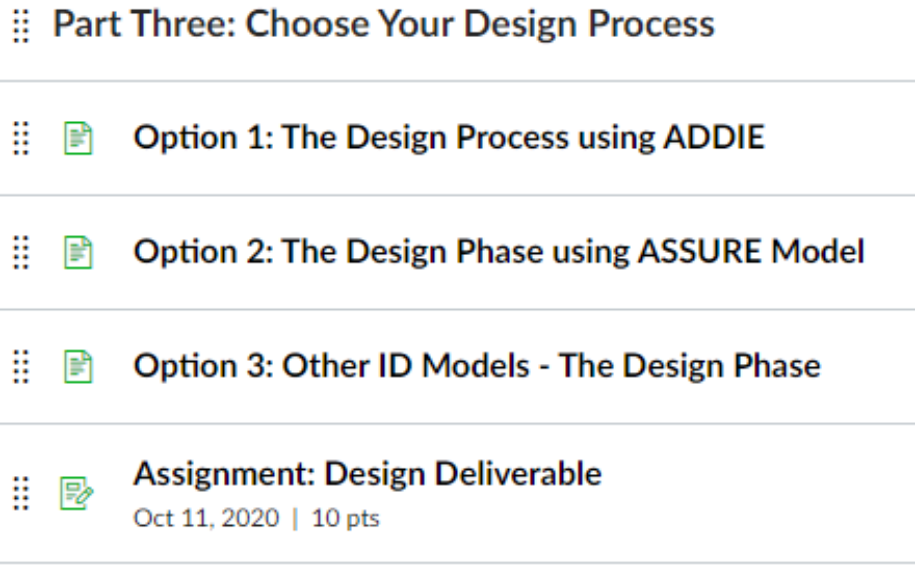
What You Can Do…

Provide students with a few prompts or questions that will guide their reading of a new text

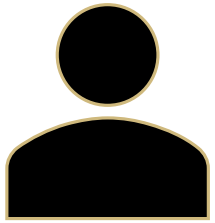


What You Can Do…

Choices According to Their Interest



What articles to read - What topic to research – Guided research through choice



Make Connections to:

- The Why?
- The What?
- The How?

By the end of this module, what should I be able to do?	Which course materials will support me?	What activities and assessments will let me know that I can do that?
Define commonly used instructional design terms	Choose One of the Below Options: **Read** the Back to Basics: Instructional Design Terminology **Listen** to Instructional Design: Episode 1 – What is Instructional Design?	**Participate** in The Meet and Greet (Define Instructional Design)
Compare and contrast instructional design models	Choose One of the Options: **Listen** to Instructional Design: Episode 2 – A Comparison of Models **Read** the article, A Comparison of Instructional Design Models	**Participate** in the **Game of Bingo** (Describe Instructional Design model in an Instructional Setting) **Complete** a **Comparative Analysis** of the two Instructional Design Models in an Instructional Setting

What You Can Do…

Options in How Student Express What They Know

Submission Format

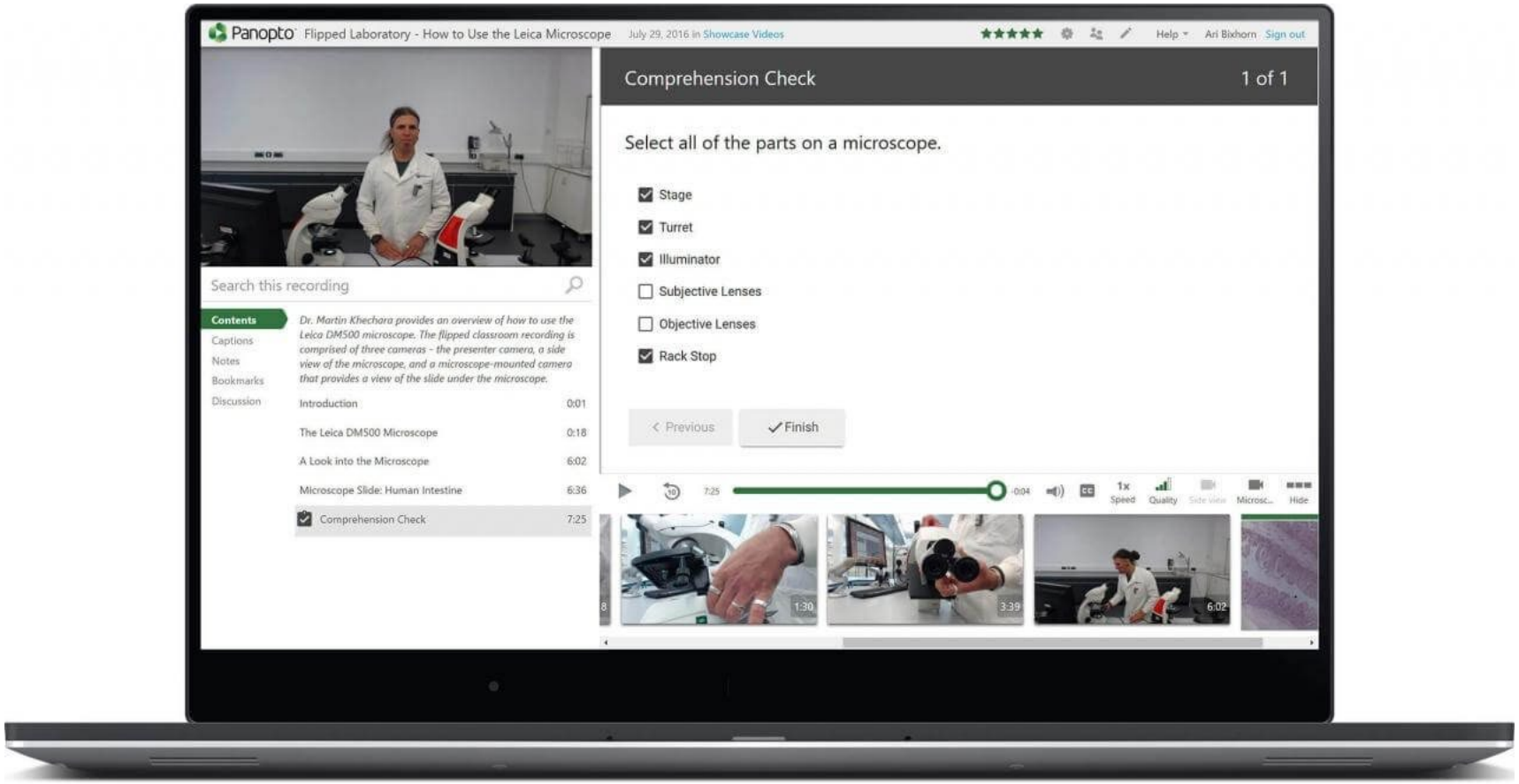
You can upload your evaluation plan as (1) a document **or** (2) create a presentation using graphics, audio, or video to complete this assignment. All submissions must adhere to the assignment rubric.

- Written reports should be 3-5 pages, double-spaced.
- Presentations should be no more than 5 minutes.

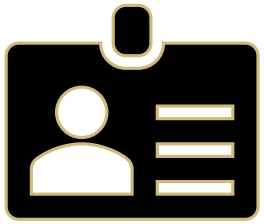
If you have questions about submission guidelines, feel free to ask. Everyone's development plan will look a little different.

In how to complete the assignment - Paper, Visual Diagram, Presentation

Try to provide both written and verbal feedback to students regarding their assignments



What You Can Do…



Instructional Supports and Flexible Due Dates

Optional Check-in

Typically, the instructional designer would present a sample instruction to the client to identify if the instruction actually addresses the needs analysis and gap. In your case, you can perform a "user test" or "run-through" of your sample lesson or storyboard with me (optional).

As your client, I will look at your Analysis and Design report as I review your submission. Please review the Assignment: Development Deliverable for the assignment requirements.

Past Submission Examples

1. Basics of Course Design module for Higher Education Faculty using the ADDIE model
2. Military Training using the ADDIE model
3. K-12 Teacher training using the ADDIE model
4. Digital Citizenship Unit of Instruction, Elementary School Students using the ASSURE Model
5. How to Use the iPad for Coursework, Rural Colorado Middle School students using the ASSURE model

Next Step – An Action Plan

Reflect, Envision, and Prepare

1. **Research** Universal Design For Learning Principles

2. **Contact** Your FRC Instructional Design Team or Teaching Fellows

3. **Enroll** in Teaching Online Program or the Universal Design for Inclusive Teaching Program

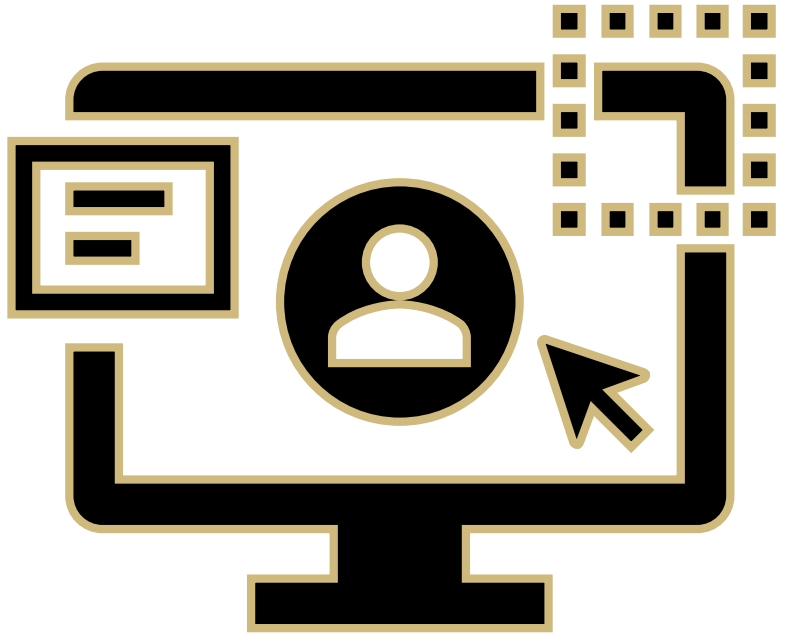
The Faculty Resource Center is looking for faculty representing the six UCCS colleges and the Kraemer Family Library to join the 2021 Universal Design for Inclusive Teaching (UDIT) Program. The UDIT Program involves a hands-on approach to proactively meeting the needs of the diverse student population here at UCCS.

There are 10 spots available, and the application deadline is April 30th. Participants will be selected according to their availability to commit and integrate an inclusive teaching practice into the course targeted for the program. Upon successful completion of the UDIT Program, faculty will receive the Universal Design for Inclusive Teaching digital badge.

Complete the Application to Apply or email the Faculty Resource Center for questions or additional information.

Resources

- Colorado Department of Higher Education Equity Toolkit
- CAST Universal Design for Learning: Theory and Practice
- General Guidelines for Accessibility, Faculty Resource Center



Questions?

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