

Raising Instructor Awareness: A Series of Workshops on Disability Issues

September 2003

Researched and Developed by:



Alberta Committee of Citizens with Disabilities

Funded by:



Human Rights,
Citizenship and
Multiculturalism
Education Fund

ACCD Mission Statement

The Alberta Committee of Citizens with Disabilities is a consumer-directed organization that actively promotes full participation in society for Albertans with disabilities.

We uphold the philosophy of the consumer movement and are firm in the knowledge that

- **We who live with our disabilities know them best.**
- **We are the best equipped to articulate and define our own needs.**
- **To the best of our abilities, our goal is to live productive, self-determined, and independent lives.**
- **Disability consumer organizations are led by boards of elected volunteers with disabilities.**

Raising Instructor Awareness: A Series of Workshops on Disability Issues

Copyright © Alberta Committee of Citizens with Disabilities (ACCD) Incorporated 1973

Permission is granted to reproduce any of these materials for noncommercial, educational purposes. The most current text of these materials can be obtained in electronic format from www.accd.net.

While all reasonable care has been taken in the preparation of this publication, no liability is assumed for any errors or omissions.

Funding from Alberta Human Rights, Citizenship, and Multiculturalism Education Fund made this study possible.

Published and distributed by:
Alberta Committee of Citizens with Disabilities
707-10339 124 Street, Edmonton, Alberta T5N 3W1
Phone: (780) 488-9088 (Edmonton)
Fax: (780) 488-3757 TTY: (780) 488-9090
Email: accd@accd.net
Web Site: www.accd.net

Dear Reader,

Thank you for taking the time to consider the importance of raising instructor awareness regarding the barriers faced by post-secondary students with disabilities in Alberta.

We know that individuals with disabilities are pursuing post-secondary training in growing numbers. The National Educational Association of Disabled Students (NEADS) reports, “With this growth comes an increasing need for awareness among faculty and staff with respect to the accommodation of students with disabilities in the classroom.” However, NEADS also finds that “limited resources and tight budgets” make it difficult for campuses to address the issue of instructor awareness (2001).

In 2001, the Alberta Committee of Citizens with Disabilities (ACCD) interviewed disability services coordinators from each public post-secondary institution in the province. The stories we heard supported the issues raised by NEADS. We learned that many post-secondary institutions in Alberta, especially smaller campuses, were unable to provide instructors with opportunities for raising awareness regarding the unique needs/situations of students with disabilities. While disability services offices recognized the value of such awareness-raising, they often did not have the resources (human and financial) to develop and deliver the materials.

With this information guiding us, ACCD has coordinated the development of the following disability awareness-raising workshop materials. Students with disabilities shared insights and experiences, and contributed to developing the content. Disability services coordinators from four partner institutions (Grande Prairie Regional College, Red Deer College, Medicine Hat College, and the University of Lethbridge) provided input and feedback and played key roles in piloting the workshops at their campuses. Together, we have developed materials that we believe will work towards creating more equitable learning environments for post-secondary students with disabilities in Alberta.

We hope you will find these materials beneficial. Please contact us with any feedback or ideas you have for improving these workshops.

Sincerely,



Doreen Gyorkos, President
Alberta Committee of Citizens with Disabilities
Board of Directors

Acknowledgements

Many students with disabilities and disability services coordinators from post-secondary educational institutions across the province participated in the development of these awareness-raising materials. These individuals gave generously of their valuable time to speak with us in one-on-one interviews, sharing their experiences and providing important insights and information. Many of these same students and coordinators attended a focus group in Calgary, making lengthy and often difficult journeys to provide us with excellent feedback on our first draft of the manual. Disability services coordinators also arranged for the workshops to be piloted, and co-facilitated them with students.

To all of these participants, we are enormously grateful. Without your generous contributions of wisdom, time, and energy, this manual could not have come into being. We thank the disability services coordinators for their tireless commitment to disability issues and the students they assist. We thank the students for their wisdom and their passion for life; you have much to teach others. We wish you every success in your studies.

The following individuals contributed to the development of this manual:

Disability Services Coordinators:

Grande Prairie Regional College: Rosemary Kay

Medicine Hat College: Cristine Medford

Red Deer College: Laurel Mutch

University of Lethbridge: Allison Stott-Schmold

Students:

Grande Prairie Regional College: Ashton Campbell, Ken Sylven

Medicine Hat College: Kerry Bueckert, Elisa Gurdian, Jonathan Nowoselsky, Marg Triskle

Red Deer College: Paige Herman, Dayle Sheehan

University of Lethbridge: Amber-Joy Boyd, Ryan Gerstenbuhler, Kat Thompson

Writers and Coordinators:

Theresa Agnew, Sylvia McKeeman, Mary McNamee, Beverley Matthiessen

We are also grateful to the Alberta Human Rights, Citizenship, and Multiculturalism Education Fund for its commitment to accessible education and funding of this project.

Table of Contents

FACILITATOR’S GUIDE.....	7
BACKGROUND	8
PURPOSE	8
INTENDED AUDIENCE	9
COMPONENTS OF THIS RESOURCE MANUAL	9
PREPARING FOR THE WORKSHOP	9
FACILITATING THE WORKSHOP.....	13
WORKSHOP OVERVIEW AND LESSON PLAN.....	14
WORKSHOP OVERVIEW.....	15
LESSON PLAN	16
LEARNING OBJECTIVES.....	16
NOTE ON FONTS.....	16
PRE-WORKSHOP PREPARATION	16
INTRODUCTION/OVERVIEW.....	17
SELF-ASSESSMENT ACTIVITIES	17
BRAINSTORM ACTIVITY.....	19
DISABILITY SIMULATIONS/ROLE PLAY	20
WRAP-UP	21
WORKSHOP ONE: VISION	22
<i>Workshop Agenda</i>	23
<i>Self-Assessment: What Do You Already Know?</i>	24
<i>Self-Assessment Answer Key</i>	26
<i>Self-Assessment Answer Notes</i>	27
<i>Definition of Visual Impairments</i>	32
<i>Tips and Strategies</i>	33
<i>Evaluation/Feedback Form</i>	36
WORKSHOP TWO: DEAF/HARD OF HEARING	38
<i>Workshop Agenda</i>	39
<i>Self-Assessment: What Do You Already Know?</i>	40
<i>Self-Assessment Answer Key</i>	42
<i>Self-Assessment Answer Notes</i>	43
<i>Definition of Deaf/Hard of Hearing</i>	48
<i>Tips and Strategies</i>	49
<i>Evaluation/Feedback Form</i>	52
WORKSHOP THREE: MOBILITY.....	54
<i>Workshop Agenda</i>	55
<i>Self-Assessment: What Do You Already Know?</i>	56
<i>Self-Assessment Answer Key</i>	58
<i>Self-Assessment Answer Notes</i>	59
<i>Definition of Mobility Impairment</i>	65
<i>Tips and Strategies</i>	68
<i>Evaluation/Feedback Form</i>	70
WORKSHOP FOUR: LEARNING.....	72
<i>Workshop Agenda</i>	73
<i>Self-Assessment: What Do You Already Know?</i>	74
<i>Self-Assessment Answer Key</i>	76
<i>Self-Assessment Answer Notes</i>	77
<i>Definition of Learning Disabilities</i>	82

<i>Tips and Strategies</i>	84
<i>Evaluation/Feedback Form</i>	86
WORKSHOP FIVE: MENTAL HEALTH	88
<i>Workshop Agenda</i>	89
<i>Self-Assessment: What Do You Already Know?</i>	90
<i>Self-Assessment Answer Key</i>	92
<i>Self-Assessment Answer Notes</i>	93
<i>Definition of Mental Health Disabilities</i>	98
<i>Tips and Strategies</i>	100
<i>Evaluation/Feedback Form</i>	101
APPENDIX ONE: LETTER TO PROFESSIONAL DEVELOPMENT ORGANIZERS	103
APPENDIX TWO: SHORTER VERSION OF WORKSHOP	104
APPENDIX THREE: APPROPRIATE LANGUAGE HANDOUT	106
APPENDIX FOUR: ACCOMMODATIONS HANDOUT	107
APPENDIX FIVE: PRESENTATION TIPS FOR FACILITATORS	109
APPENDIX SIX: DISABILITY SIMULATION EXERCISES	111
CAMPUS POLICY/GUIDELINES	113
WORKS CITED/CONSULTED	114
CONTACT INFORMATION	116

Facilitator's Guide



Together, We Hold The Power!

Background

The importance of raising instructor awareness regarding the barriers faced by students with disabilities is undeniable. The National Educational Association of Disabled Students (NEADS) states, “Because the majority of students with disabilities are in contact with their instructors more often than any other staff on campus, it is necessary that everything be done to break down attitudinal barriers” (2001).

Yet, when ACCD spoke with disability services coordinators from post-secondary institutions across the province in 2001, we learned that a lack of resources makes it difficult to provide instructors with awareness-raising opportunities. As well, our research revealed that while some campuses made print resources available to instructors, very few institutions had the opportunity to provide in-service or workshop-based training.

Purpose

ACCD has coordinated the development of the following disability awareness-raising workshop materials. Students with disabilities shared insights and experiences, and contributed to developing the content. Disability services coordinators from four partner institutions (Grande Prairie Regional College, Red Deer College, Medicine Hat College, and the University of Lethbridge) provided input and feedback and played key roles in piloting the workshops at their campuses.

Together, we have developed materials that we believe will work towards creating more equitable learning environments for post-secondary students with disabilities in Alberta. We believe these workshops will

- Maximize participation in the post-secondary classroom of students with disabilities
- Provide students with the opportunity to play a role in educating their instructors
- Enhance instructor awareness and sensitivity regarding the barriers faced by students with disabilities
- Answer questions that instructors may have about disability issues, policies, etc.
- Make awareness-raising materials available to disability services offices

Intended Audience

The workshops are intended to raise awareness among instructors at post-secondary institutions. The material covered in each workshop is relevant whether or not instructors have had prior experience teaching students with disabilities.

Participants will benefit most from the workshops if they have

- An interest in learning about disability issues and how these affect the situations of post-secondary students
- An open mind and a willingness to examine their own biases and assumptions

Components of this Resource Manual

This training resource contains

- A letter of introduction
- A facilitator's guide that explains how to use the workshop materials
- A lesson plan to be used with each of five workshops
- Five workshops, each addressing a specific disability. These workshops include an agenda, a general awareness-raising component, handouts, overheads, teaching notes, and suggested simulation exercises.
- An evaluation form
- Appendices

Preparing for the Workshop

1. When to Host

Most institutions offer New Faculty Orientations (often in August of each year) and professional development opportunities (often during Reading Week).

Either of these times lends itself well to workshop delivery (although the optional nature of many of these training opportunities poses some limitations). Offering the workshops during these times means slightly less organizing on the part of the disability services office (or other department arranging the session) since Human Resources offices often take the lead in organizing the events. A letter you can modify and/or use to contact professional development organizers regarding disability awareness-raising workshops is included in Appendix One.

Disability services offices may also decide to organize and host the workshops independently of larger events. This may involve more planning, but it provides a certain amount of freedom concerning time lines, participants, length of workshops, etc.

The workshop materials have also been designed for use by individual instructors. Instructors who learn that they will have a student with a disability in their class can be given all of the workshop materials to work through on their own. Be sure to give these instructors copies of all the workshop handouts.

2. Length of Modules

A single workshop focusing on a particular disability may be delivered in approximately one hour, depending on the number of participants and the amount of discussion that arises. Facilitators will need to be flexible in planning the workshop and in handling the workshop process as it evolves.

The Self-Assessment activities form the most essential component of the workshop. The amount of time needed for this section will depend on the number of workshop participants and how much discussion evolves out of the Self Assessment questions, answers, and notes. It is important not to rush the workshop participants or to cut short fruitful discussion. When planning for your workshop, check how long it takes to read out all of the Self-Assessment Answer Notes. You may want to condense the Answer Notes for your workshop, or you may want to read out certain parts and provide the full notes as a handout. Or, you may want to allow maximum workshop time for the Self-Assessment activities and leave out the more optional Group Brainstorm and Simulation Exercises activities.

During the workshop itself, if you find that the Self-Assessment activities are taking longer than their estimated time, you may have to omit the Group Brainstorm and the Disability Simulations activities even if you have been planning to include them. In this case, ensure that all workshop handouts are distributed, and that participants' attention is drawn to the Tips and Strategies handout, which provides concrete suggestions for supporting students with disabilities in the classroom.

For workshop time frames that are shorter than one hour, please see Appendix Two for suggestions on presenting half-hour or twenty minute sessions.

For longer time frames, several workshops can be combined to include more than one disability. This flexibility allows the facilitator to adapt the workshop to the timelines proposed for New Faculty Orientation or professional development seminars. (i.e., if sessions are meant to take a full morning or afternoon, you could effectively combine various modules to meet this time

frame. For time frames of half an hour or less, a shorter version of the workshop is outlined in Appendix Two.)

3. Selecting Facilitators

Ideally, each workshop should be co-facilitated by a current (or former) post-secondary student with a disability and a disability services coordinator (DSC).

- The student facilitator

ACCD is a consumer-directed organization, which means we believe that those of us with disabilities know our situations best. Therefore, the involvement of students (or former students) with disabilities is key to the successful delivery of the workshops.

DSCs will need to recruit students (or former students) to co-facilitate the workshop. Ideally, the student's disability should be the same as the one being addressed in the workshop. The student facilitator's responsibilities include sharing his/her post-secondary experience, responding to participants' questions, and co-facilitating the workshop. Students who are comfortable with doing so should be encouraged to take the lead role as much as possible in presenting and facilitating the workshop.

- The disability services coordinator (DSC)

Disability services coordinators are the persons best suited to arrange for and present these workshops. DSCs are familiar with campus policies and procedures and will likely already know the student facilitator. During the workshop, the DSCs responsibilities include co-facilitating the workshop, ensuring timelines are met, and maintaining a safe, professional atmosphere.

Notes:

- The workshops have been developed on the assumption that there will be two facilitators, but one facilitator will be able to deliver the sessions without difficulty.
- Disability advocates other than the DSC may also make excellent facilitators. If no campus DSC is available to facilitate a workshop, ACCD may be able to assist in finding a co-facilitator from your community. (Contact information is provided at the end of this document.)

4. Reviewing Materials

It is important for both the student and the DSC to review the lesson plan and workshop materials thoroughly prior to delivery. This way you will be familiar with the set-up and content of each workshop. You will need to decide in advance whether you will read out all of the Self-Assessment Answer Notes during the workshop, or only some portions of them.

If you are combining two or more workshops, you will not need to repeat the six General Disability Awareness questions in the Self-Assessment, as they remain the same in each session. Also, if you are combining workshops, you will want to try to have more than one student facilitator, to represent the specific disabilities being addressed in the sessions.

By reading the lesson plan and workshop materials, facilitators will become familiar with the key concepts and teaching points. For example, some activities and handouts are optional. You will need to decide ahead of time which of these you will use in your session.

5. Arranging Equipment and Supplies

The following equipment and supplies will be needed:

- Overhead projector and transparencies
- Flip chart paper and stand, felt pens, masking tape
- Whiteboard (or chalkboard and chalk)

6. Materials to Prepare

You will need to bring copies of the following print materials for your participants.

- Workshop agenda
- Self-Assessment
- Self-Assessment Answer Notes (optional)
- Definition handout
- Tips and Strategies handout
- Evaluation/Feedback Form
- Appropriate Language handout (Appendix Three)
- Accommodations handout (Appendix Four)
- Works Cited/Consulted (optional)

As well, you may want to provide participants with a package of materials from the disability services office. These might include

- Business cards

- Pamphlets or brochures produced by the office
- Duty to accommodate information
- Campus disability policy (including how to access it electronically if possible)
- Student or instructor handbooks regarding disability issues
- Promotional material on upcoming disability-related events, student-based disability organizations, etc.

Note: Black ink on crisp white paper is usually the easiest to read.

7. Possible Accommodations

Depending on the nature of a student facilitator's disability, some accommodations may be needed. Discuss these needs with the student and ensure that you give workshop organizers plenty of time to put accommodations in place.

8. Maximizing Participation and Interaction

Participants will benefit most if they actively take part in the exercises. While most will have previous experience with interactive workshops, some may be expecting a more formal lecture. Facilitators can do several things to help increase participation:

- Set up the room so that participants can see each other during the large group discussions and can easily move into and out of small-group activities. A semi-circle or "U" shaped table arrangement often works best.
- Allow participants to join at their own pace. It's important for participants to be able to choose whether or not to take part in an activity.
- Utilize the experiences of people in the room. Ask questions and encourage sharing among participants.

Facilitating the Workshop

To encourage participation, give clear instructions about the learning activity, whether it's a brainstorming session, small-group activity, or simulation exercise. Let participants know how much time that they will have to complete their activities and what is expected of them. You may find it useful to write out specific instructions on an overhead transparency or flipchart before the workshop begins. (Presentation Tips for facilitators are included in Appendix Five.)

Workshop Overview and Lesson Plan



Together, We Hold The Power!

Workshop Overview

Objective	Activities	Time	Resources	Facilitator
Introductions/Overview	<ul style="list-style-type: none"> • Distribute agenda • Welcome participants • Deal with any housekeeping items (e.g. time frame, washrooms, etc.) • Have facilitators introduce themselves • Have participants introduce themselves 	10 min.	<ul style="list-style-type: none"> • Agenda • White Board or Flip Chart 	S or DSC DSC S/DSC DSC
Assess/identify own beliefs/assumptions regarding the situations of students/people with disabilities Identify gaps in instructor knowledge and explore possible solutions	<ul style="list-style-type: none"> • Complete Self-Assessment • Review Self-Assessment Answer Key and Self-Assessment Answer Notes • Distribute Handouts 	2 min. 20 min.	<ul style="list-style-type: none"> • Overhead Projector • Self-Assessment • Self-Assessment Answer Key • Self-Assessment Answer Notes • Definition Handout • Campus Policy and Services Handouts 	S/DSC S/DSC S or DSC
Identify ways to provide support to students with a particular disability	<ul style="list-style-type: none"> • Group Brainstorm (if time) • Introduce Tips and Strategies Handout • Distribute Accommodations Handout 	10 min.	<ul style="list-style-type: none"> • Flipchart or Overhead • Tips and Strategies Handout • Accommodations Handout (Appendix Four) 	DSC/S S or DSC
Explore barriers faced by students with a particular disability	<ul style="list-style-type: none"> • Disability Simulations/Role Play (if time) • Group Discussion (if time) 	10 min.	<ul style="list-style-type: none"> • Simulation Exercises (Appendix Six) 	S/DSC DSC
Wrap-Up	<ul style="list-style-type: none"> • Complete Evaluation • Distribute Handouts 	3 min.	<ul style="list-style-type: none"> • Evaluation forms • Handouts: Appropriate Language Handout (Appendix Three) Dis. Office Info. ACCD Info. Works Cited/ Consulted (optional) 	DSC S or DSC

S = student

DSC = disability services coordinator

S or DSC = either facilitator

S/DSC = shared responsibility, with the first facilitator indicated taking the lead. The student is encouraged to lead the workshop as much as possible.

Lesson Plan

The following learning objectives and lesson plan apply to each of the five workshops (vision, deaf/hard of hearing, mobility, learning, and mental health).

Learning Objectives

After participating in a workshop, instructors will be able to

- Identify/assess their own beliefs/assumptions regarding the barriers faced by students/people with disabilities
- Identify gaps in their knowledge and explore possible solutions
- Explore the barriers faced by students with particular disabilities
- Identify ways to support these students
- Recognize/use appropriate language regarding people with disabilities
- Recognize the abilities of the student facilitators involved in the workshop and transfer these perceptions to students with disabilities in the classroom

Note on Fonts

- The step by step process that you will go through when presenting the workshop is indicated in the following lesson plan in a plain, 13-point font.
- The handouts you will distribute to the participants as well as the headings that indicate you are beginning a new section of the workshop are indicated in **bold face**.
- Occasionally, we have included a “script” in italics. This “script” suggests one possible way of introducing topics or presenting information, but it is simply a guideline designed for facilitators who are less experienced. Do not feel you have to use the exact wording provided in the “script.”

Pre-Workshop Preparation

This lesson plan follows the order of events outlined in the agenda you will be providing to workshop participants. As you review the lesson plan, you may want to compare each point to the agenda that you will be using.

Prior to the session, facilitators should review the information in the facilitator’s guide. On the day of the session, you should arrive at the classroom early and

- Distribute **agendas** before participants arrive so they can review the workshop expectations while others are assembling. This way you will also be free to

welcome participants as they arrive, and to guide them to sit close to the front and near one another, which will aid discussion.

- Check for the location of washrooms, water fountains, vending machines, etc. so that you can direct participants appropriately
- Write the following introduction tips on the white board in a list: Introduce Self; Which Faculty; How Long Teaching. (If the group is small, you might want to include Experience Teaching Students with Disabilities.)
- Write the following message on the white board, to be left up for the duration of the workshop: Consider your students with disabilities as teachers who can increase your awareness of disabilities.
- Greet participants as they enter the room

Introduction/Overview

(10 minutes)

1. Begin the workshop by welcoming the participants and referring to the specific disability the session focuses on (i.e. Vision, Deaf/Hard of Hearing, Mobility Learning, Mental Health).
2. Student facilitators introduce themselves with the following details
 - Name
 - Area of study
 - How long in program
 - Long term education/career goals
 - Nature of disability
3. Disability Services Coordinators (DSCs) introduce themselves with the following details
 - Name
 - Role on campus (or in community if not a DSC)
 - Nature of disability if you have one
4. Have participants introduce themselves by providing the information outlined on the white board. (See bullet three in Pre-Workshop Preparation above.)

Self-Assessment Activities

(22 minutes)

1. Explain the Self-Assessment by saying

We are going to begin today by giving you a few minutes to assess your awareness of disabilities in general and of (name type of disability) in particular.

This Self-Assessment should only take a minute or two to complete. You will not be asked to share your answers, but we do hope the questions themselves will serve as a catalyst for initiating a discussion about various disability issues.

You can begin the quiz once you receive a copy. If you are unfamiliar with a term, do the best you can and we will talk about the answers when everyone is finished.

2. Give the participants a few minutes to complete the **Self-Assessment**. When everyone is done, let the group know that you will present the answers on the overhead. Say:

As we review the answers, I hope you will feel free to ask questions related to each point. There's a chance some of you may feel uncomfortable talking about disabilities and disability issues simply because people with disabilities are not a part of your life. But we're here to do our best to answer any questions you may have, no matter how simple or complex

3. Put up the overhead of the **Self-Assessment Answer Key**. Reveal answers one at a time. After each answer, ask the group for any questions or comments they may have. Use the **Self-Assessment Answer Notes** to fill in details about each answer. Some possible questions to encourage participation are

- *Do you find this figure/fact surprising?*
- *Have you had a situation where this information would have been useful?*
- *Can you think of situations where this information doesn't seem to be true?*
- *Do you have any other questions related to this issue?*

4. As you encourage questions related to the points raised in the **Self-Assessment**, an informal question and answer period will likely develop. If they are comfortable with the role, students should field questions concerning disabilities; questions concerning campus policy, procedures, accommodations, etc. should be answered by the DSC.
5. Encouraging involvement provides instructors with the opportunity to ask about things that they may have been wondering about, even if these concerns do not relate to the **Self-Assessment** itself. It is important not to judge the person asking the question (no matter how naive the question may seem.) At the same time, if the questions seem aggressive in anyway (which is unlikely in this setting), the DSC will need to address the issue of respect.
6. As participants ask questions, opportunities will arise for the facilitators, the student in particular, to enhance the workshop information with examples from their own experiences.

7. Once no one seems to have any more questions, distribute the **Definition Handout** and any information you've brought on campus policy, procedures, etc. If you like, you can also distribute copies of the **Self-Assessment Answer Notes**.

Brainstorm Activity

(10 minutes)

Note: Check the clock at this point. If you do not have twenty-five minutes left in your time slot, you will need to omit either the Brainstorm Activity or the Disability Simulations (or both). You could also save time on the Brainstorming section by not dividing into small groups. Workshop participants could brainstorm together as a large group, and one of the facilitators could record the ideas on the whiteboard. Consult with your co-facilitator, and let workshop participants know what you decide to do.

1. While the handouts are being distributed, say:

When a student with a disability introduces him/herself to you, he/she will often provide you with a letter of accommodation. This letter outlines the supports that are required in the classroom. Along with these "official" accommodations, there are many things that can be done very easily to address the needs of a student in your classroom. Let's divide into small groups and brainstorm some ways we can support our students.

2. Divide the participants into small groups. To save time, have participants form groups with others sitting close by. Three to a group is a nice, workable size, but if your group is larger than twelve, you will want to consider larger groups.
3. Provide each group with a piece of flip chart paper and a felt pen.
4. Give the group the following directions. (You may also want to have these directions written on the white board or on an overhead in point form.)

*Based on the discussion we had concerning the **Self-Assessment** and the information on the **Definition Handout** you've been provided, I'd like you to come up with some easily implemented ideas to assist students with disabilities, in particular (name workshop), to participate fully and comfortably in your classroom. I do not want these to be complex ideas - just simple tips and strategies for supporting your students. Let's see what you can come up with in four or five minutes.*

5. Wander among the groups as they brainstorm their ideas. If they are having difficulty, provide them with one or two items from the **Tips and Strategies Handout** and the **Accommodations Handout** to give them an idea of the types of information you're looking for.

6. After five minutes, draw attention back to the front of the class. On the white board or an overhead, write “Tips and Strategies.” Ask each group what they came up with and jot their ideas down. Remember: Because this is a brainstorm activity, all ideas are acceptable. Discuss the ideas as they are raised.

7. Once you’ve written down the ideas from each group, say:

These are interesting points. I think we can see that if we take the time to think about the situations of students with (name type of disability), we can come up with many ways to make their classroom experiences positive. We have a handout here of suggestions for supporting students with (name type of disability). In many ways, this is the most important part of today’s workshop because you can bring these practical ideas back to the classroom with you. Please take a minute to read these points before we begin the next part of our session, and try to use these strategies for accommodating your students.

8. Distribute the **Tips and Strategies Handout** and the **Accommodations Handout**. Allow participants a few minutes to read the Tips and Strategies handout. Before moving on to the next workshop component, ask if there are any questions about the handouts.

Disability Simulations/Role Play

(10 minutes)

Note: Check the clock at this point. If you do not have fifteen minutes left in your time slot, you may need to omit this component. Also note, there are no simulation exercises included in the Learning or Mental Health workshops.

i. Say to the group:

One way to learn about the situations experienced by students with (name workshop focus) is to simulate their experience. This next exercise is meant to give you a brief impression of what it is like to experience a (name workshop).

ii. Choose a suitable simulation from Appendix Six. It is especially important to give precise directions for this component of the workshop.

iii. When participants have completed the simulation, ask for their impressions of the activity.

Wrap-Up

1. Distribute the **Evaluation Form** and any other materials you are providing participants.
2. Thank participants for coming to the workshop.
3. Collect the evaluations and forward them to us at ACCD (contact information provided on last page).
4. Make yourself available for questions.

Workshop One: Vision



Together, We Hold The Power!

Workshop Agenda

Workshop One: Vision

Objective	Activities	Time
Introductions/Overview	<ul style="list-style-type: none"> • Distribute agenda • Welcome • Housekeeping items • Facilitators introduce themselves • Participants introduce themselves 	10 min.
<p>Assess/identify own beliefs/assumptions regarding the situations of students/people with disabilities</p> <p>Identify gaps in knowledge and explore possible solutions</p>	<ul style="list-style-type: none"> • Complete Self-Assessment • Review Self-Assessment Answer Key and Answer Notes • Definition Handout • Campus Policy and Services Handouts 	2 min. 20 min.
Identify ways to provide classroom support to students who have visual impairments	<ul style="list-style-type: none"> • Group Brainstorm (if time) • Tips and Strategies Handout • Accommodations Handout 	10 min.
Explore situations faced by students with visual impairments	<ul style="list-style-type: none"> • Disability Simulations (if time) • Group Discussion 	10 min.
Wrap-up/Evaluation	<ul style="list-style-type: none"> • Evaluation/Feedback • Appropriate Language Handout • Other handouts (Dis. Services Office info; ACCD info; Works Cited/Consulted) 	3 min.

Self-Assessment: What Do You Already Know?

Workshop One: Vision

The number of students with disabilities seeking post-secondary education has been on the rise in Canada over the last several years. With this growth comes an increasing need for awareness among faculty, staff, and the student body with respect to the distinct situations of these students. Every student is different, and every disability is unique. It is important that we take a minute to assess our own understanding of persons with disabilities.

Please circle the answer that you think best reflects the situations of students with disabilities. If you are unfamiliar with a term, do the best you can and we will talk about the answers following the Self-Assessment.

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped.

True False

2. Persons with disabilities who are over 15 years old make up approximately what percentage of the Canadian population?

5% 8% 12%

3. Persons with disabilities represent approximately what percentage of post secondary students in Canada?

2% 5% 7%

4. It is never acceptable to refer to a student's disability in class.

True False

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable.

True False

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities.

True False

Part Two: Visual Impairment Awareness

7. Most students who have a visual impairment are partially sighted.

True False

8. Students who are partially sighted require fewer accommodations and less attention than do students who are legally blind.

True False

9. Most people with a visual impairment are born with their condition.

True False

10. Posting class materials electronically makes them more accessible for students with visual impairments.

True False

11. Students with visual impairments have the same range of cognitive ability as other students.

True False

12. Braille is used by approximately what percentage of persons who are visually impaired.

3% 23% 63%

13. When guiding a person with a visual impairment, you should hold his/her arm.

True False

“There is no perfect formula for alleviating all the barriers confronting people with disabilities. However, if each person’s needs are considered afresh, then an individual with a disability will encounter an atmosphere which is conducive to personal and educational growth.”

Paul Menton Centre for Student with Disabilities, Carleton University

Self-Assessment Answer Key

Workshop One: Vision

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**
2. Persons with disabilities over 15 make up xx of the population. **12.4%**
3. Persons with disabilities represent xx of post-secondary students. **7.4%**
4. It is never acceptable to refer to a student's disability in class. **False**
5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**
6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

Part Two: Visual Impairment Awareness

7. Most students who have a visual impairment are partially sighted. **True**
8. Students who are partially sighted require fewer accommodations and less attention than students who are legally blind. **False**
9. Most people with a visual impairment are born with their disability. **False**
10. Posting class materials electronically makes them more accessible for students with visual impairments. **False**
11. Students with visual impairments have the same range of cognitive ability as other students. **True**
12. Braille is used by about xx% of persons who are visually impaired. **3%**
13. When guiding a person with a visual impairment, you should hold his/her arm. **False**

Self-Assessment Answer Notes

Workshop One: Vision

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**

Many people still use the words “impairment,” “disability” and “handicap” interchangeably. However, “impairment” refers to a medical condition, “disability” refers to a limitation of activity, while “handicap” refers to the barriers in the individual’s environment.

The World Health Organization (1980) makes the following distinctions:

An **impairment** is defined as “any loss or abnormality of psychological, physiological or anatomical structure or function.”

A **disability** is defined as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

A **handicap** is defined as “a disadvantage for a given individual, resulting from an impairment or a disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Thus, the impairment is the medical condition, the disability is the functional limitation, and the handicap is the barrier that puts the individual at a disadvantage.

Let’s look at an example from the post-secondary setting. A student with a visual impairment has a medical condition that causes low vision. This impairment results in a disability: the student’s ability to see is limited, and the student is unable to perform certain activities in the same way a sighted person would. The disability becomes a handicap when barriers in the student’s environment put the student at a disadvantage in terms of being able to fulfill his/her role. For example, when this student goes to the campus library, the disability will not result in a handicap if the library provides software that allows him/her to access the library catalogue and electronic databases. If the software is not available, however, this environmental barrier results in a handicap for the student.

It is important to realize that students who are perceived by others as being disabled or having disabilities do not necessarily perceive themselves in that way. For many of these students, the words “impairment” and “disability” have very

negative connotations. These words tend to emphasize what is “wrong” with them or what they cannot do. Many students who assisted with the development of these workshops said that they do not identify or experience themselves as disabled. They view themselves as having a part of them that doesn’t work well, or works differently. They refer to themselves as having limitations or challenges that require them to do things differently in order to achieve their goals

2. Persons with disabilities who are over 15 years old make up approximately **12.4%** of the Canadian population.

The most recent information from Statistics Canada (2001) indicates that persons with disabilities who are over 15 make up 12.4% of the Canadian population. For the purposes of the survey, persons were determined to have a disability if they “reported difficulties with daily living activities, or indicated that a physical, mental condition or health problem reduced the kind or amount of activities they could do.”

3. Persons with disabilities represent approximately **7.4%** of post-secondary students in Canada.

A growing number of Canadians with disabilities are considering the attainment of a post-secondary education. In Statistics Canada’s 1991 Health and Limitations Survey, 112,000 post-secondary students (approximately 7.4% of all students) were identified as having some type of disability. Statistics Canada has conducted a more recent survey (2001), but the results concerning the number of students with disabilities in the post-secondary system have not yet been published. A study by the National Educational Association of Disabled Students (2001), however, notes that numbers have increased in recent years.

4. It is never acceptable to refer to a student’s disability in class. **False**

It is only acceptable to refer to a student’s disability in class if s/he says it is okay. For the most part, students will not want to be singled out in class because of their disability. However, some students may appreciate your recognition of their situation. Each student will have his/her own response.

For example, some students who took part in developing these materials said that they wished instructors would be more willing to acknowledge their disability, rather than simply ignore it. One student said she didn’t feel that her instructors needed to “keep the student’s disability a secret.” However, another student felt uncomfortable when reference to his disability was made in the classroom. Each student will have his/her own perspective on this issue.

In order to respect these differences, speak with the student privately first and ask what he/she is comfortable with. During this meeting, the student may choose to share personal health or learning information with you.

Prior to meeting with the student, the amount of information you will have about his/her disability will depend on the letter of accommodation you receive from the student. At many campuses, the letter does not identify the type of disability due to FOIP (Freedom of Information and Privacy Act) restrictions. In these situations, it is up to the students to tell you more about their circumstances, *if they want to*. The lack of information you receive can be frustrating and confusing as you often don't even know *why* the student needs accommodations. By meeting outside of class, you will provide the student with the opportunity to share any information s/he is comfortable sharing.

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**

The purpose of accommodations is to maintain the post-secondary institution's academic standards while allowing the student the support needed to accommodate the disability. Course objectives can be achieved through alternate, but equitable, means. For example, alternate forms of instruction may include using visual aids along with the more traditional oral lectures or presentations. As well, tests can be provided in alternate formats such as large type or take place in a setting that is free from distraction. Accommodations can also be arranged for lab work and practicums.

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

The Alberta Human Rights, Citizenship, and Multiculturalism Act prohibits discrimination against individuals with disabilities. Campuses throughout Alberta are developing disability policies that reflect this legislation. These policies are committed to an equitable, barrier-free academic environment that respects individual differences while upholding academic standards. We encourage you to take the time to become familiar with your campus disability policy.

Remember, you are not responsible for providing accommodations that have not been requested. Students (or sometimes disability services offices) need to provide you with a letter outlining the necessary accommodations. It is up to the students to take responsibility for introducing themselves to their instructors and for requesting the accommodations they need. If students do not do so, they cannot later object that the accommodations were not provided.

(Alberta Human Rights and Citizenship Commission: www.albertahumanrights.ab.ca)

Part Two: Visual Impairment Awareness

7. Most students who have a visual impairment are partially sighted. **True**

Most students who are visually impaired have some vision. Their vision is between 20/70 and 20/250. This means that what they can see at 20 feet is between what persons with normal vision see at 70 feet and 200 feet. Students whose vision is less than 20/200 are considered legally blind.

8. Students who are partially sighted require fewer accommodations and less attention than do students who are legally blind. **False**

There are many degrees of visual impairment, and each is accompanied by its own unique circumstances. One student with low vision who assisted with the development of this workshop felt that because she was not completely blind, her instructors had difficulty remembering or understanding that she was visually impaired. She said her instructors found it difficult to understand why she could do/see some things, but not others. She wondered whether, if she were completely blind, her instructors would recognize her needs more consistently. The most important issue for this student is finding ways to educate instructors about the nature of varying degrees of the same disability.

This raises the issue of the uniqueness of each student's situation. As the quotation at the bottom of this Self-Assessment highlights, each student has unique abilities and disabilities, and their individual differences need to be recognized.

9. Most people with a visual impairment are born with their condition. **False**

While some people are born visually impaired, the majority have acquired visual impairments as adults. Accidents, viruses, aging, infections, and cancer can cause partial or complete loss of vision.

10. Posting class materials electronically makes them more accessible for students with visual impairments. **False**

While making materials available electronically *may* make them more accessible in some situations, this is not always so. Many students with visual impairments use technology that "reads" electronic documents, but the format of the document needs to be compatible with the student's software. One student who assisted with the development of this workshop noted that PDF files are seldom "readable" by most reading software programs; Plain Text files are needed. As well, charts and tables cannot be read. Before providing your students with electronic versions of notes, handouts, etc., ask them what would work best with the technology they use.

11. Students with visual impairments have the same range of cognitive ability as other students. **True**

Students with visual impairments have the same range of cognitive ability as other students. However, their intelligence scores are often lower than their sighted counterparts because they have had fewer opportunities to acquire information that is

usually learned visually. For example, students generally learn about maps by looking at them. Although students with visual impairments can feel a raised map to learn, this method is not as efficient as using vision.

Students in our focus group commented that they felt instructors some times associated slow response times with intellectual slowness. However, when instructions, notes, or questions are written on the board, a student with a visual impairment may not respond quickly because of difficulty reading them.

12. Braille is used by approximately xx% of persons who are visually impaired. 3%

Students who do not use Braille usually use one or all of the following: large print books, audiotapes, text magnifiers and other special software, and copies of overheads and notes from class.

13. When guiding a person with a visual impairment, you should hold his/her arm. False

Ask the individual if they would like assistance and how. Then allow *them* to hold on to *you* (usually your elbow or forearm) for guidance. Describe anything out of the ordinary that may be in your path: objects, stairs, persons with mobility impairments, etc.

Try to hold your arm in a natural relaxed way, close to your body. If you feel tense or anxious, this can produce tension or anxiety in the person that you're guiding.

Definition of Visual Impairments

Conditions that involve the inability or limited ability to receive information visually are called **visual impairments**. Some students are **partially sighted** and can learn visually by using magnification devices or other adaptive materials; students who are **blind** do not use vision as a means of learning and rely primarily on touch and hearing.

Depending on their needs, students with visual impairments may use Braille, audiotapes, large-print books, specialized computers, and other aids to assist in learning. Some students need specialized training to help them learn to navigate their environments successfully.

Of those students who are identified as legally blind, only some are totally blind. In Canada, legal blindness is defined as a range of vision from the perception of only light up to 10 percent vision. Other visual impairments include color blindness, tunnel vision, night blindness, and a lack of visual acuity.

(Source: Friend et al. (1998). *Including Exceptional Students*.)

An individual's vision can vary from day to day, or over the course of the day, depending on fatigue, illness, and weather (brightness or excessive contrast). Fatigue can be a major concern for visually impaired individuals because daily living activities require more energy for them than for the non-visually impaired. Some students with visual impairments may be able to take morning classes or evening classes, but not both in the same day.

Many people still use the words "impairment," "disability," and "handicap" interchangeably. However, "impairment" refers to a medical condition, "disability" refers to functional limitations resulting from that condition, and "handicap" refers to the social and environmental barriers that disadvantage the individual who has a disability.

The World Health Organization (1980) makes the following distinctions:

Impairment: "any loss or abnormality of psychological, physiological or anatomical structure or function."

Disability: "any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being."

Handicap: "a disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual." These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Tips and Strategies for Supporting Students with Visual Impairments

1. Many students may feel shy about disclosing their disability. You can support them by
 - Telling the class (first thing in the term with occasional reminders throughout) that you are willing to accommodate students with disabilities. (You can also put this on your course outline.)
 - Meeting with students during office hours or after class to discuss their specific situations. These meetings will help instructors avoid making assumptions about a student's condition, needs, and preferences. The student may choose at this time to talk about personal health and learning information.
 - Offering to orient the student to the classroom. (i.e., verbally explaining and/or physically showing them where the desks are, explaining the set up of a tiered classroom, pointing out audio visual equipment, etc.) Remember that large walkways, changes in placement of desks/tables, and electrical cords on the floor are problematic for visually impaired students.
 - Verbally announcing your office location, phone number, email address, and office hours. In the first term of a first-year class, explain the purpose of office hours.
2. You can support the integration of visually impaired students into the classroom by
 - Appointing students to groups/partners when doing small group/partner work instead of having students choose their co-workers. (Often, students choose groups by eye contact and the student with the visual impairment can be left out.)
 - Asking students who are forming small groups to move to the area of the student with a visual impairment, rather than the other way around
 - Facing the classroom when you speak
 - Asking the student (in a one-on-one situation) whether or not their needs are being accommodated
 - Providing oral instruction in addition to written instruction. This includes reading out information on overheads, blackboards, and handouts.
 - Inviting the student to speak to the class about his/her disability if the student would like to do so
3. Because visually impaired students rely on auditory cues, you can support them in the classroom by

- Reserving a front row seat for the student, preferably near a power outlet. Ask the student ahead of time if it is okay to explain to the class that reserved seating is needed.
- Limiting the amount of distracting noise (e.g. hallway noise, overhead projector fan, etc.)
- Taping lectures. (The tape recorder should be near you. Repeat student questions so that they will be picked up by the recorder.)
- Avoiding saying “this” or “that.” Use specific language at all times.
- Using students’ names when they speak in class. When students raise their hands to provide an answer or join a discussion, say their name before asking for their input, or ask them to say their name. The tendency is to simply say “yes” or “go ahead” while pointing to the student. Saying the student’s name enables a person with a visual impairment to know who is speaking.
- Asking students to respond verbally (“here” or “present”) when you take attendance. This helps students with visual impairments to locate classmates.

4. In order to enable the student to participate fully in class, you can

- Provide the student with copies of notes, overheads, handouts, etc. so that they can be translated into Braille, enlarged, scanned for a text reader, etc.
- Ask the student which font they require and use that font on handouts and overheads
- Inform the student ahead of time if the class will be taking place in a different room, and orient the student to the new room
- Let student know if you will be using a video in class, and discuss with the student whether or not attendance at that class will be useful

5. Consider the following points when using the internet or when students themselves use technology:

- If a student brings technology to the classroom, it is acceptable to ask how it works.
- If your course involves accessing material on the web, verbally announce the URL, send it in an email, or supply a large-print copy of it. (A student with a visual impairment could write it down incorrectly when copying from the board.)
- Explain all the steps involved in accessing a web page. Zoom Text, one of the most commonly used print magnifier software programs used by students with visual impairments, enlarges the page and shows only 1/8-1/4 of a web page at a time. This means that if a student does not know the

screen locations of the information he/she needs, finding it can be a very time-consuming and complicated ordeal.

- Zoom Text does not read PDF files, nor will it install Windows XP.
- Also, monitors on in-class computers may be fixed too far away from the seat for the student to be able to read them.

Other tips

- Put a system in place to notify the student if class is cancelled. If the system involves email, remember that students with visual impairments may leave home very early in order to arrive in class on time.
- If your student brings a service dog to class, remember that the dog is “working” as long as it is in a harness. Do not pet or talk to the dog while it is “on the job.” Make your class aware of this etiquette, too.
- Don’t hesitate to ask when you’re unsure of what to do.

Etiquette When Meeting a Person who is Blind or Partially Sighted

- Ask the individual if you can help and if so how.
- Guide a person by allowing him/her to take your elbow.
- Speak directly to the person.
- Make a note of obstacles or landmarks.
- Try using a clock reference to describe locations (e.g. the door is at three o’clock from you).
- If others join in a discussion, introduce them.
- If you see other students playing games like “Guess who I am” or “Do you know who this is,” speak to them privately and let them know these games are inappropriate.
- Don’t leave without giving an indication that you are going to do so.
- Avoid moving items after their position has been learned by the person.
- Never pet or talk to a service animal while it is “working.”
- If you are passing a visually impaired student in the hall and wish to say “hello” in passing, remember to identify yourself (e.g. “Hi Amber, its Jack Smith.”).

From The Glenn Crombie Centre: <http://homepages.cambrianc.on.ca/snrrc/etiquet/etiquet.htm>

Evaluation/Feedback Form

Workshop One: Vision

The Alberta Committee of Citizens with Disabilities (ACCD) developed this workshop in partnership with post-secondary students with disabilities and disability services coordinators. We appreciate any feedback you have that will help us improve these materials.

Please rank this workshop based on the following criteria. Note: This is not an evaluation of the workshop facilitators, but an evaluation of the workshop content and organization.

When you are finished, either submit the evaluation to your workshop facilitator or fax it to ACCD at 780-488-3757.

1. Course material is logically and clearly organized.
Strongly Agree Agree Disagree Strongly Disagree
2. The time frame for workshop delivery is adequate.
Strongly Agree Agree Disagree Strongly Disagree
3. A variety of teaching methods is strategically used.
Strongly Agree Agree Disagree Strongly Disagree
4. The handouts are clear and useful.
Strongly Agree Agree Disagree Strongly Disagree
5. You had the opportunity to ask questions about teaching students who are visually impaired.
Strongly Agree Agree Disagree Strongly Disagree
6. You were able to identify/assess your own beliefs/assumptions regarding the situations of students/people with disabilities.
Strongly Agree Agree Disagree Strongly Disagree
7. You became more familiar with the situations faced by students with visual impairments.

Strongly Agree Agree Disagree Strongly Disagree

8. You became familiar with ways to support students with visual impairments.

Strongly Agree Agree Disagree Strongly Disagree

9. You received information about appropriate language/etiquette in terms of interaction with students with visual impairments and other disabilities.

Strongly Agree Agree Disagree Strongly Disagree

Further comments/suggestions:

Workshop Two: Deaf/Hard of Hearing



Together, We Hold The Power!

Workshop Agenda

Workshop Two: Deaf/Hard of Hearing

Objective	Activities	Time
Introductions/Overview	<ul style="list-style-type: none"> • Distribute agenda • Welcome • Housekeeping items • Facilitators introduce themselves • Participants introduce themselves 	10 min.
<p>Assess/identify own beliefs/assumptions regarding the situations of students/people with disabilities</p> <p>Identify gaps in knowledge and explore possible solutions</p>	<ul style="list-style-type: none"> • Complete Self-Assessment • Review Self-Assessment Answer Key and Answer Notes • Definition Handout • Campus Policy and Services Handouts 	2 min. 20 min.
Identify ways to support students who are deaf/hard of hearing	<ul style="list-style-type: none"> • Group Brainstorm (if time) • Tips and Strategies Handout • Accommodations Handout 	10 min.
Explore situations faced by students who are deaf/hard of hearing	<ul style="list-style-type: none"> • Disability Simulations (if time) • Group Discussion 	10 min.
Wrap-Up/Evaluation	<ul style="list-style-type: none"> • Evaluation/Feedback Forms • Appropriate Language Handout • Other Handouts (Dis. Services Office info; ACCD info; Works Cited/Consulted) 	3 min.

Self-Assessment: What Do You Already Know?

Workshop Two: Deaf/Hard of Hearing

The number of students with disabilities seeking post-secondary education has been on the rise in Canada over the last several years. With this growth comes an increasing need for awareness among faculty, staff, and the student body with respect to the distinct situations of these students. Every student is different, and every disability is unique. It is important that we take a minute to assess our own understanding of persons with disabilities.

Please circle the answer that you think best reflects the situations of students with disabilities. If you are unfamiliar with a term, do the best you can and we will talk about the answers following the Self-Assessment.

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped.

True False

2. Persons with disabilities who are over 15 years old make up approximately what percentage of the Canadian population?

5% 8% 12%

3. Persons with disabilities represent approximately what percentage of post-students in Canada?

2% 5% 7%

4. It is never acceptable to refer to a student's disability in class.

True False

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable.

True False

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities.

True False

Part Two: Deaf/Hard of Hearing Issues Awareness

7. Students who are deaf/hard of hearing are not easily identifiable.

True False

8. Students who use hearing aids will be able to hear the instructor no matter where they sit in a regular-sized classroom.

True False

9. If a student is accompanied by an interpreter, you should address all questions for the student to the interpreter.

True False

10. Classroom accommodations are the same no matter the degree of hearing difficulty.

True False

11. Students who are deaf/hard of hearing have the same range of cognitive ability as other students.

True False

12. American Sign Language (ASL) works on the premise that the signed conversation mimics English speech.

True False

13. It is considered appropriate to touch a student who is deaf/hard of hearing in order to gain his/her attention.

True False

“There is no perfect formula for alleviating all the barriers confronting people with disabilities. However, if each person’s needs are considered afresh, then an individual with a disability will encounter an atmosphere which is conducive to personal and educational growth.”

Paul Menton Centre for Student with Disabilities, Carleton University

Self-Assessment Answer Key

Workshop Two: Deaf/Hard of Hearing

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**
2. Persons with disabilities over 15 make up xx of the population. **12.4%**
3. Persons with disabilities represent xx of post-secondary students. **7.4%**
4. It is never acceptable to refer to a student's disability in class. **False**
5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**
6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

Part Two: Deaf/Hard of Hearing Awareness

7. Students who are deaf/hard of hearing are not easily identifiable. **True**
8. Students who use hearing aids will be able to hear the instructor no matter where they sit in a regular-sized classroom. **False**
9. If a student is accompanied by an interpreter, you should address all questions for the student to the interpreter. **False**
10. Accommodations are the same no matter the degree of hearing loss. **False**
11. Students who are deaf/hard of hearing have the same range of cognitive ability as other students. **True**
12. American Sign Language (ASL) works on the premise that the signed conversation mimics English speech. **False**
13. It is considered appropriate to touch a student who is deaf/hard of hearing in order to gain his/her attention. **True**

Self-Assessment Answer Notes

Workshop Two: Deaf/ Hard of Hearing

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**

Many people still use the words “impairment,” “disability” and “handicap” interchangeably. However, “impairment” refers to a medical condition, “disability” refers to a limitation of activity, while “handicap” refers to the barriers in the individual’s environment.

The World Health Organization (1980) makes the following distinctions:

An **impairment** is defined as “any loss or abnormality of psychological, physiological or anatomical structure or function.”

A **disability** is defined as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

A **handicap** is defined as “a disadvantage for a given individual, resulting from an impairment or a disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Thus, the impairment is the medical condition, the disability is the functional limitation, and the handicap is the barrier that puts the individual at a disadvantage.

Let’s look at an example from the post-secondary setting. A student with a visual impairment has a medical condition that causes low vision. This impairment results in a disability: the student’s ability to see is limited, and the student is unable to perform certain activities in the same way a sighted person would. The disability becomes a handicap when barriers in the student’s environment put the student at a disadvantage in terms of being able to fulfill his/her role. For example, when this student goes to the campus library, the disability will not result in a handicap if the library provides software that allows him/her to access the library catalogue and electronic databases. If the software is not available, however, this environmental barrier results in a handicap for the student.

It is important to realize that students who are perceived by others as being disabled or having disabilities do not necessarily perceive themselves in that way.

For many of these students, the words “impairment” and “disability” have very negative connotations. These words tend to emphasize what is “wrong” with them or what they cannot do. Many students who assisted with the development of these workshops said that they do not identify or experience themselves as disabled. They view themselves as having a part of them that doesn’t work well, or works differently. They refer to themselves as having limitations or challenges that require them to do things differently in order to achieve their goals

2. Persons with disabilities who are over 15 years old make up approximately **12.4%** of the Canadian population.

The most recent information from Statistics Canada (2001) indicates that persons with disabilities who are over 15 make up 12.4% of the Canadian population. For the purposes of the survey, persons were determined to have a disability if they “reported difficulties with daily living activities, or indicated that a physical, mental condition or health problem reduced the kind or amount of activities they could do.”

3. Persons with disabilities represent approximately **7.4%** of post-secondary students in Canada.

A growing number of Canadians with disabilities are considering the attainment of a post-secondary education. In Statistics Canada’s 1991 Health and Limitations Survey, 112,000 post-secondary students (approximately 7.4% of all students) were identified as having some type of disability. A more recent survey (2001) has been conducted by Statistics Canada, but the results concerning the number of students with disabilities in the post-secondary system have not yet been published. A study by the National Educational Association of Disabled Students (2001), however, notes that numbers have increased in recent years.

4. It is never acceptable to refer to a student’s disability in class. **False**

It is only acceptable to refer to a student’s disability in class if s/he says it is okay. For the most part, students will not want to be singled out in class because of their disability. However, some students may appreciate your recognition of their situation. Each student will have his/her own response.

For example, some students who took part in developing these materials said that they wished instructors would be more willing to acknowledge their disability, rather than simply ignore it. One student said she didn’t feel that her instructors needed to “keep the student’s disability a secret.” However, another student felt uncomfortable when reference to his disability was made in the classroom. Each student will have his/her own perspective on this issue.

In order to respect these differences, it is best to speak with the student privately first and ask what he/she is comfortable with. During this meeting, the student may choose to share personal health or learning information with you.

Prior to meeting with the student, the amount of information you will have about his/her disability will depend on the letter of accommodation you receive from the student. At many campuses, the letter does not identify the type of disability due to FOIP (Freedom of Information and Privacy Act) restrictions. In these situations, it is up to the students to tell you more about their circumstances, *if they want to*. The lack of information you receive can be frustrating and confusing as you often don't even know *why* the student needs accommodations. By meeting outside of class, you will provide the student with the opportunity to share any information s/he is comfortable sharing.

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**

The purpose of accommodations is to maintain the post-secondary institution's academic standards while allowing the student the support needed to accommodate the disability. Course objectives can be achieved through alternate, but equitable, means. For example, alternate forms of instruction may include using visual aids along with the more traditional oral lectures or presentations. As well, tests can be provided in alternate formats such as large type or take place in a setting that is free from distraction. Accommodations can also be arranged for lab work and practicums.

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

The Alberta Human Rights, Citizenship, and Multiculturalism Act prohibits discrimination against individuals with disabilities. Campuses throughout Alberta are developing disability policies that reflect this legislation. These policies are committed to an equitable, barrier-free academic environment that respects individual differences while upholding academic standards. We encourage you to take the time to become familiar with your campus disability policy.

Remember, you are not responsible for providing accommodations that have not been requested. Students (or sometimes disability services offices) need to provide you with a letter outlining the necessary accommodations. It is up to the students to take responsibility for introducing themselves to their instructors and for requesting the accommodations they need. If students do not do so, they cannot later object that the accommodations were not provided.

(Alberta Human Rights and Citizenship Commission:
www.albertahumanrights.ab.ca)

Part Two: Deaf/Hard of Hearing Issues Awareness

7. Students who are deaf/hard of hearing are not easily identifiable. **True**

Being deaf/hard of hearing is often “invisible” to others. Unless a person with hearing loss tells people about his/her condition, it may go unnoticed. A student in our focus group who is deaf said that she felt persons with hearing impairments are often mistakenly viewed as conceited or "stuck-up" when they don't acknowledge others. She said that few people realize that the lack of response is due to the person who is deaf/hard of hearing not being able to hear a spoken greeting.

8. Students who use hearing aids will be able to hear their instructors no matter where they sit in a regular-sized classroom. **False**

For those individuals with personal hearing aids, it is important to sit within ten feet of the speaker or else the microphone will not pick up the speech. Background noise and other sounds can be very distracting for a hard of hearing person trying to listen in class. These sounds may not seem distracting to the average listener but when the hearing aid amplifies the sound, it can become painful and annoying. Shuffling papers, drinking or eating while trying to speak, and doing other kinds of distracting activity can reduce the student's understanding.

The most common amplification devices used with hearing aids assist the student to focus on the instructor's voice and screen out other sounds. Unfortunately, this also prevents the student from hearing the questions or comments of other students. The instructor needs to repeat any questions asked by other students and answer them clearly.

The same guidelines that you use for students with hearing aids will benefit students who “lip read” or, as it more commonly called these days, “speech read.” They, too, benefit from preferred seating, repetition of questions, and elimination of background noise.

9. If a student is accompanied by an interpreter, you should address all questions for the student to the interpreter. **False**

Students who use sign language are often accompanied by an interpreter who translates your words and those of classmates into sign language. You should speak directly to the student when asking questions, giving directions, or otherwise conversing. Do not speak to the interpreter instead of the student.

10. Classroom accommodations are the same no matter the degree of hearing loss. **False**

Each person's hearing loss and adjustment to that loss varies, and each person must be accommodated differently. For example, students who have been deaf since birth often have difficulty reading and writing since they typically did not go through the process of acquiring spoken language. Students who lose their hearing after they learn to read and write sometimes experience fewer language and speech difficulties. Remember that each student is different and has different abilities. For example, a student in our focus group, whose first language was not English, learned how to speak English after she lost her hearing, even though she was told she would never be able to do so.

- 11.** Students who are deaf/hard of hearing have the same range of cognitive ability as other students. **True**

Students with hearing losses have the same range of cognitive ability as other students. However, if intelligence is assessed using a test based on language, they might have lower scores. Academically, many students struggle because their hearing loss affects their ability to understand spoken language, which in turn affects their learning.

One deaf student who assisted us with the development of this workshop was advised not to take accounting because it is an area "almost everybody has trouble understanding and these are normal, hearing people." She persisted and in her first semester received a perfect 4.0 GPA. She said, "Many instructors believe that being physically perfect determines your IQ level, and that's just not true."

Students in our focus group commented that they felt instructors some times associated slow responses with intellectual slowness. However, students with a hearing loss may simply need more time to "translate" what is being said into something they understand.

- 12.** American Sign Language (ASL) works on the premise that the signed conversation mimics English speech. **False**

American Sign Language (ASL) is a conceptual language with its own grammar. It is not based on Standard English grammar and structures. Learning ASL is like learning another language. Individuals who identify with and participate in the language, culture, and community of deaf people, consider themselves members of deaf culture. Some students may use Signed Exact English (SEE), i.e., spoken English converted to a set of signs. SEE is less common than ASL in deaf culture.

- 13.** It is considered appropriate to touch a student who is deaf/hard of hearing in order to gain his/her attention. **True**

If you need to gain the attention of someone who is deaf/hard of hearing, you can wave your hand gently or touch his/her arm or shoulder.

Definition of Deaf/Hard of Hearing

Students who are deaf/hard of hearing cannot hear well enough to use hearing as a primary channel for learning without assistance. Because a huge proportion of formal and incidental learning occurs through conversations, formal presentations, and overhead information, and relies on understanding language, many consider hearing impairments to be primarily language or communication impairments.

A small number of students with hearing impairments are **deaf**. They cannot process linguistic information through hearing, with or without hearing aids. Characteristically, persons who are deaf from birth use sign language to communicate and identify themselves as being part of deaf culture.

Most students with hearing loss, however, are **hard of hearing**, meaning that they have some residual hearing that lets them process linguistic information through hearing, usually by using hearing aids, speech reading (also known as lip reading), or other assistive devices.

Deafened individuals are those who grow up hearing or hard of hearing and suddenly, or gradually, experience a profound loss of hearing. Characteristically, persons who are deafened may continue to use their voice to communicate expressively but cannot hear/understand speech.

Sources: Friend, Marilyn et al. (1998). *Including exceptional students*.
and Cambrian College. (1986). *Handbook for success*.

Many people still use the words “impairment,” “disability,” and “handicap” interchangeably. However, “impairment” refers to a medical condition, “disability” refers to functional limitations resulting from that condition, and “handicap” refers to the social and environmental barriers that disadvantage the individual who has a disability.

The World Health Organization (1980) makes the following distinctions:

Impairment: “any loss or abnormality of psychological, physiological or anatomical structure or function.”

Disability: “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

Handicap: “a disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Tips and Strategies for Supporting Students who are Deaf/Hard of Hearing

1. Students who are deaf/hard of hearing rely on visual cues. Consider the following to assist your students:
 - Let your students know early in the first term that you are willing to provide accommodations and would enjoy meeting any students with disabilities to discuss their needs. Put this in your course outline, too.
 - Meet with students during office hours or after class to discuss their specific situations. These meetings will help instructors avoid making assumptions about a student's condition, needs, and preferences. The student may choose this time to talk about personal health and learning information.
 - Use overheads or the white board to write down directions, questions, or notices of assignments/tests/due dates that you also give verbally. This will assist students who do not use an interpreter.
 - Write major points on the white board or have them on an overhead.
 - Avoid speaking while you are writing things on the board.
 - You may want to learn some American Sign Language.
 - Students who are deaf/hard of hearing may not respond to fire alarms because they cannot hear them; alert the student.
2. Good lighting is important for a number of reasons:
 - In order to lip-read effectively, the light should fall on the speaker's face.
 - If the student is watching a sign language interpreter, the light also should fall directly on the signer.
 - During films, a small light could be set up to shine on the interpreter. Films that are close captioned are preferable.
3. Students who use hearing aids or have slight hearing loss will benefit from
 - Sitting close to the instructor (no more than 10 feet away)
 - Having you repeat questions asked by other students in the class
 - A limited amount of background noise. Close the classroom door so hallway sounds will be reduced, have your notes organized before class to reduce paper shuffling, etc.
4. The following tips will help you assist students who "read lips" (also called speech reading):
 - Always face the class when presenting information.

- Do not obscure your face with your hands or other objects. Speak directly to the class or person when possible.
 - Try not to pace or step from side to side while speaking.
 - Avoid incomplete sentences, colloquialisms, and slang.
 - Avoid prolonged pauses in your sentences.
 - Do not exaggerate the speed or enunciation of your speech as this distorts the lip patterns.
 - Repeat and then paraphrase if the student does not understand.
 - Remember that lip reading involves a certain amount of guess work. This limitation means a student should not have to rely solely on lip reading. Using visual aids will benefit students who lip read.
5. Here are some points to consider when working with an interpreter:
- Be natural . . . your discussion is with the individual who is deaf, so speak to and make eye contact with him/her as you would with a non-deaf person. Think of it this way: the interpreter acts as the individual's ears and your voice/words.
 - Ask the student to repeat information/questions that you don't understand, and be prepared to do the same for him/her.
 - The interpreter is an objective party and must remain neutral to be effective. Therefore, you shouldn't ask the interpreter for his/her opinion or try to include him/her in your discussions.
 - Effective interpretation requires that only one person speak at a time.
 - Have the interpreter stand where he/she can be seen clearly against a plain background and is not far from overheads that students may need to refer to.

(Point Five based on Connect Society brochure: "Interpreting Services." (2001))

Etiquette When Meeting Someone who is Deaf, Deafened, or Hard of Hearing

- Maintain eye contact.
- Don't stand in front of a light source.
- To get the individual's attention, wave your hand gently or touch his/her arm or shoulder.
- Don't cover your mouth or put your head down.
- Avoid making the assumption that speaking slowly, loudly, or clearly will enable the person to hear you.
- If nothing else works, use a pen and paper to communicate or draw pictures.
- Relax and be yourself. Persons with hearing loss are particularly aware of body language and will sense any nervousness you may feel, which may make them feel nervous, too.

From The Glenn Crombie Centre
<http://homepages.cambrianc.on.ca/snrrc/etiquet/etiquet.htm>

Evaluation/Feedback Form

Workshop Two: Deaf/Hard of Hearing

The Alberta Committee of Citizens with Disabilities (ACCD) developed this workshop in partnership with post-secondary students with disabilities and disability services coordinators.

Please rank this workshop based on the following criteria. Note: This is not an evaluation of the workshop facilitators, but an evaluation of the workshop content and organization.

When you are finished, either submit the evaluation to your workshop facilitator or fax it to ACCD at 780-488-3757.

1. Course material is logically and clearly organized.

Strongly Agree Agree Disagree Strongly Disagree

2. The time frame for workshop delivery is adequate.

Strongly Agree Agree Disagree Strongly Disagree

3. A variety of teaching methods are strategically used.

Strongly Agree Agree Disagree Strongly Disagree

4. The handouts are clear and useful.

Strongly Agree Agree Disagree Strongly Disagree

5. You had the opportunity to ask questions about teaching students who are deaf/hard of hearing.

Strongly Agree Agree Disagree Strongly Disagree

6. You were able to identify/assess your own beliefs/assumptions regarding the situations of students/people with disabilities.

Strongly Agree Agree Disagree Strongly Disagree

7. You became more familiar with the situations faced by students who are deaf/hard of hearing.

Strongly Agree Agree Disagree Strongly Disagree

8. You became familiar with ways to support students who are deaf/hard of hearing.

Strongly Agree Agree Disagree Strongly Disagree

9. You received information about appropriate language/etiquette in terms of interacting with students with hearing loss or other disabilities.

Strongly Agree Agree Disagree Strongly Disagree

10. Further comments/suggestions:

Workshop Three: Mobility



Together, We Hold The Power!

Workshop Agenda

Workshop Three: Mobility

Objective	Activities	Time
Introductions/Overview	<ul style="list-style-type: none"> • Distribute agenda • Housekeeping items • Facilitators introduce themselves • Participants introduce themselves 	10 min.
<p>Assess/identify own beliefs/assumptions regarding the situations of students/people with disabilities</p> <p>Identify gaps in knowledge and explore possible solutions</p>	<ul style="list-style-type: none"> • Complete Self-Assessment • Review Self-Assessment Answer Key and Answer Notes • Definition Handout • Campus Policy and Services Handouts 	2 min. 20 min.
Identify ways to support students with mobility impairments	<ul style="list-style-type: none"> • Group Brainstorm (if time) • Tips and Strategies Handout • Accommodations Handout 	10 min.
Explore situations faced by students with mobility impairments	<ul style="list-style-type: none"> • Disability Simulations (if time) • Group Discussion 	10 min.
Wrap-Up/Evaluation	<ul style="list-style-type: none"> • Evaluation/Feedback Forms • Appropriate Language Handout • Other Handouts (Dis. Services Office info; ACCD info; Works Cited/Consulted) 	3 min.

Self-Assessment: What Do You Already Know?

Workshop Three: Mobility

The number of students with disabilities seeking post-secondary education has been on the rise in Canada over the last several years. With this growth comes an increasing need for awareness among faculty, staff, and the student body with respect to the distinct situations of these students. Every student is different, and every disability is unique. It is important that we take a minute to assess our own understanding of persons with disabilities.

Please circle the answer that you think best reflects the situations of people/students with disabilities. If you are unfamiliar with a term, do the best you can, and we will talk about the answers following the Self-Assessment.

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped.

True False

2. Persons with disabilities who are over 15 years old make up approximately what percentage of the Canadian population?

5% 8% 12%

3. Persons with disabilities represent approximately what percentage of post-secondary students in Canada?

2% 5% 7%

4. It is never acceptable to refer to a student's disability in class.

True False

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable.

True False

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities

True False

Part Two: Mobility Impairment Awareness

7. All students with mobility impairments use some type of walking aid (wheelchair, scooter, walker, crutches or cane).

True

False

8. Which of the following are often associated with mobility impairments?

Chronic Pain

Fatigue

Physical/Psychological Stress

9. Personal aides and academic aides perform similar duties.

True

False

10. Disability transit systems run on schedules similar to regular public transit.

True

False

11. Students with mobility impairments have the same range of cognitive ability as other students.

True

False

12. Students with mobility impairments all require the same types of classroom accommodations.

True

False

“There is no perfect formula for alleviating all the barriers confronting people with disabilities. However, if each person’s needs are considered afresh, then an individual with a disability will encounter an atmosphere which is conducive to personal and educational growth.”

Paul Menton Centre for Student with Disabilities, Carleton University

Self-Assessment Answer Key

Workshop Three: Mobility

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**
2. Persons with disabilities over 15 make up xx of the population. **12.4%**
3. Persons with disabilities represent xx of post-secondary students. **7.4%**
4. It is never acceptable to refer to a student's disability in class. **False**
5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**
6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

Part Two: Mobility Impairment Awareness

- 7 All students with mobility impairments use some type of walking aids (wheelchair, scooter, walker, crutches, or cane). **False**
8. Which of the following are often associated with mobility? impairments? **All**
9. Personal aides and academic aides perform similar duties. **False**
10. Disability transit systems run on schedules similar to regular public transit. **False**
11. Students with mobility impairments have the same range of cognitive ability as other students. **True**
12. Students with mobility impairments all require the same types of classroom accommodations. **False**

Self-Assessment Answer Notes

Workshop Three: Mobility

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**

Many people still use the words “impairment,” “disability” and “handicap” interchangeably. However, “impairment” refers to a medical condition, “disability” refers to a limitation of activity, while “handicap” refers to the barriers in the individual’s environment.

The World Health Organization (1980) makes the following distinctions:

An **impairment** is defined as “any loss or abnormality of psychological, physiological or anatomical structure or function.”

A **disability** is defined as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

A **handicap** is defined as “a disadvantage for a given individual, resulting from an impairment or a disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Thus, the impairment is the medical condition, the disability is the functional limitation, and the handicap is the barrier that puts the individual at a disadvantage.

Let’s look at an example from the post-secondary setting. A student with a visual impairment has a medical condition that causes low vision. This impairment results in a disability: the student’s ability to see is limited, and the student is unable to perform certain activities in the same way a sighted person would. The disability becomes a handicap when barriers in the student’s environment put the student at a disadvantage in terms of being able to fulfill his/her role. For example, when this student goes to the campus library, the disability will not result in a handicap if the library provides software that allows him/her to access the library catalogue and electronic databases. If the software is not available, however, this environmental barrier results in a handicap for the student.

It is important to realize that students who are perceived by others as being disabled or having disabilities do not necessarily perceive themselves in that way.

For many of these students, the words “impairment” and “disability” have very negative connotations. These words tend to emphasize what is “wrong” with them or what they cannot do. Many students who assisted with the development of these workshops said that they do not identify or experience themselves as disabled. They view themselves as having a part of them that doesn’t work well, or works differently. They refer to themselves as having limitations or challenges that require them to do things differently in order to achieve their goals.

2. Persons with disabilities who are over 15 years old make up approximately **12.4%** of the Canadian population.

The most recent information from Statistics Canada (2001) indicates that persons with disabilities who are over 15 make up 12.4% of the Canadian population. For the purposes of the survey, persons were determined to have a disability if they “reported difficulties with daily living activities, or indicated that a physical, mental condition or health problem reduced the kind or amount of activities they could do.”

3. Persons with disabilities represent approximately **7.4%** of post-secondary students in Canada.

A growing number of Canadians with disabilities are considering the attainment of a post-secondary education. In Statistics Canada’s 1991 Health and Limitations Survey, 112,000 post-secondary students (approximately 7.4% of all students) were identified as having some type of disability. A more recent survey (2001) has been conducted by Statistics Canada, but the results concerning the number of students with disabilities in the post-secondary system have not yet been published. A study by the National Educational Association of Disabled Students (2001), however, notes that numbers have increased in recent years.

4. It is never acceptable to refer to a student’s disability in class. **False**

It is only acceptable to refer to a student’s disability in class if s/he says it is okay. For the most part, students will not want to be singled out in class because of their disability. However, some students may appreciate your recognition of their situation. Each student will have his/her own response.

For example, some students who took part in developing these materials said that they wished instructors would be more willing to acknowledge their disability, rather than simply ignore it. One student said she didn’t feel that her instructors needed to “keep the student’s disability a secret.” However, another student felt uncomfortable when reference to his disability was made in the classroom. Each student will have his/her own perspective on this issue.

In order to respect these differences, speak with the student privately first and ask what he/she is comfortable with. During this meeting, the student may choose to share personal health or learning information with you.

Prior to meeting with the student, the amount of information you will have about his/her disability will depend on the letter of accommodation you receive from the student. At many campuses, the letter does not identify the type of disability due to FOIP (Freedom of Information and Privacy Act) restrictions. In these situations, it is up to the student to tell you more about their circumstances, *if they want to*. The lack of information you receive can be frustrating and confusing as you often don't even know *why* the student needs accommodations. By meeting outside of class, you will provide the student with the opportunity to share any information s/he is comfortable sharing.

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**

The purpose of accommodations is to maintain the post-secondary institution's academic standards while allowing the student the support needed to accommodate the disability. Course objectives can be achieved through alternate, but equitable, means. For example, alternate forms of instruction may include using visual aids along with the more traditional oral lectures or presentations. As well, tests can be provided in alternate formats such as large type or take place in a setting that is free from distraction. Accommodations can also be arranged for lab work and practicums.

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

The Alberta Human Rights, Citizenship, and Multiculturalism Act prohibits discrimination against individuals with disabilities. Campuses throughout Alberta are developing disability policies that reflect this legislation. These policies are committed to an equitable, barrier-free academic environment that respects individual differences while upholding academic standards. We encourage you to take the time to become familiar with your campus disability policy.

Remember, you are not responsible for providing accommodations that have not been requested. Students (or sometimes disability services offices) need to provide you with a letter outlining the necessary accommodations. It is up to the students to take responsibility for introducing themselves to their instructors and for requesting the accommodations they need. If students do not do so, they cannot later object that the accommodations were not provided.

(Alberta Human Rights and Citizenship Commission:
www.albertahumanrights.ab.ca)

Part Two: Mobility Impairment Awareness

7. All students with mobility impairments use some type of walking aid (such as such as wheelchair, scooter, walker, crutches, or cane). **False**

While mobility impairments are often associated with the inability to walk without aid, the term refers to any condition that impairs an individual's ability to move *any* part of his/her body freely. Some people may require a wheelchair, scooter, walker, crutch(es), or cane. Others are able to walk unassisted but have impaired hand or fine motor function, which makes writing difficult. There is a tremendous range and variety of mobility impairments.

8. Which of the following are often associated with mobility impairments? **All**

Many people with mobility issues suffer from chronic pain. Chronic pain is different than the pain that any of us will feel when we hurt ourselves. With acute pain, our nervous systems are triggered and alert us to possible injury and the need to take care of ourselves. Chronic pain is different. Chronic pain persists long after the body has repaired itself as best it can. Pain signals keep firing in the nervous system for weeks, months, even years. Sometimes, an initial trauma leads to the pain, for example, a sprained back or a serious infection. Chronic pain may also result from surgery. In other cases, there may be an ongoing cause of pain -- arthritis, cancer, ear infection. Some people suffer chronic pain even in the absence of any past injury or evidence of body damage. In all of these situations, the chronic pain itself can become a disability, separate from other effects of the injury, accident, or disabling condition. Chronic pain often results in physical and psychological stress, fatigue, anxiety, irritability, depression, poor concentration, and poor short-term memory.

One of the students who helped develop these workshops and who suffers from chronic pain felt this was an area that most people, including instructors have very little or no understanding of. He said, "Chronic pain is one topic that seems in need of more coverage because it is a disability all in its own, which many people are unaware of and have no background in due to the limited sources on the ailment. The communication between students and teachers is one of the most important topics for students with this disability. No one can read another person's mind, so if we don't communicate everyone is left in the dark."

Fatigue may be a result of chronic pain, but it is also an issue for people with mobility impairments who do not experience chronic pain. Fatigue can be caused by medications or by the increased energy output involved in many activities of daily living. The effort required to perform seemingly easy everyday tasks is often overwhelming. Fatigue may affect learning, especially late in the day. Students with mobility impairments may need to rest or nap during the day.

One student from our focus group tries to schedule her courses in the morning as her ability to concentrate is poorer in the afternoon/evening, especially in hot weather.

9. Personal aides and academic aides perform similar duties. **False**

Some students with mobility impairments have personal needs that are addressed by personal care attendants. These needs may range from assistance with eating, using the bathroom, and getting out of bed in the morning, to meal preparation and personal hygiene. Personal care attendants have been taught how to properly help a person in a wheelchair re-position him/herself in order to avoid circulation problems. Obviously, all of these needs are independent of a student's academic needs.

One student who assisted with the development of this workshop told of a friend in a wheelchair whose personal care attendant wasn't available to assist with getting home on the day of a final exam. When the student asked her instructor about writing her exam early, however, the instructor said that he could line up an aide for her and that she could complete her exam at the same time as the rest of the class. This instructor wasn't aware of the difference between a personal aide and an academic aide until it was explained.

10. Disability transit systems run on schedules similar to regular public transit. **False**

Students who participated in developing this workshop and who use disability transit services found that transit added a great deal of time onto their days. Pick-up and drop-off times have to be juggled to accommodate multiple transit users. Students may be picked up from home far earlier than they actually need to be, or they may have a time-consuming route home. Moreover, these transit services may often be running late. Students may let you know that their lateness is often due to the flexibility that these services require.

11. Students with mobility impairments have the same range of cognitive ability as other students. **True**

A mobility impairment does not affect cognitive ability.

12. Students with mobility impairments all require the same types of classroom accommodations. **False**

The range of accommodations a student may need is as broad as the range of mobility impairments themselves. Some students with mobility impairments may need help with opening doors or carrying things. Others may benefit from preferred seating. The assistance needed depends on the individual's needs; even

two students with the same disability may require different accommodations. It's okay to ask if help is needed and what kind of help would be beneficial.

Definition of Mobility Impairment

A mobility impairment is any condition that impairs an individual's ability to move his/her body or body parts freely. Some students with mobility impairments will be unable to move about without a walking aid (e.g. a wheelchair, a scooter, a walker, crutches, or a cane) and may need special transportation to get to campus. Others may walk freely but have impaired hand or fine motor functions that make writing difficult. Mobility impairments may be caused by medical conditions or accidents. Often they are a result of work-related injuries to the head, back, or limbs.

There are many types of mobility impairments. Some are

1. **Cerebral Palsy (CP)**

CP results from trauma to or faulty development of motor areas of the brain during pregnancy, labor or delivery, or after birth. Although the cause is often difficult to establish, parts of the brain that control and coordinate motor action are affected. In addition, hearing and sight may be impaired. CP is chronic, but it is not degenerative. It can affect one, two, or even all limbs and may also affect control over the muscles used in speech. Most people with CP use manual or power wheelchairs, while others walk with or without mobility aids. Muscle spasticity, which may be associated with CP, causes severe pain.

2. **Multiple Sclerosis (MS)**

MS is a condition that affects the nervous system. Through a series of remissions and flare-ups, the body becomes prone to scar tissue surrounding the nerves that respond to messages from the brain. Among the abilities affected are leg and arm movement, sight, hearing, and internal organ function. Because of the sporadic nature of MS, students may be able to walk one day and have to use a wheelchair the next. Medication is used to control inflammation and pain, but some flare-ups can cause serious debilitation. Students with MS often experience varying levels of fatigue.

3. **Spinal Cord Injuries**

Athletic, vehicle, workplace, and diving accidents are major causes of spinal cord injuries. Spinal cord injuries are often traumatic and severe. Seventy-five percent of spinal cord injuries result in chronic pain. Depending on the level of the injury of the spine and the extent of the damage, varying degrees of paralysis may result. Some spinal cord injuries leave people with little feeling and movement in their lower limbs and full control over their upper body (paraplegia). More severe injuries cause complete loss of feeling and motion and usually affect bladder control. If all four limbs are involved, following an injury to the neck region, the resulting paralysis is called quadriplegia. If

severe injury affects all limbs, the head and shoulders are often the only functional areas not affected. Many mobility and daily living aids are available to help students make use of residual movement. Some students with spinal cord injuries use attendants to help them with personal needs.

4. **Arthritis**

There are over 100 different arthritic conditions. These can be anything from relatively mild forms of tendonitis and bursitis to disabling forms such as rheumatoid arthritis. Arthritic conditions may be found in people of all ages, including children and young adults. The symptoms vary greatly in severity from mild swelling and stiffness in the joints and tissues to painful and extremely debilitating symptoms accompanied by atrophy and joint deformity.

(The first four definitions are adapted from Simon Fraser University's Centre for Students with Disabilities. (2002) *Instructional Guidebook*.)

5. **Chronic Pain**

While acute pain is a normal sensation triggered in the nervous system to alert you to possible injury and the need to take care of yourself, chronic pain is different. Chronic pain persists. Pain signals keep firing in the nervous system for weeks, months, even years. The source of chronic pain can be difficult or even impossible to diagnose. There may have been an initial trauma -- sprained back, serious infection, or there may be an ongoing cause of pain -- arthritis, cancer, ear infection. There may be pain resulting from damage to the peripheral nerves or to the central nervous system itself, often a side-effect of surgery. But some people suffer chronic pain in the absence of any past injury or evidence of damage inside or outside the nervous system.

*From National Institute of Neurological Disorders and Stroke Chronic Pain Information Page: http://www.ninds.nih.gov/health_and_medical/disorders/chronic_pain.htm.

6. **Reflex Sympathetic Dystrophy Syndrome (RSDS)**

RSDS is a chronic pain condition that affects millions of people in North America. RSDS is also referred to as CRPS, or Complex Regional Pain Syndrome. Although there are many variations in symptoms, pain disproportionate to the precipitating injury is common in all cases. RSDS is a neurological disease. It is a malfunction of the autonomic nervous system in which nerves misfire, sending constant pain signals to the brain. RSDS develops in response to an event that the body perceives as traumatic, such as an accident, a fall, or surgery. It can develop after even minor injuries, such as a sprain or IV insertion.

The most universal symptom of RSDS is severe pain, usually described as burning or stinging in quality. Another symptom is excruciating sensitivity of the skin. Even the slightest touch (such as clothing, bed sheets, shower spray, or a light breeze) may be intolerably painful.

Other symptoms include swelling, color and temperature abnormalities in the affected part, and unusual sweating. Along with the usual complications of chronic pain, people with RSDS may also experience difficulty with movement, muscle spasms, tremors, weakness, frequent infections, and headaches.

(Adapted from Reflex Sympathetic Dystrophy Syndrome Association of America website, "What is RSDS?" www.rsds.org)

Many people still use the words "impairment," "disability," and "handicap" interchangeably. However, "impairment" refers to a medical condition, "disability" refers to functional limitations resulting from that condition, and "handicap" refers to the social and environmental barriers that disadvantage the individual who has a disability.

The World Health Organization (1980) makes the following distinctions:

Impairment: "any loss or abnormality of psychological, physiological or anatomical structure or function."

Disability: "any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being."

Handicap: "a disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual." These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Tips and Strategies for Supporting Students with Mobility Impairments

1. When considering the situations of students with mobility impairments, remember:
 - Clear, wide aisles and walkways are easiest to navigate for persons who use wheelchairs, scooters, walkers, crutches, or canes.
 - If you are speaking for an extended period of time with a person who uses a wheelchair, sit at eye level.
2. No matter how well students with mobility impairments plan their time, a number of factors affect their ability to always arrive on schedule. Consider:
 - The location of accessible elevators and whether or not they are operable or heavily used
 - Unavoidable delays when using disability transit
 - The location of accessible entrances and whether or not they are operable
 - Difficulties navigating sidewalks in bad weather
 - Limited numbers of disability parking spaces, which may not be located near entrances that lead to your classroom
3. You can support the integration of students with mobility impairments into the classroom by
 - Meeting with students during office hours or after class to discuss their specific situations. These meetings will help instructors avoid making assumptions about a student's condition, needs, and preferences. The student may choose this time to talk about learning needs and personal health information (including whether or not they are experiencing chronic pain).
 - Appointing students to groups/partners when doing small group/partner work instead of having students choose their co-workers. (Often, students choose groups by eye contact and the student with a mobility impairment can be left out.)
 - Asking students who are forming small groups to move to the area of the student with a mobility impairment, rather than the other way around
 - Putting a system in place to notify the student if class is cancelled
 - Leaving the classroom door open until students with mobility impairments arrive. Doors can be difficult to open for people who have disabilities of the hand/arm or for persons who use wheelchairs, scooters, canes, crutches, or walkers.

- Asking the student if s/he has a seating preference. Inform other students of this preference, and ensure that the preferred seating, as well as any extra seat required for an attendant, remains available.
4. Early in the term, and with occasional reminders throughout, let your students know that you are willing to accommodate students with disabilities. (You can also put this on your course outline.) Invite students to speak to you after class if they have any concerns.
 5. If a student brings technology to the classroom, it is acceptable to ask how it works. Also, before providing your students with electronic versions of notes, handouts, etc., ask them what format would work best with the technology they use.
 6. With the student's permission, let the class know why the student may be using equipment such as a lap-top computer in class (or invite the student to explain this). When other students do not understand why a student with an invisible disability is allowed to use a lap-top in class, they can become resentful of the student, whom they perceive as receiving special privileges or an unfair advantage.
 7. Remember that chronic pain is an invisible disability. Chronic pain can fluctuate in intensity over the course of the day, or from day to day. Students with chronic pain may be experiencing physical and psychological stress, fatigue, anxiety, irritability, depression, poor concentration, and poor short-term memory.

Etiquette Upon Meeting Someone Who Has A Mobility Impairment

- Speak directly to the person who is mobility impaired.
- If conversation is lengthy, consider sitting down.
- It is acceptable to use words such as walk and run.
- Do not speak in a loud or slow voice.
- It's okay to ask if help is needed. Do not provide help without the student's agreement.
- Do not push someone's wheelchair unless he or she has agreed to it.
- Avoid making assumptions. People who use wheelchairs and scooters may be able to stand or walk for limited amounts of time. People who "look fine" may actually be experiencing pain or other health problems.

From The Glenn Crombie Centre:

<http://homepages.cambrianc.on.ca/snrrc/etiquet/etiquet.htm>

Evaluation/Feedback Form

Workshop Three: Mobility

The Alberta Committee of Citizens with Disabilities (ACCD) developed this workshop in partnership with post-secondary students with disabilities and disability services coordinators.

Please rank this workshop based on the following criteria. Note: This is not an evaluation of the workshop facilitators, but an evaluation of the workshop content and organization.

When you are finished, either submit the evaluation to your workshop facilitator or fax it to ACCD at 780-488-3757

1. Course material is logically and clearly organized.

Strongly Agree Agree Disagree Strongly Disagree

2. The time frame for workshop delivery is adequate.

Strongly Agree Agree Disagree Strongly Disagree

3. A variety of teaching methods are strategically used.

Strongly Agree Agree Disagree Strongly Disagree

4. The handouts are clear and useful.

Strongly Agree Agree Disagree Strongly Disagree

5. You had the opportunity to ask questions about teaching students with mobility impairments.

Strongly Agree Agree Disagree Strongly Disagree

6. You were able to identify/assess your own beliefs/assumptions regarding the situations of students/people with disabilities.

Strongly Agree Agree Disagree Strongly Disagree

7. You became more familiar with the situations faced by students with mobility impairments.

Strongly Agree Agree Disagree Strongly Disagree

8. You became familiar with ways to support students with mobility impairments.

Strongly Agree Agree Disagree Strongly Disagree

9. You received information about appropriate language/etiquette in terms of interaction with students with mobility impairments and other disabilities.

Strongly Agree Agree Disagree Strongly Disagree

10. Further comments/suggestions:

Workshop Four: Learning



Together, We Hold The Power!

Workshop Agenda

Workshop Four: Learning

Objective	Activities	Time
Introductions/Overview	<ul style="list-style-type: none"> • Distribute agenda • Housekeeping items • Facilitators introduce themselves • Participants introduce themselves 	10 min.
<p>Assess/identify own beliefs/assumptions regarding the situations of students/people with disabilities</p> <p>Identify gaps in knowledge and explore possible solutions</p>	<ul style="list-style-type: none"> • Complete Self-Assessment • Review Self-Assessment Answer Key and Answer Notes • Definition Handout • Campus Policy and Services Handouts 	2 min. 20 min.
Identify ways to support students with learning disabilities	<ul style="list-style-type: none"> • Group Brainstorm (if time) • Tips and Strategies Handout • Accommodations Handout 	10 min.
Wrap-Up/Evaluation	<ul style="list-style-type: none"> • Evaluation/Feedback Forms • Appropriate Language Handout • Other handouts (e.g. Dis. Services Office info; ACCD info; Works Cited/Consulted) 	3 min.

Self-Assessment: What Do You Already Know?

Workshop Four: Learning

The number of students with disabilities seeking post-secondary education has been on the rise in Canada over the last several years. With this growth comes an increasing need for awareness among faculty, staff, and the student body with respect to the distinct situations of these students. Every student is different, and every disability is unique. It is important that we take a minute to assess our own understanding of persons with disabilities.

Please circle the answer(s) that you think best reflects the situations of students with disabilities. If you are unfamiliar with a term, do the best you can, and we will talk about the answers following the Self-Assessment.

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped.

True False

2. Persons with disabilities who are over 15 years old make up approximately what percentage of the Canadian population?

5% 8% 12%

3. Students with disabilities represent approximately what percentage of post-secondary students in Canada?

2% 5% 7%

4. It is never acceptable to refer to a student's disability in class.

True False

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable.

True False

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities.

True False

Part Two: Learning Disability Awareness

7. Students with learning disabilities comprise what percentage of students with disabilities?

5% 25% 50%

8. Students can be assessed with a learning disability at any time in their education.

True False

9. Students with learning disabilities are not easily identifiable.

True False

10. Visual and hearing impairments often lead to learning disabilities.

True False

11. Accommodations are similar for all students with learning disabilities.

True False

12. Students with learning disabilities have the same range of cognitive ability as other students.

True False

“There is no perfect formula for alleviating all the barriers confronting people with disabilities. However, if each person’s needs are considered afresh, then an individual with a disability will encounter an atmosphere which is conducive to personal and educational growth.”

Paul Menton Centre for Student with Disabilities, Carleton University

Self-Assessment Answer Key

Workshop Four: Learning

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**
2. Persons with disabilities over 15 make up xx of the population. **12.4%**
3. Persons with disabilities represent xx of post-secondary students. **7.4%**
4. It is never acceptable to refer to a student's disability in class. **False**
5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**
6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

Part Two: Learning Disability Awareness

7. Students with learning disabilities comprise xx of students with disabilities. **50%**
8. Students can be assessed with a learning disability at any time in their education. **True**
9. Students with learning disabilities are not easily identifiable. **True**
10. Visual and hearing impairments often lead to learning disabilities. **False**
11. Accommodations are similar no matter the learning disability. **False**
12. Students with learning disabilities have the same range of cognitive ability as other students. **True**

Self-Assessment Answer Notes

Workshop Four: Learning

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**

Many people still use the words “impairment,” “disability” and “handicap” interchangeably. However, “impairment” refers to a medical condition, “disability” refers to a limitation of activity, while “handicap” refers to the barriers in the individual’s environment.

The World Health Organization (1980) makes the following distinctions:

An **impairment** is defined as “any loss or abnormality of psychological, physiological or anatomical structure or function.”

A **disability** is defined as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

A **handicap** is defined as “a disadvantage for a given individual, resulting from an impairment or a disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Thus, the impairment is the medical condition, the disability is the functional limitation, and the handicap is the barrier that puts the individual at a disadvantage.

Let’s look at an example from the post-secondary setting. A student with a visual impairment has a medical condition that causes low vision. This impairment results in a disability: the student’s ability to see is limited, and the student is unable to perform certain activities in the same way a sighted person would. The disability becomes a handicap when barriers in the student’s environment put the student at a disadvantage in terms of being able to fulfill his/her role. For example, when this student goes to the campus library, the disability will not result in a handicap if the library provides software that allows him/her to access the library catalogue and electronic databases. If the software is not available, however, this environmental barrier results in a handicap for the student.

It is important to realize that students who are perceived by others as being disabled or having disabilities do not necessarily perceive themselves in that way.

For many of these students, the words “impairment” and “disability” have very negative connotations. These words tend to emphasize what is “wrong” with them or what they cannot do. Many students who assisted with the development of these workshops said that they do not identify or experience themselves as disabled. They view themselves as having a part of them that doesn’t work well, or works differently. They refer to themselves as having limitations or challenges that require them to do things differently in order to achieve their goals.

2. Persons with disabilities who are over 15 years old make up approximately **12.4%** of the Canadian population.

The most recent information from Statistics Canada (2001) indicates that persons with disabilities who are over 15 make up 12.4% of the Canadian population. For the purposes of the survey, persons were determined to have a disability if they “reported difficulties with daily living activities, or indicated that a physical, mental condition or health problem reduced the kind or amount of activities they could do.”

3. Persons with disabilities represent approximately **7.4%** of post-secondary students in Canada.

A growing number of Canadians with disabilities are considering the attainment of a post-secondary education. In Statistics Canada’s 1991 Health and Limitations Survey, 112,000 post-secondary students (approximately 7.4% of all students) were identified as having some type of disability. A more recent survey (2001) has been conducted by Statistics Canada, but the results concerning the number of students with disabilities in the post-secondary system have not yet been published. A study by the National Educational Association of Disabled Students (2001), however, notes that numbers have increased in recent years.

4. It is never acceptable to refer to a student’s disability in class. **False**

It is only acceptable to refer to a student’s disability in class if s/he says it is okay. For the most part, students will not want to be singled out in class because of their disability. However, some students may appreciate your recognition of their situation. Each student will have his/her own response.

For example, some students who took part in developing these materials said that they wished instructors would be more willing to acknowledge their disability, rather than simply ignore it. One student said she didn’t feel that her instructors needed to “keep the student’s disability a secret.” However, another student felt uncomfortable when reference to his disability was made in the classroom. Each student will have his/her own perspective on this issue.

In order to respect these differences, speak with the student privately first and ask what he/she is comfortable with. During this meeting, the student may choose to share personal health or learning information with you.

Prior to meeting with the student, the amount of information you will have about his/her disability will depend on the letter of accommodation you receive from the student. At many campuses, the letter does not identify the type of disability due to FOIP (Freedom of Information and Privacy Act) restrictions. In these situations, it is up to the students to tell you more about their circumstances, *if they want to*. The lack of information you receive can be frustrating and confusing as you often don't even know *why* the student needs accommodations. By meeting outside of class, you will provide the student with the opportunity to share any information s/he is comfortable sharing.

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**

The purpose of accommodations is to maintain the post-secondary institution's academic standards while allowing the student the support needed to accommodate the disability. Course objectives can be achieved through alternate, but equitable, means. For example, alternate forms of instruction may include using visual aids along with the more traditional oral lectures or presentations. As well, tests can be provided in alternate formats such as large type or take place in a setting that is free from distraction. Accommodations can also be arranged for lab work and practicums.

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

The Alberta Human Rights, Citizenship, and Multiculturalism Act prohibits discrimination against individuals with disabilities. Campuses throughout Alberta are developing disability policies that reflect this legislation. These policies are committed to an equitable, barrier-free academic environment that respects individual differences while upholding academic standards. We encourage you to take the time to become familiar with your campus disability policy.

Remember, you are not responsible for providing accommodations that have not been requested. Students (or sometimes disability services offices) need to provide you with a letter outlining the necessary accommodations. It is up to the students to take responsibility for introducing themselves to their instructors and for requesting the accommodations they need. If students do not do so, they cannot later object that the accommodations were not provided.

(Alberta Human Rights and Citizenship Commission:
www.albertahumanrights.ab.ca)

Part Two: Learning Disability Awareness

7. Students with learning disabilities comprise **50%** of students with disabilities.

Of all the disability types, you are most likely to have a student with a learning disability in your classroom. This is true partly because there are so many different types of learning disabilities. For example, low comprehension, memorization problems, dyslexia, and attention disorders are all types of learning disabilities.

8. Students can be assessed with a learning disability at any time in their education.

True

Learning disabilities can be assessed at any age. If students are assessed when they are young, they will be able to benefit from accommodations from the onset of their learning. Unfortunately, many students are not assessed until they are adults. Learning disabilities need to be assessed by trained professionals in order for students to access services. A significant signal that a disability may exist is a marked difference between areas of expertise and areas of difficulty.

For example, one of the students who assisted with the development of this workshop suspected he had a learning disability for some time, but it wasn't confirmed until he was an adult. When he was assessed, he was told that the significant difference between his verbal and written expression was key in determining that he had a learning disability.

9. Students with learning disabilities are not easily identifiable.

True

Learning disabilities are considered “invisible” disabilities. Unless a person with a learning disability tells people about it, the disability may go unnoticed. This makes it even more important for students with learning disabilities to learn to be advocates for themselves. If they do not let instructors know about their disabilities, the instructors may make assumptions that associate their learning disability with laziness, an inability to learn, etc.

10. Visual and hearing impairments often lead to learning disabilities.

False

Learning disabilities are not due to visual, hearing, or motor disabilities, or to emotional disturbance or environmental disadvantage, although they may occur alongside any of these.

11. Accommodations are similar for all students with learning disabilities. **False**

Students with learning disabilities use a variety of accommodations because their needs, and the degree of their disability, vary. As well, accommodations for the same student may vary within a course or a semester. Course load, stress levels,

and types of assignments all can affect the ways in which a learning disability affects the learner.

Most students with learning disabilities realize that their instructors may have little or no awareness of this disability. Often the students see themselves as advocates and are willing to “teach” their instructors about their situation and needs. Please discuss each student’s needs with him/her on a one-to-one basis.

- 12.** Students with learning disabilities have the same range of cognitive ability as other students. **True**

In general, students with learning disabilities possess average or above average intelligence, but their disability affects the way in which they are able to retain, take in, and/or express information.

Definition of Learning Disabilities

In 2002, the Learning Disabilities Association of Canada (LDAC) and its Provincial and Territorial Associations developed the following definition of **learning disabilities** for national purposes. It reflects a thorough review of learning disabilities research and input from hundreds of individuals in all provinces and territories, the LDAC National Legal Committee, and the LDAC Think Tank.

Learning disabilities refer to a number of disorders which may affect the acquisition, organization, retention, understanding, or use of verbal or nonverbal information. These disorders affect learning in individuals who otherwise demonstrate at least average abilities essential for thinking and/or reasoning. As such, learning disabilities are distinct from global intellectual deficiency.

Learning disabilities result from impairments in one or more processes related to perceiving, thinking, remembering, or learning. They range in severity and may interfere with the acquisition and use of one or more of the following:

- Oral language (e.g. listening, speaking, understanding)
- Reading (e.g. decoding, phonetic knowledge, word recognition, comprehension)
- Written language (e.g. spelling, written expression)
- Mathematics (e.g. computation, problem solving)

Learning disabilities may also involve difficulties with organizational skills, social perception, social interaction, and perspective taking.

Learning disabilities are lifelong. The ways in which they are expressed may vary over an individual's lifetime, depending on the interaction between the demands of the environment and the individual's strengths and needs. Learning disabilities are suggested by unexpected academic under-achievement or achievement that is maintained only by unusually high levels of effort and support.

(excerpt from The Learning Disabilities Association of Canada website: www.ldac-taac.ca)

Many people still use the words “impairment,” “disability,” and “handicap” interchangeably. However, “impairment” refers to a medical condition, “disability” refers to functional limitations resulting from that condition, and “handicap” refers to the social and environmental barriers that disadvantage the individual who has a disability.

The World Health Organization (1980) makes the following distinctions:

Impairment: “any loss or abnormality of psychological, physiological or anatomical structure or function.”

Disability: “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

Handicap: “a disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Tips and Strategies for Supporting Students with Learning Disabilities

1. You can support the integration of students with learning disabilities into the classroom by
 - Meeting with students during office hours or after class to discuss their specific situations. These meetings will help instructors avoid making assumptions about a student's condition, needs, and preferences. The student may choose this time to talk about their particular learning disability.
 - Asking the student if s/he has a seating preference. Inform other students of this preference, and ensure that the preferred seating remains available.

2. Because learning disabilities are often not identified until a student is an adult, you may wonder if some of your students have learning disabilities. If you suspect a student may have a learning disability and s/he seems dedicated to improving his/her academic performance, you may want to refer the student to the disability services office. Here are some common indications that a student has a learning disability:
 - Lack of organization or poor time management
 - Student is working hard but this effort isn't reflected in his/her marks.
 - Difficulty in recalling sequences and following directions
 - Difficulties with memory tasks and auditory perception
 - Assignments lack organization even though student's participation in class suggests an understanding of concepts.
 - Inability to understand fractions and percentages

3. In order to accommodate different learning needs, you can
 - Allow plenty of time for questions in class
 - Assign readings in advance so students can arrange for readers or taping of texts
 - Provide copies of lecture notes (for classes attended)
 - Explain definitions and terms
 - Describe assignments both orally and in writing, and assign clear deadlines
 - Allow tape recordings of lectures
 - Use flow charts, diagrams, or pictures when appropriate
 - Provide students with encouragement
 - Provide concrete examples of concepts

4. Students with learning disabilities often have difficulty with organizational tasks. You can support them by
- Providing a detailed course outline and making it available prior to the start of the course
 - Choosing texts with well-developed reader aids, i.e. chapter summaries, glossaries, indexes
 - Providing lecture outlines
 - Emphasizing major points
 - Using transitional words and phrases in lectures (e.g. first of all, then, next, etc.)
5. Many types of learning disabilities include attention disorders. In order to support these students, you can
- “Reserve” front row seating if the student has indicated that this would be helpful
 - Allow students to take a break, go for a quick walk, etc.
 - Limit the amount of distracting noise (e.g. hallway noise, overhead projector fan)
 - Remind students of deadlines (both verbally and written on the board)

Etiquette Upon Meeting Someone Who Has A Learning Disability

- Learning disabilities are invisible disabilities. Be aware when meeting someone that they may have different ways of processing information.

Evaluation/Feedback Form

Workshop Four: Learning

The Alberta Committee of Citizens with Disabilities (ACCD) developed this workshop in partnership with post-secondary students with disabilities and disability services providers.

Please rank this workshop based on the following criteria. Note: This is not an evaluation of the workshop facilitators, but an evaluation of the workshop content and organization.

When you are finished, either submit the evaluation to your workshop facilitator or fax it to ACCD at 780-488-3757.

1. Course material is logically and clearly organized.

Strongly Agree Agree Disagree Strongly Disagree

2. The time frame for workshop delivery is adequate.

Strongly Agree Agree Disagree Strongly Disagree

3. A variety of teaching methods are strategically used.

Strongly Agree Agree Disagree Strongly Disagree

4. The handouts are clear and useful.

Strongly Agree Agree Disagree Strongly Disagree

5. You had the opportunity to ask questions about teaching students with learning disabilities.

Strongly Agree Agree Disagree Strongly Disagree

6. You were able to identify/assess your own beliefs/assumptions regarding the situations of students/people with disabilities.

Strongly Agree Agree Disagree Strongly Disagree

7. You became more familiar with the situations faced by students with learning disabilities.

Strongly Agree Agree Disagree Strongly Disagree

6. You became familiar with ways to support students with learning disabilities.

Strongly Agree Agree Disagree Strongly Disagree

7. You received information about appropriate language/etiquette in terms of interaction with students with learning disabilities and other disabilities.

Strongly Agree Agree Disagree Strongly Disagree

8. Further comments/suggestions:

Workshop Five: Mental Health



Together, We Hold The Power!

Workshop Agenda

Workshop Five: Mental Health

Objective	Activities	Time
Introductions/Overview	<ul style="list-style-type: none"> • Distribute agenda • Housekeeping items • Facilitators introduce themselves • Participants introduce themselves 	10 min.
<p>Assess/identify own beliefs/assumptions regarding the situations of students/people with disabilities</p> <p>Identify gaps in knowledge and explore possible solutions</p>	<ul style="list-style-type: none"> • Complete Self-Assessment • Review Self-Assessment Answer Key and Answer Notes • Definition Handout • Campus Policy and Services Handouts 	<p>2 min.</p> <p>25 min.</p>
Identify ways to support students with mental health disabilities	<ul style="list-style-type: none"> • Group Brainstorm (if time) • Tips and Strategies Handout • Accommodations Handout 	15 min.
Wrap Up/Evaluation	<ul style="list-style-type: none"> • Evaluation/Feedback Forms • Appropriate Language Handout • Other handouts (e.g. Dis. Services Office info; ACCD info; Works Cited/Consulted) 	3 min.

Self-Assessment: What Do You Already Know?

Workshop Five: Mental Health

The number of students with disabilities seeking post-secondary education has been on the rise in Canada over the last several years. With this growth comes an increasing need for awareness among faculty, staff, and the student body with respect to the distinct situations of these students. Every student is different, and every disability is unique. It is important that we take a minute to assess our own understanding of persons with disabilities.

Please circle the answer that you think best reflects the situations of students with disabilities. If you are unfamiliar with a term, do the best you can, and we will talk about the answers following the Self-Assessment.

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped.

True False

2. Persons with disabilities who are over 15 years old make up approximately what percentage of the Canadian population?

5% 8% 12%

3. Persons with disabilities represent approximately what percentage of post-secondary students in Canada?

2% 5% 7%

4. It is never acceptable to refer to a student's disability in class.

True False

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable.

True False

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities.

True False

Part Two: Mental Health Disability Awareness

7. Students with mental health disabilities require remedial programs.

True False

8. Students with mental health disabilities may have periodic absences from class.

True False

9. All students with mental health disabilities require the same accommodations.

True False

10. Students with mental health disabilities should not work in small groups or on teams.

True False

11. Students with mental health disabilities will not be able to make the transition to the workplace.

True False

12. Instructors should avoid teaching topics that may make a depressed person feel sad.

True False

“There is no perfect formula for alleviating all the barriers confronting people with disabilities. However, if each person’s needs are considered afresh, then an individual with a disability will encounter an atmosphere which is conducive to personal and educational growth.”

Paul Menton Centre for Student with Disabilities, Carleton University

Self-Assessment Answer Key

Workshop Five: Mental Health

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**
2. Persons with disabilities over 15 make up xx of the population. **12.4%**
3. Persons with disabilities represent xx of post-secondary students. **7.4%**
4. It is never acceptable to refer to a student's disability in class. **False**
5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**
6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

Part Two: Mental Health Disability Awareness

7. Students with mental health disabilities require remedial programs. **False**
8. Students with mental health disabilities may have periodic absences from class. **True**
9. All students with mental health disabilities require the same accommodations. **False**
10. Students with mental health disabilities should not work in small groups or on teams. **False**
11. Students with mental health disabilities will not be able to make the transition to the workplace. **False**
12. Instructors should avoid teaching topics that may make a depressed person feel sad. **False**

Self-Assessment Answer Notes

Workshop Five: Mental Health

Part One: General Disability Awareness

1. A person may have a disability and not be handicapped. **True**

Many people still use the words “impairment,” “disability” and “handicap” interchangeably. However, “impairment” refers to a medical condition, “disability” refers to a limitation of activity, while “handicap” refers to the barriers in the individual’s environment.

The World Health Organization (1980) makes the following distinctions:

An **impairment** is defined as “any loss or abnormality of psychological, physiological or anatomical structure or function.”

A **disability** is defined as “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

A **handicap** is defined as “a disadvantage for a given individual, resulting from an impairment or a disability that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Thus, the impairment is the medical condition, the disability is the functional limitation, and the handicap is the barrier that puts the individual at a disadvantage.

Let’s look at an example from the post-secondary setting. A student with a visual impairment has a medical condition that causes low vision. This impairment results in a disability: the student’s ability to see is limited, and the student is unable to perform certain activities in the same way a sighted person would. The disability becomes a handicap when barriers in the student’s environment put the student at a disadvantage in terms of being able to fulfill his/her role. For example, when this student goes to the campus library, the disability will not result in a handicap if the library provides software that allows him/her to access the library catalogue and electronic databases. If the software is not available, however, this environmental barrier results in a handicap for the student.

It is important to realize that students who are perceived by others as being disabled or having disabilities do not necessarily perceive themselves in that way. For many of these students, the words “impairment” and “disability” have very

negative connotations. These words tend to emphasize what is “wrong” with them or what they cannot do. Many students who assisted with the development of these workshops said that they do not identify or experience themselves as disabled. They view themselves as having a part of them that doesn’t work well, or works differently. They refer to themselves as having limitations or challenges that require them to do things differently in order to achieve their goals

2. Persons with disabilities who are over 15 years old make up approximately **12.4%** of the Canadian population.

The most recent information from Statistics Canada (2001) indicates that persons with disabilities who are over 15 make up 12.4% of the Canadian population. For the purposes of the survey, persons were determined to have a disability if they “reported difficulties with daily living activities, or indicated that a physical, mental condition or health problem reduced the kind or amount of activities they could do.”

3. Persons with disabilities represent approximately **7.4%** of post-secondary students in Canada.

A growing number of Canadians with disabilities are considering the attainment of a post-secondary education. In Statistics Canada’s 1991 Health and Limitations Survey, 112,000 post-secondary students (approximately 7.4% of all students) were identified as having some type of disability. A more recent survey (2001) has been conducted by Statistics Canada, but the results concerning the number of students with disabilities in the post-secondary system have not yet been published. A study by the National Educational Association of Disabled Students (2001), however, notes that numbers have increased in recent years.

4. It is never acceptable to refer to a student’s disability in class. **False**

It is only acceptable to refer to a student’s disability in class if s/he says it is okay. For the most part, students will not want to be singled out in class because of their disability. However, some students may appreciate your recognition of their situation. Each student will have his/her own response.

For example, some students who took part in developing these materials said that they wished instructors would be more willing to acknowledge their disability, rather than simply ignore it. One student said she didn’t feel that her instructors needed to “keep the student’s disability a secret.” However, another student felt uncomfortable when reference to his disability was made in the classroom. Each student will have his/her own perspective on this issue.

In order to respect these differences, speak with the student privately first and ask what he/she is comfortable with. During this meeting, the student may choose to share personal health or learning information with you.

Prior to meeting with the student, the amount of information you will have about his/her disability will depend on the letter of accommodation you receive from the student. At many campuses, the letter does not identify the type of disability due to FOIP (Freedom of Information and Privacy Act) restrictions. In these situations, it is up to the students to tell you more about their circumstances, *if they want to*. The lack of information you receive can be frustrating and confusing as you often don't even know *why* the student needs accommodations. By meeting outside of class, you will provide the student with the opportunity to share any information s/he is comfortable sharing.

5. Altering the standards by which you assess academic performance for students with disabilities is acceptable. **False**

The purpose of accommodations is to maintain the post-secondary institution's academic standards while allowing the student the support needed to accommodate the disability. Course objectives can be achieved through alternate, but equitable, means. For example, alternate forms of instruction may include using visual aids along with the more traditional oral lectures or presentations. As well, tests can be provided in alternate formats such as large type, or take place in a setting that is free from distraction. Accommodations can also be arranged for lab work and practicums.

6. Post-secondary institutions are legally obligated to provide accommodations for students with disabilities. **True**

The Alberta Human Rights, Citizenship, and Multiculturalism Act prohibits discrimination against individuals with disabilities. Campuses throughout Alberta are developing disability policies that reflect this legislation. These policies are committed to an equitable, barrier-free academic environment that respects individual differences while upholding academic standards. We encourage you to take the time to become familiar with your campus disability policy.

Remember, you are not responsible for providing accommodations that have not been requested. Students (or sometimes disability services offices) need to provide you with a letter outlining the necessary accommodations. It is up to the students to take responsibility for introducing themselves to their instructors and for requesting the accommodations they need. If students do not do so, they cannot later object that the accommodations were not provided.

(Alberta Human Rights and Citizenship Commission:
www.albertahumanrights.ab.ca)

Part Two: Mental Health Disability Awareness

7. Students who have mental health disabilities require remedial programs. **False**

Students with mental health disabilities have the same range of cognitive ability as other students.

9. Students with mental health disabilities may have periodic absences from class. **True**

Mental health disabilities do not always follow a regular pattern, making it difficult to predict when symptoms and the ability to function in the classroom will worsen. Although the symptoms of mental health illnesses can often be controlled effectively through medication and/or psychotherapy, or may even go into remission, the illness can continue to cause periodic episodes. When students are experiencing the symptoms of their disability, they may not be able to make it to class (or perform to the best of their ability if they do attend).

9. All students with mental health disabilities require the same accommodations. **False**

The type, intensity, and duration of mental health disability symptoms vary from person to person. Therefore, the accommodations for each student differ, too. As well, accommodations for the same student may vary within a course or semester because of the irregular nature of many mental health disabilities.

10. Students with mental health disabilities should not work in small groups or on teams. **False**

Even though some mental health disabilities may make it difficult for these students to interact with others, it is important that they be expected to participate in the same activities as their classmates. When students are working in groups, it is important that they abide by the same rules as the rest of the students in the group. Appropriate behaviour and comments are expected. By making students responsible for their actions, you are demonstrating that you trust them to behave appropriately in the post-secondary setting.

11. Students with mental health disabilities will not be able to make the transition to the workplace. **False**

People with mental health disabilities can participate in the workplace, some more fully than others. Sometimes, work place accommodations are needed (e.g. the understanding that sick leave may be needed to address the symptoms of the illness), so that these individuals can participate in the work place to their full potential.

12. Instructors should avoid teaching topics that may make a depressed person feel sad. **False**

Students with mental health disabilities should be expected to do the same kinds of work as the rest of the class.

Definition of Mental Health Disabilities

Mental health disabilities include a broad range of mental and emotional conditions. The term “mental health disability” is used when mental illness significantly interferes with the performance of life activities, such as learning, thinking, communicating, and sleeping.

Individuals can experience a mental illness over many years. The type, intensity, and duration of symptoms vary from person to person. The illness may come and go, and it does not always follow a regular pattern even if treatment is followed, which makes it difficult to tell when symptoms will worsen.

Mental health conditions have many different causes and many different treatments. Causes may include physical, psychological, or environmental factors. In the last few years, many new medications have been developed to control and reduce the symptoms of mental illnesses. However, as much as one may want to, these conditions cannot be cured by sheer willpower.

The three most common forms of mental health disability are:

1. Anxiety Disorders

Anxiety disorders, the most common group of mental health disabilities, are characterized by severe fear or anxiety, often associated with particular objects and situations. Many people with anxiety disorders try to avoid exposure to the situation that causes anxiety. For example, if a student becomes anxious in crowded spaces, s/he may choose to enroll in classes that take place at less busy times of the day (early morning or evening) in order to avoid crowded hallways and large classes.

2. Depressive Disorders

These illnesses are marked by disturbances or changes in mood, usually involving either depression or elation. Sometimes depression can be aggravated by external factors, such as the death of someone close or the loss of a job.

3. Schizophrenia

Schizophrenia affects about one percent of Canadians. Contrary to popular belief, it is not a split personality; it is characterized, however, by fragmented or mixed-up thoughts and delusions. Sometimes individuals with schizophrenia hallucinate, seeing and hearing things that aren't really there.

Many people still use the words “impairment,” “disability,” and “handicap” interchangeably. However, “impairment” refers to a medical condition,

“disability” refers to functional limitations resulting from that condition, and “handicap” refers to the social and environmental barriers that disadvantage the individual who has a disability.

The World Health Organization (1980) makes the following distinctions:

Impairment: “any loss or abnormality of psychological, physiological or anatomical structure or function.”

Disability: “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being.”

Handicap: “a disadvantage for a given individual, resulting from an impairment or disability, that limits or prevents the fulfillment of a role that is normal (depending on age, sex, and social and cultural factors) for that individual.” These disadvantages vary tremendously and include physical, attitudinal, social, and cultural barriers.

Tips and Strategies for Supporting Students with Mental Health Disabilities

1. Talk with the student about his/her situation:
 - Meet with students during office hours or after class to discuss their specific situations. These meetings will help instructors avoid making assumptions about a student's condition, needs, and preferences. The student may choose this time to talk about personal health and learning information.
 - If behaviour is a concern, address the issue directly with the student in a private setting.
 - If the student initiates the conversation, it may be appropriate to discuss problems and side effects of medication.
2. You can support the integration of students with mental health disabilities into the class by
 - Permitting the use of tape recorders in class
 - Permitting exams to be taken in a quiet environment
 - Understanding that lateness, absences, or sudden withdrawal from class may reflect periods of illness
3. Be aware that medications used to control mental health illnesses may have undesirable side effects such as drowsiness and disorientation, which can affect academic performance.

Etiquette Upon Meeting Someone Who Has A Mental Health Disability

- Mental health disabilities are invisible disabilities. Be aware when meeting someone that they may have a mental or emotional disability that could affect their performance.

Evaluation/Feedback Form

Workshop Five: Mental Health

The Alberta Committee of Citizens with Disabilities (ACCD) developed this workshop in partnership with post-secondary students with disabilities and disability services coordinators.

Please rank this workshop based on the following criteria. Note: This is not an evaluation of the workshop facilitators, but an evaluation of the workshop content and organization.

When you are finished, either submit the evaluation to your workshop facilitator or fax it to ACCD at 780-488-3757.

1. Course material is logically and clearly organized.

Strongly Agree Agree Disagree Strongly Disagree

2. The time frame for workshop delivery is adequate.

Strongly Agree Agree Disagree Strongly Disagree

3. A variety of teaching methods are strategically used.

Strongly Agree Agree Disagree Strongly Disagree

4. The handouts are clear and useful.

Strongly Agree Agree Disagree Strongly Disagree

5. You had the opportunity to ask questions about teaching students with mental health disabilities.

Strongly Agree Agree Disagree Strongly Disagree

6. You were able to identify/assess your own beliefs/assumptions regarding the situations of students/people with disabilities.

Strongly Agree Agree Disagree Strongly Disagree

7. You became more familiar with the situations faced by students with mental health disabilities.

Strongly Agree Agree Disagree Strongly Disagree

8. You became familiar with ways to adapt or modify your classroom to support students with mental health disabilities.

Strongly Agree Agree Disagree Strongly Disagree

9. You received information about appropriate language/etiquette in terms of interaction with students with mental health disabilities and other disabilities.

Strongly Agree Agree Disagree Strongly Disagree

10. Further comments/suggestions:

Appendix One: Letter to Professional Development Organizers

Date

Human Resources Office
[Internal Address]

Dear xxx,

Thank you for once again hosting professional development opportunities for the staff here at [name of institution].

The disability services office [use the name of your office] is interested in facilitating a session on [include dates of event] that focuses on raising faculty awareness regarding students with disabilities on campus. Together with a student, I have prepared a 50 minute session [session length may vary] that I believe would interest many participants.

Could you please advise me as to the proper channels and timelines for including this session in the upcoming slate of professional development options?

I look forward to hearing from you.

Sincerely,

[Your name, position, etc.]

Appendix Two: Shorter Version of Workshop

Instructors will benefit most from the delivery of a full-length workshop that focuses on a specific disability. Unfortunately, this amount of time is not always possible. You may be allotted only a half hour or even twenty minutes. If this is the case, it might be best to focus on disabilities in general, instead of on one particular disability.

Keep in mind that the Self-Assessment section of the workshop is essential. It is the section of the workshop that will be most instrumental in helping to raise instructor awareness. There are many possibilities for adapting the Self-Assessment to suit short time-frames. Some disability services coordinators who piloted this workshop chose to cover only the first part of the Self-Assessment (Part One: General Disability Awareness). Other facilitators put together a sampling of questions from different workshops, including general disability issues and/or particular disabilities. You may also want to condense the information provided in the Self-Assessment Answer Notes.

In a short version of the workshop, you will not need to distribute an agenda, as your time will be brief. Instructors' questions arising out of the Self-Assessment may take up more than the proposed 10 minutes. If this is the case, be sure to point out the tips and strategies and accommodations handouts, and distribute them at the end of the workshop.

Overview of the Workshop

Objective	Activities	Time	Resources	Facilitator
Introductions	<ul style="list-style-type: none"> Facilitators introduce themselves. Tell participants you will be taking the next X minutes to talk about the situations of students with disabilities 	2 min.		DSC/S
Assess/identify own beliefs/assumptions regarding the situations of students/people with disabilities. Identify gaps in knowledge and explore possible solutions	<ul style="list-style-type: none"> Complete Self-Assessment (first six questions only or a sampling of questions from different workshops) Review Self-Assessment Answer Key and Answer Notes 	1 min. 10 min.	<ul style="list-style-type: none"> Overhead Projector Self-Assessment Self-Assessment Answer Key Self-Assessment Answer Notes 	S/DSC
Identify ways to provide to support students with disabilities	Group Brainstorm (if time)	10 min.	<ul style="list-style-type: none"> Flipchart or Overhead Tips and Strategies Handout(s) Accommodations Handout (Appendix Four) 	DSC/S
Wrap-Up	<ul style="list-style-type: none"> Handouts 	3 min.	<ul style="list-style-type: none"> Handouts: Dis. Services Office Info. ACCD Info. Works Cited 	DSC

S = student; DSC= disability services coordinator

Appendix Three: Appropriate Language Handout

SAY	DON'T SAY
Disability, or person with a disability. Emphasize the person, not the disability.	Handicap, handicapped, crippled, lame, challenged, invalid.
Person who has multiple sclerosis, or person who has had a spinal cord injury.	Victim afflicted with a stroke, polio, muscular dystrophy, etc.
Person who uses a wheelchair or has a wheelchair; wheelchair user.	Wheelchair-bound or confined to a wheelchair.
Person who is deaf, hearing impaired, or hard of hearing. Most individuals who are deaf are capable of speech.	Deaf and dumb.
Non-disabled.	Normal, healthy (when used as the opposite of disabled).
Person who is deaf, person with a learning disability, etc.	The deaf. The learning disabled. The disabled.
Person with an intellectual disability, person who is intellectually impaired.	Mentally retarded, retarded, retard, defective, idiot, imbecile, moron, simple, mongoloid.
Person with a disability since birth. Person who has a congenital disability.	Birth defect. Deformity.
Seniors.	Aged. The Aged. Elderly.
Seizure.	Fit. Attack. Spell.
Person with a mental health disability. Person who has schizophrenia, person who has depression.	Insane. Lunatic, maniac, mental, psycho, psychotic, unsound mind, neurotic, etc.
Cerebral palsy, down's syndrome, mental illness, spina bifida, quadriplegia, seizure disorder, speech disability, or specific learning disability. (When it is appropriate to refer to an individual's disability, choose the correct terminology for the specific disability).	Spastic, mongoloid, crazy, deformed, defective, crippled.

Appendix Four:

Accommodations Handout

What are Accommodations?

Accommodations are entitlements within the Human Rights Legislation. The purpose of academic accommodations is to maintain academic integrity while allowing the student the support needed to accommodate the disability. Accommodations can vary from allowing extra time on tests to allowing a note-taker in the classroom. The nature of the accommodation depends on the specific disability.

Your campus may have a disability policy that provides more detail about accommodations and expectations. We encourage you to familiarize yourself with the policy.

How do Instructors Know What Accommodations to Provide?

The amount of information you will have about a student's disability depends on a letter regarding accommodations that you receive. At many campuses, the letter does not identify the type of disability at all (due to the Freedom of Information and Privacy Act: FOIP). In these situations, it is up to the student to let the instructor know more about his/her disability.

It is up to students to take responsibility for introducing themselves to their instructors and for requesting the accommodations they need. If students do not do so, they cannot later object that the accommodations were not provided.

What Types of Accommodations are There?

There are a variety of accommodations available to students with specific disabilities. In general, they fall into two categories - classroom accommodations and accommodations that occur outside the classroom.

Classroom Accommodations

- The use of assistive devices such as calculators, computers, or specialized software programs/devices (e.g. scanners, voice activated software)
- Extra time for exams, essays, and assignments
- Alternate formats for exams (e.g. oral exams)
- Help from a note-taker or duplication of someone else's notes
- Help from a reader or scribe
- Opportunity to tape record classes
- Written material for class (overheads or notes) provided in advance

- Electronic textbooks that can then be transcribed to Braille, or read by text-reading software. If you are in contact with publishers, you can request textbooks on CD.
- Allowances made for spelling or grammar errors when a word processor is not available

Accommodations Outside the Classroom

- Textbooks or reference materials on tape
- Reduced distractions, e.g. working in a separate room, and writing tests in a separate, quiet area
- Subject-specific tutoring
- Working with a learning strategy tutor
- Working with a study partner or mentor

(Adapted from the *Faculty Guide* developed by Red Deer College's Disability Services Office)

Appendix Five: Presentation Tips for Workshop Facilitators

1. Preparing

- Know your workshop process and material thoroughly: read, re-read, and think through the Facilitator's Guide, Overview of the Workshop, Lesson Plan, and applicable workshop materials. (See Table of Contents)
- Make sure you understand what your role and responsibilities in the workshop are, i.e. what you will be presenting/doing/saying vs. what your co-facilitator will be presenting/doing/saying.
- Know what your workshop time limit is; adjust material accordingly. This should be worked out with your co-facilitator. Make sure essential material will be covered and sufficient time allowed for questions.
- Find out what to expect, e.g. how many people will be attending.
- Familiarize yourself with the room you'll be using. Make sure any necessary supplies or equipment are available and working.

2. Practicing

Rehearse your material:

- Rehearse first in private, out loud.
- Practice speaking slowly and clearly.
- Practice making your material flow smoothly.
- Practice making eye contact with an imaginary audience.
- Time yourself to make sure that your material will fit in the time allotted.
- Try out your presentation on a few other people. Ask for feedback.

3. Presenting

- Speak slowly and clearly. Take regular deep breaths.
- Maintain frequent eye contact with your audience. Try to avoid focusing on any particular individual(s).
- Avoid distracting mannerisms, such as saying "um" a lot, fiddling with your hair, adjusting your clothing.
- Keep your hands away from your face and mouth.
- Avoid standing or sitting behind a lectern or desk, if possible.
- Wear professional-looking clothes (nothing flashy or distracting).
- Avoid saying anything that might be perceived as criticism of your audience.
- Keep an eye on the time; avoid running over the time limit.
- Be prepared for interruptions such as late arrivals.

4. Handling Questions

- Let your audience know in advance when they can raise questions.
- Wait for the questioner to finish speaking before responding.
- If you're unsure what is being asked, ask for clarification.
- Repeat the question so the entire audience knows what it is.
- Try to keep your answer focused on the question.
- Try to avoid prolonged discussion with one person.
- If you can't answer a question, just say so. Offer to find out the answer and get back to the person, or ask for suggestions from the audience.

5. Wrapping Up

- Thank your audience for attending.
- Let them know how they can contact you if they have further questions.

Appendix Six: Disability

Simulation Exercises

Some advance preparation will be needed for these exercises as a few basic props are required.

Simulation Exercises for Workshop One: Vision

- CNIB has special “glasses” that mimic a variety of visual impairments: altered depth perception, limited vision, blindness, tunnel vision, etc. Contact CNIB to see about arranging for use of these glasses. Some of the activities participants could perform while wearing the glasses include taking notes from an overhead, navigating their way across the room, reading from the board or an overhead, or locating a specific book from a group of books.
- The activities listed above could also be done with wax paper or crumpled plastic wrap put inside a pair of glasses.
- Put two overheads over top of one another so that the words are blurred.
- Use a yellow marker on the whiteboard.
- Have students take notes while wearing a blindfold. Speak at a normal pace and volume. Move about the room.

Simulation Exercises for Workshop Two: Deaf/Hard of Hearing

- Swimmers’ earplugs simulate a hearing impairment. Activities that participants can try while wearing the earplugs include watching a video on low volume, or taking notes while you speak, without any overhead.

Simulation Exercises for Workshop Three: Mobility

- Show participants what it is like to have limited dexterity; ask them to perform fine motor tasks such as picking up paper clips, sorting papers, or writing while wearing bulky gloves.
- Ask participants to take notes on what you are about to say while sitting on their hands.
- Demonstrate limited motor control by asking participants to take notes with their non-dominant hand.
- Borrow a wheelchair from a disability services office, the Canadian Paraplegic Association, or another local disability organization. Provide participants with directions to get somewhere that you have already checked out for difficult

access. Or, you could simply ask participants to perform daily tasks such as getting a drink from the fountain, making a phone call from a public phone, getting to a second floor classroom, etc. Each person attempting the exercise should be accompanied by a companion.

- **Workshops Four and Five:**
We have not included simulation exercises for the Learning or Mental Health workshops due to the variety and complexity of these types of disabilities.

Campus Policy/Guidelines



Together, We Hold The Power!

Works Cited/Consulted

- Cambrian College. (1986). *Handbook for success*. 2 June 2003.
www.homepages.cambrianc.on.ca/snrcc/disability/disblts.htm.
- Canadian Mental Health Association. (n.d.). Higher education: Promoting the rights of students. 29 Aug. 2003. www.cmha.ca/english/highered/
- Centre for Students with Disabilities. (2002). *Instructional guidebook*. Simon Fraser University. www.sfu.ca/ccs/csd/pdfs/instructional_guide2.pdf
- Chapman, Connie. (1996). *Charting new waters*. Justice Institute of British Columbia.
- Connect Society, Edmonton. Interpreting services. Brochure.
- Counseling Centre. (n.d.). Disability information for faculty. University of Lethbridge. 06 July 2003. www.uleth.ca/reg-cou/DisabilityInfo/Infor_for_Faculty.html
- Disability Resource Center. (n.d.). Home page. University of Calgary. 31 May 2003. www.ucalgary.ca/UofC/Others/DRC/home_services.html
- Disabilities Services Office. (n.d.). *Services for students with disabilities handbook*. Medicine Hat College.
- Disability Services. (2002). *Faculty guide*. Red Deer College.
- Fletcher, Janice and A. Lee Parks. (1983). *Teaching students with special needs in secondary and vocational programs*. Dept. of Special Education, University of Idaho.
- Friend, Marilyn et al. (1998). *Including exceptional students*. Scarborough, ON: Allyn and Bacon.
- Human Resources Development Canada. (1998). *A way with words*. Office for Disability Issues.
- Jordan, Dale R. (2000). *Understanding and managing learning disabilities in adults*. Malabar, Florida: Kreiger.
- Just like anyone else*. (1989). New York: NBC News Productions.
- Learning Disabilities Association of Canada, The. (2002). Official definition of learning disabilities. 31 Aug 2003. www.ldac-taac.ca/english/defined/definew.htm

- National Educational Association of Disabled Students. (2001) *Faculty awareness and training in the post-secondary community*. 31 May 2003. www.neads.ca/English/projects/faculty
- Reflex Sympathetic Dystrophy Syndrome Association of America. (n.d.). About RSDS. 25 Aug 2003. www.rsd.org/contents.htm
- St. Francis Xavier University. (n.d.). Promoting a new image. 31 May 2003. www.stfx.ca/campus/stu-serv/disabled-students
- Services to Students with Disabilities. (2003). *Faculty handbook*. (draft) Grant MacEwan College, Edmonton.
- Services to Students with Disabilities. (2003). Information for faculty newsletter. Grant MacEwan College.
- Statistics Canada. (1991). 1991 Health and activity limitation survey: Employment and education. In *The Daily*. July 27, 1993. Ottawa: Statistics Canada.
- Statistics Canada. (2001). *Participation and Activity Limitation Survey*.
- Student Services. (2002). Policy on Students with Disabilities. Grande Prairie Regional College.
- University of Washington. (n.d.). *Do-it: The Faculty room*. 31 May 2003. www.washington.edu/Faculty/Strategies
- World Health Organization. (1980). International classification of impairments, disabilities and handicaps (ICIDH). 18 Sept 2003. www.who.ch/icidh
- Zinger, Cam. (July, 1999). *Teaching students with disabilities guidebook*. (2nd ed.). Services for Students with Disabilities. University of Saskatchewan.

Contact Information

For more information or to provide us with feedback, contact the Alberta Committee of Citizens with Disabilities office at:

#707, 10339 – 124 Street, NW
Edmonton, Alberta T5N 3W1

Phone: (780) 488-9088 (Edmonton)

Toll free: 1-800-387-2514

Fax (780) 488-3757

TTY: (780) 488-9090

Email: accd@accd.net

Web site: www.accd.net



Alberta Committee of Citizens with Disabilities

Filename: Final Raising Instructor Awareness Resource Guide.doc
Directory: C:\Documents and Settings\Home Machine\Desktop
Template: C:\Documents and Settings\Home Machine\Application
Data\Microsoft\Templates\Normal.dot
Title: Instructing the Instructor:
Subject:
Author: User
Keywords:
Comments:
Creation Date: 29/09/2003 12:26 PM
Change Number: 81
Last Saved On: 22/11/2005 10:32 AM
Last Saved By: Home
Total Editing Time: 657 Minutes
Last Printed On: 22/11/2005 10:33 AM
As of Last Complete Printing
Number of Pages: 116
Number of Words: 26,794 (approx.)
Number of Characters: 150,050 (approx.)