

Being "All In" to Include People with Disabilities

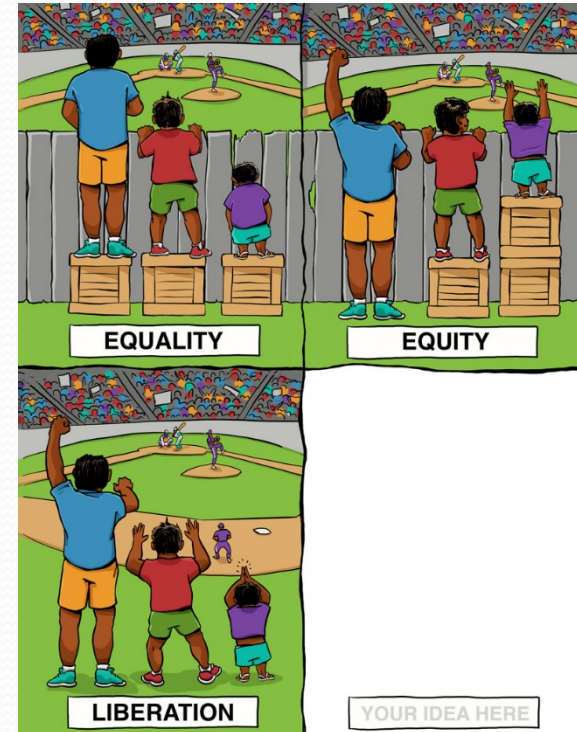
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Understanding Disability Services

- Provides Equity
- Not based on “Student Success”
- Coordinator of Support Services
- Disability Awareness



<http://culturalorganizing.org/>

Universal Design for Learning

1.

Provide Multiple Means of Representation

Perception

Language, expression, and symbols

Comprehension

2.

Provide Multiple Means of Action and Expression

Physical action

Expression and communication

Executive function

3.

Provide Multiple Means of Engagement

Recruiting interest

Sustaining effort and persistence

Self-regulation

Defined by Legislation...

Anyone who has a

physical or mental impairment

which **substantially limits**

one or more

major life activities.

Functions include,
but are not limited to,
seeing, hearing, walking,
speaking, breathing,
performing manual
tasks, learning, reading,
concentrating, thinking,
& working

Significant restriction
in performing major
life activities in
comparison to most
people.

Let's be *(all in)*



BE WHO YOU ARE. TOGETHER

AllIn.psu.edu



00:50



vimeo



PASFAA
October 23-25, 2017
Seven Springs Mountain Resort

Being *(all in)*

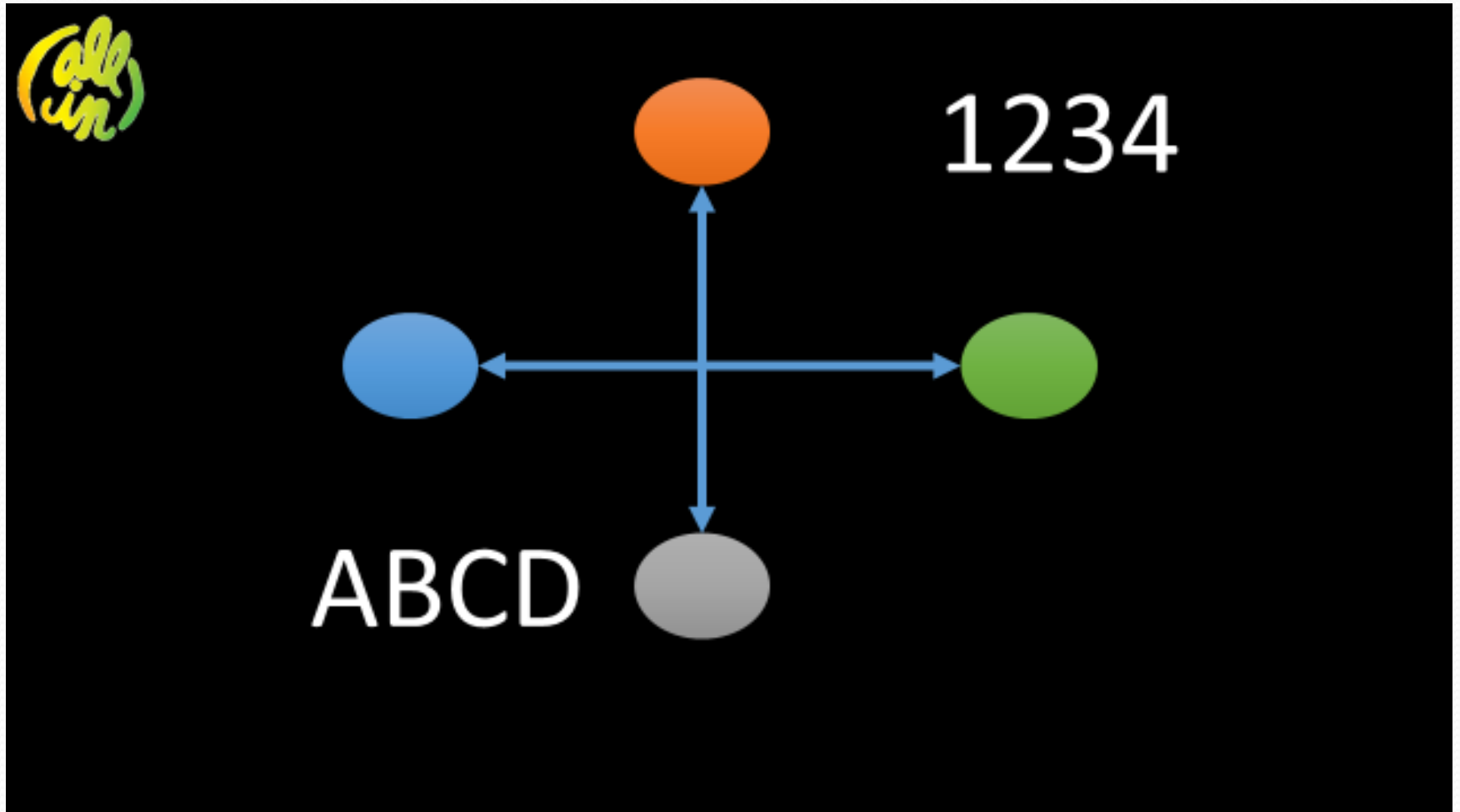
1. **Promote inclusion**
2. **Encourage civil discourse**
3. **Challenge all perspectives**

“Diversity in Action”

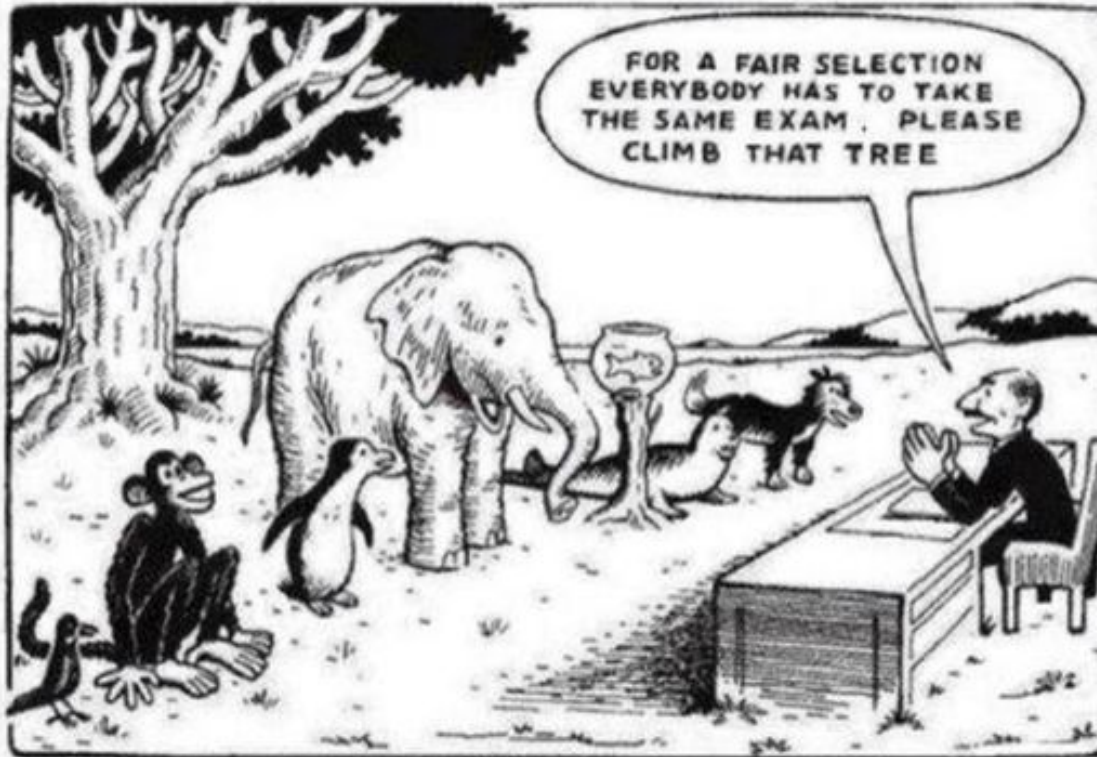


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Teach Chronological Order

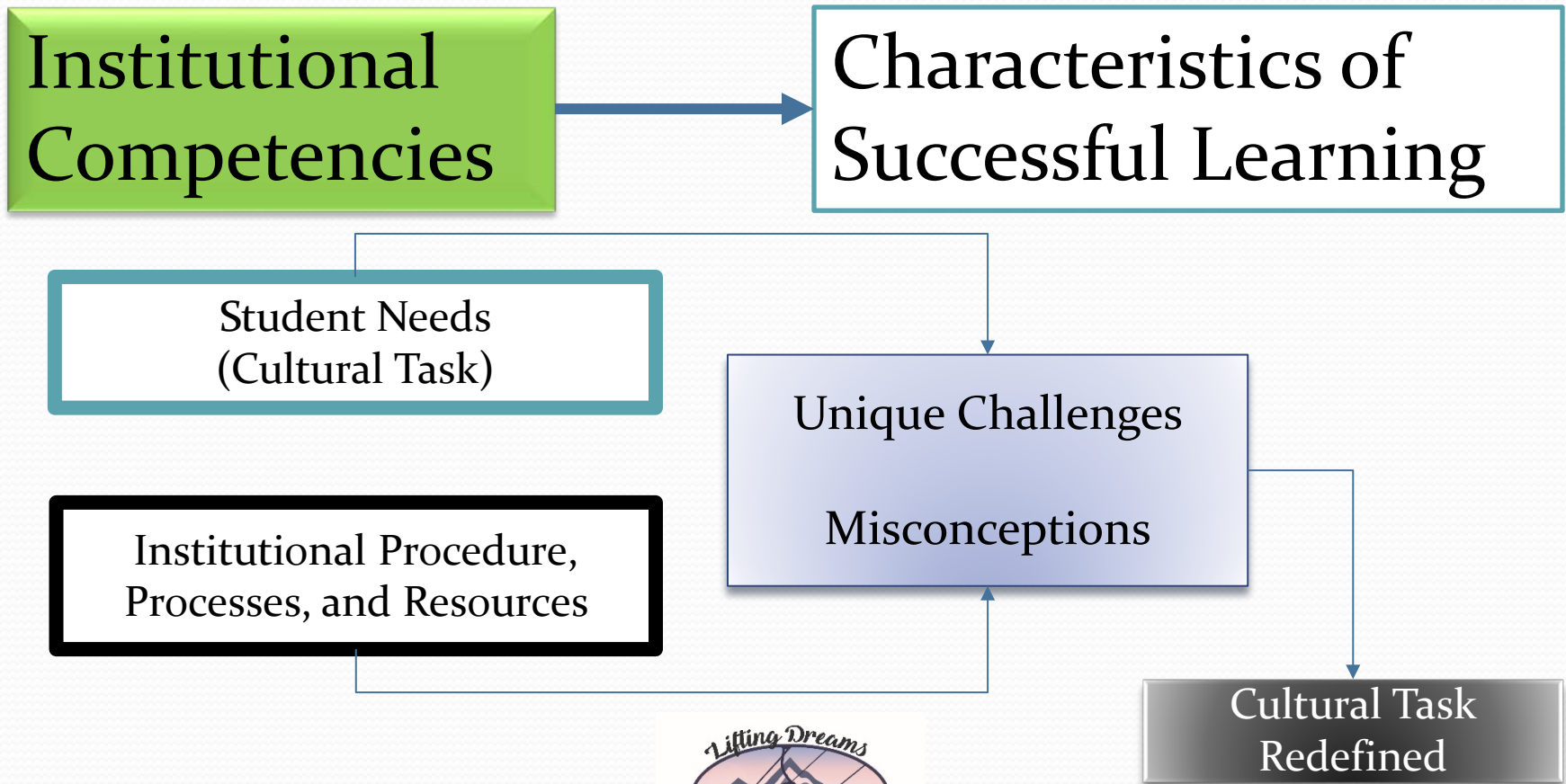


Our Education System



If you judge a fish by its 'ability' to climb a tree, it will spend its entire life believing its stupid - Albert Einstein

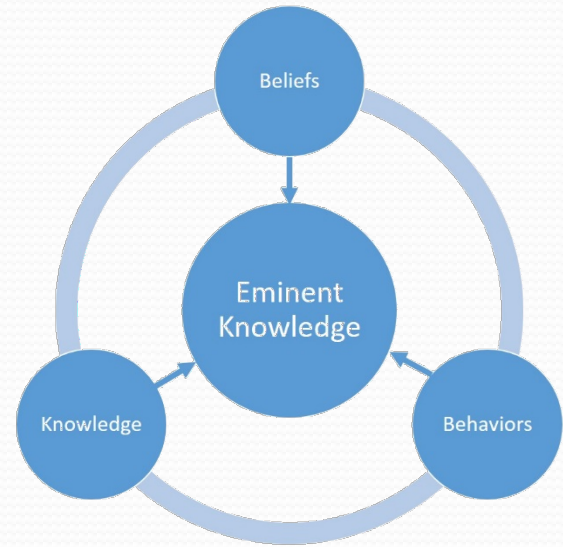
Inclusive Learning Model



Cultural Task

- Potential barriers or tension within the Universal Design Learning framework
- Patterns of beliefs, behaviors, knowledge
- Prohibits the transmitting of knowledge

What kind of Cultural Task do we see with student facing units?



Procedures, Processes, and Resources

Procedure

What is being done and why?

- Knowledge holds great value
- The Cultural Task is concise
- What pattern area of culture is being addressed

Process

Who is responsible?
How is it assessed and evaluated?

Resources

When help is needed, what and who is available?"
At what cost?
How often?

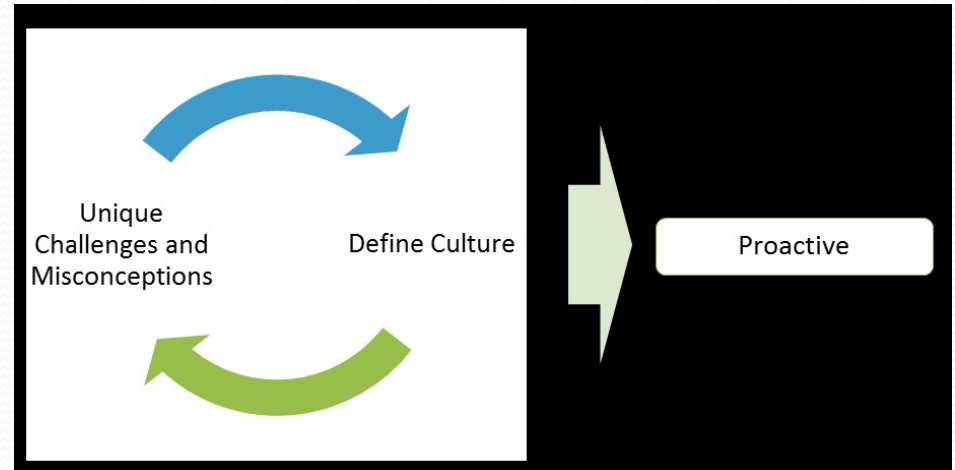
Unique Challenges and Misconceptions

Unique challenges

- Cultural Task
- Unit/Department

Misconceptions

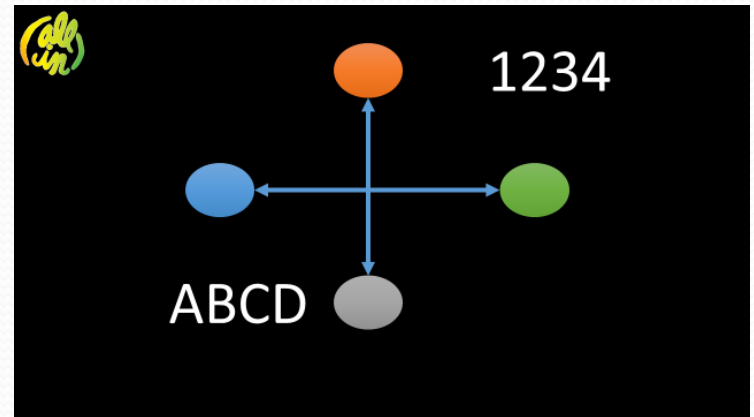
- Unique challenges



Cultural Task
Redefined

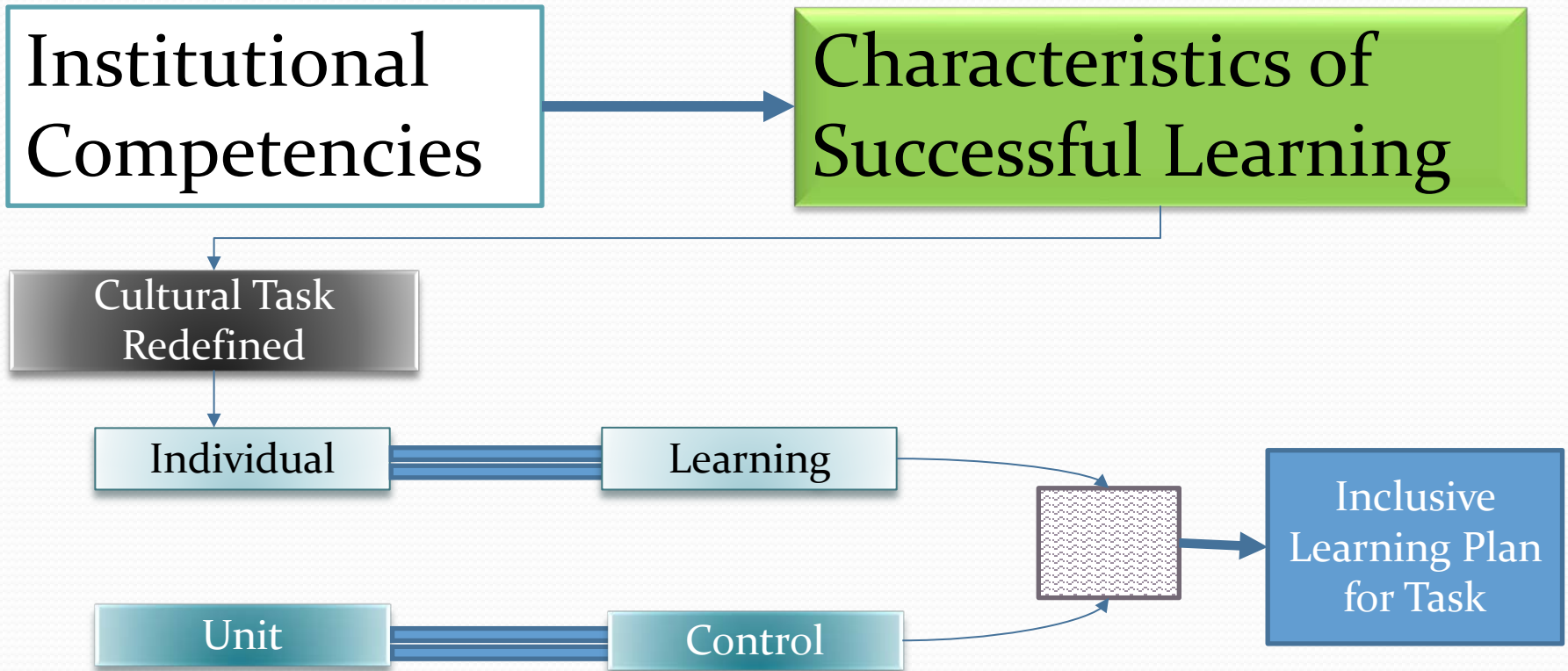
Teach Chronological Order

- Cultural Task?
- Procedures, processes, resources?
- Unique Challenges and misconceptions?
- Cultural Task redefined



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Inclusive Learning Model



Going Through the ILM

Your Information

Name

Role

Department

Personal Assessment



Unique Challenges

Cultural Task

PPR

Misconceptions

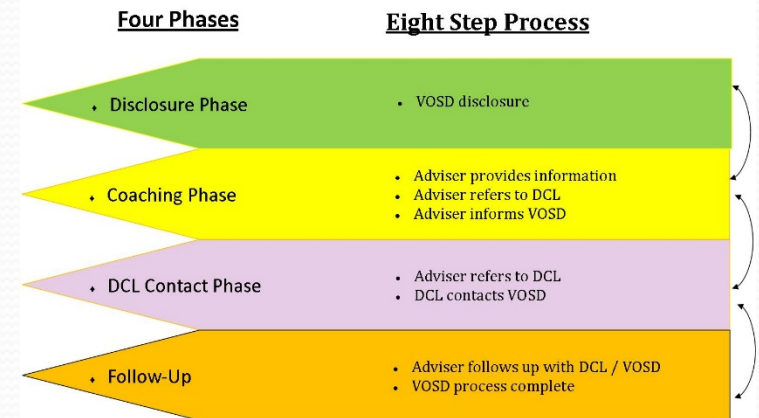
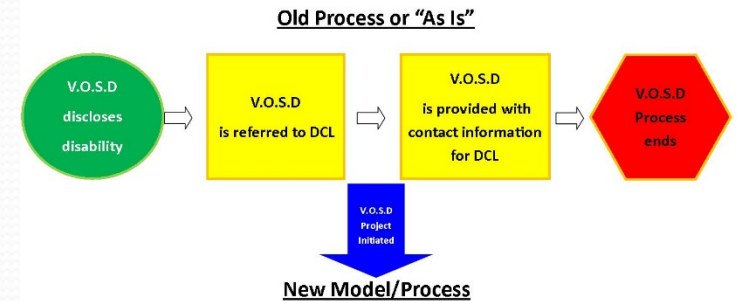
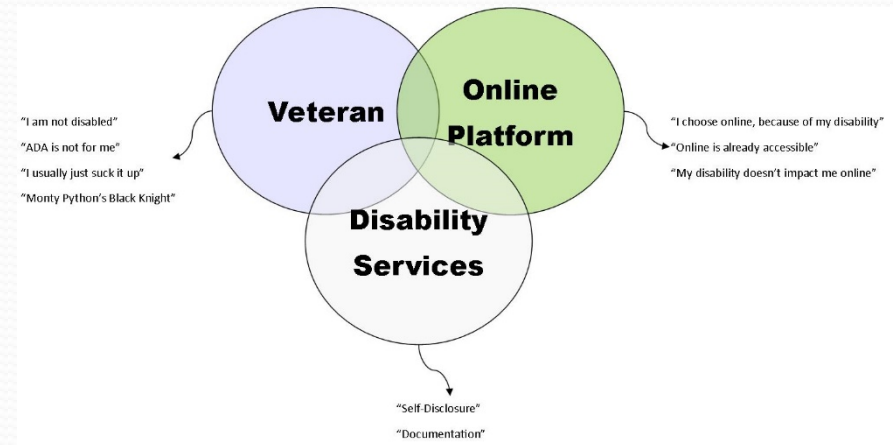
Cultural Task

PPR



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V.O.S.D



Sean



"I want to learn new skills so I can continue to help others."

Age: 27 years old
Work: Previously on ER nurse
Major: Undecided
Family: Single, guide dog named Jasper
Challenge: Blind
Location: Harrisburg, PA
Assistive technology: JAWS screen reader

Goal

Collaborate with other students, or form a social group to share resources. Become more adept at using assistive technology.

Bio

Sean grew up in Harrisburg, Pennsylvania, earned a nursing degree at University Park, and worked as an ER nurse at Penn State Hershey Medical Center. A few years later he lost his sight in a car accident.

He is slowly adjusting to his new life with the help of friends, family, and his guide dog Jasper. He is seeking a new vocation and has recently enrolled in some World Campus courses.

Sean is learning to use JAWS to access his course content, and it is not yet a "power user" so content that is technically accessible may still present challenges for him if it is not easy to use.

Learning Style



Frustrations

- web pages that lack a clear heading structure
- ambiguous link text such as "click here" or "read more"
- when extra time for exams isn't set up in advance
- assignments that need tools requiring vision and/or the use of a mouse to complete
- course links and readings that don't have a consistent naming structure and are not easy to find or organize

Works best when...

- at course pages, external websites, and third-party tools are compatible with JAWS and keyboard commands
- images have text descriptions
- videos have transcripts that include visual information
- lesson pages have a consistent and logical heading structure
- tables have captions, headers, and a meaningful summary if they are complex
- math content is provided in MathML
- readings are provided in accessible formats like Word or tagged PDFs with searchable text

Linda



"Learning online gives me the flexibility to do more on my good days."

Age: 44 years old
Work: Vocational rehabilitation counselor
Major: Master's in Public Administration
Family: Married with two children
Location: San Diego, CA
Challenge: Mobility impaired
Assistive technology: Kurzweil and speech-to-text software

Goal

Develop her skills so she can move into a managerial position.

Bio

Linda grew up in LA and now lives in San Diego, California with her husband and two kids.

She works for a veterans services organization that helps veterans transition to college.

Ten years ago she was diagnosed with fibromyalgia, which limits her motor skills so it is difficult to use a mouse or hold a book. Some days it's difficult to get out of bed. She lives with sporadic pain that sometimes interferes with her ability to sleep.

Linda needs to fit coursework in around her job and family life and accommodate her good and bad days.

Learning Style



Frustrations

- web content that can't be accessed with a keyboard, such as many third-party web-based tools and resources
- synchronous videoconferencing sessions with no audio chat option
- when course readings aren't provided in an accessible digital format
- deadline-intensive course structure that does not allow time to catch up after fibromyalgia flares
- when extra time for an exam is not set up

Works best when...

- link text is meaningful and clearly identifies the destination and content type
- recordings of synchronous web conferencing sessions are provided
- readings are provided in an electronic format compatible with Kurzweil
- applications allow speech-to-text input

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Andy



"I enjoy learning online because it fits into my schedule. I sometimes feel like I am missing some of the conversations."

Age: 38 years old
Work: Human Resources
Major: Master's in Human Resources and Employment Relations degree
Family: Single dad with an 8-year-old son, Aaron
Location: Rochester, NY
Challenge: deaf and colorblind
Assistive technology: cochlear implants

Goal

Obtain a better-paying job with more responsibility.

Bio

Andy has an undergraduate liberal arts degree from Penn State and has been working in human resources at an advertising firm in New York.

Since he is raising his eight-year-old son Aaron on his own, being able to take classes online allows him to fit his coursework into his work and home life.

Andy was born deaf, but had a cochlear implant as a child. Now he has some hearing, but his implants don't always work perfectly.

He and his son enjoy creating with Legos and going on hikes.

Learning Style



Frustrations

- videos that don't have captions or transcripts
- real-time video conferences without live captioning
- visuals or text content where meaning is conveyed primarily through color
- web pages that use colors that don't have good contrast

Works best when...

- he can choose which text to use when collaborating with classmates
- all course communications are given in writing
- student produced videos or audio files also have transcripts
- content is presented using clear descriptions
- data representations in charts and graphs are spatially separated or have good color contrast

Phil



"My TBI often affects me in unexpected ways, so I count on the flexibility of online classes."

Age: 52 years old
Work: Business
Major: Bachelor's in Organizational Leadership
Family: Married with two adult children
Location: Norfolk, VA
Challenge: Visual impairment, Post Traumatic Stress Disorder (PTSD), and Traumatic Brain Injury (TBI)
Assistive technology: Uses Kurzweil for magnification

Goal

Wants to fulfill his dream of earning a college degree.

Bio

Phil is a retired army veteran who is now successful in business. This is his third attempt to earn his degree and he has 127 credits so far. Phil enjoys being a student and contributing to class.

He and his wife live in Norfolk, Virginia. Their two adult children live nearby.

He was medically retired from the military after an encounter with an improvised explosive device (IED) led to a traumatic brain injury (TBI), post-traumatic stress disorder (PTSD), and low vision. The TBI affects his cognition and he often has difficulty sleeping. He wants to use his experience to assist vets in similar situations.

Learning Style



Frustrations

- courses that have a lot of readings, particularly PDFs that are low quality scans
- required readings aren't differentiated from non-required ones
- lack of flexibility in assignments prevents him from catching up after difficult weeks
- new course material introduced at the last minute that isn't compatible with his assistive technology
- when extended time for exams has not been set up

Works best when...

- he can magnify online content to 400% without distortion
- he can view and magnify content on a mobile device
- assignments have clear instructions and objectives
- he is able to listen to material as well as read it
- course content is provided as real text and not images of text
- course content has good color contrast
- images have good resolution, high color contrast, and readable font
- videos are short and have captions and transcripts

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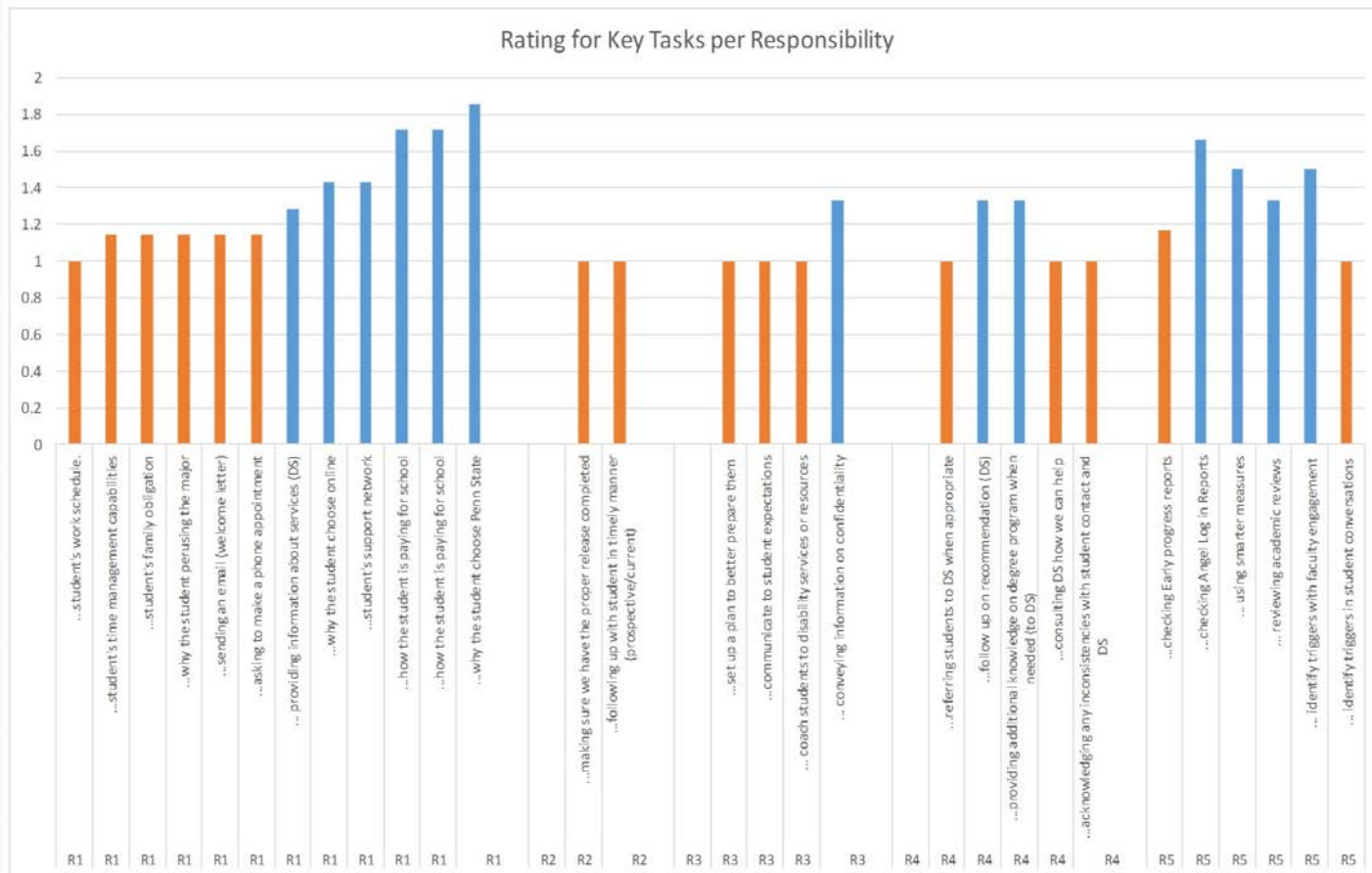
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Advising Disability Reps



Questions & Thoughts

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