Being "All In" to Include People with Disabilities

Terry L. Watson
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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
Being (all in)

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

“Diversity in Action”
Teach Chronological Order
Our Education System

FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM. PLEASE CLimb THAT TREE

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

http://scholasticadministrator.typepad.com
Inclusive Learning Model

Institutional Competencies

Characteristics of Successful Learning

Student Needs (Cultural Task)

Unique Challenges
Misconceptions

Institutional Procedure, Processes, and Resources

Cultural Task Redefined
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

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

Procedure
What is being done and why?

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
Teach Chronological Order

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

Institutional Competencies

Characteristics of Successful Learning

Cultural Task Redefined

Individual Learning

Unit Control

Inclusive Learning Plan for Task
Going Through the ILM

Your Information

- Name
- Role
- Department
- Personal Assessment

Unique Challenges
- Cultural Task
- PPR

Misconceptions
- Cultural Task
- PPR
**V.O.S.D.**

**Penn State World Campus**

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**Old Process or “As Is”**

1. V.O.S.D discloses disability
2. V.O.S.D is referred to DCL
3. V.O.S.D is provided with contact information for DCL
4. V.O.S.D Process ends

**New Model/Process**

**Four Phases**

- Disclosure Phase
- Coaching Phase
- DCL Contact Phase
- Follow-Up

**Eight Step Process**

- VO.SD disclosure
- Adviser provides information
- Adviser refers to DCL
- Adviser informs VO.SD
- Adviser refers to DCL
- DCL contacts VO.SD
- Adviser follows up with DCL / VO.SD
- VO.SD process complete
Personas

Sean

**Goal**
Collaborate with other specialists on form development and implementation.

**Bio**
Senior Financial Analyst at a major bank. Has experience in financial modeling and forecasting.

**Frustrations**
- Complex systems that require manual data entry.
- Delays in data processing and reporting.

**Learning Style**
- 60% Visual
- 20% Auditory
- 20% Tactile

Andy

**Goal**
Create a seamless onboarding experience for new employees.

**Bio**
HR Manager at a technology firm. Leads the onboarding process for new hires.

**Frustrations**
- Gathering and organizing information from multiple sources.
- Managing workflow and meeting deadlines.

**Learning Style**
- 60% Visual
- 20% Auditory
- 20% Tactile

Linda

**Goal**
Improve customer engagement and retention.

**Bio**
Customer Service Representative at a retail company. Handles customer complaints and inquiries.

**Frustrations**
- Handling difficult customers.
- Navigating complex company policies.

**Learning Style**
- 60% Visual
- 20% Auditory
- 20% Tactile

Phil

**Goal**
Support new students during their first academic year.

**Bio**
Adviser at a university. Helps students navigate their academic journey.

**Frustrations**
- Managing a large caseload.
- Supporting students during challenging times.

**Learning Style**
- 60% Visual
- 20% Auditory
- 20% Tactile

https://app.xtensio.com/folio/yuqku35t
Advising Disability Reps

Rating for Key Tasks per Responsibility

- [Bar chart showing ratings for various tasks related to advising disability representatives.]

Tasks include:
- Supporting students with disabilities
- Assisting with academic planning
- Providing information about accommodations
- Helping students with registration
- Assisting with course selection
- Supporting students in their transition to college
- Working with students on academic challenges
- Assisting with financial aid
- Providing resources for study skills
- Assisting with career planning
- Supporting students with mental health
- Assisting with physical health
- Working with students on time management
- Providing support for students with learning disabilities
- Assisting with accessibility in the classroom
- Working with students on stress management
- Providing support for students with ADHD
- Assisting with accessibility in the workplace
- Working with students on personal development
- Providing support for students with disabilities in the community
- Assisting with accessibility in the campus
- Working with students on leadership skills
- Providing support for students with disabilities in the workplace
- Assisting with accessibility in the workplace
- Working with students on communication skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on teamwork skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on critical thinking skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on problem-solving skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on decision-making skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on self-advocacy skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on time management skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on goal-setting skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on interpersonal skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on conflict resolution skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on assertiveness skills
- Providing support for students with disabilities in the community
- Assisting with accessibility in the workplace
- Working with students on communication skills
Questions & Thoughts

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