Celebrating Student Abilities!

SPECIALIZED SUPPORT & DISABILITY SERVICES (SSDS)

Student Success Centre
University Student Services
Working Together Supporting Student Success

- Students and U of A employees all work together to establish reasonable, accessibility-related accommodations and supports

- We are all a part of the U of A’s Duty to Accommodate.
How do we define ourselves?

Straw poll exercises
Old English bartering game – the loser was left with his “hand in his cap”

The person is at a disadvantage

Perpetuates a negative image

People with disabilities are a homogenous group of pitiful and needy people
Let’s Talk About Language

• What we say and how we say it reflect our attitudes
• Many of these are related to what we do (e.g. serve, support, permit, allow)
• Develop a list of other words or phrases that reflect disrespect for people with disabilities
<table>
<thead>
<tr>
<th>Instead of…</th>
<th>Consider…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disabled</td>
<td><strong>Person</strong> with a disability</td>
</tr>
<tr>
<td>Victim, sufferer, cripple, invalid</td>
<td><strong>Person</strong> with a disability</td>
</tr>
<tr>
<td>Mobility impaired</td>
<td><strong>Person</strong> with limited mobility</td>
</tr>
<tr>
<td>Confined to a wheelchair</td>
<td>Wheelchair user</td>
</tr>
<tr>
<td>Retarded, mentally retarded, person with a mental handicap</td>
<td><strong>Person</strong> with an intellectual disability or person with a developmental disability</td>
</tr>
</tbody>
</table>
1. We have a ____ in ____ chance of acquiring a disability at some point in our working lives.
   a. 1 in 10
   b. 1 in 20
   c. 1 in 5

2. ____% of people with chronic health conditions are below the age of 65.
   a. 50%
   b. 75%
   c. 62%

(Symposium on Achieving Accessible & Inclusive Communities, Paul Tubbe & Monica Kay)
SSDS Past - 1981

• U of A's Disabled Student Services opened under the direction of Marion Vosahlo
• 1 staff member
• 37 students primarily with visible disabilities, blindness/low vision, and mobility-related disabilities
• Services provided mainly by volunteers
• Note taking, exam writing accommodations, and some physical mobility assistance.

Changing in response to student needs....
SSDS - Present

How do students access SSDS?

• Referrals from:
  • The Student Success Centre & other University Student Services
  • High school or other post-secondary staff
  • Referrals from students aware of SSDS
  • U of A employees (instructors, advisors, front line staff . . . YOU!)
SSDS – Present

- 19 full/part-time staff
- Approximately 100 casual staff & contractors
- Services provided primarily by staff and contractors, supported by volunteers in one area
SSDS – Present

• ~1300 students (2012/13)

• In all levels and programs of study

• Almost 2/3 have invisible disabilities

• Most quickly growing area for invisible disabilities?
<table>
<thead>
<tr>
<th>Disabilities (2011/12)</th>
<th>Primary</th>
<th>Additional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquired Brain Injury</td>
<td>27</td>
<td>4</td>
</tr>
<tr>
<td>Attention Deficit Hyperactivity Disorder</td>
<td>138</td>
<td>133</td>
</tr>
<tr>
<td>Chronic Medical/Systemic</td>
<td>90</td>
<td>47</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>29</td>
<td>8</td>
</tr>
<tr>
<td>Learning Disability</td>
<td>149</td>
<td>118</td>
</tr>
<tr>
<td>Blind/Partially Sighted</td>
<td>46</td>
<td>13</td>
</tr>
<tr>
<td>Mobility, Functional</td>
<td>72</td>
<td>29</td>
</tr>
<tr>
<td>Psychiatric</td>
<td>258</td>
<td>110</td>
</tr>
<tr>
<td>Other</td>
<td>36</td>
<td>25</td>
</tr>
</tbody>
</table>
In December 2013 ~1800 final exams will be accommodated!

<table>
<thead>
<tr>
<th>Service (2011/12)</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note Taking</td>
<td>125</td>
</tr>
<tr>
<td>Cognitive Strategies</td>
<td>124</td>
</tr>
<tr>
<td>Alternate Format</td>
<td>141</td>
</tr>
<tr>
<td>Interpreting</td>
<td>7</td>
</tr>
<tr>
<td>CART reporting</td>
<td>5</td>
</tr>
<tr>
<td>AT Support</td>
<td>129</td>
</tr>
<tr>
<td>Tutoring</td>
<td>65</td>
</tr>
<tr>
<td>Advising</td>
<td>1028</td>
</tr>
<tr>
<td>Educational Assistant</td>
<td>5</td>
</tr>
<tr>
<td>Field Placement Support</td>
<td>45</td>
</tr>
<tr>
<td>Assessment Referrals</td>
<td>104</td>
</tr>
<tr>
<td>Exam Accommodations at SSDS</td>
<td>595 (~7500 exams)</td>
</tr>
<tr>
<td>Alternate Format Exams Adapted</td>
<td>1,265</td>
</tr>
<tr>
<td>Orientation &amp; Mobility Training</td>
<td>3</td>
</tr>
</tbody>
</table>
“Reinforces separate but equal system rather than full inclusion

Hinders development of self-determination

Allows environment and curriculum design to hinder full participation

Creates dependence, not independence for person with disabilities”

(Carol J Gill, Chicago Institute of Disability Research)
Medical Model

- Disability = deficiency or abnormality
- Being disabled is negative
- Disability resides in the individual
- Remedy for disability related issues = cure or normalization of the person
- Agent of remedy is the professional

Social Model

- Disability = difference, is neutral
- Disability derives from interaction between individual & environment
- Remedy = change interaction between individual & environment
- Agent of remedy: anyone who affects arrangements between individual & environment
A UNIVERSAL FUTURE?

Universal Design

“The design of products and environments to be usable by all people, without the need for adaptation or specialized design”

(Centre for Universal Design, North Carolina State University)
UNIVERSAL DESIGN VALUES

• Access is a matter of social justice

• Disability is a social construct resulting from the present inability of social institutions and designed environments to accommodate individual differences

• Good design means, among other things, that a product, process or environment is, to the greatest extent possible, usable by everyone
UNIVERSAL DESIGN VALUES

• Creating and advocating for usable, sustainable, and inclusive learning environments is a shared responsibility

• When a product, process, or environment is not usable, the designer of that process becomes our client – not the person with a disability

• An approach requiring retroactive adjustments to be made on an individual, case-by-case basis is not sustainable
Disability considered to be primarily a consequence of the environment

We change the environment by providing assistive technology, supports, and accommodations.

Use disability descriptors only in the service, medical, or legal systems.

Describe needs in a respectful, dignified manner. Omit the diagnosis – describe relevant functional impacts.
<table>
<thead>
<tr>
<th>Profile</th>
<th>Accommodation</th>
<th>UD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty taking notes</td>
<td>Note taking supports, recording lectures, instructor notes/presentation materials copies, computer-assisted note taking</td>
<td>Online notes, live streaming, captioned videos . . .</td>
</tr>
<tr>
<td>Difficulty reading</td>
<td>Alternate format, adaptive technology, specialized software, tactile graphics, advance readings</td>
<td>Electronically available readings, video materials . . .</td>
</tr>
<tr>
<td>Difficulty writing</td>
<td>Scribe, adaptive technology, editorial assistance, use of a computer, spell and grammar checking, writing tool accessories</td>
<td>Online notes, live streaming, exam alternatives (oral, m/c . . .)</td>
</tr>
</tbody>
</table>
ENCOURAGEMENT TO . . .

• Use Person First Language

• Find opportunities to implement Universal Design in daily work environments

• Find commonalities, celebrate diversities, focus upon abilities
1. What are the process for students with IPP’s and what accommodations can they expect?

2. Should the student expect the same things that happened while they were in high school?

3. Do they need to be reassessed?

4. Are there differences between faculties when accommodating these requests?
5. For students with learning disabilities, or anxiety-related conditions, what is the process that they will need to go through to secure arrangements for exams, workload etc.?

6. What kind of technology is available to students with visual impairments?

7. For students who become temporarily disabled through an accident during the school year, are there any services available to them?
WHAT WOULD IT BE LIKE TO LEARN LIKE THIS . . .
Washout

http://www.irlen.com/sss_distortions.htm
By Thursday afternoon, noon, was not entirely surprising. No one knew how he was there. group. He only saw him clasped after that they were split. Maths with En্ডl English, which was mysterious end of that period was been at the beginning. It can on page 135 of book 2 while 135 of book 3 as both books for the lesson was over before.

Rivers

http://www.irlen.com/sss_distortions.htm
| YELLOW | RED  | BLUE | GREEN | ORANGE | PURPLE| BLACK | YELLOW | GREEN | BLUE | RED | BROWN | PURPLE | BLACK | GREEN | ORANGE | BROWN | YELLOW | RED | BLUE | GREEN | PURPLE | BLACK | GREEN | ORANGE | WHITE | YELLOW | BLACK | BROWN | GREEN | BLUE | RED | BROWN |
“uplifting the whole people”

— HENRY MARSHALL TORY, FOUNDING PRESIDENT, 1908