

Supporting Students with Disabilities

Chicken Soup for the
Accommodated Students' Soul

NOVEMBER 2020



**WE ARE
HUMBER**

Agenda

1. Welcome
2. Mentimeter
3. Accessible Learning Services (ALS)
4. Education and Employment Statistics
5. Strategies to Support Students with Disabilities
6. Ask Away

Welcome

Alessia Di Virgilio

Accessibility Consultant

Accessible Learning Services, North Campus

Student Wellness and Accessibility Centre

alessia.divirgilio@humber.ca

416-675-6622 ext. 4697

MENTIMETER

Go to www.mentimeter.com and use the code 64 23 92 1

Over one-quarter of Canadians aged 22 to 29 with LD report less than a high school certificate as their highest academic achievement.

4 Learning Disabilities Association of Canada (LDAC). (2007). Highlights of Putting a Canadian Face on Learning Disabilities (PACFOLD). = <http://www.pacfold.ca/download/WhatIs/en/Highlights.pdf>

Accessible Learning Services

Accessible Learning Services (ALS)

- Human variation is natural
- Inclusion is a right
- Design is powerful
- Good design is essential to ensure inclusion



"I'm not disabled or differently-abled or specially-abled or exceptionally-abled. I'm an accountant in a wheelchair."

Role of Accessible Learning Services



Equality



Equity



Universal Design

Role of Accessible Learning Services

- ALS is part of the whole
- Assists students to identify barriers to their learning and strategies to facilitate inclusion
- Focus on academic accommodations
- Supports the institution in meeting its legal responsibility to provide a barrier free learning environment
- Provides referrals to campus and community supports

Role of Accessible Learning Services

Student Contact

- Student perspective
- History of challenges, academic needs

Identify Barriers

- Student + ALS consultant
- Determination if disability-related need for accommodation exists

Accommodation Plan

- ALS Recommendations
- Collaborate to Ensure Academic Integrity

Accommodation Letter

- Distributed to Instructors
- Student Initiated Follow Up

Date Issued: November 3, 2020

Valid Through: Fall 2020

Re: NAME Student #: N90210

Courses: TMTH 100 , WRIT 100

Humber/Guelph-Humber is committed to providing an inclusive learning environment for students with disabilities. Accessible Learning Services (ALS) works collaboratively with both students and faculty to realize this commitment.

Accommodations are intended to address barriers and facilitate equitable access to the learning environment, so may change *how* a student learns and demonstrates their knowledge of the course material, but not *what* is taught. Students, while using accommodations, must meet the same essential learning outcomes as students who do not require accommodation.

Some accommodations listed within this letter may not align with course activities or may fundamentally alter the course objectives. Faculty, please feel free to contact the Accessibility Consultant indicated below if you have any questions, or if any of the accommodations noted here are in conflict with essential learning outcomes.

We strongly encourage faculty to visit these links for comprehensive materials on "[An Introduction to Academic Accommodations](#)" and "[How Accommodations Are Determined](#)", that can guide you in determining essential learning outcomes, instructional details regarding the implementation of academic accommodations, and other resources related to legislation and policy to support the provision of an inclusive learning environment. Please visit our website at [Information for Faculty](#) for a full exploration of information available.

Thank you for your ongoing commitment to inclusion and to excellence in teaching.

Accommodations for timed assessments, including tests, exams, and quizzes

PLEASE NOTE: For fall 2020, all tests, exams and quizzes will be administered remotely, unless otherwise indicated by faculty.

If required to complete a test, exam or quiz on campus, please familiarize yourself with Testing Services' current operational procedures at <http://www.humber.ca/student-life/testing-services/>

Please contact your Accessibility Consultant as soon as possible if you have an assessment scheduled on campus and have any disability-related concerns regarding this.

Students are to advise their faculty well in advance (5 business days) of the assessment date, if they wish to activate their testing accommodations. Accessibility Consultants have reinforced with students that advance notice of their intention to use testing accommodation is expected to provide faculty ample time to make appropriate arrangements. Faculty, note that students may choose to write their tests or exams without accommodations.

Locations: North – Learning Resource Commons (LRC), 2nd Floor, Room 2145,
Lakeshore – Student Welcome Centre (WEL), 3rd Floor, Room 307, Orangeville & Carrier Drive

- Extra time: Time and half (1.5x)
- Use of computer

Course Accommodations

- Use of personal computer/mobile device during class.
- Note taking support, including audio recording.

Program Accommodation Considerations

ALS Consultant/Staff available for consultation and planning.

- Reduced course load, maintain minimum 40% Student may require academic advising to establish program pathway.
- Additional Program accommodations/comments: Student may require academic advising to establish appropriate program pathways.

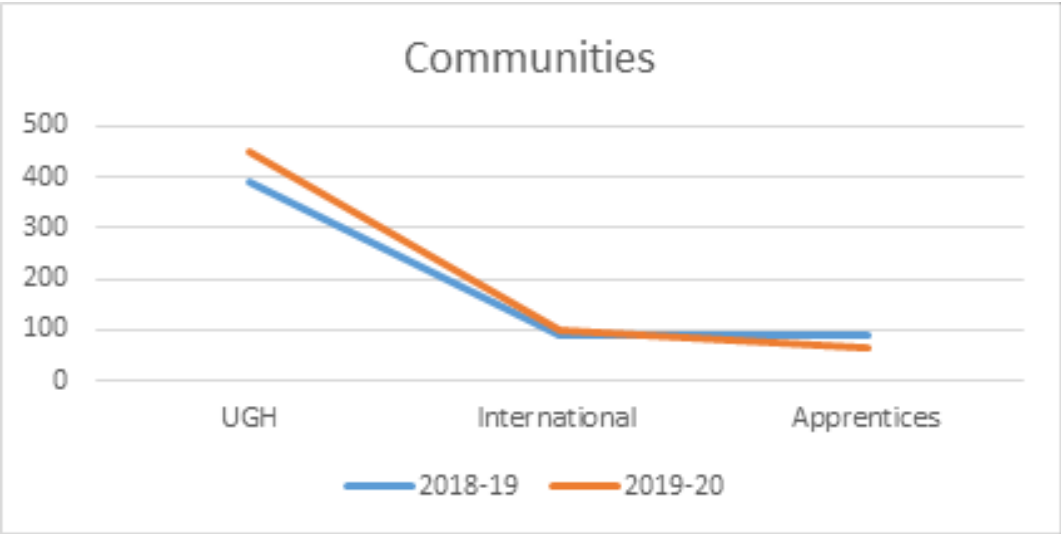
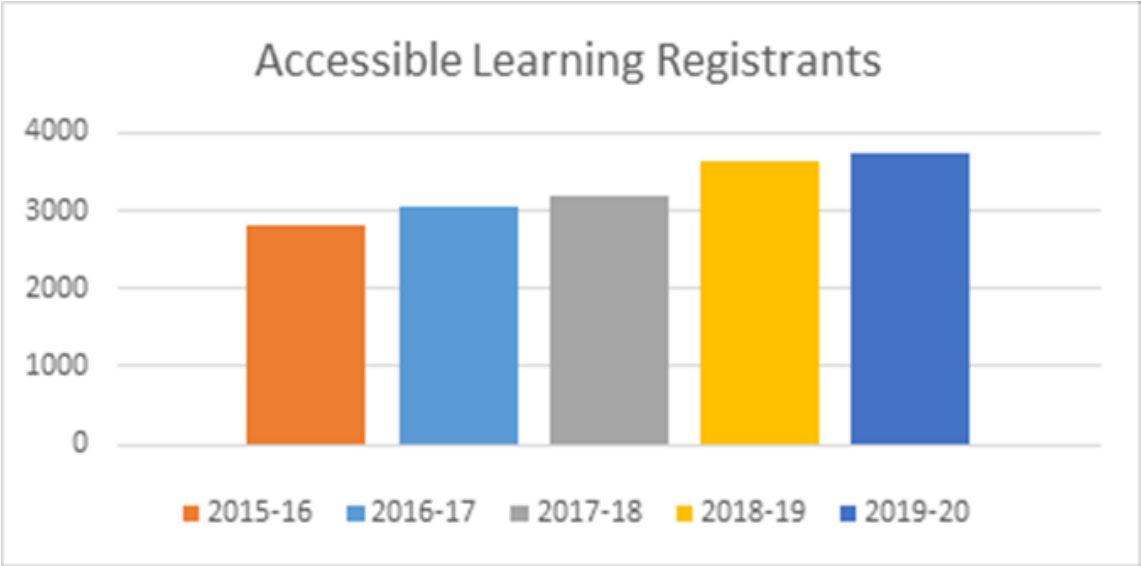
Additional Comments

Thank you

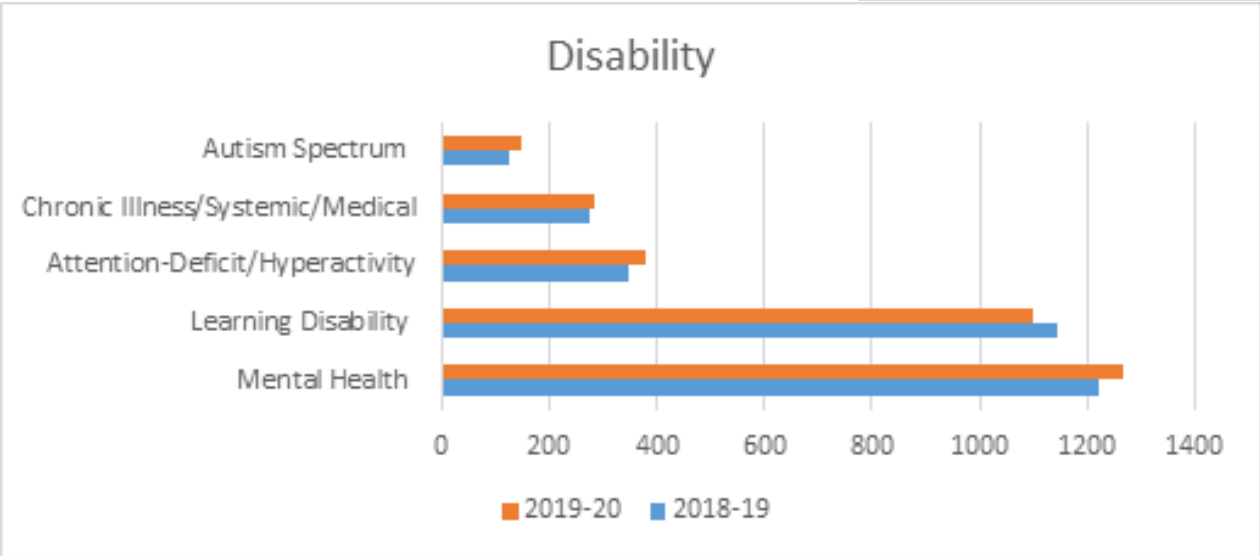
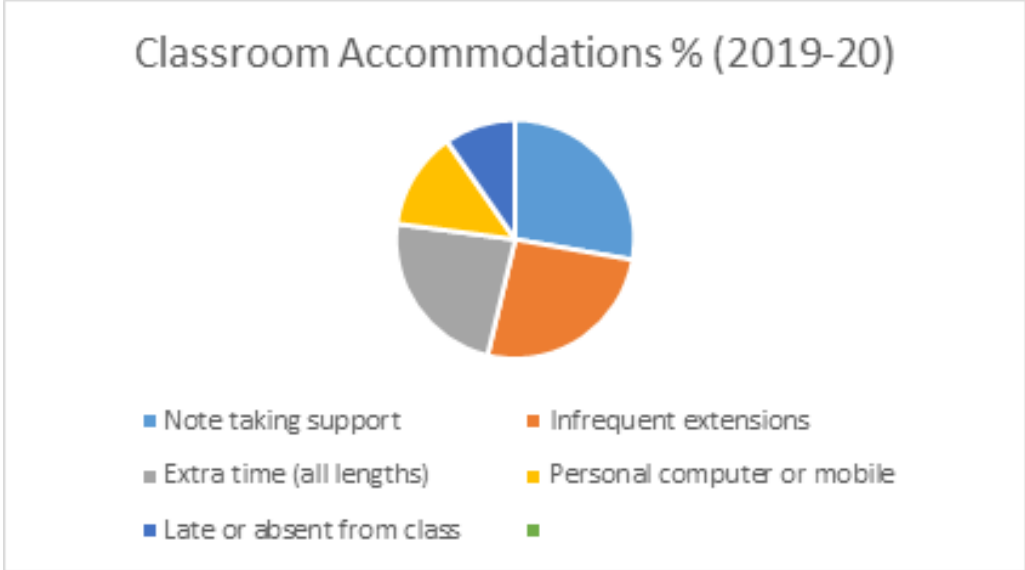
Alessia DiVirgilio
Accessibility Consultant
416.675.6622 ext. 4637
alessia.divirgilio@humber.ca

Sample Accommodation Letter

Accessible Learning Services Stats



Accessible Learning Services Stats



Education and Employment Statistics

Stats

In 2017, one in five (22%) of the Canadian population aged 15 years and over – or about 6.2 million individuals – had one or more disabilities

Among youth (aged 15 to 24 years) mental health-related disabilities were the most prevalent type of disability (8%)

Education Stats

- 14% of Canadians aged 25 to 64 with disabilities reported having at least a university qualification, compared with 27% of those without disabilities
- Students with disabilities experience an additional ‘cognitive load’ associated with navigating their lived experience with a disability, both within and external to the educational environment

<https://www150.statcan.gc.ca/n1/pub/89-654-x/2015001/hl-fs-eng.htm>

A profile of persons with disabilities among Canadians aged 15 years or older, 2012: Highlights

Canadian Survey on Disability Reports

A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017

<https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018002-eng.htm>

Employment Stats

- Among those aged 25 to 64 years, persons with disabilities were less likely to be employed (59%) than those without disabilities (80%)
- The employment rate of Canadians aged 25 to 64 with disabilities was 49%, compared with 79% for Canadians without a disability

Canadian Survey on Disability Reports
A demographic, employment and income profile of Canadians with disabilities aged 15 years and over, 2017
<https://www150.statcan.gc.ca/n1/pub/89-654-x/89-654-x2018002-eng.htm>

Persons with disabilities and employment, 2011
<https://www150.statcan.gc.ca/n1/pub/75-006-x/2014001/article/14115-eng.htm>

Strategies for Supporting Students with Disabilities

True or False

Students with disabilities are just like any other student on campus.

What Do Students with Disabilities need?

- Can you see me?
- Will you listen?
- Can you help me?

Can you see me?

- Prepare less and be present more
- Focus less on what might happen and more on what is happening
- Focus less on what you want to say and more on what is being said
- Focus less on leading the conversation and more on presenting options

Will you listen?

- Listening to learn implies that we do not know already. It recognizes that connecting with people involves work.
- Go into every conversation being willing to believe that you do not have all the facts or understand the whole picture and lead from a place that you will learn something valuable from your interaction to support mutually agreeable outcomes

Will you listen?

- “I am thinking that...”
- “Some students have found (blank) helpful. Is this something you think might work for you? What are your thoughts?”
- “Given everything we discussed, I really believe we need to consider _____ in this case. How do you feel about this?”
- “Would you like to take some time to think about it and/or discuss this with your support network? We can schedule a follow up appointment or check-in.”

10 Strategies to Support Students with Disabilities

1. Provide an overview of what will be covered in the session
2. Provide sequential, step-by-step instructions or explanations
3. Pause between instructions and during topic transitions
4. 'Show don't tell' – Do not assume anything is 'easy'
5. Give key information in multiple modes –
speak it, write it, summarize it
6. Ask open-ended questions, then pause for 10 seconds to allow student time to formulate a response

10 Strategies to Support Students with Disabilities

7. Ask a student to paraphrase what was discussed
8. Help student write a to-do list for next time
9. If student discloses a disability to you, feel free to ask them, “What can I do to make these sessions the most helpful for you? What kind of strategies have you found helpful in the past?”
10. If you suspect student would benefit from additional support beyond what you can provide, offer to provide a soft introduction

Questions?

THANK YOU.

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