

On-campus Resources

OpenEd (Open Learning and Educational Support)

Instructional Support (Advice on designing accessible courses/curricula)

Courseware Support (Advice on designing accessible on-line courses)

Classroom Technology and Design (Advice on designing accessible teaching spaces)

All inquiries to OpenEd Technical Support Ext. 52530 or courselink@uoguelph.ca where you will be assisted or directed to the appropriate person.

Universal Instructional Design (UID)

UID is about universal thinking – consider the potential needs of all learners when designing and delivering instruction and minimize the need for special accommodations.
www.OpenEd.uoguelph.ca/uid/

Student Accessibility Services (SAS)

www.uoguelph.ca/csd/

General Inquiries

Ext. 56208, sas@uoguelph.ca

Advisor, Students with Vision Loss

Sarah Birk Ext. 54835, sbirk@uoguelph.ca

Library Accessibility Services

Students registered with SAS have access to computer lab/study space and accessibility support in the Library.

www.lib.uoguelph.ca/get-assistance/accessibility/library-accessibility-services

Off-campus Resources

W3C Web Content Accessibility Guidelines

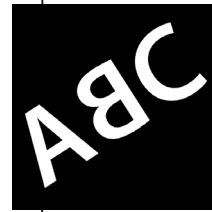
List of points to check your web content for accessibility
www.w3.org/TR/WCAG/checkpoint-list.html

National Center for Learning Disabilities

www.ncl.org

International Dyslexia Association

www.interdys.org



*Teaching
Students with*

Learning Disabilities

The Challenges

Students with Learning Disabilities (LD) may be limited by one or more of the following...

- listening, thinking, speaking, reasoning
- decoding, comprehending, speed in reading
- spelling, written expression, note-taking, descriptive writing
- computation and problem-solving in mathematics
- organizational skills
- acquisition
- retention
- orientation, directions, wayfinding

These challenges may be further complicated by problems with attention and social skills.

Examples of Learning Disabilities

- attention deficit hyperactivity disorder (ADHD)
- attention deficit disorder (ADD)
- auditory processing disorder
- memory disorder
- dyslexia

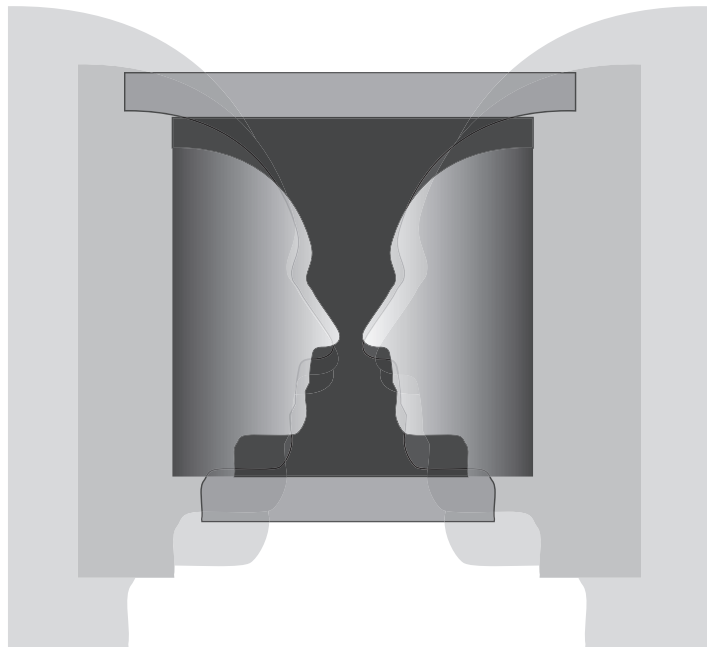
Consider the Following...

University students with learning disabilities are of normal to above average intelligence and are capable of graduating with a university degree.

2% of Canadians over 15 years of age report that they have a learning disability and many know how to manage their disability.

Learning Disabilities are invisible and vary significantly from person to person. This makes individual accommodation and the assessment of student learning very challenging.

Best practices



...in Your Classroom

- Provide note takers.
- Use captioned video.
- Provide seating at front of room to reduce distractions.
- Provide copies of presentation materials and course notes, or make them available through your learning management system.
- Provide audiotope of class.
- Ensure periodic breaks.
- Present your materials in a variety of delivery modes (oral, written, visual).
- Use projected images from document cameras for demonstrations.

...in Your Lab

- Take student on a tour of your lab.
- Provide visual and tactile demonstrations.
- Provide a lab partner.
- Provide seating at the front of the room to reduce distractions.
- Ensure periodic breaks.
- Demonstrate procedures and provide time for hands-on practice.
- Present your lab materials and instructions in a variety of delivery modes (oral, written and visual instructions).
- Permit students to use a scanning and speaking 'pen' to scan and read written materials.

Arrange lab equipment so that it is easily accessible.

Allow extra time for the student to set up and complete lab work.

...Exams

- Allow extra time.
- Provide computer access and calculators.
- Meet with both the student and the disability specialist to better understand how various adaptive technologies work and to ensure solutions meet academic requirements.

...when Communicating

- Use plain language.
- Offer to communicate in writing.
- Speak clearly; rephrase and repeat if the student does not understand.
- Reinforce words with pictures or graphics.
- Reinforce with demonstration of a process.
- Permit the student to record lecture or conversation for later use.
- Allow time for the student to express their thoughts.
- Ask the student to repeat what they are saying if you are having difficulty understanding.
- Read instructions out loud and explain the steps of a calculation process if requested.

Avoid...

- making assumptions about the limits of what someone might be able to do
- exaggerating or speaking unnaturally slowly
- finishing sentences or interrupting - you may misunderstand what student is saying
- drawing attention to the student and/or their challenges