

Diversity In the Classroom: Disability: A Presentation for TA's

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Outline

- Overview and thinking Activity
- Implicit bias
- Mental and physical disabilities
- Creating an inclusive environment

What does it mean for a person to have a disability* ?

Has a physical or mental impairment that substantially limits one or more major life activities:

Has a record of such an impairment; or

Is regarded as having such an impairment.

Apparent

Non-apparent

Physical

Mental



*<http://www.eeoc.gov/types/ada.html>

Disability Quick Check-in

When you hear the word disability, what do you think of?



Did you think of this? Do you think the word had a negative connotation?



Implicit bias is a non-conscious hypothesis/ stereotype toward a group

- Often about competence
- Implicit biases are widely culturally shared
 - All people, even members of under-represented groups, hold implicit biases about these groups
 - People are often not aware of them
- Applied more under circumstances of
 - Lack of information
 - Stress from competing tasks
 - Time pressure
 - Lack of critical mass

Source: E. Douglas, NSF and ESSIE, UF

Implicit Association Test

Source: E. Douglas, NSF and ESSIE, UF

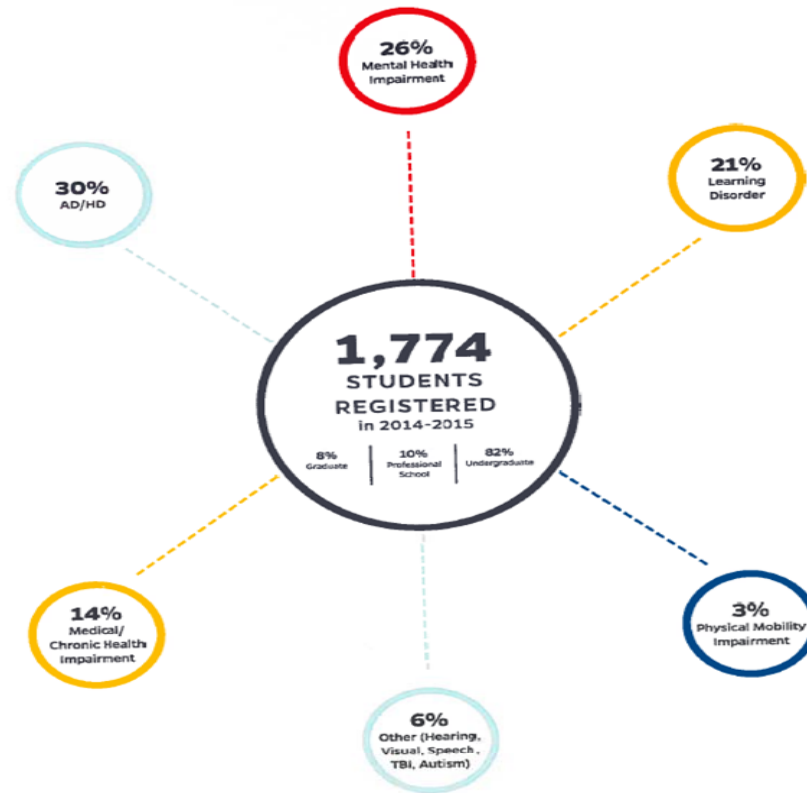
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<input type="radio"/> gentle	<input type="radio"/>	<input type="radio"/> enjoy	<input type="radio"/>
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Myth: It's uncommon to have a Disability: Many Disabilities are Invisible
UF Student Population by disability...



disability



Break the chain of STIGMA towards disabilities

How to we move towards Inclusion?

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

The Accommodation Process

- A student self-identifies to the DRC, schedules an intake appointment and provides documentation of disability
- The DRC reviews a student's documentation and conducts a collaborative interview with the student to determine reasonable accommodations that provide an equitable opportunity to participate in, while not fundamentally altering the University of Florida's courses, programs, services, and activities.
- The DRC prepares accommodation letters for the student to provide to his/her instructor(s)

What might be some barriers to students registering with the DRC? Why 3.5% and not 9 or 10?

The Accommodation Process by Role

- **The student's role**
 - discuss the impacts of their disability,
 - provide information/documentation on an as-needed basis
 - share what disability accommodations have worked in the past.
- **The Disability Resource Center's learning specialist's role**
 - work with the students and their instructors to identify barriers to accessing the course, program, service, or activity and recommend reasonable accommodations that mitigate impact of the barriers but do not fundamentally alter the essential functions of the course, program, service, or activity.
- **The instructor's role**
 - share their knowledge of the essential elements of the course or program.
 - contact the Disability Resource Center's learning specialist if they believe that the recommended academic accommodations compromise the essential requirements of a course/program or fundamentally alter a course/program.

DRC Big Picture Goals/Outreach efforts for Inclusion

- Decrease Stigma of Disability
- Promote Inclusion of Persons with Disabilities at UF
- Promote Accessibility across campus

Accessibility does not equal Inclusion!

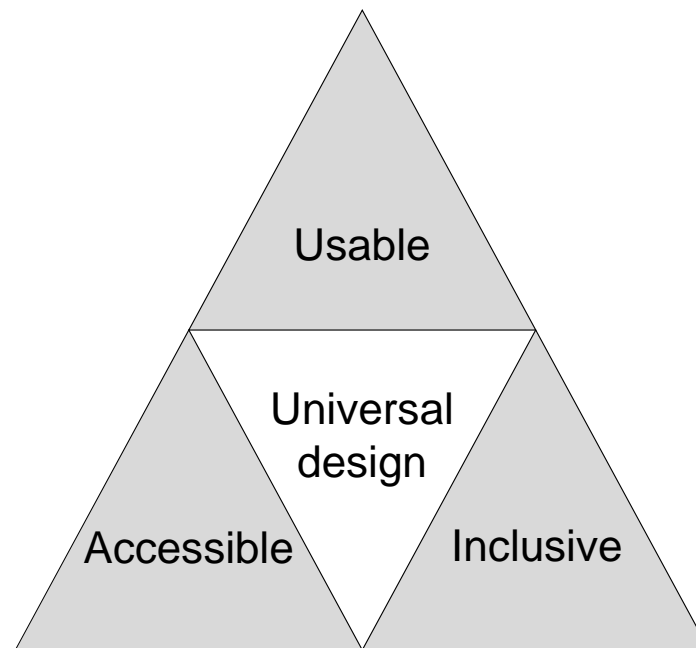
Medical vs. Social Model comparison

Social Model: “difference model” Impairment is an individual limitation, while disability is a socially imposed restriction.

Not being able to see is an impairment, but not having access to documents in an accessible format creates a disability for this person

If the activity or resource is designed to be accessible, a disability is not created.

Universal Design for Learning



Universal Design in Higher Education

Examples:

Class outlines and notes that are on an accessible website

Multiple delivery methods that motivate and engage all learners

Printed materials available in alternate formats – electronic, large print etc...

Captioned videos, software and websites compatible with assistive technology

Physically accessible facilities

Reduces the need for individual accommodation plans

**Some professors are already designing their courses
in a UD way**



Contact Us

Disability Resource Center (DRC)

001 Building 0020 (Reid Hall)

P.O. Box 114085

352-392-8565

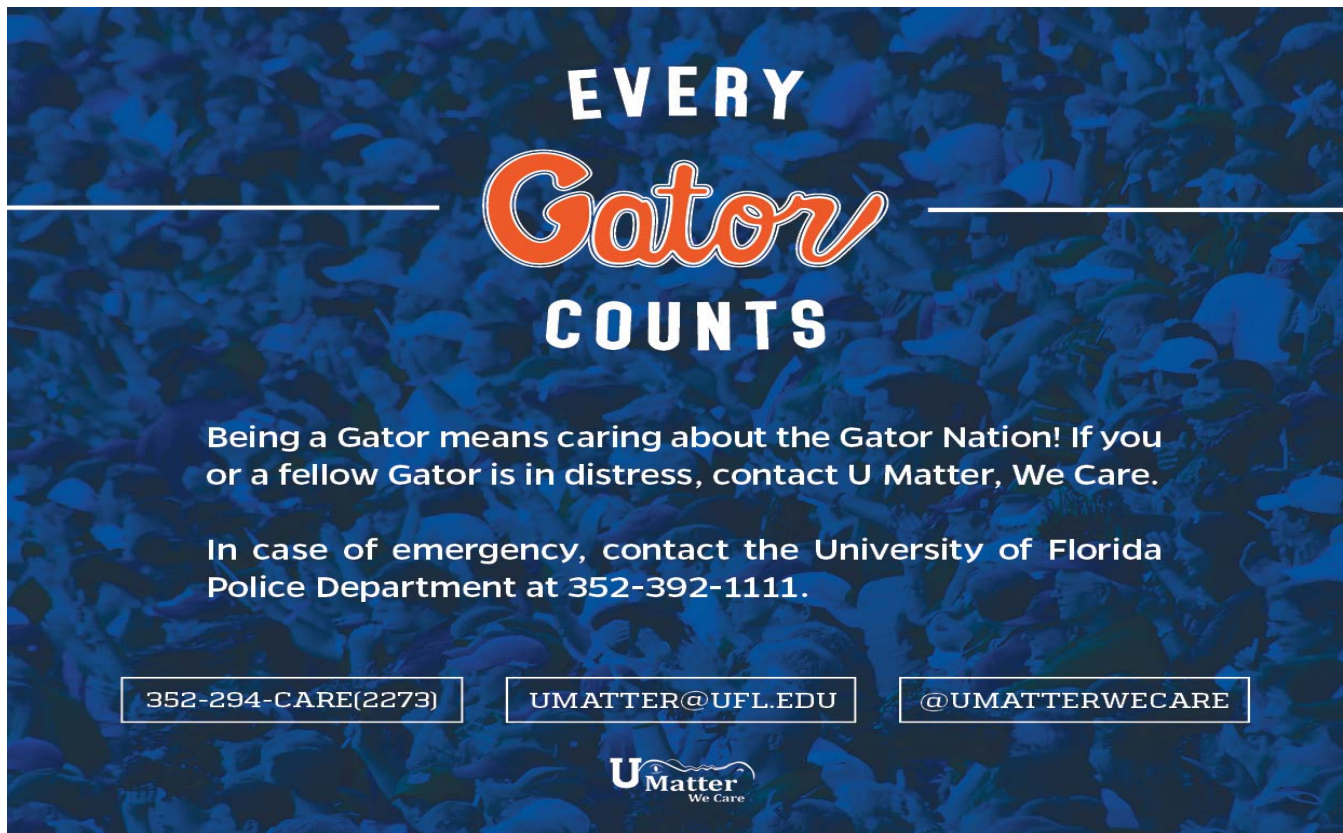
352-392-8570 (fax)

accessuf@dso.ufl.edu

www.dso.ufl.edu/drc/



Questions?



EVERY
Gator
COUNTS

Being a Gator means caring about the Gator Nation! If you or a fellow Gator is in distress, contact U Matter, We Care.

In case of emergency, contact the University of Florida Police Department at 352-392-1111.

352-294-CARE(2273) U MATTER@UFL.EDU @UMATTERWECARE

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