

# INCLUSIVE PRACTICES

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FOR WORKING WITH DIVERSE STUDENTS

DISABILITY SERVICES FALL, 2019

# YOUR PRESENTERS

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## Kym Kleinsmith

- Director of Disability Services & Behavioral Intervention

## Terry Rowles

- DS Coordinator/Academic Intervention Specialist

## Tim Kast

- Assistive Technology/Educational Support Specialist

**\* Berks Hall, room 216\***

# OBJECTIVES

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- What is inclusion on a college campus?
- Who's responsible for inclusion on a college campus?
- Three ways to promote inclusion
  - Physical access
  - Access to documents
  - Captions for everyone

# INCLUSION ON A COLLEGE CAMPUS

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What's the difference?

Discuss:

- Diversity
- Equality (or Equity)
- Inclusion

# INCLUSION VS. EQUITY

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# KEY QUESTION

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Whose responsibility is it to help all students feel included on campus?

Let's brainstorm with a partner

Report back

# WHAT CAN YOU DO TO PROVIDE AND PROMOTE INCLUSION?

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Consider how you can provide & promote the following:

- Physical access
- Access to documents
- Captions for all

# WHO NEEDS PHYSICAL ACCESS?

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Students, faculty, administrators and staff who:

- \* Use wheelchairs (manual or power)
- \* Use rolling backpacks
- \* Use walkers, canes
- \* Carry lots of books, materials
- \* Use knee scooters
- \* Have a service dog
- \* Are larger than average
- \* Others
- \* Are pregnant



# WHAT CAN YOU DO TO PROVIDE PHYSICAL ACCESS?

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**Continually check your own physical environment** (your office, classroom, work area) for:

- Room for those with mobility aids (wheelchairs, walkers, etc.) to enter, exit, and move
- Room for mobility aids anywhere other students can walk (front of room, white board)
- Rearrange furniture as needed
- Consider room for wheelchairs to turn, back up, etc.
- Think ahead about where someone using a wheelchair would pull up to a table or desk



# WHAT CAN YOU DO TO PROMOTE PHYSICAL ACCESS ON CAMPUS?

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**Continually check the physical environment wherever you are on campus**

(different buildings, walkways, entrances, etc.) for:

- Safe pathways for mobility aids to maneuver
- Push pads that are operational (report to security if not working)
- Report non-accessible areas to facilities and CC Kym (railroad track, ramps, objects blocking doorways, hallways, etc.)
- Talk about physical accessibility issues with your colleagues
- Use examples in conversations about others using wheelchairs, etc.

# WHO NEEDS ACCESS TO DOCUMENTS?

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Students, faculty, administrators and staff who:

- \* Are blind and use a screen reader to read documents out loud
- \* Have a physical disability and use a screen reader
- \* Have low vision and need to enlarge documents
- \* Have any medical condition that impairs vision temporarily
- \* Have age-related vision loss
- \* Want to have text read aloud to not disturb others
- \* Want to enlarge text to decrease eye strain for any reason

# WHAT CAN YOU DO TO PROVIDE ACCESS TO DOCUMENTS?

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**Continually check the documents you use, whether on paper or electronically uploaded** (in your office, page on the website, classroom, Canvas, handouts, etc.) for:

- Use of MS Word Styles
- Use of alt-text to describe tables, graphics, pictures
- PDFs that are not locked
- Attend a workshop about accessible documents by Mike Gregory

# WHAT CAN YOU DO TO PROMOTE ACCESS TO DOCUMENTS?

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**Continually check the documents you see wherever you are on campus** (different offices, handouts from meetings, on the RACC website, etc.) for:

- Use of MS Word Styles
- Use of alt-text to describe tables, graphics, pictures
- PDFs that are not locked
- Report non-accessible documents to the supervisor in the area and CC Kym & Tim

# FYI—USING STYLES AND ALT TEXT IN WORD

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<https://support.office.com/en-us/article/Video-Improve-accessibility-with-heading-styles-68f1eef6-1134-410f-8313-b5d382cc3be1>

# WHO CAN BENEFIT FROM CAPTIONS OF VIDEOS?

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Students, faculty, administrators and staff who:

- \* Are deaf
- \* Are hard-of-hearing for any reason (hearing loss, age-related, sinus infection, etc.)
- \* Are English Language Learners or international students
- \* Learn better by reading than by hearing
- \* Have a learning disability in reading (reading + hearing = better comprehension)

# WHAT CAN YOU DO TO PROVIDE CAPTIONS FOR ALL?

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**Continually check the videos you use, whether from publisher-provided material or uploaded from YouTube or elsewhere** (in your office, page on the website, classroom, Canvas, etc.) for:

- \* The option to choose CC on publisher-derived video materials
- \* The option to choose CC on web-derived video materials
- \* Accuracy of YouTube captions (notoriously bad)
- \* The addition of captions on all in-house produced videos for your department, program, etc.



# WHAT CAN YOU DO TO PROMOTE CAPTIONS FOR ALL?

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Tell your colleagues and students:

**\*ALWAYS USE OR TURN ON CAPTIONS\***

*In all situations, regardless of whether or not there is a deaf person watching.*

- \* When purchasing educational materials, ask about caption availability
- \* When creating in-house videos request captions be added
- \* Know that without captions, if a deaf student needs to access the text of a non-captioned video, you'll be asked to post a transcript of the text with the video

# HELP US BUILD AN INCLUSIVE CAMPUS

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**We are all responsible** for helping all students feel like they belong at RACC

Three ways to promote inclusion—provide and promote:

- Physical access
- Access to documents
- Captions for everyone

# HELP US BUILD AN INCLUSIVE CAMPUS

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Annual Inclusion Award will be presented in April for someone who:

- Advocated for individuals with disabilities to achieve greater independence and integration
- Used their time, talents, or resources to improve access or the quality of campus life and learning for students with disabilities
- Developed unique opportunities and experiences for students with disabilities
- Promoted awareness and understanding of disability-related issues
- Removed barriers (physical, social, technological, academic, etc.) to create greater accessibility
- ***Has, in any way, gone above and beyond the usual expectations to accommodate students with disabilities***

# QUESTIONS?

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## RESOURCES

### Accessible documents:

<https://www.washington.edu/accessibility/documents/>

<https://webaim.org/techniques/word/>

YouTube video: <https://youtu.be/aFQCwnF5gNQ>

### Universal Design overview:

University of Washington—Universal Design in post-secondary education:

<https://www.washington.edu/doit/programs/center-universal-design-education/applications-universal-design-postsecondary-education>

### Video Captions Benefit All Students:

<https://er.educause.edu/articles/2017/8/a-rising-tide-how-closed-captions-can-benefit-all-students>

### Video Captions Benefit Everyone:

Policy Insights Behav Brain Sci. 2015 October; 2(1): 195–202. doi:10.1177/2372732215602130.

