Accommodating Individuals with Disabilities

Important information for ALCA Chapter & Division Leaders

Title III of the Americans with Disabilities Act of 1990 requires that non-profit organizations that provide services for professionals (including courses for licensure and certification) make programs and services accessible to persons with disabilities.

Accessibility includes, but is not limited to, the following:
☐ Provide the event in an accessible location
☐ Provide auxiliary aids (such as a sign language interpreter, real-time captionist, large-print handouts, or handouts in alternative format – such as an electronic format)

What this means for us:
All ALCA chapters and divisions are required by law to provide accommodations to individuals with disabilities. All workshops and conferences, therefore, must be accessible by all people.
☐ If you receive a request for an accommodation, such as an interpreter, you must provide that accommodation
☐ If you plan to show videos, ensure that those are captioned
☐ If you have handouts, have handouts that are enlarged (18pt. font of 150% enlarged)

Good practices:
☐ *Workshop registration forms*: Put a place on registration forms that includes a place to request accommodations such as enlarged handouts, interpreting or captioning services.
☐ *Large-print copies*: Go ahead and make some enlarged copies of program materials and have them available. If your presenters are bringing their own materials, you may ask them to go ahead and make a few in large print (enlarge 150% or 18 point font). There are others who can benefit from this service (anyone with vision problems, not just someone with a disability).
☐ *Captioning of videos*: Any video that will be used should be captioned. Most commercially-produced videos are already captioned and need to have the feature turned on through the menu options of the television set.

IMPORTANT!!! *If you do not provide the accommodation, you will be out of compliance with the law*. In order to not provide an accommodation for someone, you must be able to demonstrate that to provide the accommodation significantly alters the format of the presentation or that it is an undue burden. Divisions and chapters will not be able to claim the expense as an undue burden because the Office of Civil Rights (who enforces the ADA) will look to the budget of ALCA (and possibly ACA) for funds, not each individual division.

Resources for locating interpreters and Captionists:
☐ Local universities and colleges, Disability Services Offices
☐ Local Alabama Department of Rehabilitation Services
☐ Alabama Institute for the Deaf and Blind (www.aidb.org)

Good Practices for Accessibility

- **Flyers & Promotional Materials: Be sure to include a statement about how individuals with disabilities need to request accommodations.**

- Make sure all handouts are printed in large font (14 point or larger) and on high contrast paper.

- Any movies, meetings, activities, trips, etc. are prepared to provide appropriate accommodations (e.g. closed-captioning, sign language interpreters, and accessible transportation).

- Have any applications, forms, handouts available in alternative formats (online, CD, e-mail options, large print).

- Any event or meeting space needs to be able to accommodate someone in a wheelchair.

- If an individual requests a sign language interpreter or a captionist, be sure to book this resource as soon as possible. See previous page for resources.

- If someone requests a wheelchair for a particular event, you are not responsible for providing the wheelchair.

- You are not responsible for providing personal services such as personal aides, tutors, or transportation. However, you should allow someone to provide their own personal aide.

- Be sure all of your presenters for workshops, conferences and meetings have been given the handout, "Presenting Accessibly," so you can ensure that your offerings are accessible to all.

- When in doubt, contact Angela Stowe, a_mooneyham@yahoo.com, for more information

Presenting Accessibly

Make sure your presentations are accessible to all participants, including individuals with disabilities.
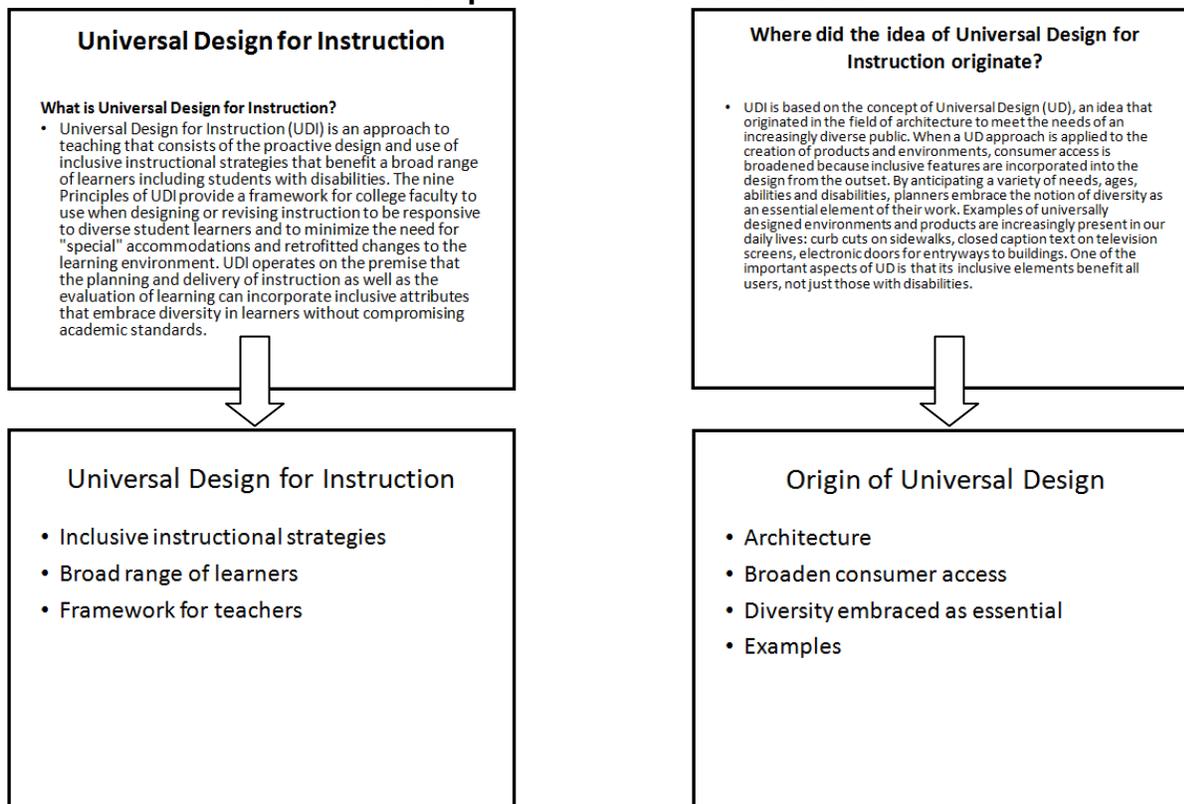
Approximately 1 in 5 Americans have a disability. This means that when you present to any audience, it is guaranteed that someone in the audience will have a disability. While some may have visible and obvious disabilities, most have invisible disabilities. This includes learning disabilities, attention deficit disorders, systemic disabilities, and traumatic brain injuries.

There are many things you can do as a presenter to ensure that you can have an effective presentation for the most members of your audience. Here are some tips:

Power Point Slides and Handouts

1. Make sure your Power Point slides contain **no more than 3 ideas**. One of the biggest mistakes people make is to put too much information on a slide. This makes it difficult for the audience to read and follow. *Less is more on a slide*.

2. **Avoid too many flashy add-ons**. This takes away from your content and is distracting for the participant. A couple of things are fine, but not on every slide. Keep it simple.

3. Also make sure the colors you use are **high contrast** so not to cause strain on the participants' eyes.

4. **Handouts using Power Point**: **When formatting handouts, select to print in an outline**. When you put 3-6 slides on a page, these slides are really too small for people to read comfortably. This is true for *all* people, not just those with visual impairments. *Please see instructions for converting from a power point slides to outline format (you can do it within PowerPoint).*

Examples of Power Point Slides

Universal Design for Instruction

What is Universal Design for Instruction?
- Universal Design for Instruction (UDI) is an approach to teaching that consists of the proactive design and use of inclusive instructional strategies that benefit a broad range of learners including students with disabilities. The nine Principles of UDI provide a framework for college faculty to use when designing or revising instruction to be responsive to diverse student learners and to minimize the need for "special" accommodations and retrofitted changes to the learning environment. UDI operates on the premise that the planning and delivery of instruction as well as the evaluation of learning can incorporate inclusive attributes that embrace diversity in learners without compromising academic standards.

Universal Design for Instruction
- Inclusive instructional strategies
- Broad range of learners
- Framework for teachers

Where did the idea of Universal Design for Instruction originate?
- UDI is based on the concept of Universal Design (UD), an idea that originated in the field of architecture to meet the needs of an increasingly diverse public. When a UD approach is applied to the creation of products and environments, consumer access is broadened because inclusive features are incorporated into the design from the outset. By anticipating a variety of needs, ages, abilities and disabilities, planners embrace the notion of diversity as an essential element of their work. Examples of universally designed environments and products are increasingly present in our daily lives: curb cuts on sidewalks, closed caption text on television screens, electronic doors for entryways to buildings. One of the important aspects of UD is that its inclusive elements benefit all users, not just those with disabilities.

Origin of Universal Design
- Architecture
- Broaden consumer access
- Diversity embraced as essential
- Examples

Handout developed and compiled by Angela M. Stowe, Ph.D., LPC, NCC ▪ Chair of ALCA Special Needs/Accommodations▪ stowea@mtnbrook.k12.al.us ▪ Phone: 205-414-3861

Additional Tips for Your Presentations

- ***ALWAYS* use a microphone when available**!! Many people do not like using microphones, however, it is very important to use one whenever available. <u>All</u> participants will be able to better hear and understand you! Don't ask your audience if they can hear you without one – it may be embarrassing for someone with an impairment to raise their hand (not to mention inappropriate to ask someone to do this). Just automatically use it. It's good practice.

- **Face the audience when speaking**. Many individuals with hearing or attention disorders depend on seeing your face for information. Individuals with ADD, ADHD, or learning disabilities also rely on watching someone speak to understand the material.

- **Repeat or re-word** lengthy or complex oral directions.

- **Repeat questions and comments from audience members**. Repetition affords participants with sensory and cognitive disabilities an opportunity to clarify and/or gain information that may have been missed.

- Always try to **preview and summarize content** during each session.

- If you use a board or a flip chart to describe information, **complete some examples in advance**. Or examples can be presented by using overhead projectors, Power Point, or web sites. This way, you don't have to turn your back to the audience when speaking.

- Make your **handouts accessible**: Try to use at least a 14 point font. Do not use a font smaller than 12 points, as it makes reading difficult for many when they have to strain. It's more important to have the material readable than to have it all fit neatly on 1 page.

- Make sure handouts are printed in **high contrast** (white with black print; yellow with black, etc.).

- **Read aloud information** presented on the board or overhead. Also, try to have printed copies of board or overhead information available.

- Always try to **present key terms and concepts visually as well as orally**.

SEE HANDOUT FOR MAKING AN ACCESSIBLE POWER POINT HANDOUT!

Make your Power Point Handouts Accessible
4 EASY steps!

1) View the Power Point in Outline View. This option is found on the left side – there are two tab options (Slides, Outline)

2) Select all of your text and copy it.

3) Paste the selected text into a Word document

4) Edit the Word document

   a. Font size (14 point)

   b. Format text in outline style (you'll have to remove some bullets and add returns/spaces between your slide headings)

This process takes a little more time, however it is MUCH MORE accessible and also SAVES TREES! You can fit information from several slides on 1 page, so you're not having to make so many copies. You can actually just print directly from the outline version as well.

Not effective or accessible Power Point handout...

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Why should faculty implement Universal Design for Instruction?

- Traditional means of meeting the learning needs of students with disabilities have significant limitations. Classroom accommodations, such as extra time on tests or the provision of a notetaker, are typically changes that are retrofitted to a course in order to minimize the impact of the disability. While nondiscriminatory in intent, accommodations are rarely based on pedagogical decisions by faculty concerning the best way to promote student learning. UDI offers a proactive alternative for ensuring access to higher education for college students with disabilities. By providing faculty with a framework and tools for designing inclusive college instruction, the dialogue surrounding college students with disabilities changes from a focus on compliance, accommodations, and nondiscrimination to an emphasis on teaching and learning. Learning environments can never be entirely accessible to all students' needs since some students will continue to need individualized accommodations. But all learning environments can be made more accessible and inclusive.

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MUCH more effective and accessible!

Universal Design for Instruction

1. Universal Design for Instruction
   - Inclusive instructional strategies
   - Broad range of learners
   - Framework for teachers

2. Origin of Universal Design
   - Architecture
   - Broaden consumer access
   - Diversity embraced as essential
   - Examples

3. Why Implement UDI?
   - Avoid retrofitting for accommodations
   - Proactive alternative for instruction
   - Creates accessible and inclusive learning environment