

## On-campus Resources

### Teaching Support Services (TSS)

#### Instructional Support

Advice on designing accessible courses/curricula

**Peter Wolf** - ext. 52468, [pwolf@uoguelph.ca](mailto:pwolf@uoguelph.ca)

#### Courseware Support

Advice on designing accessible on-line courses

**Kyle Mackie** - ext. 52936, [kmackie@uoguelph.ca](mailto:kmackie@uoguelph.ca)

#### Classroom Technology

Advice on designing accessible teaching spaces

**Steve Borho** - ext. 52956, [sborho@uoguelph.ca](mailto:sborho@uoguelph.ca)

#### 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.tss.uoguelph.ca/uid/](http://www.tss.uoguelph.ca/uid/)

### Center for Students with Disabilities (CSD)

Advisor, Students with Learning Disabilities

**Carol Herriot** - ext. 58312, [cherriot@uoguelph.ca](mailto:cherriot@uoguelph.ca)

#### Individual Accommodations

Information on accommodations for exams and FAQ's can be found at

[www.slcs.uoguelph.ca/csd/faculty\\_guide.cfm](http://www.slcs.uoguelph.ca/csd/faculty_guide.cfm)

### Library Centre for Students with Disabilities (LCSD)

Students registered with CSD have access to computer lab/study space in the Library.

[www.lib.uoguelph.ca/assistance/LCSD](http://www.lib.uoguelph.ca/assistance/LCSD)

## 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](http://www.w3.org/TR/WCAG/checkpoint-list.html)

### National Center for Learning Disabilities

[www.nclld.org](http://www.nclld.org)

### International Dyslexia Association

[www.interdys.org](http://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

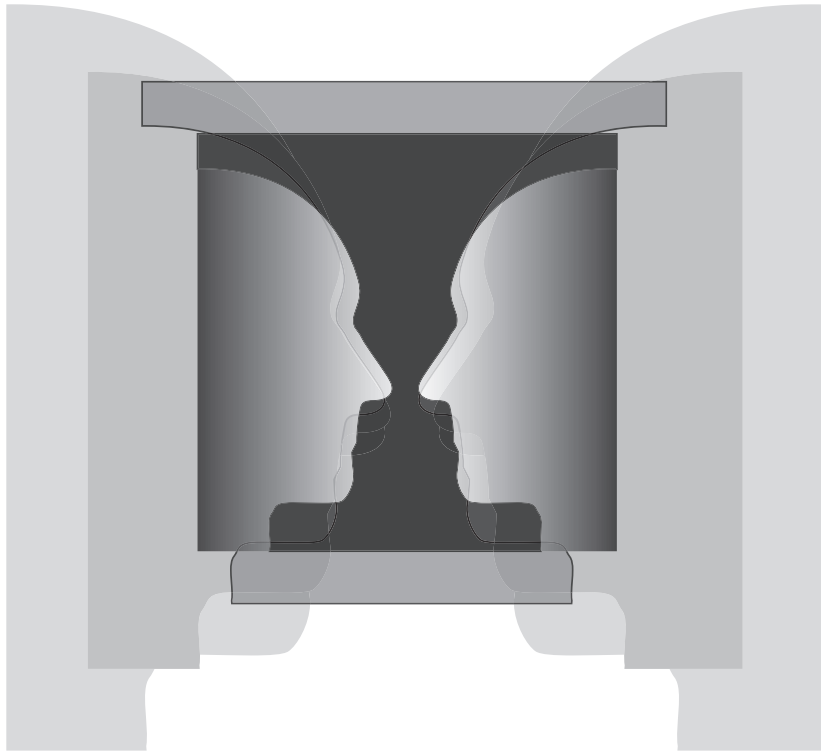
## Consider the Following...

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 audiotape 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