



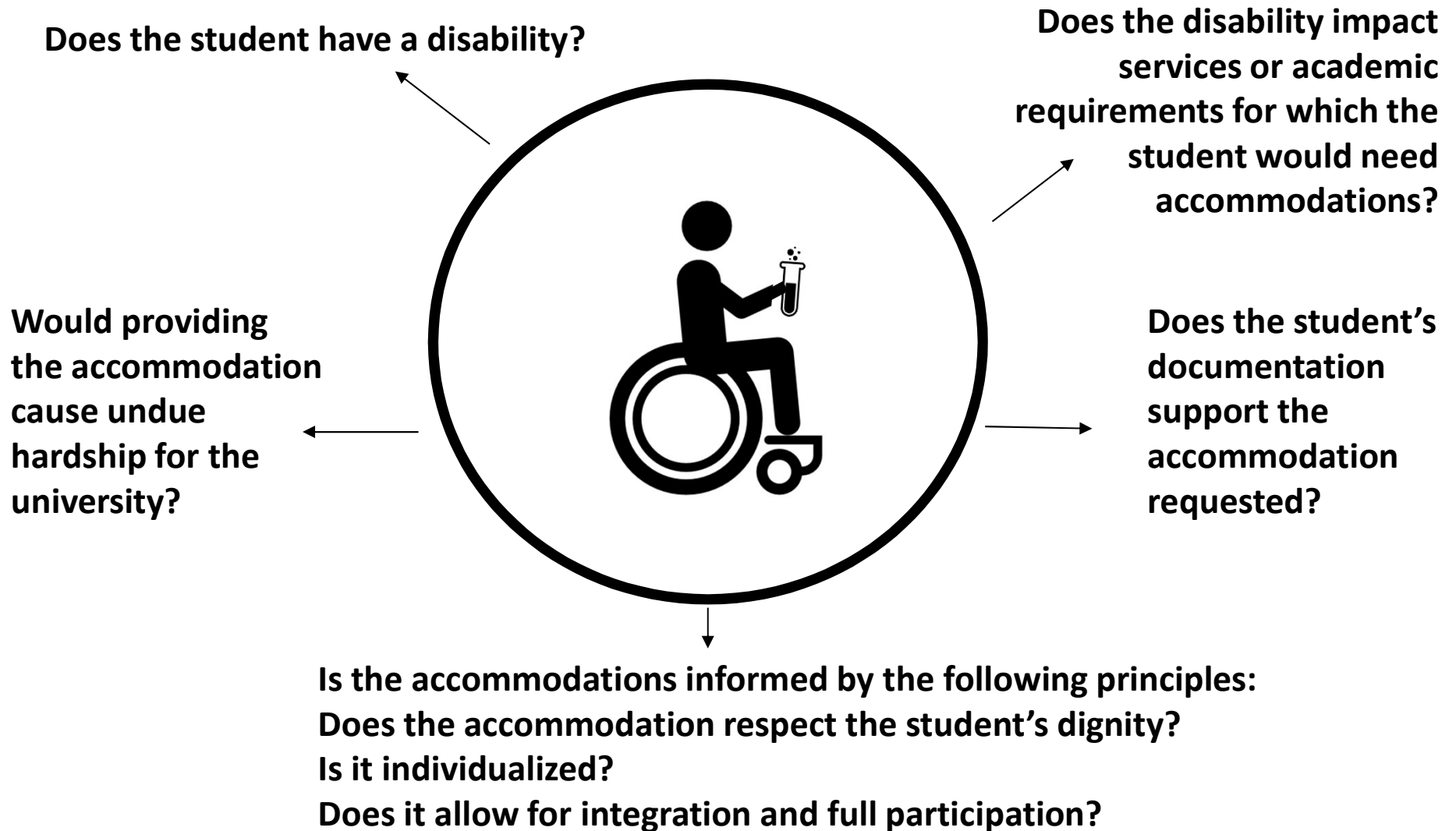
UNIVERSITY OF
TORONTO
SCARBOROUGH

Supporting Student Success: Students with Disabilities in the Educational Environment

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AccessAbility Services

New Faculty Orientation August 2018





Accommodation

=

“an alteration of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks”

Essential Academic Requirements

- Accommodations are meant to level the playing field.
- They should not compromise the essential components or bona fide requirements of a course.

The University's Statement of Commitment Regarding Persons with Disabilities (2004) "re-affirms that all individuals are expected to satisfy the essential requirements of their program of studies or employment, while recognizing that students reasonable accommodations to enable them to do so."

Course requirements include:

- Midterm & Exam
- Oral presentation discussing final design of an app
- Final report due one week after the presentation is delivered

Student Information:

- Registered with *AccessAbility Services*.
- Doing very well in the course – current average A-.

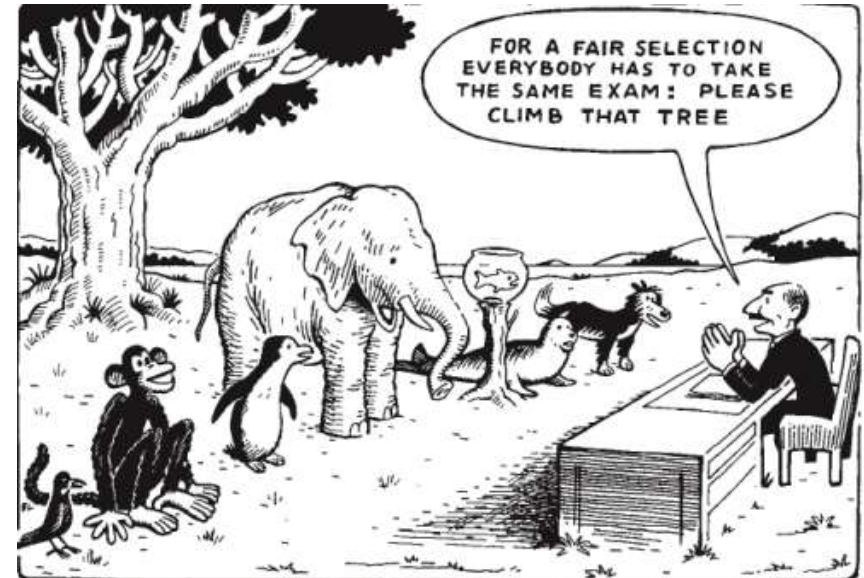
The student's accommodation letter outlines that the student requires:

- 50% extra time on quizzes, tests, and exams
- Peer note taker
- Alternative ways to participate and present
- Support communicating with you

Case Study – Access Issue

- *AccessAbility* Services provided you with an announcement to recruit a peer note taker and you received notification, via email, that the student will write the upcoming mid-term in the *AccessAbility* Services test centre.
- Although the student has not expressed concern about the upcoming presentation assignment, you have noted that the student has not participated in any classroom discussions. You are concerned that the student may have difficulty delivering the presentation.
- *AccessAbility* Services has also informed you that the student will need an additional three days for the final report (it will be submitted before last day of class).
- You are considering a way to support and accommodate the student to allow an opportunity to satisfy the course objectives.

1. What are the main issues you need to consider?
2. What information do you need in order to respond to the accommodation request?
3. What policies/practices will impact your decision?
4. Identify potential options for the student to meet course requirements?
5. What referrals do you make, if any?



Student: Duties & Responsibilities in the Accommodation process

- Make accommodation needs known to the best of their ability
- Answer questions or provide information about relevant restrictions or limitations
- Take part in discussions about possible accommodation solutions
- Co-operate with any experts whose assistance is required to manage the accommodation process or when information is needed that is unavailable to the person with a disability
- Meet agreed-upon performance standards and requirements once accommodation is provided
- Work with the accommodation provider on an ongoing basis to manage the accommodation process

- Receive and review the student's documentation on a confidential basis
- Verify the student's disability on behalf of the University
- Based on the documentation provided, determine whether accommodations are required and, if so, what accommodations would be effective
- Adjust accommodations as needed; and
- Act as a resource for faculty in assisting with the implementation of accommodations in the classroom, for practicums, labs, graduate programs, and with respect to multiple forms of assessment.

- Engage in accommodation discussions
- Bring concerns regarding proposed accommodations to *AccessAbility Services*
- Refer to *AccessAbility* if a student informs you of health/disability related needs
- Accept request for accommodation in good faith, unless there are legitimate reasons for acting otherwise
- Provide accommodation in timely manner
- Maintain confidentiality

- Assure students that *AccessAbility* Services is a confidential service
- If hesitant to register, encourage a conversation with *AccessAbility* Services to learn about what supports are available
- Offices within the Division of Student Affairs (e.g., Academic Advising & Career Centre, Health & Wellness Centre) and the Registrar's office often refer to *AccessAbility* Services

Closing thoughts: Is it Fair or Equal?



Educator's Accessibility Toolkit

<http://www.accessiblecampus.ca/>

ACCESSIBLE
>>> CAMPUS



UNDERSTANDING ACCESSIBILITY

REFERENCE LIBRARY

TOOLS & RESOURCES

Looking for our online AODA Training? Visit the [Learning Portal](#) to find the module.

Buildings

Buildings & Campuses

Teaching

Teaching & Educational Resources

Service Animals & Support Persons

Service Animals & Support Persons

Employment

Employment Accommodation,
Recruitment & Policies

Concerns

Having Trouble Accessing Services
at the University?

Events & Customer Service

Online Training & Other Resources

Accessible Communications

Creating Accessible
Communications

The Law

AODA, the Ontario Human Rights
Code & UofT Policies

<http://aoda.hrandequity.utoronto.ca>



DO-IT

Select a Program

AccessCollege: The Faculty Room



Overview

[Universal Design](#)

[Accommodations](#)

[Rights](#)

[Resources](#)

[Knowledge Base](#)

Overview

[Printer-friendly version](#)

The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create on-site and online courses that maximize the learning of all students, including those with disabilities.

- [Join a Community of Practice](#)
Participate in online discussions and learn of opportunities to promote the inclusion of all students.
- [Learn More About The Faculty Room](#)
Read about project goals, objectives, activities, leadership, and sponsorship.
- [Learn the Basics with Equal Access: Universal Design of Instruction](#)
View a video and read a publication about how postsecondary faculty members can design their courses to be accessible to all students.
- [Explore Featured Resources](#)
Access the newest publications, videos, and resources.
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Explore the Knowledge Base for answers to specific questions and evidence-based case studies and practices.





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