McBurney Disability Resource Center

Division of Student Life

Strategies for Inclusive Instruction

1. **When Developing Your Course**

   ➢ Select textbooks with an accompanying study guide or interactive CD-ROM for additional learning opportunities.

   ➢ Create accessible Web-based materials that can be used by screen readers for audio output. Provide text alternatives to web-based graphics, videos and podcasts.

   ➢ Identify different ways for students to interact with each other and with you during the semester. This may include in-class Q&A, mini discussion groups, team projects, and web-based communications.

2. **On Your Syllabus**

   ➢ Post detailed course information that includes your grading policy, all assignment due dates, your extra credit policy and complete bibliographic information on reading assignments **2 to 4 weeks before class begins.**

   ➢ Invite students to office hours to discuss the course design as well as course content. Use student feedback to improve access each semester.

   ➢ Identify your preferred method of communication on your syllabus (e.g., email, after class, office hours, etc.).

   > **Sample Syllabus Statement:**
   >
   > *"If you are requesting disability accommodations, please schedule an office appointment with me within the first three weeks of the semester*. To maintain the confidentiality of your request, please do not approach me before or after class to discuss your accommodation needs."*
   >
   > *Indicate your preferred communication method (e.g., email, phone call, office visit, etc.) and request that students use it.

3. **Class Design and Interaction**

   ➢ Start and end lectures with a summary of the previous lecture's highlights and a brief outline of the upcoming material.

   ➢ Speak directly to the class. Use gestures voice inflection and facial expression to convey greater meaning.

   ➢ Present new or technical vocabulary visually (e.g., blackboard, handouts, PowerPoint). Use terms in context to improve comprehension.

   ➢ Permit tape recorders or laptop use to support notetaking.

4. **Information Access**

   ➢ Check your website for screen reader accessibility. Refer to DoIt's web site http://www.doit.wisc.edu/accessibility/index.asp for more information, including links to accessibility test tools

   ➢ Select captioned videos or add captioning to videos used in class or online.

   ➢ Provide at least 4 weeks notice for all print materials used in class to allow conversion to audio or Braille.

5. Preparing for exams

   ➢ Build Q&A time into discussion sections or designated review sessions
   ➢ Offer study questions that illustrate format and scope of materials to be covered.
   ➢ Show examples of strong essay answers and explain what makes the answer strong.

- Provide MC sample questions that illustrate the depth and breadth of content as well as the synthesis of information needed to do well on your exams. Explain why memorization alone may limit correct answers to just a few test questions.

6. Exam Administration

- When possible, permit all students extended test time by scheduling exams for a longer time than the standard class period.
- Identify small group test sites near the classroom for students who need a quieter, distraction minimized test environment.
- When appropriate, offer multiple ways for students to demonstrate knowledge. For example, consider group work, portfolios, presentations, or take home exams as alternatives to traditional, in-class exams.
- When assigning group projects, provide information about how effective group process works. Ideally, include two or more group projects of increasing complexity so that group skills can develop along with core knowledge.

7. In General

- Maintain a student's right to confidentiality by keeping all discussions about disability and accommodation between the two of you.
- Encourage students to use all available campus support services as needed (e.g., disability office, counseling services, academic tutoring or academic advising).
- Contact the McBurney Center if you have questions about a student's progress in your class.

Additional Resources

TheFacultyRoom

http://www.washington.edu/doit/Faculty

The Faculty Room is a space for faculty and administrators at postsecondary institutions to learn about how to create classroom environments and activities that maximize the learning of all students, including those with disabilities.

FacultyWare

http://www.facultyware.uconn.edu

This site, developed at the University of Connecticut, is the product of the "Universal Design for Instruction" project. It provides faculty and other educators with a broad range of information and tools to enhance the design and delivery of instruction for diverse college students.

CAST http://www.cast.org

CAST is a not-for-profit organization that uses technology to expand opportunities for all people, especially those with disabilities.

McBurney Disability Resource Center
702 W. Johnson Street
Madison, WI 53715
608 263-2741/v
608 265-2998/fax
www.mcburney.wisc.edu
mcburney@wisc.edu