Design for Universal Access: Teaching All Students

Overview of workshop

1) Definition of “mental disability” and brief introduction to disability studies.
2) Accommodation, access, and universal design (“participatory design”).
3) Recommendations: What to do on Monday morning?
4) Exercise/discussion: Annotating the recommendations.

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<th>Recommendations</th>
<th>Responses, affirmations, resistances, questions, revisions</th>
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<td>Map the class explicitly (syllabus statement, beginning-of-class remarks, description of your class’s spaces and requirements).</td>
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<td>Provide direct instruction regarding what “participation” means in your classroom. What does “good” participation look and sound like?</td>
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<td>Use multiple channels of feedback. Include some low-stakes as well as more formal channels.</td>
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Establish a multi-modal environment (audio/video essays, cut-and-paste, real-time chat, clicker responses, oral/aural peer feedback or prewriting). (Note: Refer to Patricia Dunn’s work for many ideas on how to do this simply and creatively.)

Focus on what’s feasible: the idea is not to max out all sensory options, but to create a more flexible environment. Universal design does not mean meeting every student’s needs with perfection; rather, it is a “way to move” (Dolmage).

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**References**


