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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.

Recommendations	Responses, affirmations, resistances, questions, revisions
Map the class explicitly (syllabus statement, beginning-of-class remarks, description of your class's spaces and requirements).	
Provide direct instruction regarding what "participation" means in your classroom. What does "good" participation look and sound like?	
Use multiple channels of feedback. Include some low-stakes as well as more formal channels.	

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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