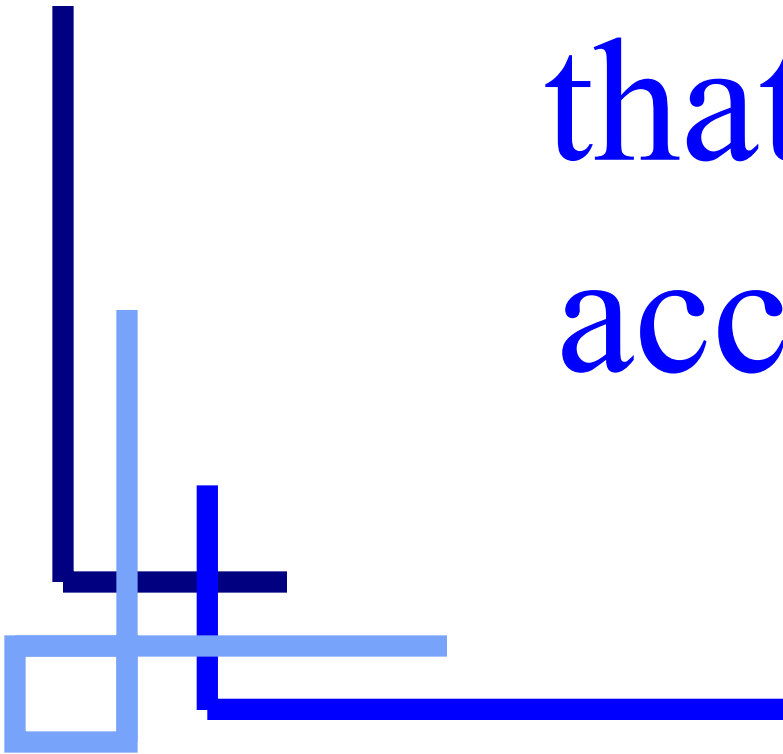


An accessible
educational curriculum
that includes
accessibility



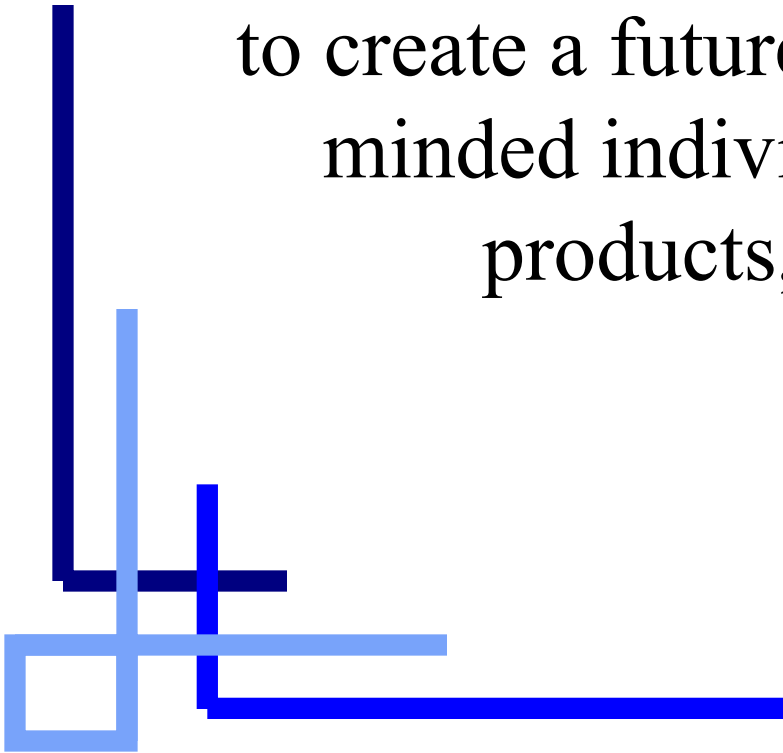
or...

Not just

accessible teaching,
teaching accessibility



An accessible society begins with strategic implementation of accessibility into curriculums across all disciplines to create a future generation of accessibility minded individuals creating accessible products, services and spaces



Objectives

- Explore opportunities and experiences of other educational models with strategically implemented accessibility curriculum
- Discuss items for inclusion & practical solutions for integration
- Explore what a strategically addressed accessibility curriculum might look like including who, what, when, where and how
- Education has important role to play

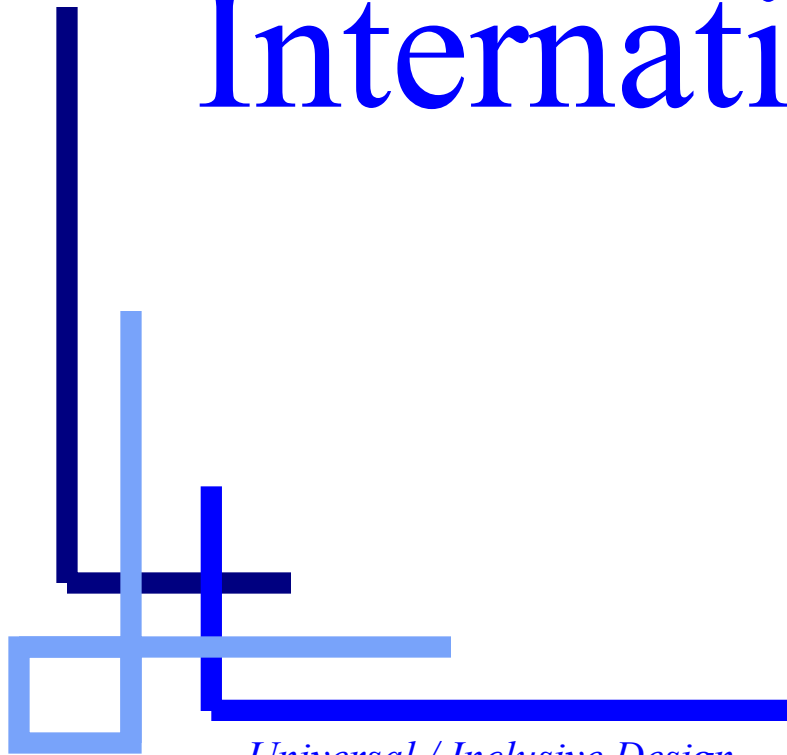
Intro

- Universal / Inclusive Design (ID)
- Disability Studies (DS)
- A.O.D.A. Specific
- Healthcare / Medical
- Discipline Specific
- Awareness Training

- all disciplines

- | | | |
|-------------------|-------------------------|-----------------------|
| - architects | - developers | - planners |
| - designers | - engineers | - healthcare |
| - retail services | - administration | - business management |
| - human resources | - marketing | - sales |
| - hospitality | - tourism | - recreation |
| - computer eng. | - law / policy / rights | - criminal justice |
| - history | - social services | - psychology |
| - info. Sciences | - philosophy | - |

International Models



Universal / Inclusive Design

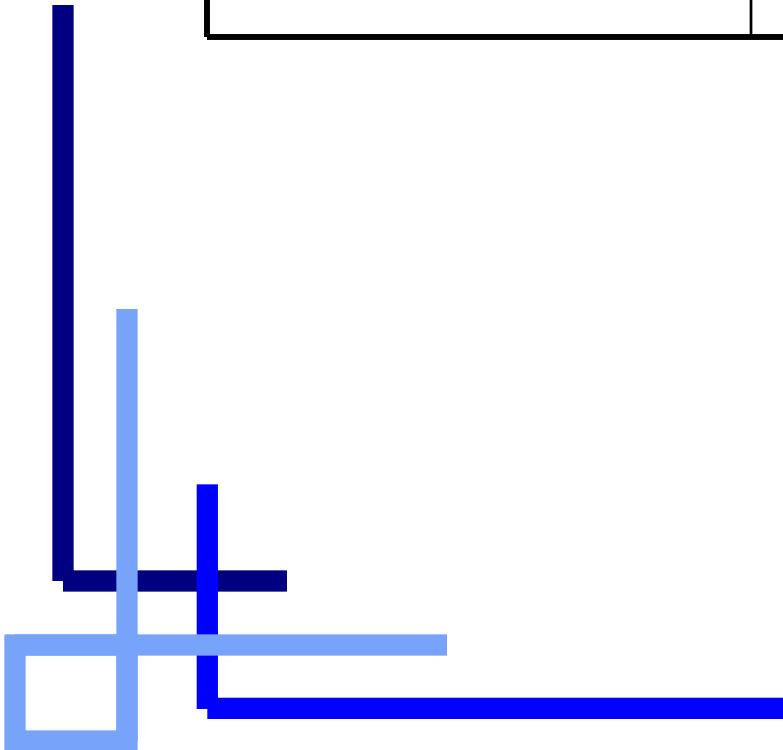


Internationally

- UK and Japan preparing next generation of policy makers, technologists and bureaucrats to think inclusively by implementing accessibility in a broad range of post-secondary curriculums
- Glasgow Product Design Engineering at Glasgow School of Art & University of Glasgow
- Inclusive Design at Center for Global Education and Research at the Ritsumeikan (Rits) University in Kyoto, Japan

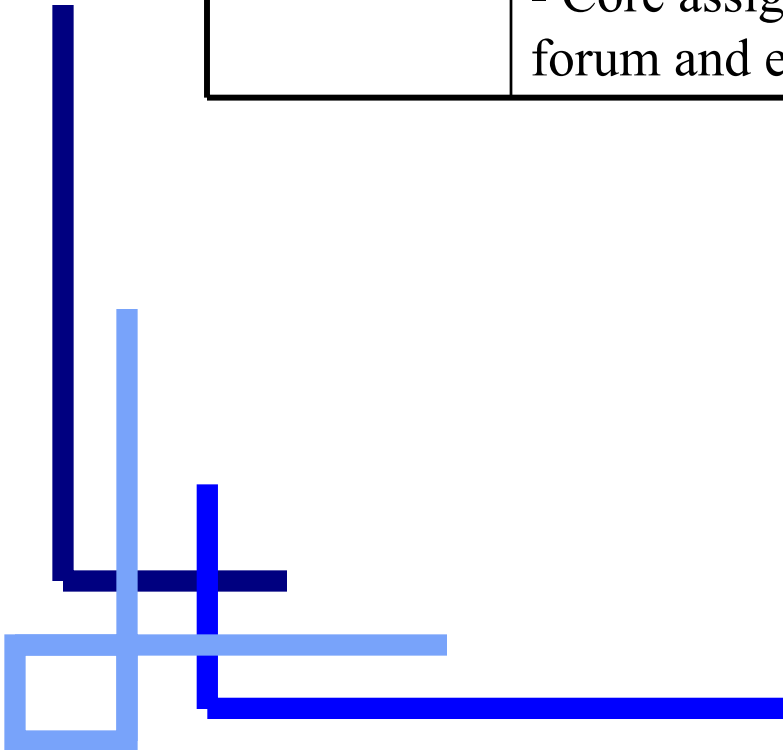
Summary

UK - Glasgow Product Design Engineering (PDE)	- embedded in existing, design-centred engineering curriculum at senior undergraduate level
Center for Global Education and Research at the Ritsumeikan (Rits)	- Master's level Inclusive Design - intensive stand-alone course for wide range of non-design graduate students



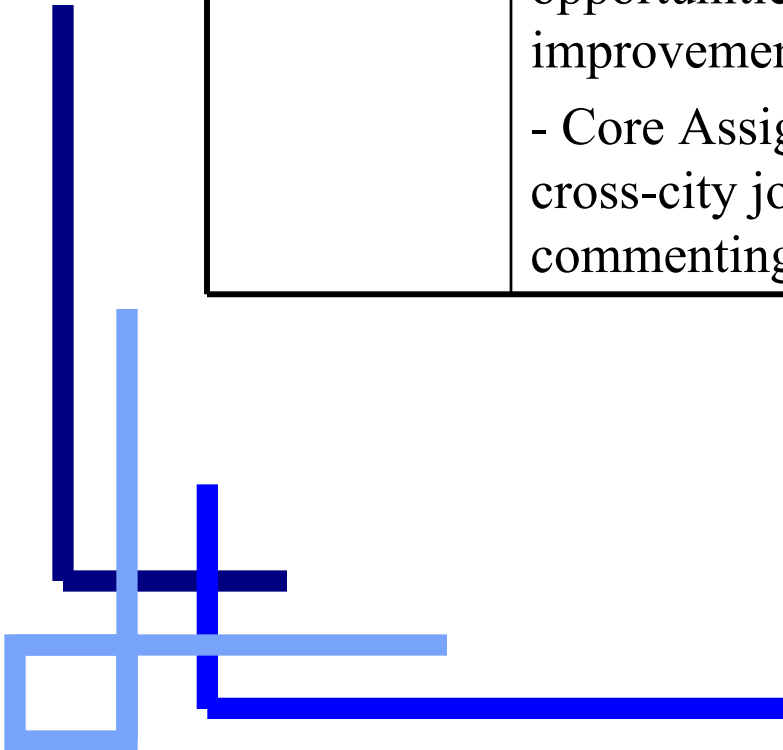
Delivery

UK - (PDE)	<ul style="list-style-type: none">- series of briefings- no separate syllabus, embedded into existing and full design engineering curriculum
Japan - (Rits)	<ul style="list-style-type: none">- 15 sessions over 5 days- dedicated curriculum space- Core assignment, lecture, group discussions, online forum and empathetic workshops



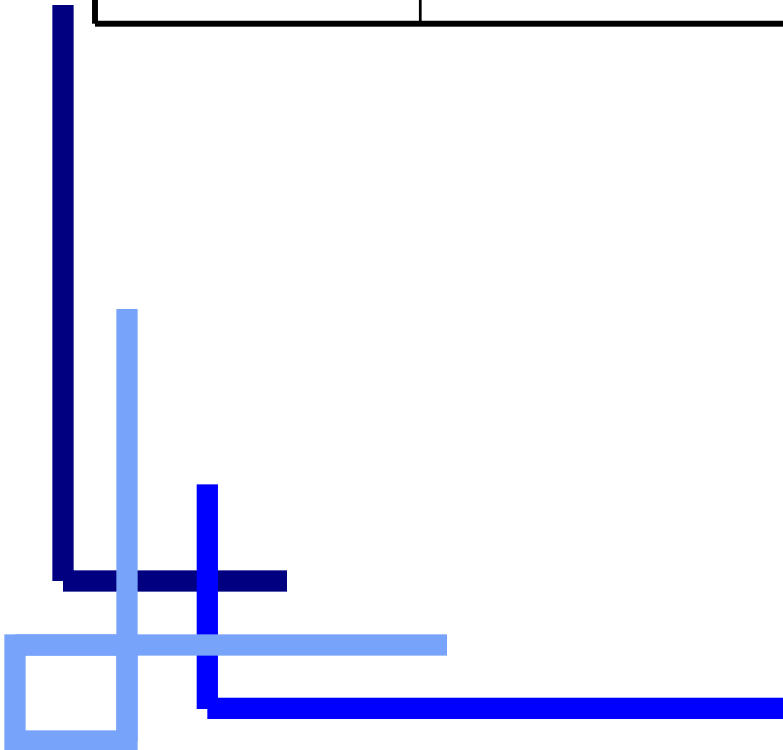
Curriculum

UK - (PDE)	-required inclusive manufacturable 'product' outcome consolidated with field of professional expertise but element of expediency in approach
Japan - (Rits)	-No product outcome -critical view of existing environment and highlight opportunities for service, policy or product based improvements - Core Assignment = detailed photographic critique of cross-city journey by various modes of public transport, commenting on products, environments & services



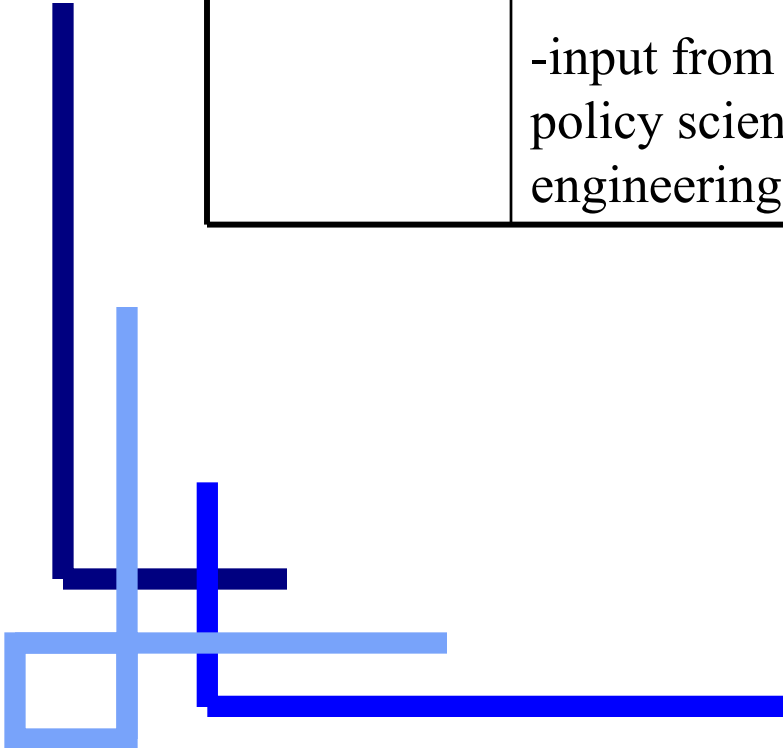
Approach

UK - (PDE)	-approach & response only slightly modified by contact with other disciplines, but expedient in nature
Japan - (Rits)	-emergent and pressing societal needs in the areas of governance, welfare, security, technology and design. -design process that embodies principles, services, and technologies in a user-centric way



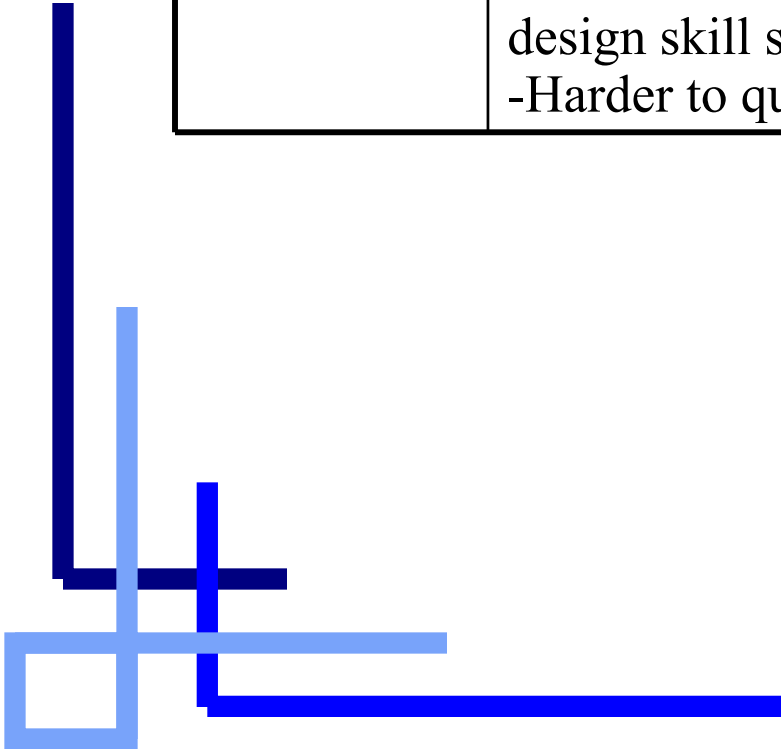
Attitude

UK - (PDE)	<ul style="list-style-type: none">-Enthusiastically adopted & embedded as structured approach within the department-beneficial collaborations with disciplines such as healthcare, rehabilitation and clinical medicine approach (portable dental surgery unit)
Japan - (Rits)	<ul style="list-style-type: none">-need combination of disciplines in order to create accessible civic environments-input from law, sociology, health studies, core ethics, policy science, business administration, marketing & engineering



Result

UK - (PDE)	<ul style="list-style-type: none">-result tends to be more in 'medical' mode-Success in student design competitions at national level.-PhD level research has also emerged-Less expediency recommended
Japan - (Rits)	<ul style="list-style-type: none">-responses tend to be more in the 'social mode'-evident non-design students capable of presenting coherent service-based or product-based concepts when introduced to design skill sets-Harder to quantify, less immediate / tangible results

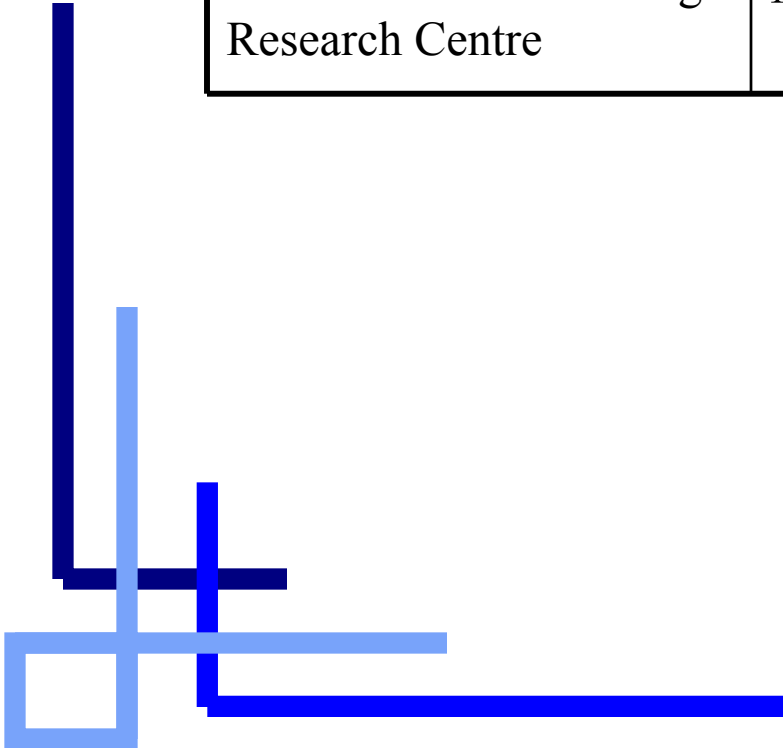


Canadian Program Models



Who

York University	Graduate Disabilities Studies Program
Ryerson University	School of Disabilities Studies
Ryerson University's G. Raymond Chang School	Certificate in Advancing the AODA: Principles and Practices of Accessibility“
OCAD - Inclusive Design Research Centre	Master of Design in Inclusive Design



Summary

York University	MA (FT-1yr or PT-2yr) or PhD (FT-4 yr) programs covering major scholarly perspectives and issues in disability, social justice, social policy, human rights
Ryerson University	-B.A, DS (= to approx. 2 yrs f/t study), or Minor in DS -p/t undergraduate degree geared toward adult learners with prior related academic or professional credentials.
G. Raymond Chang School	-6 course continuing education certificate -for those in occupations / organizations that must address accessibility with obligations under the AODA
OCAD – IDRC	-building inclusive digital media & info & communication technologies (ICT)

Curriculum

York University	-presents theories of human rights as basis for legal, eco & soc barriers & rationales for inclusion / provides structure for advanced research opportunities
Ryerson University	- disability theory, policy, community building, advocacy, empowering practices, access & technology, leadership, research methods, ethics, & media representation.
G. Raymond Chang School	-skills to effectively engage organizations in improving accessibility through concrete strategies for identifying, removing & preventing barriers
OCAD – IDRC	-address ultimate design challenges with worldwide impact through design that is inclusive of the full range of human diversity

Core Courses

York University	<p><u>History of Health Care Ethics</u> from Ancient Times to the Present / Pedagogy & Empowerment / <u>Mad People's History</u> / Experience, Identity & Social Theory / Disability in Cultural Context / Knowledge Production / Disability in an Age of Information Technology / Geography of Disability / Language, Literature & Disability / <u>Public Policy & Disability</u> / Social Inclusion: Theory & Practice in Education & Social Policy / International Development in Disability & Human Rights / Health & Disability / <u>Critical Interpretations of Dis. History</u></p>
Ryerson University	<p><u>Rethinking Disability</u> / <u>Disability & the State</u> / Current Topics in Disability I / Current Topics: <u>Human Rights & Disability</u> / <u>Mad People's History</u> / <u>Disability & the Law</u> / <u>Current Topics – Disability II</u> / <u>Strategies for Community Building</u> / <u>Community Access & Technology</u> / <u>The Politics & Practice of Intervention</u> / <u>Leadership in Human Services</u> / <u>Leadership for Community Action</u> / Research Methods / Applied Community Project-Thesis / <u>Phil. Ethics & Disability</u> / <u>Rethinking Images of Embodied Difference</u> / Practicum in Disability Studies</p>
G. Raymond Chang School	<p>Required: <i>DS courses above</i> plus electives from Management, Customer Service, Employment and Info & Communication Streams: ie) HR: Organizational Behaviour and Interpersonal Skills / HR: Management of Change / <i>Writing for Disability Activism</i></p>

Approach

York University	-multi-disciplinary exploration of social policy, social justice, human rights issues and social movements -how systemic legal, economic & social rationales --> inequality & oppression
Ryerson University	-increased awareness of the socio-political context of disability with emphasis on social policy, leadership, community development, arts, culture and technology, ethics, human rights, social justice & politics of practice
G. Raymond Chang School	- how to modify environments; augment methods of communicating information; convey people, organize work, and provide customer service
OCAD – IDRC	-addressing high level demand for designers / developers who can design for diversity

The TeachAble Project

Awareness



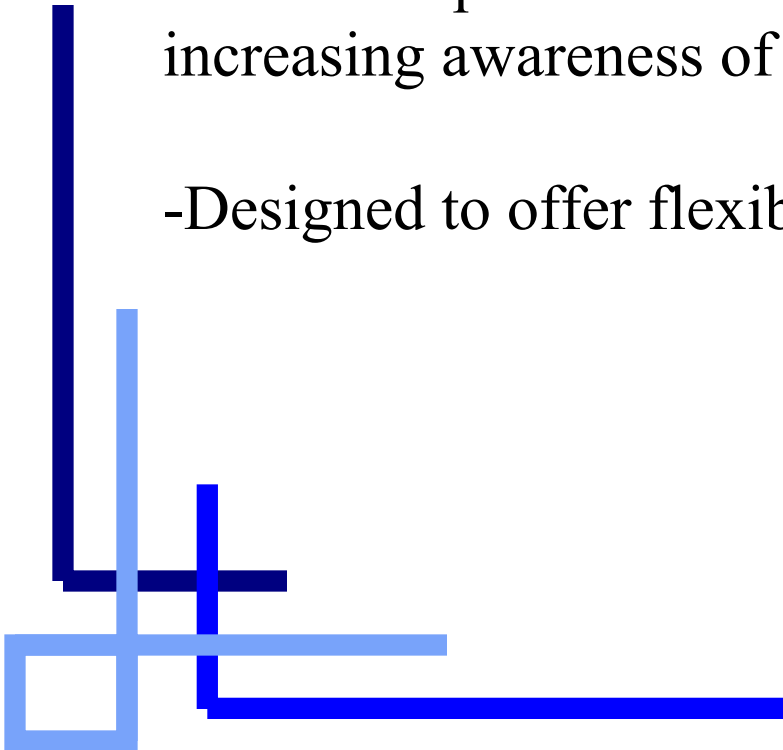
The TeachAble Project – Ontario Public School Board

-Officially launched last Tues (May 23, 2013 – already 13,000)

-21 lesson plans, Kindergarten – Gr. 12

-“to demonstrate ways that Accessibility Awareness can be built into lesson plans to meet curriculum expectations while increasing awareness of accessibility issues & attitudinal barriers”

-Designed to offer flexibility



The TeachAble Project – Ontario Public School Board

- Each Lesson:

- Summary
- Big Ideas
- Program Planning and Community Connections Considerations
- Instructional Components & Context
- Learning Goals and Success Criteria
- Readiness, Terminology and Materials and Equipment
- Lesson Plans: Minds On / Action / Consolidation
- Assessment for Learning / Assessment as Learning suggestions
- Teacher Reflection

- Resources:

- Books that look @ disability from strength's perspective
- NFB film clips
- Useful websites, literature, teacher's resources, community orgs, etc.

The TeachAble Project – Ontario Public School Board

-JK/SK/Early Years/Gr. 1 – Realizing Differences

-Opportunities to explore topic of difference

-Gr. 3 – Eager Eddy: The World's Most Active Dude

-Children's book as springboard, concepts of empathy, self-identity, equity, inclusion, learning needs, Universal Design

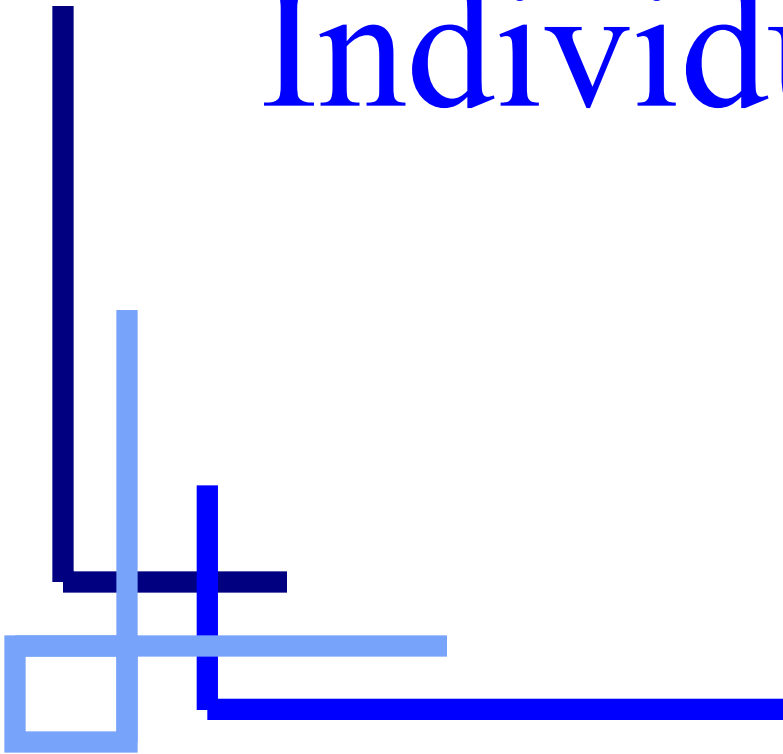
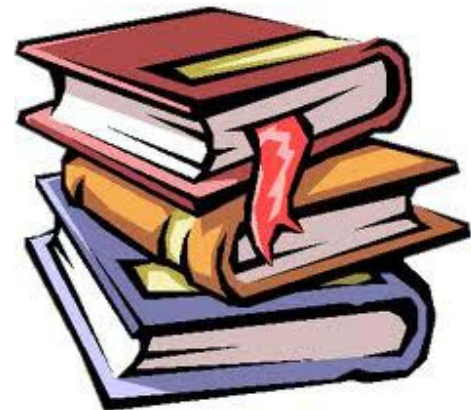
-Gr. 6 – Wheels in Motion

-Value of wheelchair as mobility aid, barriers faced, Universal Design from advocacy perspective, Canada's contribution to electric wheelchair, design wheelchair incorporating electric circuit

The TeachAble Project – Ontario Public School Board

- Gr. 8 – Smell the letters, feel the sounds, hear the colours
 - Look at invisible disability, **Synaesthesia** (*a neurological condition in which stimulation of one sensory or cognitive pathway leads to automatic, involuntary experiences in a second sensory or cognitive pathway*)
 - plan and creating piece of artwork using scented paints
- Gr. 9/10 – An Interview with the Lieutenant Governor
 - Interview with Lieutenant Governor (Onley) and Student Trustee, Rick Mercer video
- Gr. 12 – Jean Vanier’s Philosophy of Belonging
 - Vanier’s philosophy as springboard, explore attitudinal barriers, own sense of inclusion and belonging, critically explore environment & community

Individual Courses



Summary

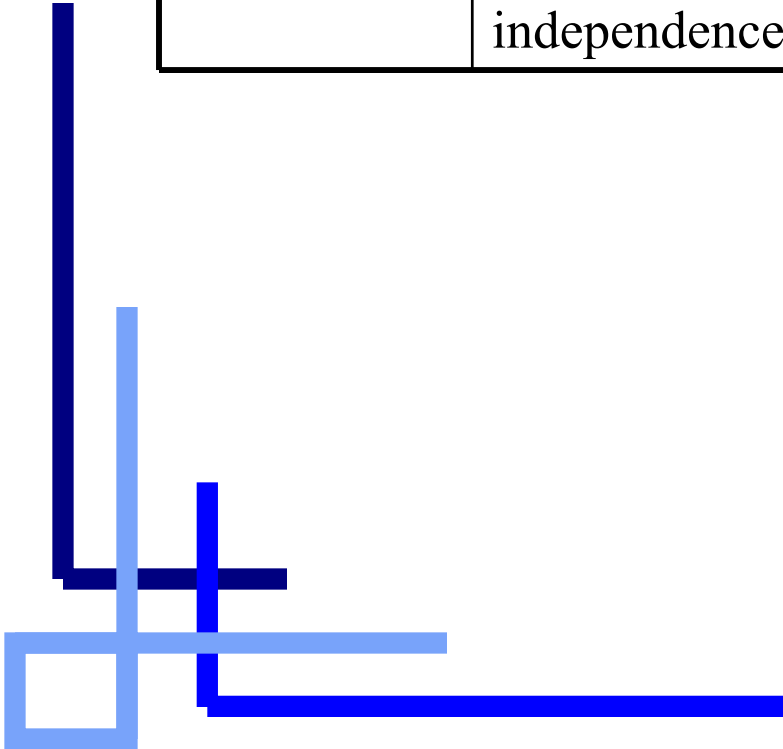
University of Manitoba – DS1	Disability Studies I, undergraduate elective -Invited guest speakers: women and disability, human rights, the disability movement, the Nazi extermination of people with disabilities and international disability issues
Lakehead University – Soc. of Dis.	Sociology of Disability, upper level undergraduate elective -most students Sociology majors, but also Psychology, Gerontology, Kinesiology or Social Work

Approach

University of Manitoba – DS1	<ul style="list-style-type: none">-Before/After-1st Assignment, 'Self Inventory' -due start of term, knowledge of disability and personal experiences with-Final research paper on disability-related topic-2nd Assignment, 'Self Reflection' due end of term explaining what was learned
Lakehead University – Soc. of Dis.	<ul style="list-style-type: none">-focus on the social construction of disability, the varying experience of disability, and the impact of the medical and social models on perceptions of disability

Student Review

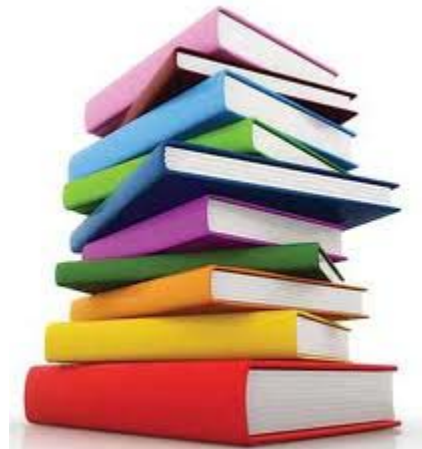
University of Manitoba – DS1	-”gained a new perspective on disability and students generally engaged in a high level of critical discussion during class time”
Lakehead University – Soc. of Dis.	-”reminder of how health and welfare professionals are often implicated in perpetuating oppressive attitudes and beliefs by imposing their definitions of dependence and independence onto disabled people”



Other Models

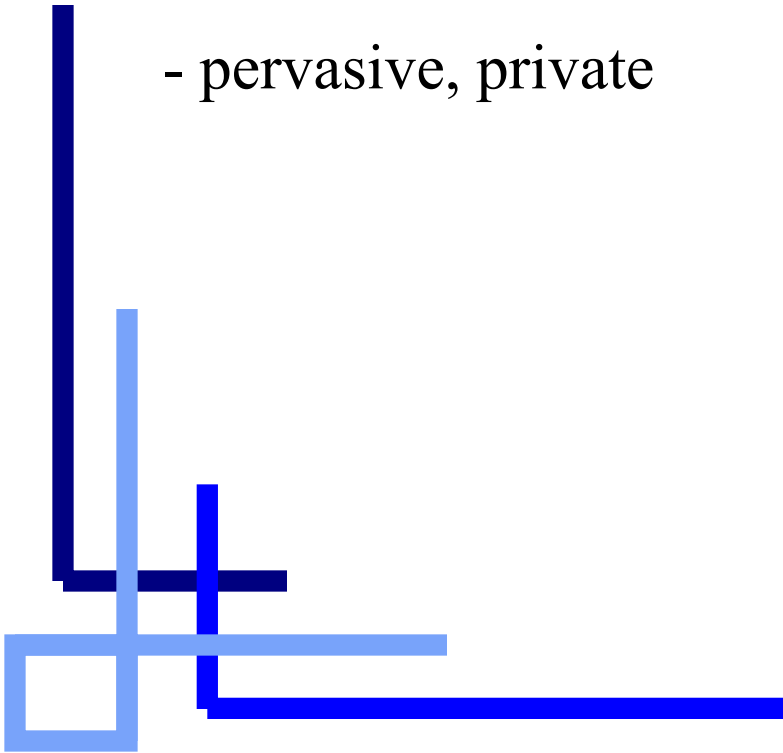


Healthcare / Discipline Specific



Other Models

- Medicine / Healthcare
- Sports
- Landscape Architecture / Ontario Building Code
- pervasive, private



Accessibility in Medical Education

- most frequent medical visits relate to chronic diseases, trauma, and ageing
- yet most leave medical studies with little or no exposure
- learn to treat conditions, not the patients affected
- changes to curriculum to decrease barriers, improve attitudes / skills of med students to facilitate change in culture
- Article in NYT last week about how far we haven't come

Accessibility in Medical Education

- Use of standardized patients now mainstay of undergraduate medical education to:

teach clinical skills

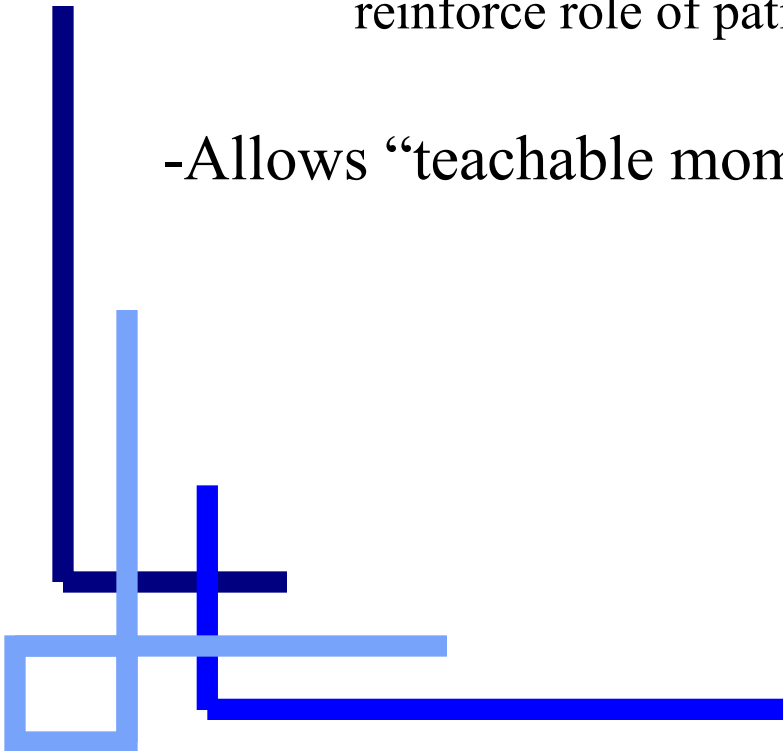
build and/or assess clinical competencies

educate about learned experiences,

increase interaction and communication comfort

reinforce role of patient as authoritative source of knowledge

-Allows “teachable moments to be created rather than waited for”



Medical Education - Case Study 1

Addressing Prejudice in Medicine @ Jefferson Medical College

-A week of experiences including;

- Attending AA meetings
- Performing rounds in nursing home / Independent Living facility
- Taking medical histories in a homeless shelter
- Delivering care on home visits
- Accompanying nurses on hospice visits
- Providing patient education in an underserved community centre

-Followed by 90 minute seminar

- 20 min discussion / break into small groups / 30 min regroup discussion
- small group size allows for intimacy in divulging

Medical Education - Case Study 2

Teaching Disability Etiquette at Medical College of Wisconsin

- To ensure physicians in training are aware of and practice appropriate etiquette in treating patients with disabilities
- Response to finding patients with chronic disabilities perceived lack of sensitivity, object vs person
- Videotaped interactions with standardized patients followed by immediate review and feedback

Medical Education - Case Study 3

Teaching Disability & Rehab Medicine @ Split University, Croatia

- To assist the future physician in development of a framework for considering the whole person when addressing the patient's medical needs
- Providing medical students w/ competence necessary for managing persons with disability, understanding the concepts of disability
- Emphasis on team approach and importance of the continuity of care

- “96% - program contributed significantly to medical education
- all saw as useful for future work in general practice
- 90% - program influenced their perspective on disability in society
- 83% - positively affected attitude toward persons with disabilities
- 2nd best evaluated program at University
- Course leader ranked 7 in 233

Medical Education - Case Study 4

Aging Simulation – Social Work with Older Adults, School of Social Work, Renison University @ University of Waterloo

-Course: social work practice, policy & research / issues of aging ie) health / economic changes, role transition, family dynamics & societal implications

-Worksheet of tasks around campus with ie)with arm and leg weights, 2 pr non-latex gloves, simulation glasses (cataracts), cane, beans in shoes, heavy shopping bags, ear plugs, etc.

-In class tasks ie) taped index finger & thumb - button shirt, open pill bottle, find yellow page ad; recorded simulation, what person who is hard of hearing would hear

-In class discussion about different sensory deprivation methods, what learned / experienced, followed up with written paper about the exercise

-Trinity Village retirement community visit part of course

Medical Education - Case Study 5

Applied Interventions in Occupational Therapy, School of Health Sciences & Human Performance @ Ithaca College

- Required to spend 48 hrs in wheelchair as part of semester long course
- Purpose “to allow future occupational therapists to see what their clients in wheelchairs go through each day... what muscles used to propel the chair, how did you feel differently, how did things change ie) time took to get to class
- Results: barriers including cracked and damaged ramps and roadways, broken auto door open buttons, only one accessible dining hall but too cramped to maneuver, etc.
- “experience took me from feeling like an individual among a population of colleagues to feeling like an individual in a completely different population itself,” / “Being on this campus in a wheelchair doesn’t work,”

Sports Education – Case Study 6

5th Grade Students at Swanzey School, New England

-Goals: Paralympic Games / Pilot Project

-4 disability sports introduced over 5 weeks:

wheelchair basketball, goalball, sitting volleyball and sledge hockey

-Weekly Centre-Circle Discussion

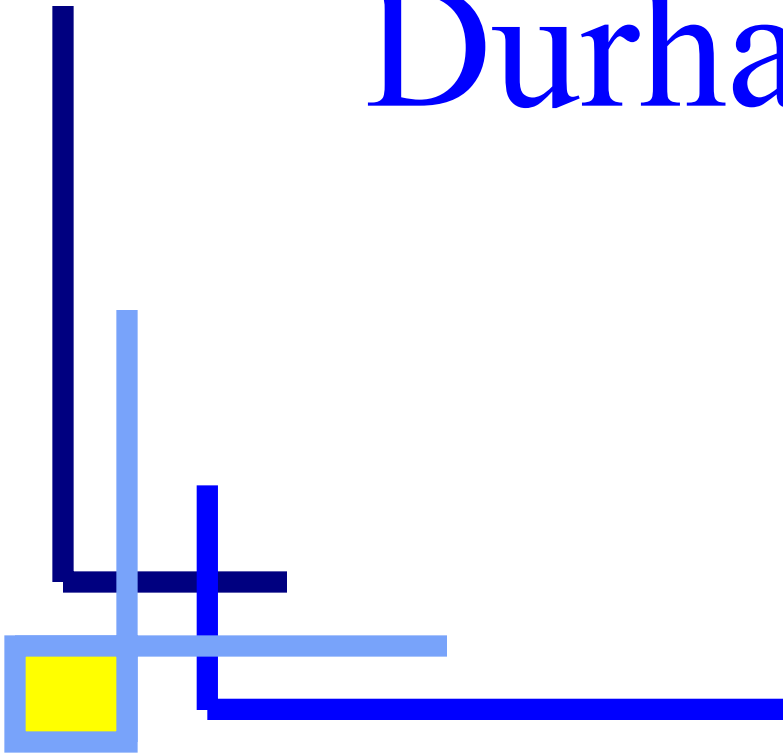
-Video of 2010 Paralympic sledge hockey team

- Discuss disability & what led to sport
- Defining moment / similarities > differences

-Disability Sport Unit can:

- reduce stigma
- promote social inclusion and equal opportunity
- celebrate ability rather than disability
- provide complementary skills to students

Durham College



Durham College

- Graduate certificate in Accessibility Coordination offered through Continuing education
- Can be completed in 8 months or as long as five years
- Target is the working accessibility coordinator, 5 years of some related experience, or second career
- Offered since Winter 2011

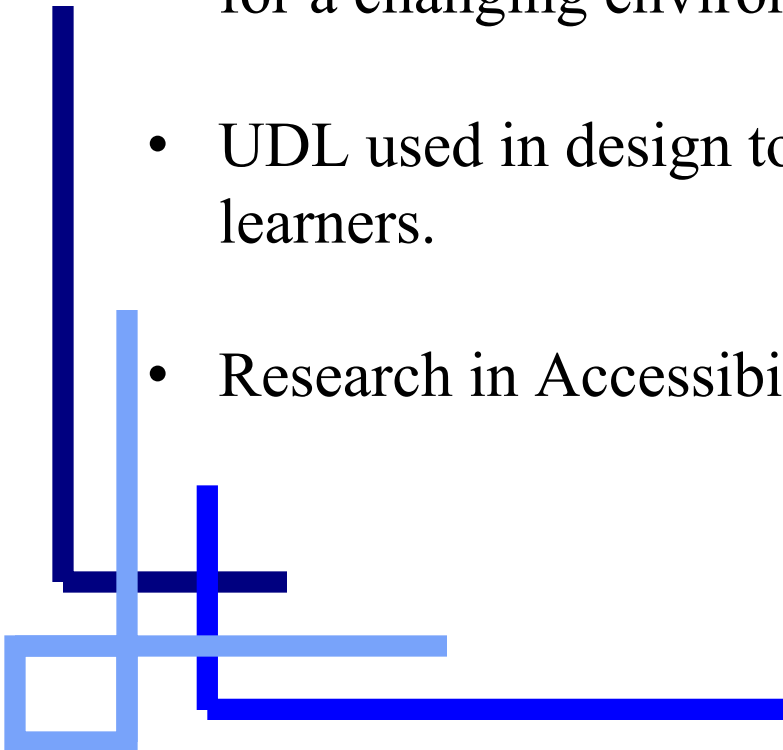


Durham College

- 13 courses:
 - Accessibility Legislation and Application
 - Disability Perspectives
 - Practical Approaches to Inclusion
 - Communication Strategies
 - Management and Organizational Behavior
 - Leadership and Group facilitation
 - Project Management
 - Adult Learning Theory (UDL)
 - Social Policy
 - Universal Design
 - Professional Communication
 - Research in Accessibility

Durham College

- On line method-D2L
- Practical / hands on approach for Accessibility Coordinators
- Includes a focus on building a network and gathering resources for a changing environment
- UDL used in design to meet the needs of a wide range of learners.
- Research in Accessibility- the “cap stone”



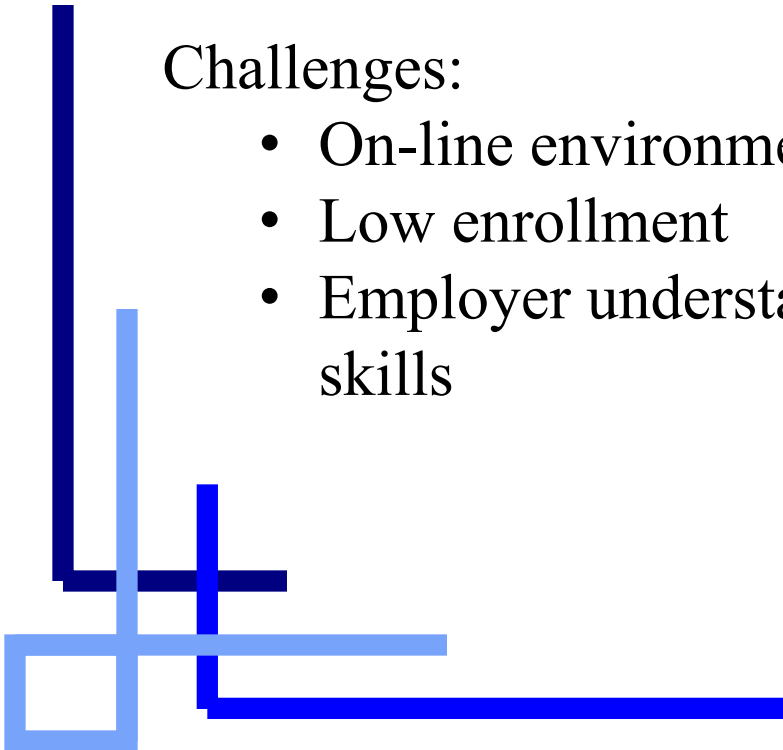
Durham College

Opportunities:

- On line environment
- Practical approach prepares students for a specific role
- Part time or full time flexibility
- UDL

Challenges:

- On-line environment
- Low enrollment
- Employer understanding of the program/need for these skills



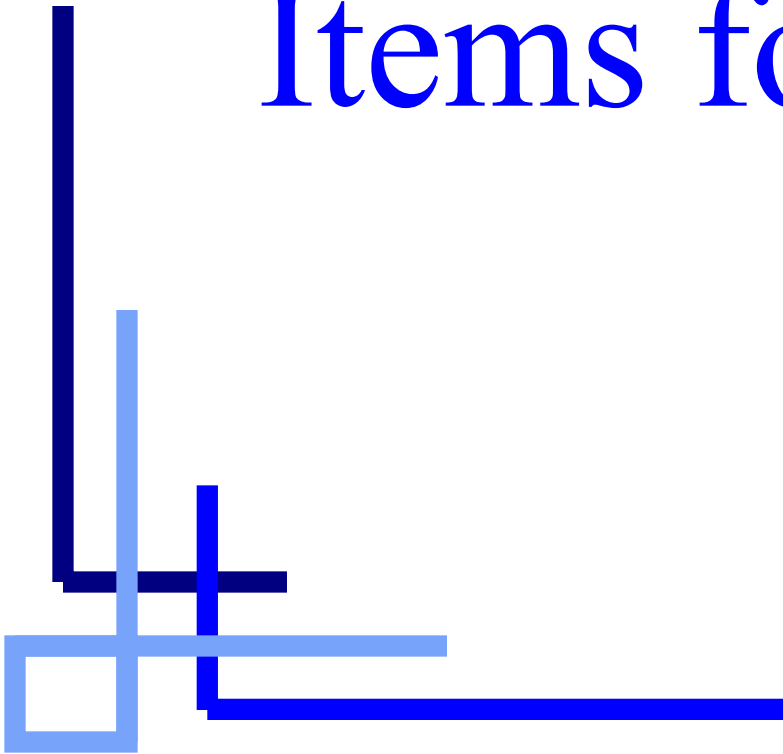
Durham College

Principles of Universal Design

- Equitable use
- Flexibility of Use
- Simple and intuitive use
- Perceptible information
- Tolerance for error
- Low physical effort
- Size and space for approach and use

Use these principles in any discipline!

Items for Inclusion



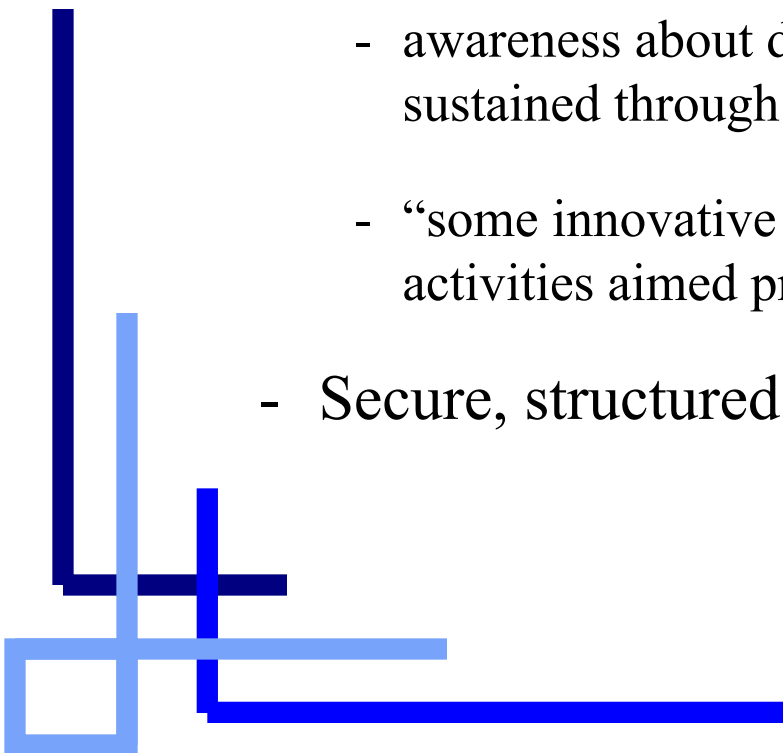
Items for Inclusion

- What does an accessibility curriculum look like?
- Varied, numerous and ‘fluid’ or ‘living’ course material
 - Flexible, adaptable, modifiable
- Scruples game to teach managed care ethics
- Simply to facilitate a discussion about an accessibility syllabus

Items for Inclusion

-Commonalities:

- Interdisciplinary input / approach
- Experiential curriculum
 - Experiential learning, empathetic models & simulation exercises
 - awareness about disability and accessibility can be increased and sustained through the use of an experiential curriculum
 - “some innovative endeavours, mainly pertaining to experiential activities aimed primarily at changing attitudes”
- Secure, structured, non-judgmental environment



Items for Inclusion

Approaches:

- Universal Design for Learning (UDL)
- Critical perspective / thinking
- Social justice / human rights
- Universal / inclusive design
- Theoretical / historical / contemporary
- Empowerment theory / strengths perspective
- Before / After (*Wilcoxon signed-rank test for matched data*)

Items for Inclusion

Evaluation:

- Educational vs. evaluative
- Surveys, evaluation questionnaires, self-evaluation
- Emotional Intelligence (EQi) (altruism / prejudice)
- Print-based teaching vs. “wide range of sensory learning opportunities” and “opportunities to work in modes outside ‘the paper’ to achieve the same learning outcome” (ie Japan photo-essay)

Items for Inclusion

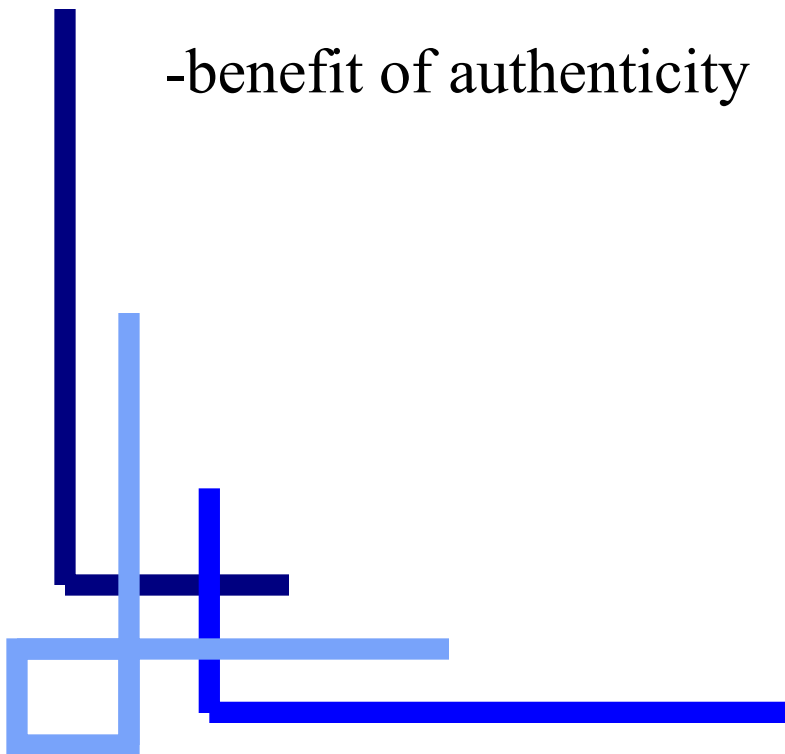
Delivery:

Videos, sessions, lectures, case-based discussions, assigned readings, written case reviews, online discussion forums, one-day forums, small-groups, evaluations, workshops, role-playing, experiential learning, secure setting, seminars, Guest speakers, 3 day and week long intensives, curriculum evaluations and follow-up surveys, didactic instruction, shadow-practicing

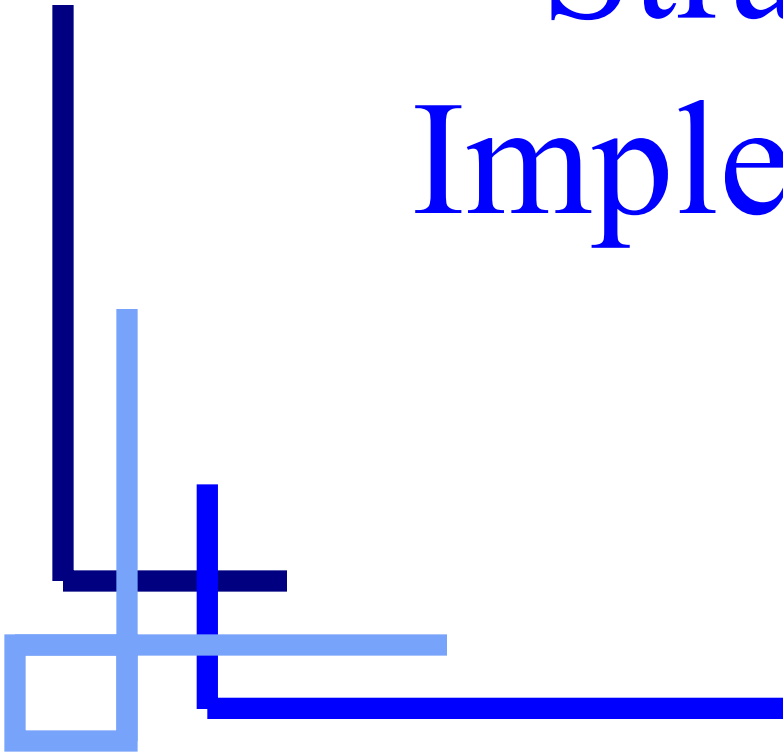
-Secure, structured and non-judgmental setting

Items for Inclusion

- What MUST be included in any accessibility curriculum: People with Disabilities
- best able to educate students about lived experience and everyday realities of living with a disability
- benefit of authenticity



Strategy for Implementation

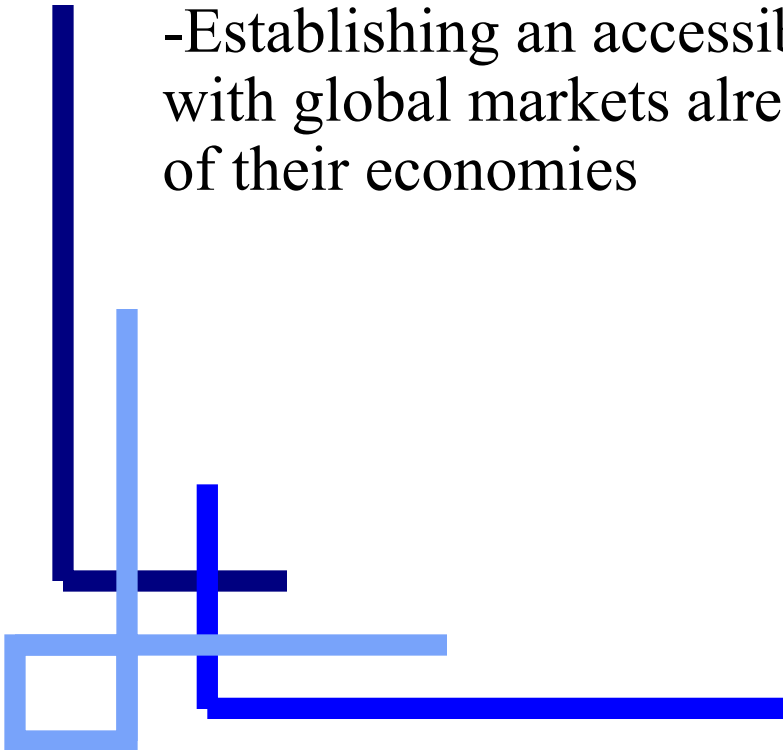


Strategy for Implementation

- Not optional: Accessibility mandatory, all y ed should be too (primary grades to graduate studies)
- Institutional cooperation and support is vital!
- Obstacles: Costs and Human Resources (time and resources)
- Lobbying from supportive staff, students
(SW of Aging from elective to required, Dr. Peter Donahue)
- Work w/ existing Disability Services Depts., Accessibility Committees & Advisory Boards

Strategy for Implementation

- Increased global demand for accessible products, services & spaces
- demand drives incremental gains in prosperity to mitigate costs associated with increasing accessible infrastructure
- Establishing an accessibility advantage important to compete with global markets already making accessibility a corner stone of their economies



Social and Economic Benefits

(Expenditure vs. Investment)

-

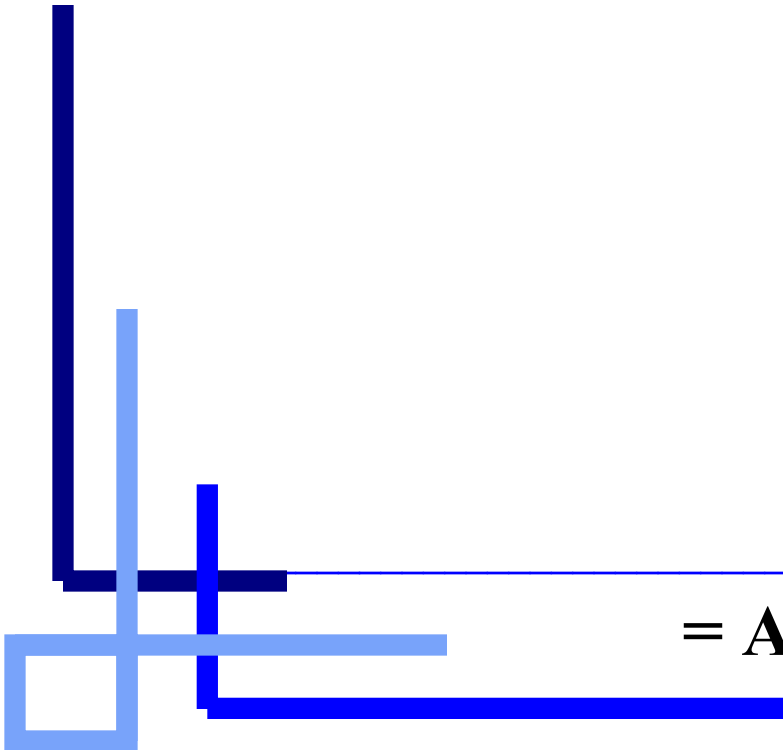
Implementation costs
Enforcement costs

+

Cost of non-compliance
Value of preserving dignity and independence
Increased level of educational attainment
Increased productivity and innovation
More productive products and spaces
Benefits of inclusion and diversity
Increased revenue: tourism, retail, industry, etc.
Increased participation in employment
Extended workforce participation
Increased participation with society
Healthier society
Reduction in reliance on social programs
Reduced cost to programs, community & family
Curb-cut effect – Accessibility Benefits All

= Accessibility (Priceless)

RETURN ON INVESTMENT

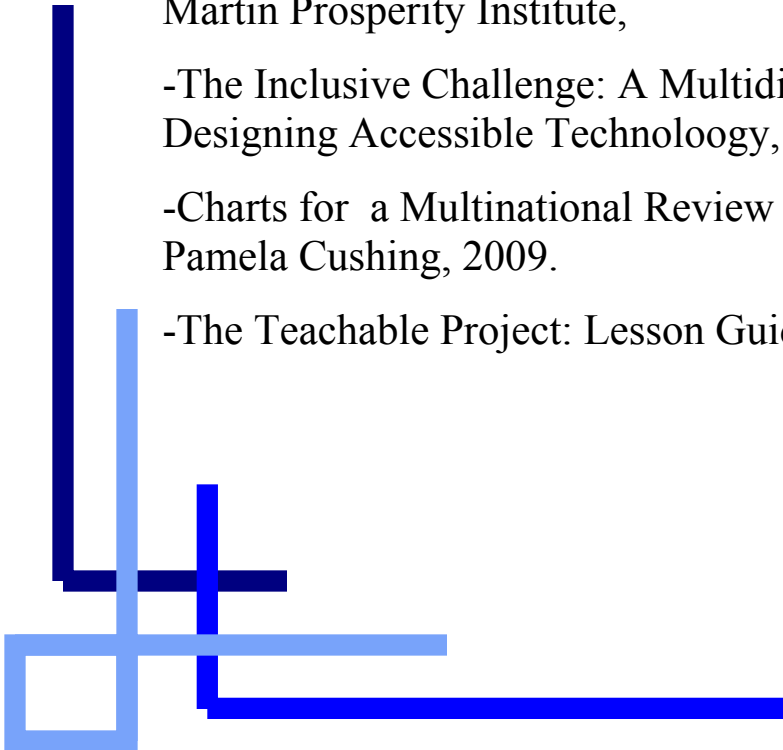


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Speakers

Sarah White is the Director of Accessibility Education and Consulting for People Access, a division of Excellence Canada. Sarah has been working in the field of accessibility legislation for the last ten years and has gathered experience in the application of legislation from many situations. Sarah, in her various previous roles, was responsible for developing a wide variety of accessibility-related training sessions and providing innovative organizational solutions. As a subject matter expert, she has provided information and insight on accessibility for various media, Associations, and business groups. The Human Rights Legal Support Centre has acknowledged Sarah White as an expert witness to testify on matters concerning accessibility before the Human Rights Tribunal of Ontario. Sarah authored an article in "Municipal World" magazine on the developing accessibility legislation in Ontario and how it relates to the rest of Canada, and has been a guest speaker for the Ontario Hospital Association's Accessibility Conference in 2008, 2009 and 2010, Business Advisory Council of Durham, Conservation Ontario, Chambers of Commerce, National Quality Institute, Durham College, Boards of Trade and others.

Sarah is an instructor in the Durham College Accessibility Coordination Graduate Certificate Program and is a founding member of the Accessibility Excellence Association.

Sarah holds a Bachelor of Social Science, and a Diploma in Adult Education, is an ISO Lead Auditor and a Certified Municipal Manager.

Speakers

With over a decade spent as a disabled consumer, patient, employee, accessibility advocate, business owner and consultant, first-hand experience with barriers to access and frustration with inaccessibility led **Donna Jack** to found accessibility firm Roll a Mile and provides her a unique ability to advise on adaptation, accommodation and accessibility from a unique perspective. Or, in the words of her brother, "turns out the soapbox just needed a ramp".

With a twenty year background as business and marketing advisor, Donna has extensive and proven experience in the wholesale, retail, non-profit, financial, loyalty, online, service, manufacturing, tourism, economic development and public sectors. With a proven track record of developing strategic business and marketing strategy for any business model in any market segment, Donna works assisting businesses, organizations, and institutions implement and improve accessibility and dedicates herself to awareness and advocacy.

