



# ◦ The Same is Not Equal

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# FAPE

- FAPE ( Free Appropriate Public Education) assures that the student with disabilities receives the education that is consistent with his individual needs. This does not mean one size fits all.
- This is applicable to College students that were identified prior to entering IHEs
- IHE will usually accept the psychological evaluation

# Section 504

- Section 504 is an anti-discrimination, civil rights statute that requires the needs of students with disabilities to be met as adequately as the needs of the non-disabled are met.
- “No otherwise qualified individual with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance...” [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)].

# ADA



- **QUALIFIED INDIVIDUAL WITH A DISABILITY:** A person with a disability who satisfies the requisite skill, experience, education and other job-related requirements of the employment position such individual holds or desires, and who, with or without reasonable accommodation, can perform the essential functions of such position.

# Link Education and Voc-rehab

- Belief that in spite of shrinking resources we can succeed; We are players not pawns
- An understanding that education and vocational rehab must work together to make curriculum relevant for students that academics without a career context is meaningless to kids that are worried about tomorrow



# Independence



- What are our goals for the students/customers that we serve?
- I believe that it is Independence
- I maintain that Education and Vocational Rehab have the same goals. They are:
  - to maximize independence and
  - to maximize the individual potential

# Maximizing Independence

- This means providing an education that will enable the customer/student develop social, academic and career skills that consistent with his potential. This will result in increased degrees of freedom (skills) to access opportunity, thus increasing independence



# How do we do this?

- Holistic assessment – our student and clients should have an assessment that is specific to their needs
- Individualized programming that is based on client/customer needs and potential

# Individualized programming

- Individualized programming that is based on customer/student needs and potential
- Belief that in spite of shrinking resources we ( the social service professional ) can succeed; We are players not pawns.
- It is the effective teacher, social worker and rehab counselor as well as the business person that agrees to a placement that along with the customer assure success.



# Self Awareness

- It is vital that all persons with disabilities have knowledge of their strengths and weaknesses. This includes vocational as well as personal and social skills
- Such knowledge will increase self determination and advocacy and result in better decisions




# Universal Design



- Using Universal Design to maximize achievement - this is a great way to make the curriculum accessible to all. It should be the delivery system at every level of education
- Understand that achievement precedes adjustment
- Vocational/career academic integration
- These best practices should drive our intervention

# More on UDI

- **Universal Design**
- **The design of products and environments to be**
- **usable by all people, to the greatest extent**
- **possible without the need for adaptation or**
- **specialized design.**
- **Center for Universal Design, North Carolina State University**

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- **UDI is the proactive design and use**
  - **of inclusive instructional strategies that benefit a broad range of learners including students with disabilities.”**  
(Scott, McGuire, Shaw, 2001) McGuire, & Embry (2002)
  - **Basic Tenets of UDI**
    - **Anticipates the needs of diverse users**
    - **Builds in inclusive features from the beginning**
    - **Benefits a broad range of individuals**
    - **Often promotes cost and/or time saving in the long run**
    - **Results in a more inclusive climate**

# Principles of UDI

- **Universal Design for Instruction (UDI):**
- **Moving Beyond Accessibility into Classroom Application**
  
- World Usability Day New England
- November 8, 2007
  
- Loring Brinckerhoff, Ph.D.
- Educational Testing Service
  
- Manju Banerjee, Ph.D.
- University of Connecticut

# Principle I Equitable Use

- **Instruction is designed to be useful and accessible by people with diverse abilities**
- Ensure that access does not reduce equity
- (i.e., access maintains a competitive edge)
- Recommend technologies for (1) multiple representation,
- (2) multiple engagement, (3) multiple expression
- Understand that “access” should address both physical and cognitive access

# Principle 2: Flexibility in Use

- **Instruction is designed to accommodate a wide range of individual abilities**
- Application:
- (Non Tech) – Varied delivery of instruction
- (Tech) - Repository of “link” to tools that help in managing, sorting, and filtering information
- *Example:*
- *Visual mapping/outlining tools*
- \* *Inspiration* - <http://www.inspiration.com/>
- - *Summarizing tools*
- \* *Microsoft Word – Tools – Auto summarize*

# Principle 3: Simple and Intuitive

- **Instruction is designed in a straightforward and predictable manner; eliminates “unnecessary” complexity**
- “Search” strategies online
- (e.g. *archiving a search; selecting search words*)
- Assist in creating a dynamic repository of resources that help to clarify a topic
- (*electronic cliff notes*)
- Identify construct irrelevant barriers to course content and assessment
- e.g. *style of presentation*

# Principle 4: Perceptible Information

**Instruction is designed so that information is communicated effectively to the student,**

- **regardless of ambient conditions or sensory abilities**
- Differentiated instruction for postsecondary
- Assistive technologies
- Self-advocacy
- Course design based on Principles of Instructional Design
- Multi-media enhancement/  
accessibility
- All **students** equally engaged?

# Principle 5: Tolerance for Error

- **Principle 5: Tolerance for Error**
- **Instruction anticipates variations in individual students learning pace and prerequisite skills**
- Error/miscue analysis
- Ways to create logs/record of multiple **learning** opportunities and **learning** outcomes
- Multiple opportunities for demonstrating **learning**

# Principle 6: Low Physical Effort

**Instruction is designed to minimize nonessential physical effort in order to allow maximum attention to learning**

- Assistive technologies



Ergonomics

- (*physical and cognitive*)

- Fatigue factor

- (*often related to lab work and long class sessions*)

# Literacy

- 1) These two points should become a part of general education.

Improvement of literacy – this need is consistent with the projected job market. By increasing a youth's GED reading level from 1 to 2 increases the number of job titles that he is eligible for from \_\_\_\_\_ to \_\_\_\_\_. A factor of 10



# Selective Placement

- 1) Persons with disabilities have less degrees of freedom.
- 2) It is critical that they choose a career path that is consistent with their assessed abilities and interests.

# Generalization

- We must teach the generalization of skills. Without generalization we don't have independence.



# Now! than later...

- “It is far easier to build strong children than to repair broken men” ----  
Frederick Douglas

