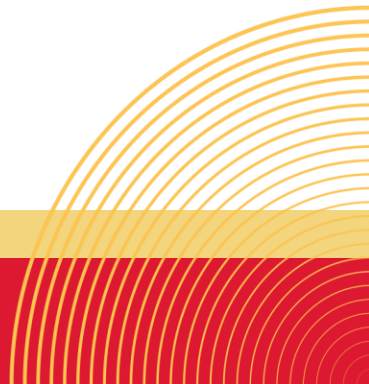


# Inclusive Classroom Practices

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Iowa State University



# Learning Outcomes

- By the end of this presentation, participants will be able to identify the importance of using inclusive practices in the classroom.
- By the end of this presentation, participants will be able to advocate for the use of inclusive classroom strategies to help all students be more successful.
- By the end of this presentation, participants will be able to identify one or two strategies they could implement in course design.



# Disability Statistics

- Disability is the largest minority group and the only minority group that you can join at any time during your life.
- 1.3 billion or 16% of the world's population have a disability.
  - 180 million to 220 million young adults between the ages of 18-30 years have a disability.
  - Approximately 15% of Iowa State students have a disability.

# Understanding Disabilities in Higher Education

## Physical Disabilities

- Mobility impairments
- Chronic health conditions
- Visual or hearing impairments

## Cognitive and Learning Disabilities

- Dyslexia
- ADHD
- Processing disorders
- Memory issues

## Psychological Disabilities

- Anxiety
- Depression
- PTSD

## Neurodevelopmental Disorders

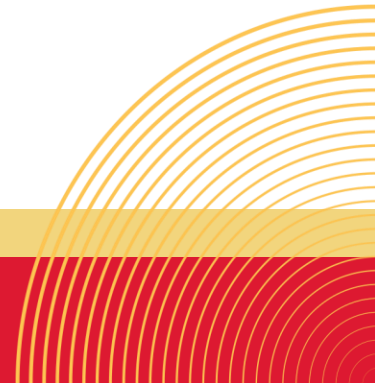
- Autism spectrum disorders
- Intellectual disabilities

# Think-Pair-Share

What are some expectations we have of students entering higher education?

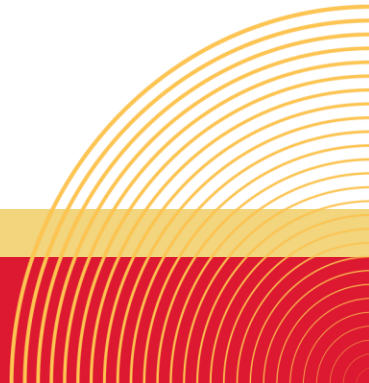
Which of these expectations might be difficult for students with disabilities? Why?

Are there strategies we can use that will allow students with disabilities to be successful in a university classroom?



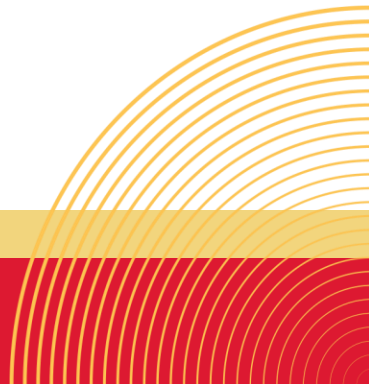
# Disability inclusive Classrooms

- Creating disability-inclusive classrooms at the university level is essential to ensuring equitable access to education for all students.
- Disability inclusion practices foster an environment where **all** students can thrive.



# One Way to Include Students with Disabilities

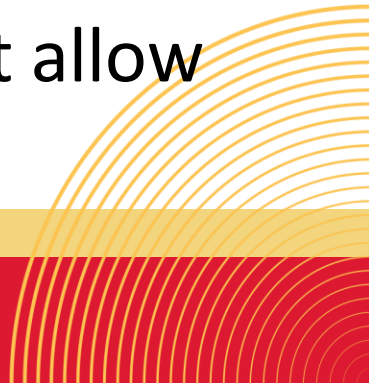
- ADA stipulates that institutions of higher education are responsible for providing accommodations when a student discloses a disability.
- **Accommodations** are using categorized into one of four areas:
  - Presentation
  - Response
  - Timing/Scheduling
  - Setting



# But, What if You Could Benefit All Students Regardless of Disability?

**Universal Design for Learning (UDL)** is one framework that can benefit all students.

- Provides multiple means of engagement, representation, and expression, which benefits all learners.
- Flexibility is embedded in the curriculum design.
- The overarching theme of this presentation is to present a variety of teaching strategies that allow all students to be successful.





# Inclusive Classroom Practices – Accessible Course Materials

**Accessible Course Materials** ensure that students have access to all course materials.

- PowerPoints

- *Check Accessibility*



- *Alt-Text*

- *Make sure you have included alt-text to all charts, captions, etc.*

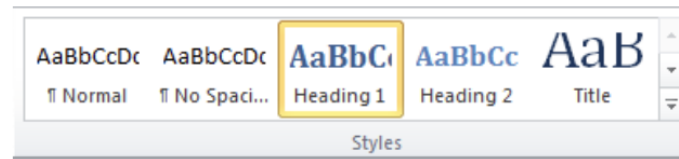
- *Shapes and SmartArt*

- *Avoid shapes as they are hard to make accessible.*

# Inclusive Classroom Practices – Microsoft Word

Microsoft Word has built in features that are accessibility friendly

- *Accessibility Checker*
- *Use Lists (bullets) built into Word*
- *Use headings*



# Inclusive Classroom Practices – Spreadsheets

## Spreadsheets

- *Name your sheet tabs using descriptive names*
- *Remove blank sheets*
- *Write a worksheet summary in cell A1*
  - *Example – “This worksheet includes two data tables. The first begins as cell A3 and lists student names. The second begins at cell A50 and lists faculty assignments.”*

# Inclusive Classroom Practices – Differentiated Instruction

## Differentiated Instruction

- “differentiated instruction is an instructional practice that involves a teacher who proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible” (Tomlinson, 2003, p. 151).



# Inclusive Classroom Practices – Differentiated Instruction

How I differentiate instruction in a large lecture course.

## Individual Disability Activity

Each student will select one of the following activities to complete. Further detailed directions will be shared during class and can also be found on the page link for each of the activities. This activity is worth 25 points. You can choose one of the following choices:

Choice #1 - [Resource binder](#)

Choice #2 - [Disability resource](#)

25 points

Date Due - 10/25

Choice #3 - [Mini research paper](#)

Choice #4 - [Special education professional interview](#)

Choice #5 - [Participation reflection](#) ★★☆☆

Choice #6 - [Interview of a superintendent, principal, or school board member](#)

Choice #7 - [Project of your choice](#)

# Inclusive Classroom Practices – Differentiated Instruction

## Participation Reflection

If you are interested in a part-time job related to working with children, the Ames Community Preschool Center (ACPC) is always looking for Iowa State students to work in their school-aged afterschool program. If you are employed by ACPC or any other afterschool program in the Ames Community, you can choose to complete a reflection of your experiences in the program. Your reflection should include the following (at a minimum) and be a minimum of five (5) pages in length.

1. What school did you work at?
2. How many hours per week did you work?
3. What did a typical day look like (the usual schedule)?
4. Describe the environment(s) in which you provided afterschool care.
5. How many children typically attended the afterschool program? The approximate ratio of boys to girls.
6. Were there children who struggled with their behaviors? What did these behaviors look/sound like? How did the other children react to these behaviors?
7. What did you learn about your ability to work with school-aged children? What did you learn about your ability to work with children with behaviors?
8. How will you use the skills and information you gained from this experience as you move forward in your education classes.

# My Recent Experience & How It Has Made Me Rethink How I Design My Courses

## Quality Matters

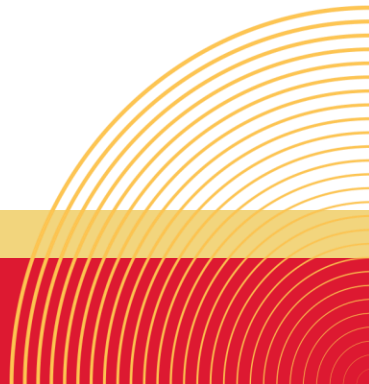
- An internationally recognized organization that provides a framework for improving the quality of online and hybrid courses.
- Focuses on navigation of the online environment
- Organized and cohesive course structure
- Accessible materials
- **Student-centered – all students should be able to successfully complete the class**



# Inclusive Classroom Practices – Quality Matters

## General Standards addressed

- Course overview and introduction
- Learning objectives (competencies)
- Assessment & measurement
- Instructional materials
- Learning activities & learner interaction
- Course technology
- Learner support
- Accessibility and Usability

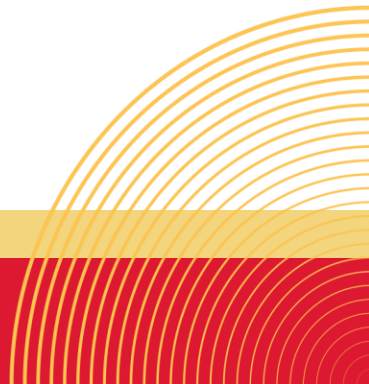




# Inclusive Classroom Practices

Course alignment between

- Course learning objectives → assessments → instructional materials → learning activities → tools



# My Improvement Plan



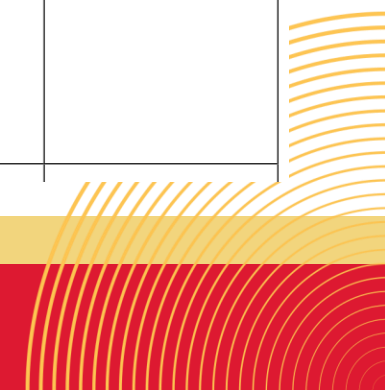
## Course Improvement Plan

Based on the **Essential Specific Review Standards of the QM Rubric** you applied to your online course, complete the table below. Five rows are provided. If you plan to make fewer than five improvements, ignore the additional rows. If you plan to make greater than five improvements, use the blank space below the table to continue adding improvements.

**Note:** You only need to list the improvements you will make based on the Essential Specific Review Standards of the QM Rubric.

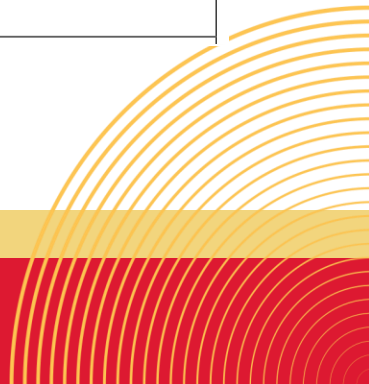
Name:

I plan to make the following improvements:	The potential impact of this improvement on my learners is:	I can implement this improvement by myself (enter "Yes" or "No").	If needed, indicate the type of help you will need.	The date by which I will make this improvements is:	Check when you have completed this improvement.
1. I will be adding module-level learning objectives.	Students will see the connection between the course objectives and how they connect with the modules.	Yes	None	10/1/24	
2. Develop a	Students will	Yes	I should not need	10/20/24	



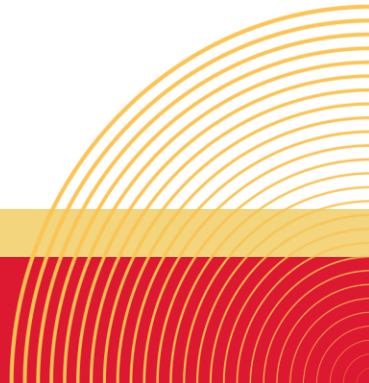
# My Improvement Plan -Part 2

<p>2. Develop a course/alignment map.</p>	<p>Students will better understand the connection between course-level learning objectives.</p>	<p>Yes</p>	<p>I should not need help but might want someone to tell me if I am going the right direction in preparing this map.</p>	<p>10/30/24</p>	
	<p>module-level learning objectives, assessments, instructional materials, learning activities, and tools.</p>				
<p>3. Develop rubrics for all course tasks (in-class activities and assignments).</p>	<p>Students will better understand what is expected of them and how they are being graded on each task/assignment.</p>	<p>Yes</p>	<p>I won't need help.</p>	<p>10/30/24</p>	



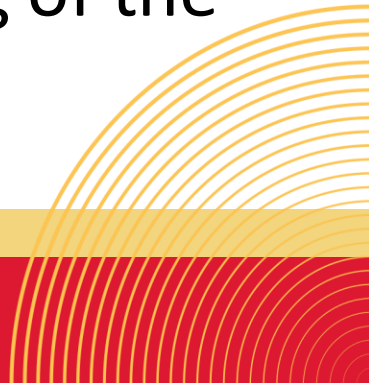
# My Improvement Plan – Part 3

4. Add components related to active learning and clarifying relationships.	Any type of clarification I can provide students will increase their understanding of the course content.	I may need help with this.	I may need help with this.	11/13/24	
5. Add components related to learner support, accessibility, and usability.	Any type of clarification I can provide students will increase their understanding of the course content.	I may need help with this.	I may need help with this.	11/13/24	



# What I Learned from QM

- While the course I took was for online or hybrid classes, the skills learned can be applied to face-to-face classes as well.
- The changes I will be making to my course will help all students better understand not only the design of the course but how the course goals, module goals, materials, assessments, etc. align which will result in a better understanding of the course and its components.



# Key Takeaways

- Accommodations are only one way of providing students with disabilities the tools they need to be successful in the classroom.
- There are multiple ways to design a course so that it is inclusive of all students.
- There are courses in which you will learn how to align your course(s) so students gain a more complete understanding of how each day's learnings fit together as a whole.





DISABILITY AWARENESS SUMMIT

Iowa State University 2024

