

Importance of Accessible Education Curricula



Roll a Mile

Not just making teaching accessible,
but teaching accessibility



Strategic implementation of accessibility into curricula across all disciplines to create a future generation of accessibility minded individuals creating accessible products, services and spaces and ultimately, an accessible, inclusive society.



“We have the opportunity to make Ontario a global leader in accessibility education, and an obligation to provide students with the skills necessary to be successful in their educational process and employable at the end of it.”



Global Models Accessibility Education



Universal / Inclusive Design



Universal / Inclusive 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

7 PRINCIPLES

Equitable Use

Flexibility in Use

Simple and Intuitive Use

Perceptible Information

Tolerance for Error

Low Physical Effort

Size and Space for Approach and Use





Glasgow Product Design Engineering

- no separate syllabus, embedded into existing & full design-centred engineering curriculum at senior undergraduate level
- required outcome an inclusively designed, manufacturable 'product', which have tended to be more in 'medical mode' ie) portable dental surgery unit
- enthusiastically adopted within the department and there is hope for expansion beneficial collaborations with disciplines including healthcare, rehabilitation and clinical medicine
- program has achieved success in student design competitions at a national level and PhD level research has also emerged





Centre for Global Education and Research at the Ritsumeikan University in Japan

- intensive, Master's level, stand-alone course with dedicated curriculum space offered to a wide range of non-design students
- includes input from law, sociology, health studies, core ethics, policy science, business administration, marketing & engineering
- demonstrates non-design students capable of presenting coherent service or product-based concepts when introduced to design skill sets
- no product outcome but a core assignment that involves a photographic critique of a cross-city journey by various modes of public transport, commenting on products, environments and services
- takes a critical view of existing environments and opportunities for service, policy or product based improvements to address emergent and pressing societal needs in areas of governance, welfare, security, technology and design, as a result, responses tend to be more in the 'social mode'



OCAD - Inclusive Design Research Centre

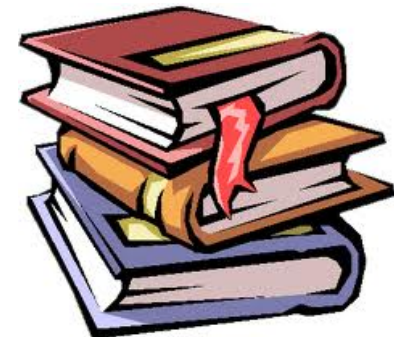
- Master of Design in Inclusive Design
- building inclusive digital media & info & communication technologies (ICT)
address ultimate design challenges with worldwide impact through design that is inclusive of the full range of human diversity
- addressing high level demand for designers / developers who can design for diversity

Disability Studies



Disability Studies

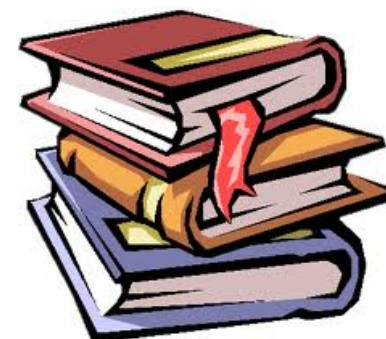
Campuses across Canada, US, Australia and UK have established programs and entire departments in Disability Studies leading to graduate and undergraduate degrees.



Disability Studies

the study of disability in social, cultural, and political contexts, recognizing that disability is a key aspect of human experience, and that the study of disability has important political, social, and economic implications for society as a whole

- interdisciplinary & multi-disciplinary with the field informed by numerous disciplines:
 - history,
 - sociology,
 - political science
 - law
 - economics
 - cultural studies
 - anthropology
 - Geography
 - Philosophy
 - Theology
 - gender studies
 - communications
 - media studies
 - architecture



Disability Studies



York University - Graduate Disabilities Studies Program

- MA (FT-1yr or PT-2yr) or PhD (FT-4 yr) programs
- multi-disciplinary exploration of social policy, social justice, human rights issues & social movements; and how systemic legal, economic and social rationales result in inequality and oppression



Ryerson University - School of Disabilities Studies

- B.A, DS, or Minor in DS
- p/t undergraduate degree geared toward adult learners with prior related academic or professional credentials
- disability theory, policy focused on the socio-political context of disability with emphasis on social policy, leadership, community development, advocacy, empowering practices, access, arts, culture, media representation, technology, ethics, human rights, social justice & politics of practice

AODA Specific



AODA Specific

Category has emerged recently, offering AODA specific programs for those tasked with implementing accessibility obligations of organizations including Ryerson's G Raymond Chang school and Durham College, both with continuing education certificates in accessibility and the AODA

AODA Specific

THE CHANG SCHOOL

RYERSON UNIVERSITY
CONTINUING EDUCATION

Ryerson University's G. Raymond Chang School

Continuing Ed. Certificate in Advancing the AODA: Principles & Practices of Accessibility

for those in occupations / organizations addressing accessibility obligations under the AODA
skills to effectively engage organizations in improving accessibility
concrete strategies for identifying, removing & preventing barriers
how to modify environments; augment methods of communicating information; convey
people, organize work, and provide customer service



Durham College

Continuing Ed. Certificate in Accessibility Coordination

On line method-D2L

Practical / hands on approach for Accessibility Coordinators

UDL used in design to meet the needs of a wide range of learners.

Discipline Specific



Healthcare / Medical

- 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
- Use of standardized patients now mainstay of undergraduate medical education to:
 - Teach, build and assess clinical skills & 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”



Addressing Prejudice in Medicine @ Jefferson Medical College

Week of experiences including: Independent Living facility, hospice, homeless shelter, medical home visits, community centre, etc.

Followed by 90 minute seminar with small and large group discussions

Teaching Disability Etiquette at Medical College of Wisconsin

Response to finding patients with disabilities perceived lack of sensitivity, object vs person
Videotaped interactions with standardized patients with immediate review and feedback

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



Social Work w/ Older Adults, School of Social Work, Renison University College @ University of Waterloo

Explores social work practice, policy & research and issues of aging including health, economic, family dynamics & societal implications

Day of aging simulation exercises and tasks around campus and in-class including various sensory deprivation methods and assistive devices

In class discussion and written paper about the exercise

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

48 hrs in wheelchair “to allow future occupational therapists to see what their clients in wheelchairs go through each day”

muscles used to propel the chair, extended time to complete tasks, manoeuvrability, accessibility



Healthcare / Medical

Still huge issues when it comes to accessibility and accommodation

2013 research study

called more than 250 Dr.'s offices in 4 major cities across US
attempted to book appointment for fictional patient partly paralyzed from stroke, requires significant assistance getting in and out of wheelchair, weighed roughly 200 lbs. and needed additional, specialized medical evaluation

1 out of 5 offices refused to even book the appointment

Inaccessible buildings / offices

Lacked specialized equipment and / or trained staff members to help move the patient

Even those that agreed, not necessarily offering appropriate care

had no plans or equipment for moving the patient

said would only complete some parts of exam and forgo the rest

< 10% had appropriate equipment or employees trained to help patients with disabilities



Healthcare / Medical

“People assume that just because we are health care providers, we are accessible to patients”

- Physician

(how outrageous to assume that medical facilities and care would be accessible to patients)



Awareness



Awareness

The TeachAble Project – Ontario Public School Board

launched May, 2013 and delivered through 21 lesson plans from 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”

Provides educators detailed lesson plans including: instructional components, learning goals, success criteria & resources including books, NFB film clips, & websites



Awareness

The TeachAble Project – Ontario Public School Board

JK/SK/Early Years/Gr. 1 – Realizing Differences - Opportunities to explore topic of difference

Gr. 3 – uses children’s book as springboard for 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

Gr. 9/10 – Interview with the Lieutenant Governor Onley and Student Trustee, and a Rick Mercer video

Gr. 12 – Jean Vanier’s philosophy of belonging as springboard, explore attitudinal barriers, own sense of inclusion and belonging, critically explore environment & community



Awareness

5th Grade Students at Swanzey School, New England

Pilot project coincided with 2010 Paralympic Games

4 disability sports introduced over 5 weeks:
wheelchair basketball, goalball, sitting volleyball & sledge hockey

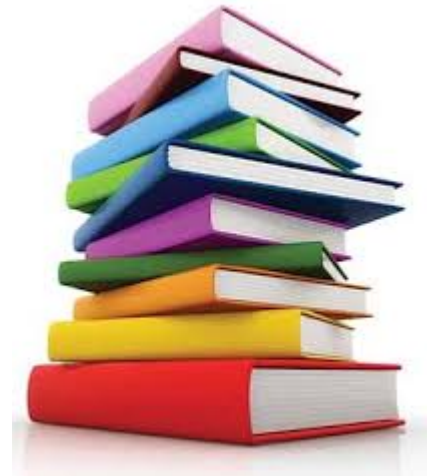
Weekly Centre-Circle Discussion

Video of 2010 Paralympic sledge hockey team
Discuss disability & what led to sport
Defining moment / similarities > differences

Results:
reduced stigma
promoted social inclusion and equal opportunity
celebrated ability rather than disability
provided complementary skills to students



Components of A11y Ed



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

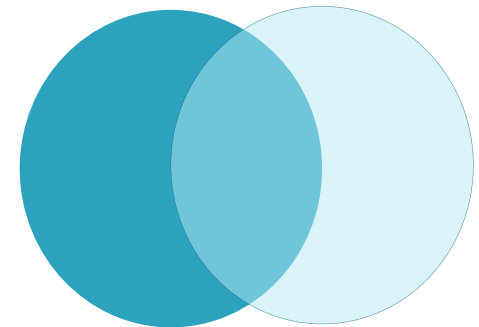
technology

All Disciplines

Imagine the societal benefits of all disciplines incorporating accessibility awareness training for a better understanding to barriers to access and accessibility

Commonalities

- Interdisciplinary input / approach
- Experiential curriculum w/ experiential learning, empathetic models & simulation exercises
- Secure, structured, non-judgmental environment



Methodology

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



Delivery

- videos
- lectures
- case-based discussions
- assigned readings
- written case reviews
- online discussion forums
- one-day forums
- 3 day and week long intensives
- small-groups
- workshops
- role-playing / experiential learning
- secure setting
- seminars
- guest speakers



Evaluation

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



Items for Inclusion

➤ **Successful, accessibility awareness curriculums should:**

provide an increased understanding of disability and barriers to access (discipline specific)
examine benefits and opportunities of inclusion and accessibility
outline obligations, requirements, and purposes of the A.O.D.A.
discuss core principles of independence, dignity, integration, and equality of opportunity
address barriers for physical, hearing, intellectual, learning, visual & speech disabilities
review rationales behind regulations and compare legislated vs. actual accessibility
provide solutions for accommodation and inclusive design
develop techniques, practical strategies and adaptive service skills and attitudes
take a UDL approach

➤ **will result in**

improved accessibility and accommodation
barrier removal
the effective provision of goods or services to persons with disabilities
a fully accessible society creating accessible products, services and spaces



Items for Inclusion

- **What MUST be included in any accessibility curriculum:**
 - People with Disabilities!!
 - benefit of authenticity
 - best able to educate about lived experience & everyday realities



Strategic Implementation

Need both Accessible Education AND **Accessibility Education!**

Need to:

Develop and provide truly inclusive education so every student in Ontario is working and creating with principles of universal design as a seamlessly integrated component of everything they produce

Review and revise our curriculum in primary, secondary and tertiary education to incorporate AODA standards, accessibility, and barrier removal / prevention to provide graduates with critical skills need to work in global economy as well as in their own province



A11Y EDUCATION

With the AODA goal of an accessible Ontario by 2025 it is vital to begin accessibility education and training for all trades and disciplines now by strategically incorporating accessibility education into fields of study.

With the UN's CRPD and emerging global accessibility procurement criteria, our global competitiveness depends on it.

WE need to implement accessibility education in a broad range of curricula to create future policy makers, technologists, and bureaucrats who think, design and produce inclusively.



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Accessibility - That's how we roll

