

COMMON TYPES OF DISABILITY

Disability is an umbrella term for long-term physical, mental, intellectual, or sensory impairments

IMPAIRMENT

A problem in body function or structure for example loss of a limb, vision loss or memory loss



ACTIVITY LIMITATION

Difficulty executing a task or action for example walking or problem-solving



PARTICIPATION RESTRICTION

Problems an individual may experience in involvement in life situations (e.g., facing barriers to attend school or social activities).



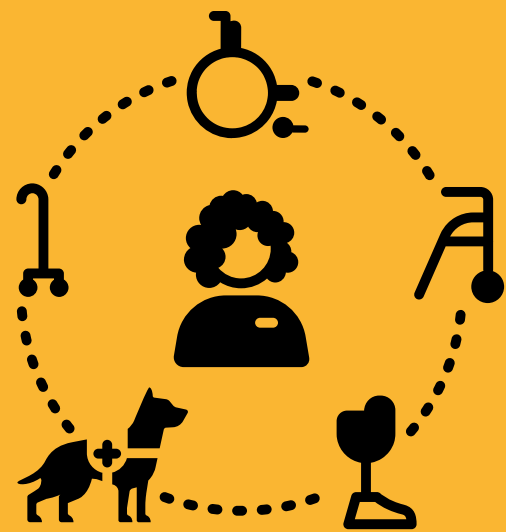
In a classroom, a disability happens when a student's condition meets a barrier. When we design a lesson for a student with a disability, we often make it better for everyone

ACCESSIBILITY

Accessibility is not only for people with disabilities, it's about making sure everyone can study and participate in our society.

Physical Accessibility

Creating a good learning environment for all people to be able to navigate, enter, and use spaces independently and safely



Digital Accessibility

Ensuring that technology and digital content can be used by everyone, regardless of their abilities



Cognitive & Sensory Accessibility

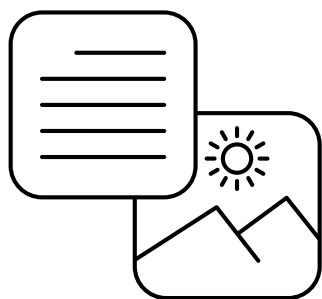
Creating content that is versatile enough to be comprehended and interacted with by a broad spectrum of individuals



CREATING ACCESSIBLE DOCUMENTS

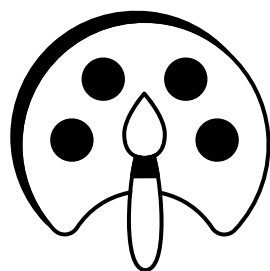
Checklist

Remember ALT text



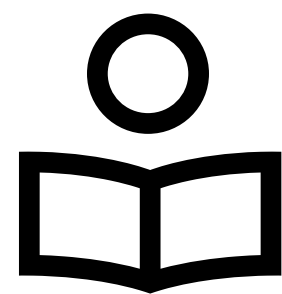
Allows screen readers to describe and image

Consider How you Use Colors



Contrasting colors are easier to read

Use Easy Language



Complicated language is hard to make sense of

Fonts

Aa

Use readable fonts with a good font size

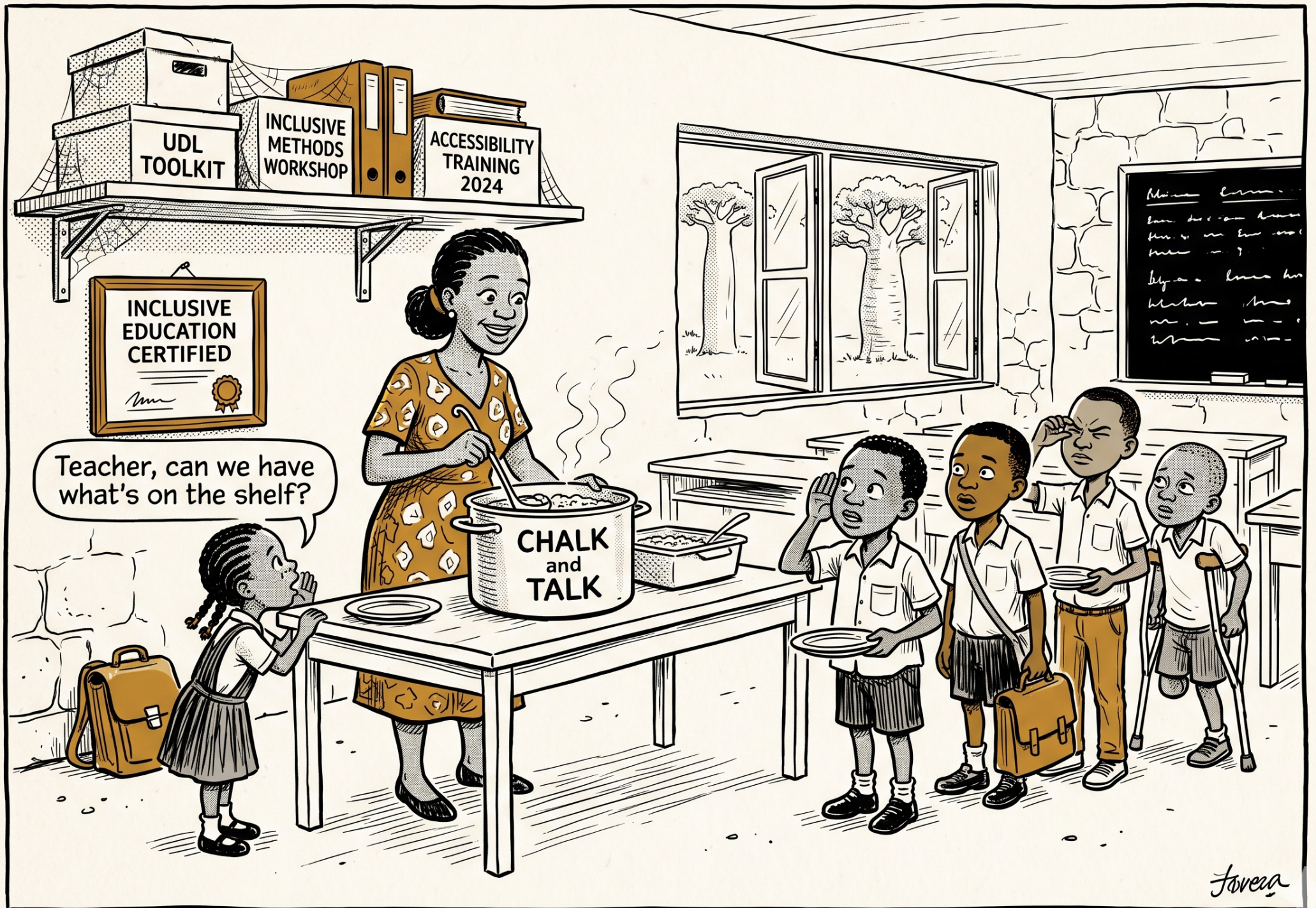
Use Headers and Hierarchy



Easier to understand text organisation

KEEP IT SIMPLE, CLEAR, ACCESSIBLE

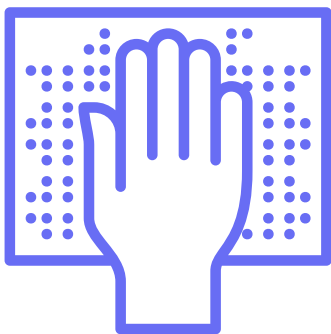
Attitudes, Values, Accessibility



- Accessibility is not only for special needs students, it benefits the whole class
- Offer options and flexibility, an inclusive classroom is built, not waited for.
- Universal Design for Learning is not a special diet for separate lessons, it is for everyone.
- What helps one learner reach the lesson helps every learner stay with it.

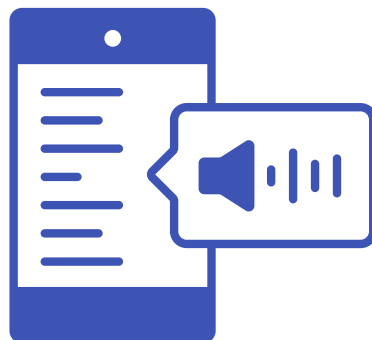
ASSISTIVE TECHNOLOGIES IN EDUCATION

BRAILLE DISPLAYS



Orbit Reader
20 Refreshable
braille displays

SCREEN READERS



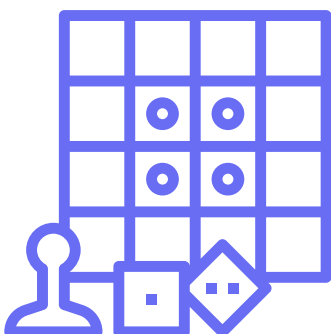
NVIDA Screen
reader software
can read digital
textbooks

ALTERNATIVE INPUT DEVICES



Controlling
on-screen cursors
with limited
movement

DO IT YOURSELF



For example
Low-Tech
Picture Boards

TEXT TO SPEECH



Voice
activated
softwares
to write
essays

TRANSCRIPTION



Google Live
Transcribe on
tablets or
smart screens

How to meet People

Some helpful tips to accessible interactions



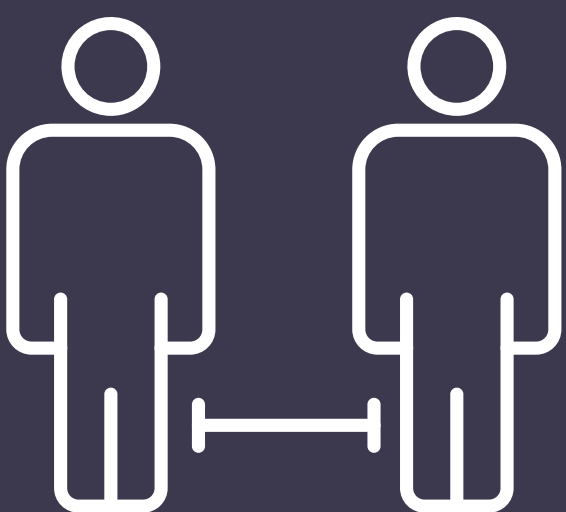
Communication

Always speak directly to the person, not their companion or interpreter.



Ask Before Helping

Do not assume someone needs help. Ask, "How can I best assist you?" and listen to their instructions.



Respect Personal Space

Wheelchairs, canes, and service animals are extensions of personal space. Do not touch them without permission.

COGNITIVE ACCESSIBILITY IN PRACTICE

1

Chunk the lesson and signpost the structure

Tell students at the start what the three or four parts of the lesson will be, then mark each transition out loud and on the board.

2

Pair every spoken instruction with a written or visual cue.

When you give a task, write the steps on the board as a short numbered list and leave them up

3

Slow down the pacing of new vocabulary and check comprehension specifically.

Introduce new terms one at a time, write them, say them, give an example, and ask a student to explain

4

Make instructions concrete and one-step-at-a-time for tasks.

Instead of "open your books, find page forty, read the second paragraph, and answer questions one to three," break it into single steps with pauses.

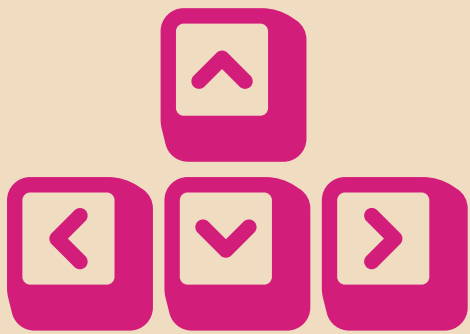
5

Build in recovery routines, not just delivery routines.

Have a predictable way for a student to catch up if they got lost, a partner check-in, a summary written on a corner of the board, a two-minute

WEB ACCESSIBILITY

Web Content



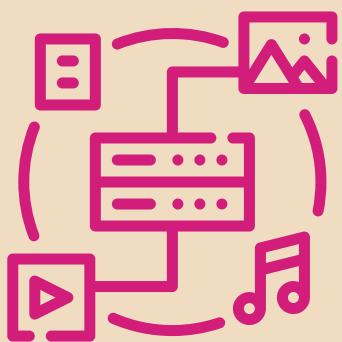
Navigation

Ensure websites and apps are keyboard-navigable and logically organized.



Hyperlinks

Avoid "Click Here." Use descriptive text like "Download the Accessibility Guide PDF."



Multimedia

Provide transcripts for audio and closed captions for all video content.



Forms and Labels

Input fields must have a clear, permanent label so users know exactly what information is required.

Accessible Learning Management System Content



Semantic HTML
Use the built-in heading styles (H1, H2, H3)



Clear Instructions
To reduce cognitive load and anxiety



File Formats
Provide materials in multiple formats



Link Audits
To verify if links are active

NOTE: Key features when choosing an accessible LMS include screen reader compatibility, keyboard-only navigation, closed captioning, and alt text for images