



# WINDMILLS TRAINING

APRIL 10, 2018 – BLOOMINGTON, IL





Wifi Code

BMIIL



# PRESENTED BY ICSPS and SIPDC

Aimee Julian, PhD, Director  
Illinois Center for Specialized Professional Support

Sarah Goldammer, Training Specialist  
Southern Illinois Professional Development Center

Casey Anderson, PhD, Technology Coordinator  
Illinois Center for Specialized Professional Support

Nikki Michalak, Research Coordinator  
Illinois Center for Specialized Professional Support

Brittany Boston, Research Coordinator  
Illinois Center for Specialized Professional Support



# AGENDA

10:00 AM      Welcome and Introduction


Define Disabilities Defining & Understanding Stereotype  
Threat

Navigating Education and Transition

12:00 PM      Lunch Discussion / Assignment

Navigating the Workplace  
Engaging Employer and Employer Awareness Panel

3:00 PM      Adjournment



# **Define Disabilities Defining & Understanding Stereotype Threat**

*Aimee Julian and Nikki Michalak*

*Illinois Center for Specialized Professional Support*



# People First Language

<b>Preferred word order</b>	<b>Non-preferred word order</b>
a person with a disability	<ul style="list-style-type: none"><li>● a disabled person</li><li>● the disabled</li></ul>
a student with ADHD	<ul style="list-style-type: none"><li>● an ADHD student</li></ul>
students who receive special education services	<ul style="list-style-type: none"><li>● special ed kids</li><li>● IEP kids</li></ul>

# IDENTIFYING CULTURAL STEREOTYPES EXERCISE

## Instructions...

- Examine the following slides and images.
- Reflect
- Considering the prompts discuss your ideas at your table.

## Prompt...

- What are the cultural stereotypes you see in the images?
- Where do the cultural stereotypes originate?
- Can you draw conclusions as to how the cultural stereotypes impact your students.









# UNCONSCIOUS (OR IMPLICIT) BIAS

Social Stereotypes that we form outside of own consciousness.



Stem from brain's adaption




Creates unconscious barriers



Impacts how we relate to people

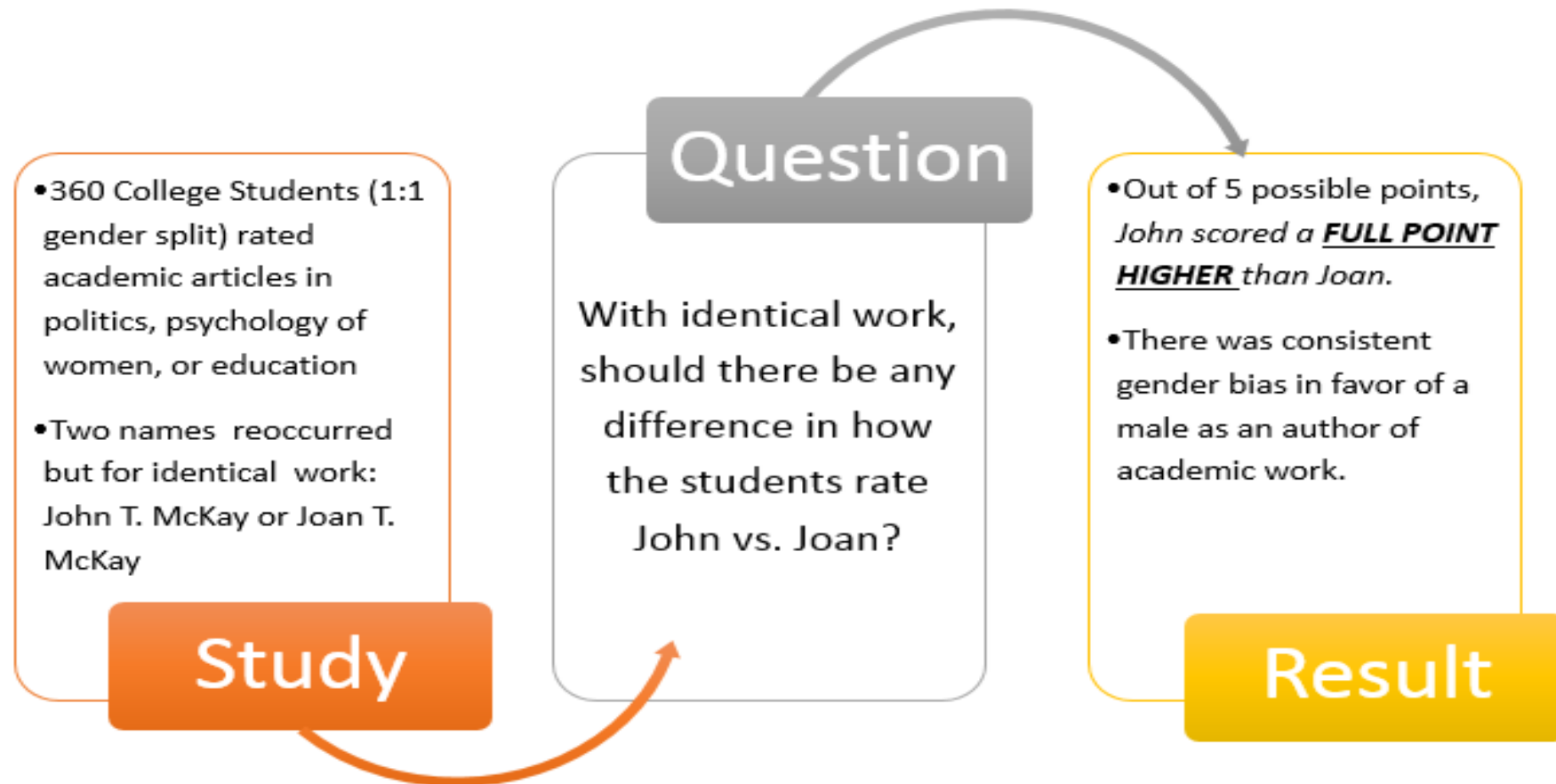
## Effects of Unconscious Bias



influence how we reach  
decisions from our  
gathering, sorting, and  
filtering of information

influence our  
evaluations of people  
and their value

# Unconscious Gender Bias



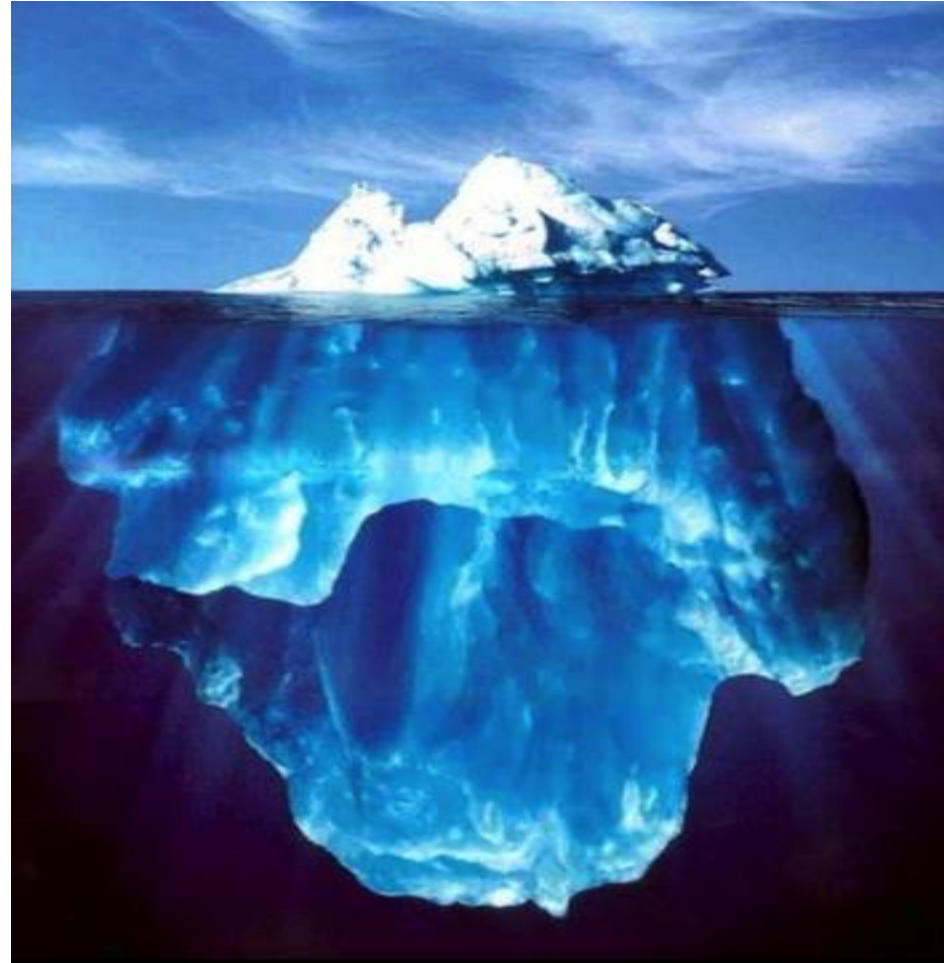


## IMPLICIT BIAS...

- Influences how we make decisions from our gathering, sorting, and filtering information
- Influences our evaluation of people and their values.



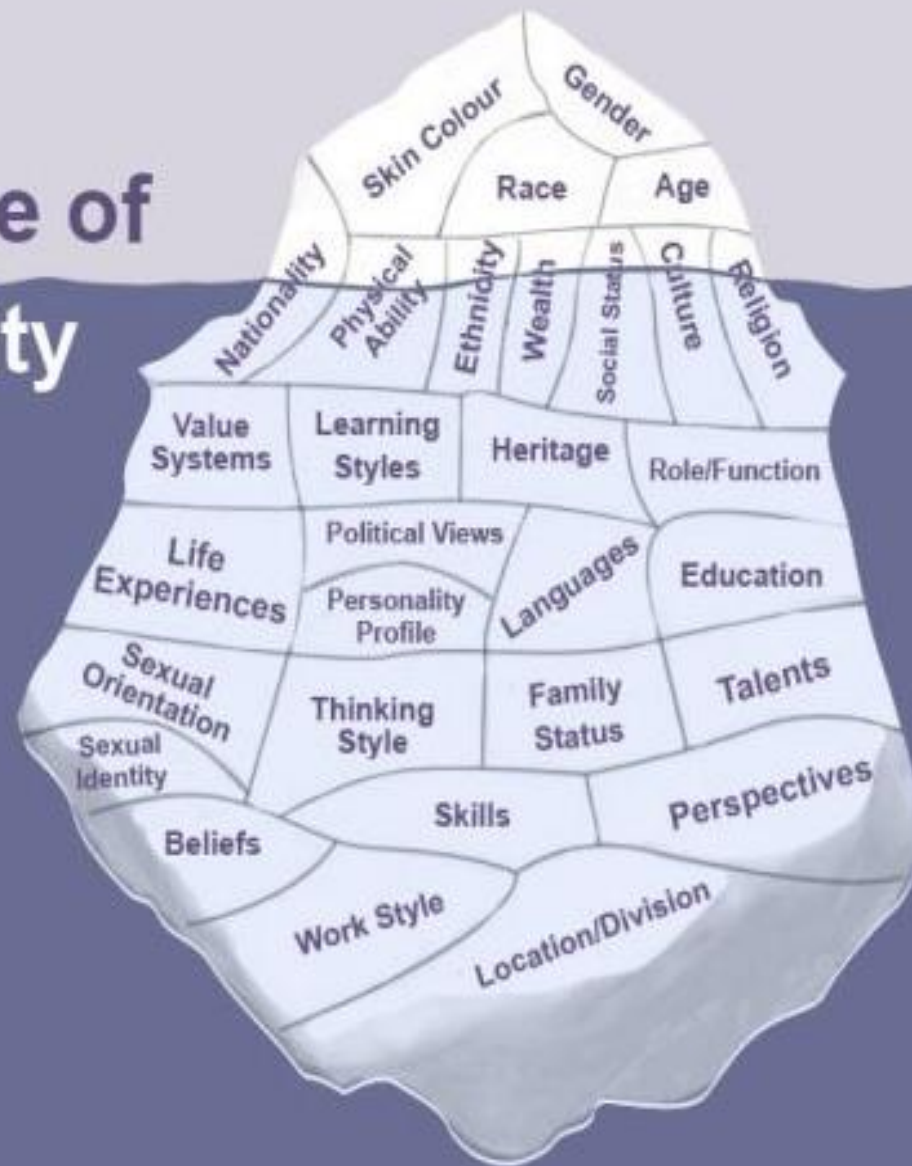
# ICEBERG ACTIVITY







# Waterline of Visibility



# MICROMESSAGES

Are small, subtle, semi-conscious messages we send and receive when we interact with others.

Micro Messages are communicated through...

- ✓ Tone
- ✓ Body Language
- ✓ What is said is as important as how it's said

## MICRO – INEQUITIES

Are **NEGATIVE** micro messages we send to people which make them feel...

- Devalued
- Slighted
- Discouraged
- Excluded



# MICRO – AFFIRMATIONS

POSITIVE micro messages that make people feel...

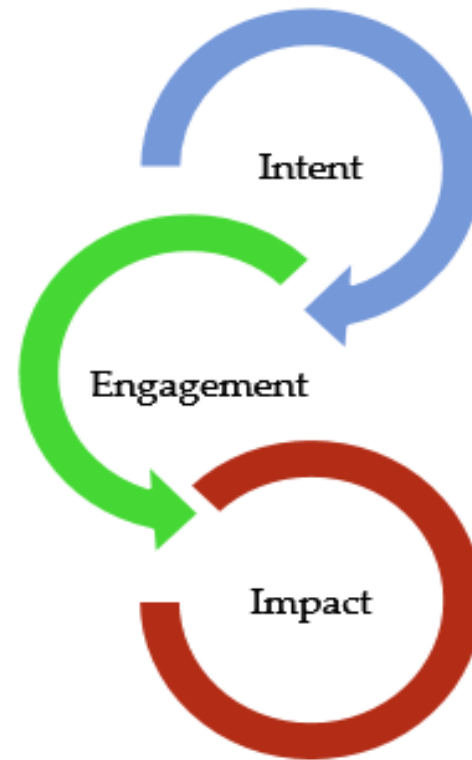
- Included
- Valued
- Encouraged



# BEING AWARE OF OUR BIAS

And the impact of our own micromessages can make a big IMPACT.

Small seemingly insignificant behaviors may result in unfavorable outcomes.



IMPACT is more important than INTENT

## INCLUSION / EXCLUSION ACTIVITY

- Think of three words that describe an experience where you felt included.
- Think of three words that describe an experience where you felt excluded.



# SHARE!

- Share your three inclusion descriptors.
- Share your three exclusion descriptors.
- Do you still feel any pain or frustration from the exclusion experience?
- Do you still feel any joy from the inclusion experience?

# UNIVERSAL DESIGN

- Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people, regardless of their age, size or disability. This includes public places in the built environment such as buildings, streets or spaces that the public have access to; products and services provided in those places; and systems that are available including information and communications technology (ICT). (Disability Act, 2005)



# UNIVERSAL DESIGN:

- strives to improve the original design concept by making it more inclusive
- is not a synonym for compliance with accessible design standards
- benefits more people than older people and people with disabilities
- is not just about 'one size fits all'

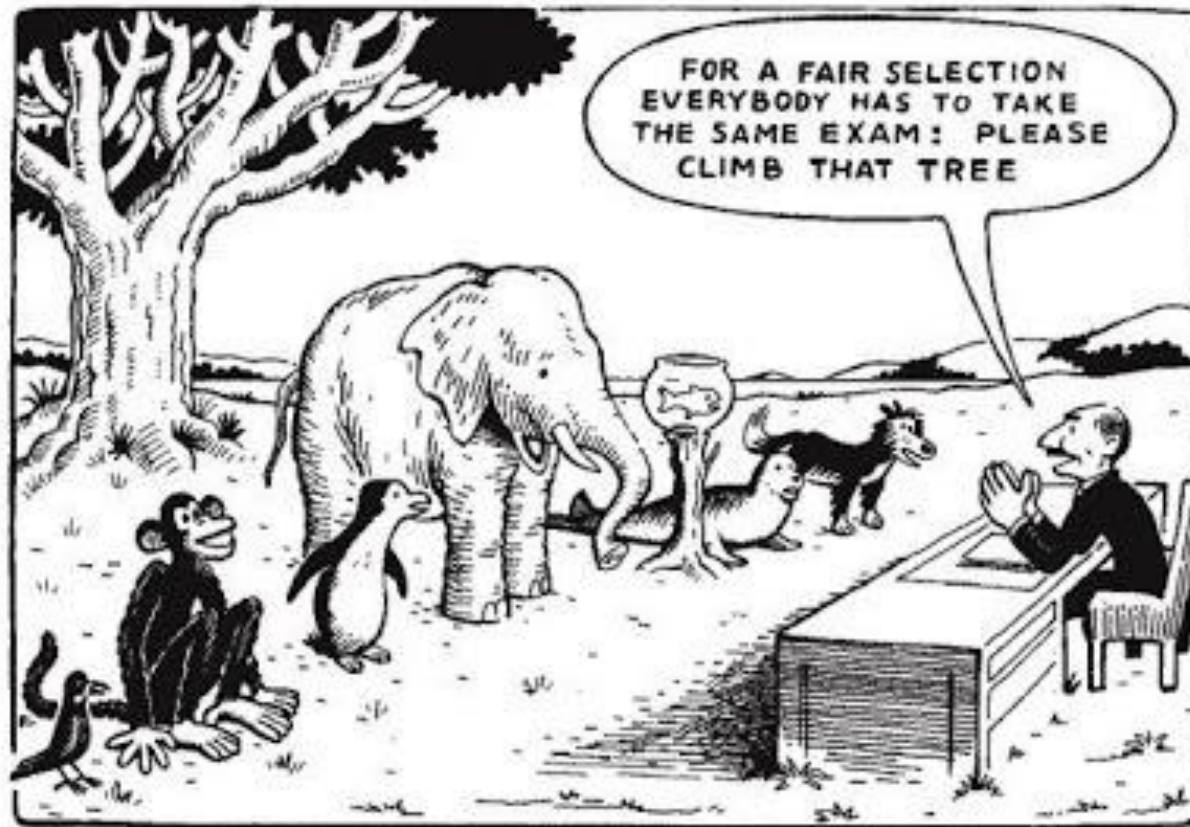


# Navigating Education and Transition

*Sarah Goldammer, Southern Illinois Professional Development Center*

*Casey Anderson, Illinois Center for Specialized Professional Support*





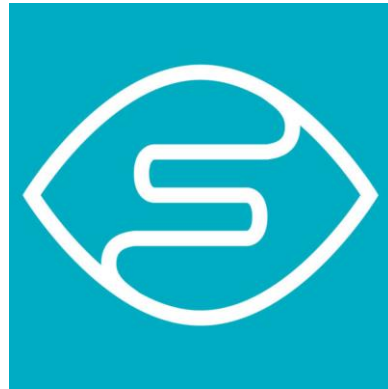


Activity

# Profile Matrix

# TECHNOLOGY TOOLS TO PROVIDE MULTIPLE MEANS OF REPRESENTATION AND ENGAGEMENT

Technology provides many benefits related to universal design and accessibility while also developing technology skills in the classroom and creating feedback loops between instruction and application.



# TECHNOLOGY TOOLS FOR INCREASED ACCESS

Accessibility Tools: The following is a list of just a few free tools that can be used to increase accessibility

- Microsoft Office onboard features - Help to automate tagging and structure using Artificial Intelligence
  - Learning tools, dictate, read aloud, and editor
- MS Translate - Offers instant translation, subtitling, and ability to include multiple languages in one running conversation. Can be used to provide live captions in PPT.

What can be achieved with these tools?

- Automatically generated alt tags and 508 compliant link titles. - essential for any content posted online
- Easily convert to Accessible PDF
- Accessible Templates to reduce need for self-checking and correction
- Easy accessibility checking for user generated content

For basic web-accessibility tutorials visit: <https://icsps.illinoisstate.edu/2016/08/electronic-and-web-accessibility-webinar-series/>

Or visit [icsps.illinoisstate.edu](https://icsps.illinoisstate.edu) and Search web accessibility.

\*Microsoft Products are featured because they can be accessed at no cost, are commonly available, function on multiple devices, and are often backwards compatible (can be used with older versions of products). Other companies also offer other tools with similar functionality. This presentation is not an endorsement.

The picture below was placed into Office 365 PowerPoint. The image on the right is the auto generated text accompanying the picture.



## Alt Text



How would you describe this object and its context to someone who is blind?

*(1-2 sentences recommended)*

A group of people looking at a computer

Description generated with very high confidence

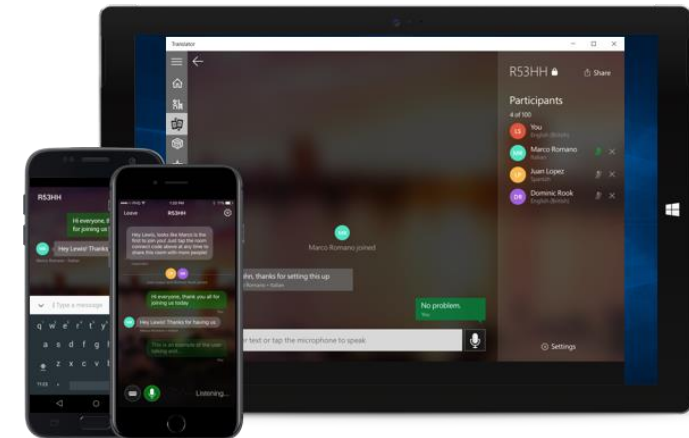
Generate a description for me

Translator provides the ability to have running subtitles in multiple languages and offers a unique chat capability that allows multiple people to use their mobile devices to participate in the same discussion in multiple languages.

Translate can be found at :

<https://translator.microsoft.com/help/education/>

Available on Windows 8 or Newer or Mobile App



# TECHNOLOGY TOOLS FOR DIVERSIFYING REPRESENTATION OF MATERIALS

Tools for Diversifying Representation: Free Apps that can be used in conjunction with other media to suit different learning styles or overcome specific barriers.

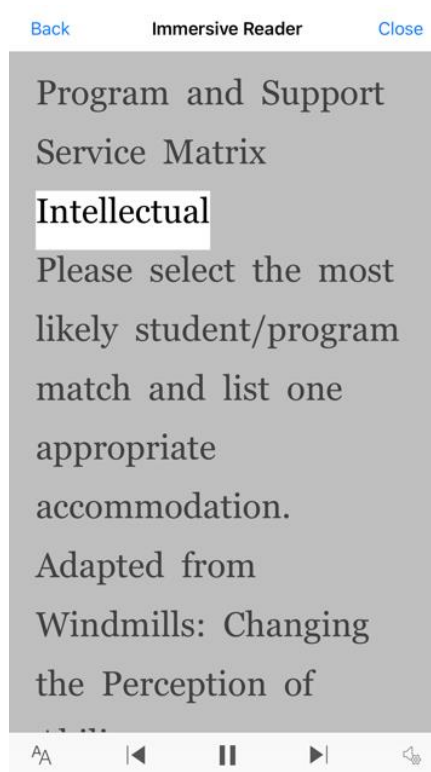
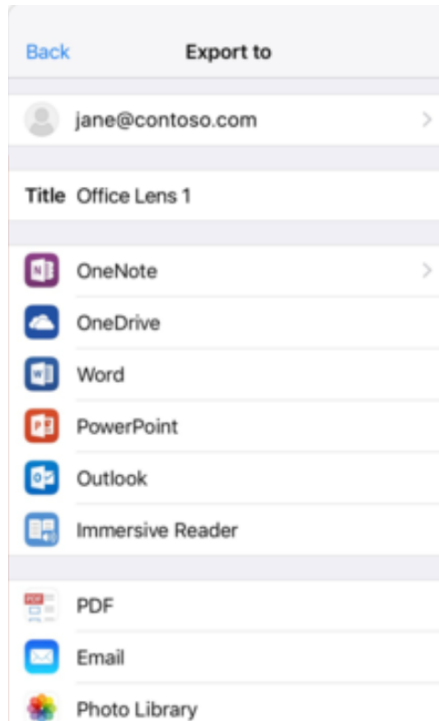
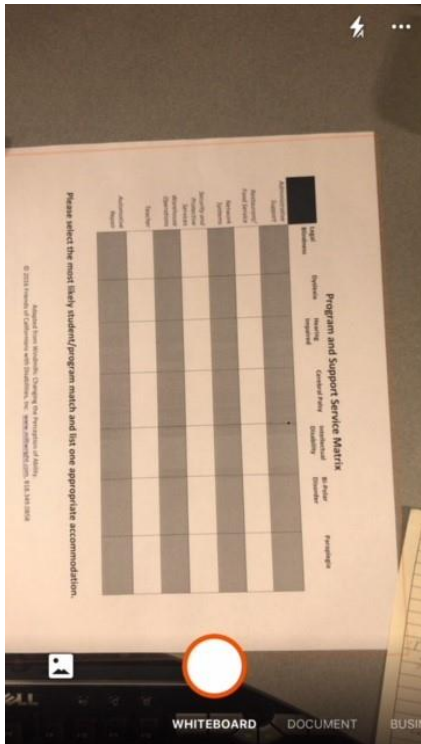
- ❑ MS Lens - Photo based scanning and screen reading technology. Take a picture then have it read back.
- ❑ MS Seeing AI - A video based environment analyzer with the ability to describe what is being viewed by the camera. Works with handwriting (just not mine)
- ❑ Microsoft Learning Tools - Available in multiple programs but the most robust set of tools are exclusive to One Note. (including parts of speech highlighter, syllable based reading assist, comprehension guide)

What can be achieved with these tools?

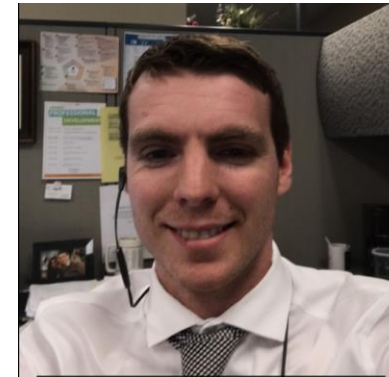
- ❑ Integration with powerful, portable screen reader technology
- ❑ Dynamically change font spacing and graphic representation
- ❑ Reading assistance
- ❑ Recognize a wide range of visual cues and provide audio descriptions (example: Identify denominations of currency)



## Office Lens



## Seeing AI



Spoken description:

While active: One face 2 feet away.

When picture is taken:


31 year old man with Brown hair looking happy.

28 year old man with Black hair looking normal.

User generated description:

Man whose smile is obviously fake because he should have had his presentation done sooner!

Lens includes immersive reader, a text to speech program that runs AI to make sense of complex document formats.



Tools for Diversifying Engagement or Expression: The use of word processors (Word) and slideshows (Powerpoint) have become cornerstones of digital literacy. However, use of other presentation media (Sway) or free-form information gathering and collaboration software,(Onenote) allows for the development of a different set of computer skills and diversities a students ability to engage with the subject matter. These platforms are specifically useful for teaching skills related to template-based platforms or design programs that that are becoming increasingly important in the workplace and will be absolutely essential for the Gig Economy. These skills are increasingly needed for the future of work that will integrate mobile technology into almost every industry

Examples of template-based programs: Wordpress, Constant Contact, user-created mobile platforms (like conference apps), App- based data systems (in nearly all fields).

Examples of information gathering and collaboration software: Graphic design programs and all mobile conference applications.

# ACCOMMODATIONS - MODIFICATIONS

- Accommodations are tools to help accomplish a goal that do not change the integrity of the task
- Modifications are alterations to assignments that do change the overall task

# ACCOMMODATIONS

- Provides ways in which an individual can be assisted to maximize his or her potential
- Provide alternative ways to learn
- Level the playing field
- Assist an individual to perform a task by getting around what does not work
- DOES NOT perform the task

# ACCOMMODATIONS

➤ Let's try it out!

# ACCOMMODATIONS

- Time
- Creative seating
- Movement
- Small chunks
- Discussion
- Color coding – use of color for instruction

# ACCOMMODATIONS

- Visuals – graphics
- Sound
- Note taker
- Teach thinking/memory skills
- Use humans as instructional tools
- What else?

# ACCOMMODATIONS

- Make sure those you serve understand their strengths and their challenges
- Teach them to know what and how to ask for accommodations
- Help them become actively engaged in their learning



# SELF-ADVOCACY

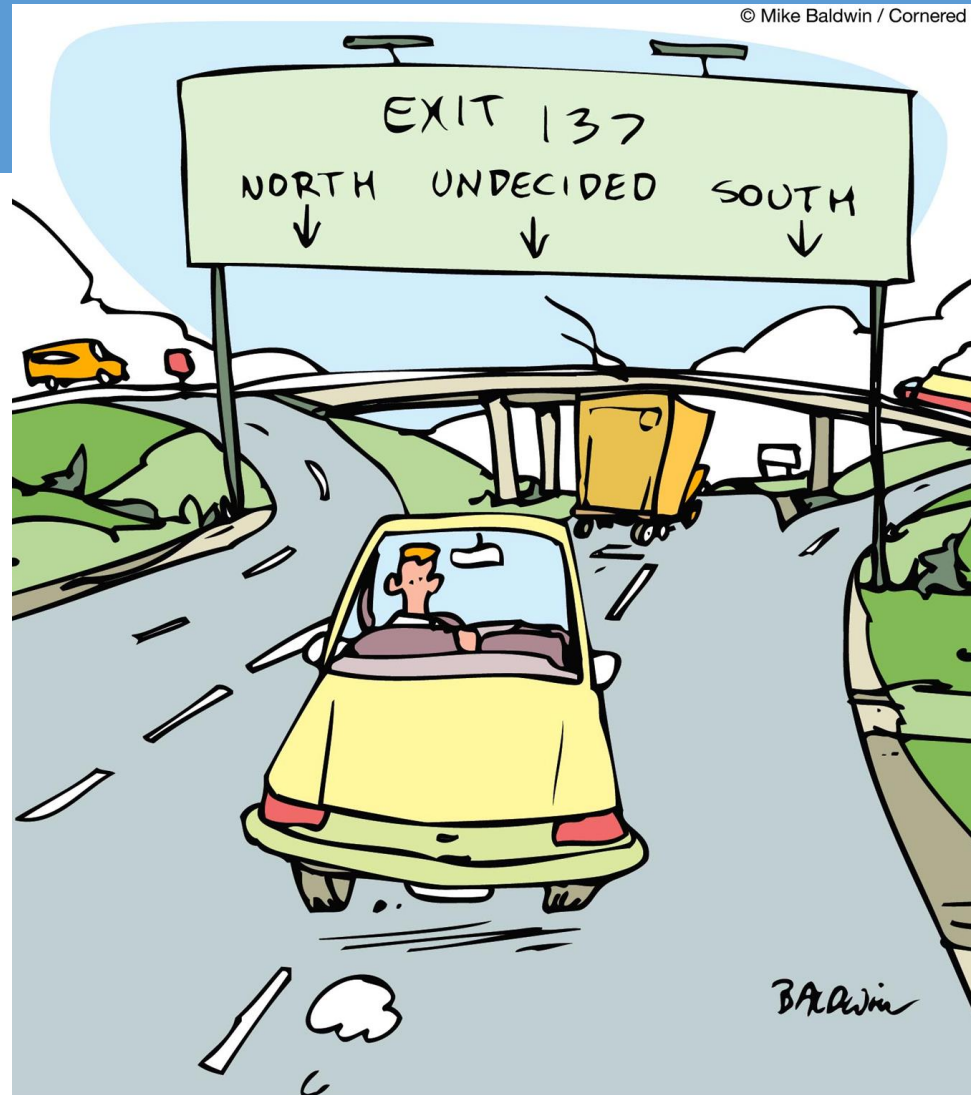
- speaking up for oneself
- making your own decisions
- standing up for your rights
- requiring respect from others
- looking out for yourself while still respecting and valuing the role others may play in your life

<http://strengthofus.org/pages/view/156/>

# SELF-ADVOCACY

- Need to know what you want if you presume to actually get it
- Adults are expected to speak up for themselves
- Feel empowered
- Open communication - People often will help if they know what is needed
- Be able to make good decisions

# SELF-ADVOCACY



# SELF-ADVOCACY/ SELF DETERMINATION NEEDS

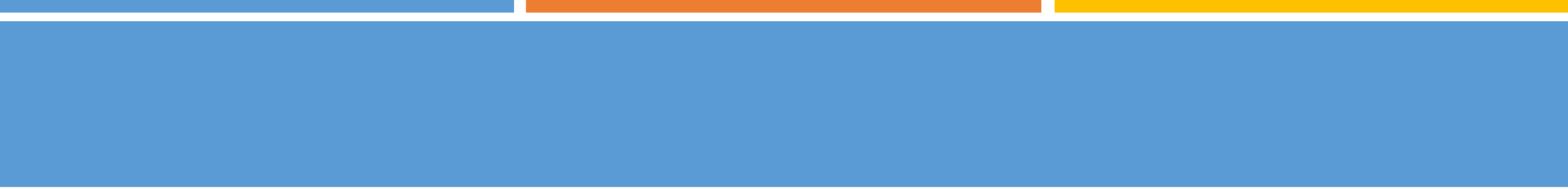
- Decision-making skills/accept consequences
- Knowledge of rights and responsibilities
- Knowledge of own accommodation needs
- Knowledge of general laws
- Properly request reasonable accommodations

# KNOW SELF

- Learning style
- Strengths
- Challenges – any disabilities?
  
- Aptitude test
- Achievement test
- Test of memory
- Test of phonological processing

# DECISION-MAKING SKILLS/ ACCEPT CONSEQUENCES

- Factors that influence decision making:
  - What has been modeled to you growing up?
  - Have you had good experiences in your past decision making opportunities?
  - Do you like making decisions (from the start some people like to “go for it” others don’t)
  - Were you allowed to make decisions in the past?
  - Do we feel we deserve positive outcomes?

- 
- ☐ What is reasonable to ask?
  - ☐ Don't ask for what you don't need
  - ☐ Do your part – work hard
  - ☐ Be willing to compromise



*" All I ask for is an unfair advantage. "*



# PERSON'S RESPONSIBILITY

- ☐ Present request & documentation if requested
- ☐ Follow protocol set by postsecondary or training environment and /or employer
- ☐ Choose & agree to reasonable alternative as presented & appropriate
- ☐ Use the approved tools & accommodations
- ☐ Assist in making suggestions & providing information
- ☐ Not using the disability as an excuse

Nancie Payne LDA -  
2011



# ADVICE FROM MY FAVORITE DISABILITY COORDINATORS

- The more they know about what their disability is and its impact, the better
- Share what works
- Facilitate successful learning experiences so they can build on those
- Focus on strengths rather than weaknesses

Susan Cunningham, Disability Services Coordinator,  
Rend Lake College, Ina, Illinois


# ADVICE FROM MY FAVORITE DISABILITY COORDINATORS

- Asking for accommodations is student's responsibility – not the schools
- Encourage registering even if not planning to use services
- Tell students to get to know their teachers and ask for help

Alice Daniels, Project Advisor,  
Rock Valley College, Rockford, Illinois

# KNOWLEDGE OF GENERAL LAWS

- Right to equal treatment regardless of:
  - Race
  - Color
  - Religion
  - Sex
  - Sexual Orientation
  - National Orientation
  - Disability



“You don’t always get what you ask for,  
but you never get what you don’t ask for...  
unless it’s contagious.”



- Franklyn Broude

# Navigating the Workplace

- Goodness of fit
- Greatest opportunity for success



# Strategies: A Quick Glance

# What can staff do to provide support?

Situation	Why?	Possible Support
Self expectations are “unrealistic”	Difficulty adjusting expectations based on experience/unable to perceive limitations in comparison to others	Written steps to achieve specific goal with supported self monitoring / encourage smaller class load as appropriate
Problems with hygiene	Difficulties with personal organization/understanding the perspective of others	Provide written information about needed hygiene, establish a hygiene routine
Late to class/work	Difficulties with organization/following rules that do not seem personally important	Agree to written expectations of class and update regularly / reinforcement for being on time



# What can staff do to provide support?

Situation	Why?	Possible Support
Has difficulty maintaining study and sleep schedule while living with a roommate	Needs specific routines to maintain organization and self-regulation / heightened anxiety by small changes in the environment	Preferential assignment of single rooms/RA assistance or check ins to establish rules
Overwhelmed by number of social relationships	Difficulty understanding the perspectives of others and using learned social skills throughout the day	Provide opportunity to debrief about social experiences and situations with a key support person
Is not able to translate a syllabus into a plan for work that needs to be completed or prepared for	Difficulties with organization, understanding time and planning ahead	Provide direct assistance to transfer information from syllabus to calendar or smartphone

# Workplace: Sensory Assessment Tips for Faculty

# Workplace

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- - 
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## Panel

1. Please share who you are, your agency/organization and your role at your agency?
2. What is the role your agency or organization plays in relation to individuals with disabilities and employment?
3. Share current projects or initiatives that your agency or organization has currently that demonstrate effective practices in employer engagement and what are those practices?
4. What are some key lessons you've learned about engaging with business that may be of use to educators?
5. How have you learned to navigate difficult conversations about disability with clients and businesses?