

Activity Plan

Learning Objectives

- A more definitive understanding of who the stakeholders in academia are when there are learners with physical limitations in a class, and how each of these stakeholders view the costs and benefits of “accommodation” and “inclusion”.
- An increased range of strategies for promoting equitable and “inclusive” learning environments that eliminate barriers for learners when there are learners in a class with physical limitations.

Performance criteria

- Creation of thoughtful and useful definitions of accommodations and inclusion, that take into the account the benefits and costs to the stakeholders.
- Detailed description delineating two strategies that can be realistically implemented to promote an inclusive and accommodating environment for learning in a class with a learner with physical limitations.

Plan

1. Before the session read about accommodations and inclusion on the internet:  
<http://www.pacer.org/publications/adaqa/504.asp>  
<http://www.unco.edu/cetl/TracyMueller/Inclusion/Accommodations.html>  
<http://specialed.about.com/cs/teacherstrategies/a/terminology.htm>
2. Before class come with definitions and examples that demonstrate your definitions.  
Develop short definitions for *accommodations*, *inclusion*, *inequity*, and *physical limitations*.

Terminology

Provide a short definition for each of the following terms:

Accommodations \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Inclusion \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Physical Limitations \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Inequity** \_\_\_\_\_

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3. In your learning groups using the definitions you brought with you as a result of your work on the pre-activity, create definitions for terminology for your group.
4. Still working in groups, fill in the Problem Table that identifies the costs and benefits of accommodations and inclusion.
5. Answer the Critical Thinking Questions around inclusion and accommodations and around your strategies for the implementations of inclusive learning environments.
6. Complete the Skill Exercises after the session.

**Problems Table:** Probing barriers to accommodations and inclusion in academia for learners with physical limitations  
In filling out this table indicate how you think each of these stakeholders would view these questions on accommodations and inclusion.

	Instructors	Learners	Learner with physical limitation
How do think these stakeholders would view their responsibility for implementing accommodations and inclusion?			
How do you think these stakeholders would feel about being responsible for making changes in the way accommodations and inclusion is practiced?			
Consider what each of these stakeholders would see as the benefits of accommodation and inclusion in their classes.			
Consider what each of these stakeholders would see as the costs of accommodations and inclusion in their classes?			
What do you think each of these stakeholders would feel could be done to make accommodations work better and to make classes more inclusion?			

## Critical Thinking Questions

1. Looking at your Problem Table, **who** benefits the most from accommodations and inclusion? Give two examples that illustrate how you see your identified stakeholder benefits the most to share in a group discussion.
2. Is there always a cost to accommodations and inclusion? Explain your answer, giving two examples to justify your answer.
3. Is there always a benefit to accommodations and inclusion? Explain giving two examples to justify your answer.
4. Draw up a short action plan for implementation of an inclusive learning environment.
5. How has your thinking or understanding about the concept of accommodations and inclusion changed as a result of your work on this activity?

**Skill Activities** Read the following scenario and complete the prompts that follow the scenario.

Mary was a good student who actively participated in class discussions even though she has a learning loss. She was a good person to have on your team because she had great ideas and was consistent about doing her share of the work. She wasn't really close to anyone in class despite being friendly because of her hearing difficulties. Going over material in the class took much longer because of the need for interpreters. Some of the students resented the lack of spontaneity and the slowness of the class because of this situation. Other students, while acknowledging the slowness, felt an affinity for Mary and tried to ensure she was an active part of the class. The students ended up bickering over this situation with some students suggesting Mary should not be part of the class.

Who is most likely to suffer negative consequences because of accommodations?

What should the instructor do with the consequences of accommodations, if anything?

Who are the stakeholders in this scenario?

Delineate two strategies that could be realistically implemented to promote an inclusive environment for learning in this class with a learner with physical limitations.

Redraft the scenario assuming changes were made by the instructor in using accommodations in the classroom.

How did things change?

What were the benefits to making changes for each of the stakeholders?