

Diversity, Equity, and Exclusion?

How to address diversity with respect to ability in your research and practice in the INCLUDES National Network



Chris Atchison

University of Cincinnati

Sheryl Burgstahler

University of Washington

What does it mean to be inclusive

- in your activity or event?
- in your classroom or laboratory?
- in your research study?
- on your team or in your workplace?

An “inclusive” activity

- lets everyone in who meets requirements, with or without accommodations
- makes everyone feel welcome
- engages everyone
- makes project products accessible to meet ethical & legal obligations; addresses disability in research, etc.



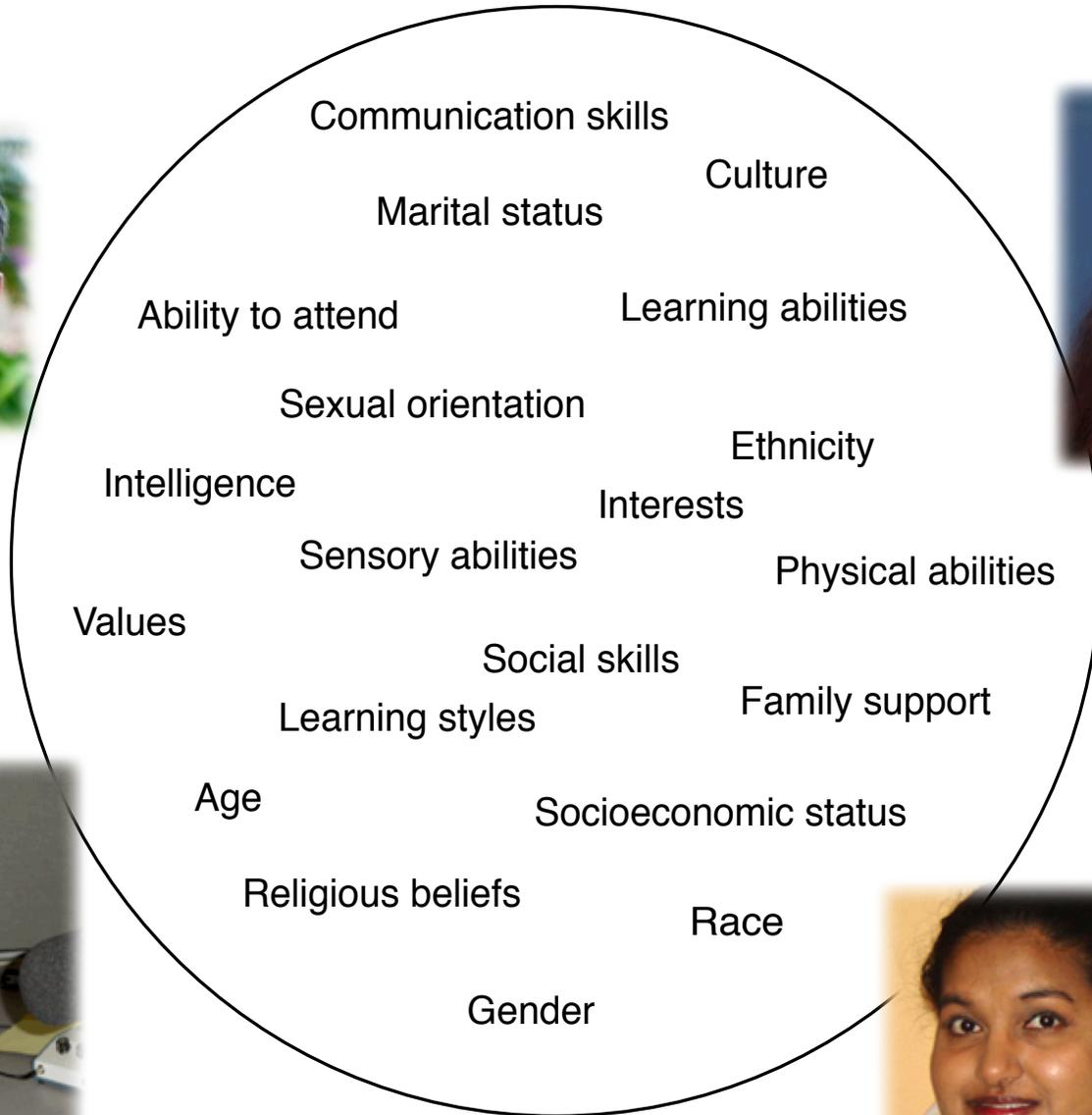
Think about your activity...

- Promotion, recruitment, selection, retention
- Collecting disability information in demographic data
- Addressing students' needs and finding resources and support
- Overcoming challenges/barriers in pre-existing curricula and developing contingency plans
- Open communication; collaborative decision-making
- Focusing on a student's strengths; giving them a voice as experts
- Inclusive research design; accessible activities and tasks
- Others? Add them to the chat window!

Poll Question! Consider this...

What challenges/problems do you perceive with including individuals with disabilities and their perspectives in your...
...activity, classroom, research, workplace?

Student characteristics



Consider **ability** on a continuum



see

hear

walk

read print

write with pen or pencil

communicate verbally

tune out distraction

learn

manage physical/mental health



Note



- Most disabilities are “invisible”
- Fewer than 1/3 of students with disabilities may be reporting them to the disability services office

Consider intersectionality:

overlapping or intersecting
social identities & related
systems of oppression,
domination, or
discrimination

- Mix of privilege & penalties
- Important to accept variability, uncertainty

-1989, Kimberlé Williams Crenshaw, wikipedia



One-minute history lesson—Evolution of responses to human differences:

- Eliminate, exclude
- Segregate
- Cure
- Rehabilitate
- Accommodate
- Social justice: Inclusion & universal design



Typical approach to providing access— accommodation:

Adjusts a product or environment to provide access to a specific person

(extra time, alternative formats, sign language interpreters, ...).



Universal design =

“the design of products & environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.”

The Center for Universal Design
www.design.ncsu.edu/cud

UNIVERSITY of WASHINGTON



“When you plant lettuce,

if it does not grow well, you don't blame the lettuce. You look for reasons it is not doing well.

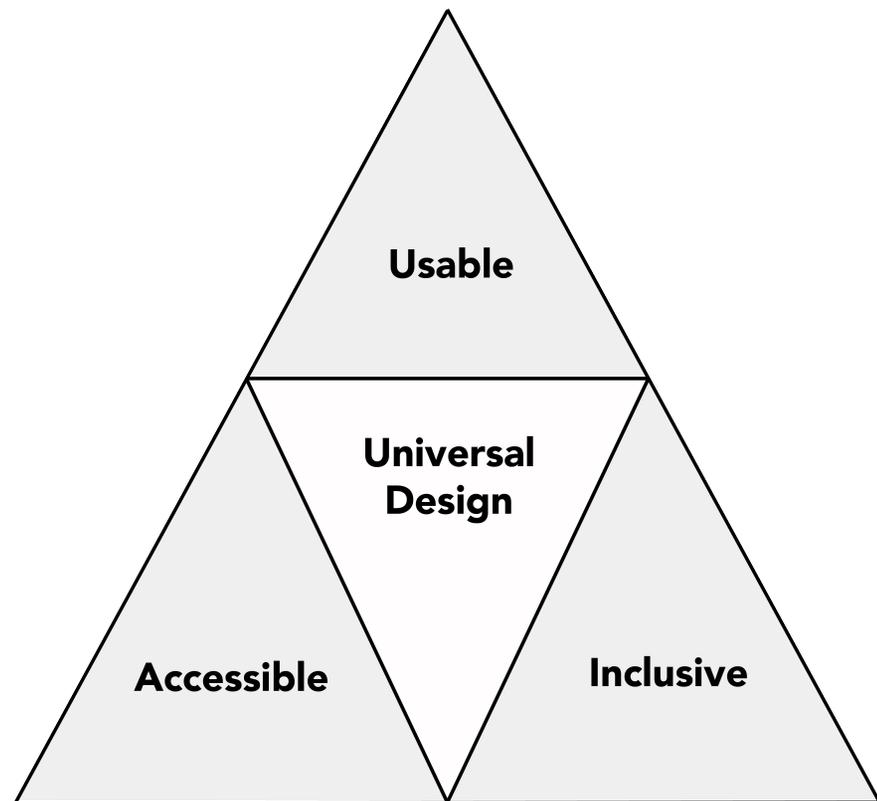
It may need fertilizer,
or more water,
or less sun...”

-Thích Nhất Hạnh,
Vietnamese
Buddhist Monk



Proactive design terminology

- accessible design
- usable design
- inclusive design
- universal design
- barrier-free design
- design for all
- ...

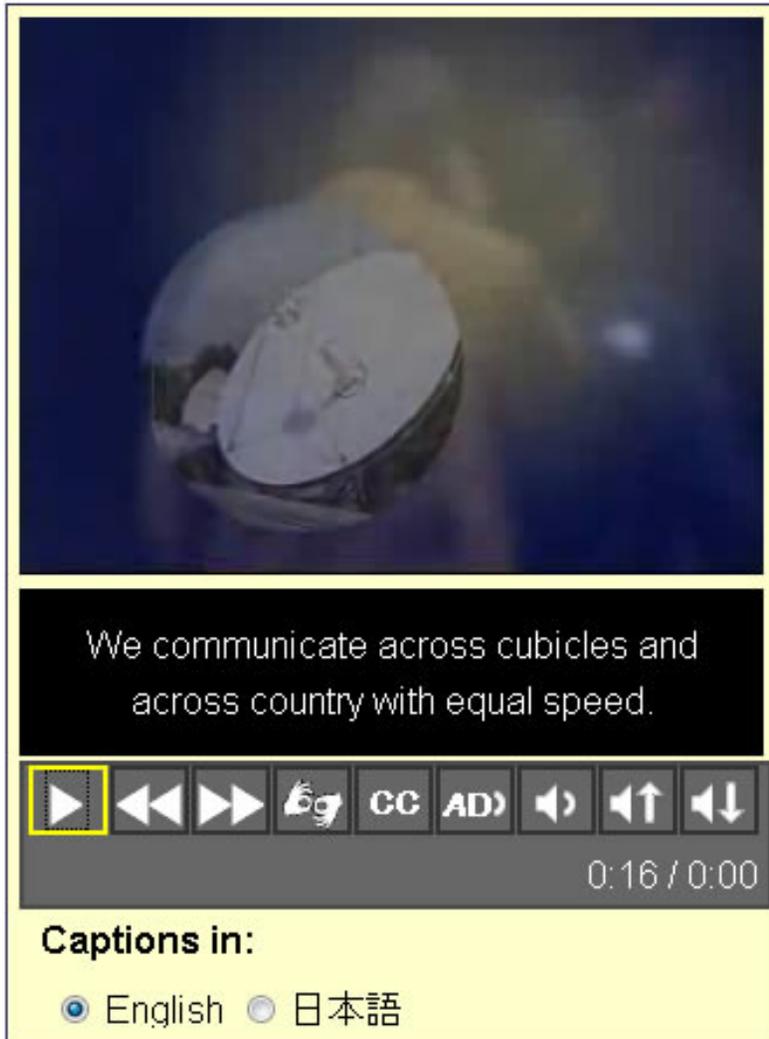


UD provides **inclusive** access



Beneficiaries of captions on videos...

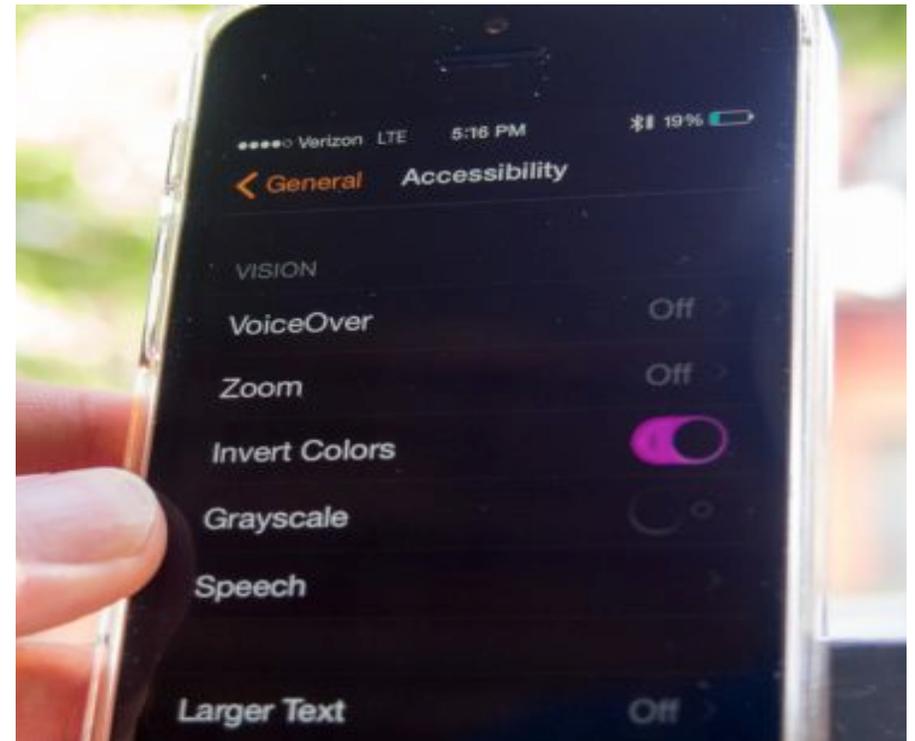
People who:



- are unable to hear the audio
- are English learners
- are in a noisy or noiseless location
- have slow Internet connections
- want to know the spelling of words
- need to find content quickly

UD of technology

builds in
accessibility
features



ensures
compatibility
with assistive
technology



Instruction: Provide students multiple ways to

- gain knowledge,
- demonstrate knowledge, &
- engage

...to proactively address diversity with respect to culture, English proficiency, learning styles, preferences; abilities, ...

DO·IT

UD strategies to benefit everyone can be inspired by the needs of one student

One student:	Example of UD strategy that benefits everyone:
Cannot hear	Caption all videos. <u>Repeat questions</u> students ask.
Has visual impairment	Use <u>large, bold, sans serif fonts</u> with high contrast on <u>uncluttered</u> overhead displays & <u>speak aloud all content</u> .
Has Dyslexia or is blind	Provide materials in accessible electronic format.
Learns best visually, orally, or in some other specific way	Deliver content in multiple ways

Issues regarding UD in your activity

- ✓ Planning, policies, & evaluation
- ✓ Information resources & technology
- ✓ Project & activity facilities
- ✓ Staff preparation



Examples of UD in your research

- ☑ Include participants with variety of disabilities; no person speaks for any group
- ☑ Ask for disability status as a demographic
- ☑ Value perspectives of allies, too
- ☑ Talk directly to the person
- ☑ Use accurate, nonjudgmental language
- ☑ Test performance of people with disabilities

We need:

Universal design (proactive for everyone)

AND

accommodations (reactive for individuals)

AND

Policies & procedures that address **both**

Consider this...

Based on the challenges/problems you perceived earlier, what strategies could you employ to more fully include individuals with disabilities and their perspectives in your...
...activity, classroom, research, workplace?

Resources

AccessINCLUDES

uw.edu/doit/programs/accessincludes

[The Center for Universal Design in Education](http://uw.edu/doit/CUDE/)

uw.edu/doit/CUDE/

Thank you!

Chris Atchison

christopher.atchison@uc.edu

Sheryl Burgstahler

sherylb@uw.edu