

2T_`hJUX V_α

EYVS``\ dācV_ēhYFhRdRgVj V_|jRS|VT ||FS` dZ_SVhW_2TIVtAbility DgZIVdR_UEVRIZ_XR_U=VR_Z>
DgZIVdR_UEVRIZ_XR_U=VR_Z> j|L> R_RXc`V2TIVtAbility DgZIVdR_UEVRIZ_XR_U=VR_Z>`Z_eYVdZ_XeYV eYZIY

EYV_f^ Sv` WdfUV_ ed hZY UZRSZAZd ReV_UZ_>
f_ZVcdj YRd Z_TVRdU dX_Z`TR_ej `gvc eV arde
UVIRUZH YZV eYZI ZIRa` dZgVUgV` a^ V_d.cVIV_e
ac`g_Z`TZI Xgvc_^V_e da`aed YRgV UVAc^ Z_V
eRe dfUV_ ed hZY UZRSZAZd `W WIV SRcZcd Z

" Shirley Neuman, Stepping Up, 2004-2010, University of Toronto, (June 2004). Available: <http://www.provost.utoronto.ca/userfiles/HTML/nts_6_2497_1.html>.

EYV dTV_e 1#!!# / :_e_c_RZ_R] 4|RcZ TRZ_ `V

1.3 What is accommodation?

2IT ^^`URZ_ Zl eV ac`Tvd Sj hZY d`ZS\ Rcd_X^ V_eRV^ RUWCaV a]VhZYURSZZVZ_ eV T_e`e`W_eVF_ZVcdjLR_RIT ^^`URZ_ Z Rj TYR_XVeYRe_VRS]Vd`U_e`hZYURSZZVde` aReZARVbfR]j_Z_eVV_gZ_^_V_eR_URIZZVd`V V_eVcFateZf]RcT]Rd`c`W_ZVcdj]ZWZ_XV_VRZ EYZ_ZTifUk`^RZ>

2TT ^ ^ `URZ_dRv`w`VRZcè Z a|V V_eèR
Z RZ_WU' > R_j `WèVRIT ^ ^ `URZ_d^ RUVWè
dfUV_èd hZy URZ_ZZèL d'TY Rd èV RUF dè V_è
Z_èRIYZ^X^ VèY Udf XXèU_Z_ 4YRèVd# R_U S|
f d'Rlj SV_Vj eRj| dfUV_èZ

1.4 Why do we accommodate students with disabilities?

:eZlè VèVj ` _VdRUR_èVè RIT ^ ^ `URèdfUV_è
hZy URZ_ZZèL 3j Z ac g_Z X èV a`èSZj Wè
aV a|V hZy URZ_ZZèL è SVT ^ V_Z_èVRAU_Z_è
èVVRIRUV ZT T ^ ^ f_Zj LèVVF_ZZèLj WèVdèV
YRèY R_U ac dèVZj `WS`èY èVT ^ ^ f_Zj R_U
èVZ_UZ_LFRZE` èZIV_UèVVF_ZZèLj `VE`c`è
^ R_Vd èV Wj| hZ_X T ^ ^ Zè V_e è R_Z Tj f dè
Tf c_Zj f^ +yEYVF_ZZèLj `VE`c`è ZIUMZIRè
è WèVZ_XR_ RIRUV ZT T ^ ^ f_Zj Z_hYZY èV
|Rè_Z_XR_UdIY |RdZa`WèVj ^ V`SVè^ Rj ~`f c_ZM
hZy g_ZR_èac èVèZ_ WèZ_UZ_LFRj Yf^ R_ c_ZYèd
R_URèd |f èVT ^ ^ Zè V_e è èVAc_Z_TZ|Vd`WèVf Rj
`aa`èf_ZjZ*

1.5 Rights and responsibilities

EYVcèh`_èSZj Wè RIT ^ ^ `URZ_XdfUV_èd hZy
URZ_ZZèLU Vd`_è |f dè dè hZy èVZ_dèTè dèd
U`_èWj`f RVRj`_VZ_èZIV_URg`c`dèVèZ
Zl dèRU R`_X g_Z f d Xè f ad Re UZV_e |èVd
Z_Tj f U_Z èVVF_ZZèL 2TIVè Ability DèVèL èV
Z dèTè cR UèVdfUV èYZ`èVèV

EYVF_ZZèLj

F_ZZèLd YRèV R_ VèZIRj R_U |VRj Ufj è
RIT ^ ^ `URèVaV a|V hZy URZ_ZZèL èVY|VRj Ufj
Zl X g_Vc`_USj EYV4YRèc`_WC_ZYèdR_U7èWU`^c
R_Uac`g_Z_TZj Yf^ R_ c_ZYèdèRf èVZ:_@_èZ_LhV
R_V dèV |RèU Sj èV@_èZ 9f^ R_ C_ZYèd4`UM
hYZY dèV èVèYèVj aVd`_YRd èV c_ZYè è SV
WèV W^ UZLèZ_ZRèZ`_SVIRèV`WILURZ_ZZèL N`c
aVèVèVU|URZ_ZZèL N`" EYVF_ZZèLj `VE`c`è
Zl èVèVèV dèV è ac`g_Z VUf TRèZ_Rj dèVèV
hZy fèUZLèZ_ZRèZ`_èVSRèd WILURZ_ZZèLj;

EYVF_ZZèLj YRèRèR_XV`WèVè`_èSZèLdZ_èV

2TIVtAbility DcozIVt

2TIVtAbility DcozIVt Re FED4 Zi cãh`_dSjV Wc
WZzReZ_> dfUV_edhZyUZRSZzAd Wj] aReZzReZ_
Z_f_zgVcdj |ZWEYV`WIVW_TeZ_dRdRãd f dV
TV_eVWc eYVF_zgVcdjLzdRU^ Z_zRe`cdLWf |jI
dRWR_U dfUV_ed`_ UZRSZzj ZfVZ:e ac`gLV
Z_Wc^ ReZ_ R_U T_d |ReZ_ dcozIVt è dfUV_ed
ac`dVtZgV dfUV_edL f_zgVcdj UaRe^ V_edL R_U
Wf |j R_U dRWR_ eYVRdãd V_eR_U ac`gZ_ `V
RIT ^^`URZ ;

@_TVdfUV_edLV_eYVWZ_WdWcRIT ^^`URZ_
R_U ac`gLV Raac`acZEV U Tf^ V_eReZ_ Wc eVZ
UZRSZzAd 2TIVtAbility

F_ZVcRjZ_dcfTeZ_RjUdX_iF:5/ZIR^VeY U | X
Wc Udz_Z_X T fcdV ^ RvZnd RieZdL R_U
V_gZ_^V_ed eYe Rv f dSjV Sj R hZV gRZj `V

† Ac`gZVRITVdHSIVh\SI SRMUT fcdV^ RvZRI d
eyRedfUV edIR RITVdI^ RvZRI WcdéZh R U
Wj]`h fa TIRhdVZ_dhZy`_h]Z_Vad f dVd

#Z7VZ4j

4`fcdV_Z_dcfTéZ_ d`fJU SV UVdX_VU e`RIT^I
^`URvRhZVdR_XV`WVRc_ZXdj]VdR_URSZdVd
3j`WVZXT fcdV^ RvZRI_Z_RgrZéj`WVc`dj`f
^RVZea`dHS]VWcdfUV_edè dVTeYVWc^RedeY
}_U^`deRITVdHS]VZ2]]`h d^V~VZ4j_Z_eVhR
dfUV_edareZaREVZ_RT fcdLR_USVrhRvYRedfI
UV_edhZ]UZVceYV^ RvZRI_RegRZfdRdV

GiR`ajV

† 2d dfUV_ediYReYj _`h RS`feRe aZl
SWWvj`f dRe|Vf cZ_XLR_URd eYV`bfVdZ_c
è TYV\ ZWYj f_UcdR_UeV_Vh ^ ReVZj RdZ
ZlUMZAVU

† Def a RlZgZdZ hYZY dfUV_ediVRehZY
VRlY`eVcUf cZ_XlRdZ VZEYd\Z_U`VRlZgZj
Zlf dWj Wc dfUV_ede UgV` a e JVR_TVWc
UWV_egZhdR_UdfUV_ediR_XZ_ZdXeZe
eVZ`h_a`Z_edi`VgZh eVc fXYT ^ aRZl_hZY
`eVd^{ε#}

† 8c`fa RlZgZdR acV_eTYRjV_XdWc
d^VdfUV_ediSfeSj_ZTjfUZ_XdfUV_ediZY
UZRSZgZdZ_XcfadRj|dfUV_edi^Rj_XZ_Vh
f_UcdR_UZ_X`W_VR`eVcR_UR_ZTARDU
è JVR_TVWcUWV_TVZj TARD_ZR_V_gZ_l

H` c`Z`XhZ`Y`e`R`I`Y`Z`X`R`H`Z`R`e`d`E`2`d`

† H`Y`V`_`j` `f` ^` W`e`h`Z`Y`j` `f`c`E`2`d`d`R` \` e` e`V`
R`S` `f`e`X`V`_`V`R`j`Z`H`V`d`X`R`U`Z`X`e`R`I`Y`Z`X`d`f`U`V`_`e`d`
h`Z`Y`U`R`S`Z`Z`Z`Z`Z`R`U`V`_`T`f`d`X`V`e`V` `e` S`V`
d`_`d`Z`Y`e` Z`H`V`d` W`Z`V`d`j` e`R`e`d`R`e`V`e` e`V`
I`I`U`U`

† G`i`a`|`R`Z` `e` j` `f`c`e`R`I`Y`Z`X`R`H`Z`R`e`d`e`R`e`e`Y`j`
d`Y`f`|`U`W`j`|`h` e`V`d`R` Va` |`Z`Z`d`R`j` `f` U`I`
a`R`e`Z`f`|`R`j` Z` e`c`^`d` ` \`

3.5 Student assessment

3Vf dV dV dV V eZ dTYR Z a`æR eT ^ a`_V e`V
R j T f dL R j d f U V e d ^ f d S V e d R A U W j L Z T f U
Z X d f U V e d h Z Y U R S Z Z Z Z 2 e e V d R V e Z V Z Z
Z a`æR e e` d V T X Z V e R e y W C % U V d ` e ^ V R y e Y
d R V Z⁸⁾ A c g L Z X R e c R e Z V ^ ` U d ` V R d d V e W
d f U V e d h Z Y U R S Z Z Z Z R h R j ` V R T ^ ^ ` U R e Z X F
W T e Z _ R j U W W V T V R f d U S j R U R S Z Z R U R h R j ` V
X Z X e Y V d f U V e d R V f R j ` a a` æ f _ Z j e` d T W U

2læc R e V R d d V e ^ V e Y U

- † 2e e V S V Z _ Z X V e V T f d L V a j R Z Y h
j i h Z j R d d d f U V e d L R U ^ R V d d V e Y Z Z
U T f ^ V e U Z e V j j R S f d e c f X Y f e e Y
T f d L a c V R V d f U V e d W c f a T ^ Z j
R b X ^ V e d R U e d Z
- † F d R g R Z j ` W ` U d ` V R d d V e e` R U e d d
U W W V e j R e Z X d j j V L R U d V e W e` d` W
R d d V e e e R e d Z W e V j ` f c j R e Z X X R d W e
e V T f d L
- † H Y V R a a c a c Z e L T _ d L e ` W W Z X d f U V e d
R T Y Z V W R b X ^ V e W e` R e Z 7 c V R` a j V
X Z V e V` e V T Y Z V W e V e h c Z X Z U Z L F R
V d j d` c U Z X R X` f a a c j V e^{8e} E Y Z I Y Z V
h Z j V e V Z j j S V V e d f U V e d h Z Y T Y c` Z
Y R e Y T _ U Z _ d d T Y R T R T V e h Y ^ R j } _ U
X e f a a c j V e d U W f j e e` R e R X V R e` f _ U
^ V Z R R a a` Z e` V e d
- † 5 V R e S V e V W e` R e` V R e e` c R V R` L R U
X Z V R` a j V d` c a d R e Z V b f V e Z _ d

⁸⁾ Ontario Human Rights Commission, Policy and Guidelines on Disability and the Duty to Accommodate, March 2001, (June 2004). Available: <<http://www.ohrc.on.ca/english/publications/disability-policy.shtml>>, 14.

^{8e} For a thorough source on providing alternate forms of assessment, see Australian National University, Disability Services Unit, "Alternative Assessment for Students with Disabilities," 2001, (June 2004). Available: <<http://www.anu.edu.au/disabilities/altass.html>>.

[!] Gross Davis, "Quizzes, Tests, and Exams," in Tools for Teaching

† 7cVfV_eWUSRI\ R_Ud^ R|VETf^ f|RZV
RdZ^ V_edYReScR U h_ T ^ a|M RlögZ
dTYRdRdRcTYaRvZè d^ R|V^ R_PWS|V
eRdRvY|aW|è R| d^ UV_edR_UaRcZf |Rj

UV`_dRvVZf_UVdR_UZ_X`VdA
^RvZl''
† ?`ZjVdfUV_ēdhVj|Z_RUgR_TV`VR_j }VjUh`c\`
`cTjRdeZadd eRe_VIVdRj RIT ^^`URZ_d
d'TYRdeR_ch`cRZ_R_UUjTRvLR_SV
RdR_XU
† :_TjRvVdhZj|RS`dè g T ^ a`_V_ēdh`c\
hZjVdfUV_ēdhZjUZRSZVde } Ud'ZRSIVRS

Accessible on-line learning tools

Web-based teaching programs, such as the UTSC intranet and Blackboard, which can be used for distance learning.

Alternative keyboards

Keyboards with different layouts and sizes for people who have difficulty working on conventional keyboards.

Alternative mouse systems

Alternative pointing systems that replace a mouse for people who have trouble maneuvering one.

Braille embosser and text-to-Braille conversion

Hardware that prints a copy of a text document in Braille.

Closed circuit

A video magnification AR d ckt



Linux and accessibility

Linux is a free computer operating system, which offers accessibility features similar to those of commercial operating systems (Microsoft and Macintosh). Screen readers, Braille support, and screen magnification are examples of the accessibility resources.

Neuro assistance
device

People with severe physical disabilities can use these devices, which operate on the small electrical signals generated by eye movements or brain waves, to control a computer or an electrical device attached to a computer.

Non-display based
personal digital
assistants

Personal digital assistants are handheld computers that are used as organizers, note takers, and communication devices. Non-display PDA's use aural output, Braille displays, and Braille keyboards rather

FED4 `WwdRhZVdR_X` Wfaa`cedVgZVde` WfflgLdRWR_UdfUV_cZ7`cWfflgLeVdVdgZVdRcVUdX_Ue`
RdZ_T fcdVadARRZ_R_UUMZVgZEYVHcZ_X4V_cVWcZ_dR_TL`WwdT_d`jeZ_d`_UdX_ZXRdX_i

BIBLIOGRAPHY

EYVAc_ZTajVd`Wf:5 TR_YWaj`f`è`ZV_eYVRARd`W`f`c`ARIYZ_XeYRe`TR`SVRUF`d`UWc`XVRc`RTIVd`SZ
Zj`ZE`WZ`Z`R`V`j`f`c`ARIYZ_XR`U`J`R`c`Z`Xac`T`V`L`e`Y`W`V`j`h`Z`X`d`V`E`Z`_`Z`d`d`d`f`c`V`d`R`g`R`S`j`V`e`R`d`Z`e`j``f`
Z`j`f`c`d`A`R`I`Y`Z`_`e`Y`V`R`A`R`d``W`Z`R`S`Z`j`_`R`_U`F`:`5`:

Disability and Accommodation

2TIVd`Ability`Dvcg`ZVLF`_Z`V`d`j``V`E`c`_`e`Re`DIRS`c`f`X`Y`Z`2`T`T`^`^`URZ`_d`R`U`D`V`g`Z`V`d`j``V`e`V`S`V`c`
#`!`SZ`2`g`R`S`j`V`-`Y`e`a`z`h`h`h`Z`e`d`Z`e`c`_`e`Z`R`c`R`S`Z`j`_`Z`_U`M`I`R`I`T`^`^`URZ`_d`P`d`V`g`Z`V`e`/`|`i`f`_`V`#`!`!`%`

2TIVd`Ability`Dvcg`ZVLF`_Z`V`d`j``V`E`c`_`e`Re`DIRS`c`f`X`Y`Z`4`_`_`U`V`e`R`Z`j`_`R`_U`5`Z`I`I`d`f`c`V`Z`#`!`!`\$`
2g`R`S`j`V`-`Y`e`a`z`h`h`h`Z`e`d`Z`e`c`_`e`Z`R`Z` (6`R`S`Z`j`_`Z`R`I`T`^`^`URZ`_d`T`_`_`U`V`e`R`Z`j`_`P`U`Z`I`I`d`f`c`V`Z`e`/`
|`i`f`_`V`#`!`!`%`

2TIVd`Ability`Dvcg`ZVLF`_Z`V`d`j``V`E`c`_`e`Re`DIRS`c`f`X`Y`Z`DR`_`a`|`V`5`Z`R`S`Z`j`_`D`a`V`I`Z`_`T`2`T`T`^`^`URZ`_d`P`c`
#`!`SZ`2`g`R`S`j`V`-`Y`e`a`z`h`h`h`Z`e`d`Z`e`c`_`e`Z`R`c`R`S`Z`j`_`Z`R`I`T`^`^`URZ`_d`U`Z`R`S`Z`j`_`P`a`V`I`Z`_`T`Z`_`U`M`Z`e`/`
|`i`f`_`V`#`!`!`%`

2TIVd`Ability`Dvcg`ZVLF`_Z`V`d`j``V`E`c`_`e`Re`DIRS`c`f`X`Y`Z`E`V`e`R`_`U`G`i`R`_`2`c`c`R`_`X`V`_`V`e`d`#`!`!`\$`
2g`R`S`j`V`-`Y`e`a`z`h`h`h`Z`e`d`Z`e`c`_`e`Z`R`Z` (6`R`S`Z`j`_`Z`R`I`T`_`j`_`P`a`R`W`W`R`_`U`S`_`_`z`e`V`P`R`c`d`_`X`V`_`V`e`Z`e`/`
|`i`f`_`V`#`!`!`%`

2TIVd`Ability`Dvcg`ZVLF`_Z`V`d`j``V`E`c`_`e`Re`DIRS`c`f`X`Y`Z`H`Y`e`2`T`T`^`^`URZ`_d`R`V`2`g`R`S`j`V`0`#`!`!`\$`
2g`R`S`j`V`-`Y`e`a`z`h`h`h`Z`e`d`Z`e`c`_`e`Z`R`Z` (6`R`S`Z`j`_`Z`R`I`T`^`^`URZ`_d`R`I`T`^`^`URZ`_d`P`R`g`R`S`j`V`Z`e`/`
|`i`f`_`V`#`!`!`%`

4`f`_`T`Z`_`W`@`_`e`R`Z`_`F`_`Z`V`d`j``V`E`c`_`e`Z`_`X`8`c`f`a`_`_`e`V`@`_`e`R`_`d`h`Z`_`5`Z`R`S`Z`j`_`d`2`T`Z`_`E`Y`V`@`_`e`R`_`c`
h`Z`_`5`Z`R`S`Z`j`_`d`2`T`e`#`!`!`\$`D`f`X`V`e`U`8`f`Z`M`Z`_`V`d`V`c`_`e`V`F`_`Z`V`d`j`_`D`V`e`_`Z`y`@`_`T`e`S`V`c`#`!`!`#`
2g`R`S`j`V`-`Y`e`a`z`h`h`h`Z`f`Z`_`Z`R`a`f`S`j`Z`R`e`_`d`9`E`>`=`P`2`T`I`V`d`S`Z`j`_`P`5`_`T`f`^`_`V`_`e`P`4`_`a`Z`c`5`Z`R`S`Z`j`_`d`2`T`e`
8`f`Z`M`Z`_`V`Z`e`/`|`i`f`_`V`#`!`!`%`

5`R`h`d`_`I`E`V`R`R`_`U`<`c`Z`V`_`8`f`V`d`_`Teaching and Learning for Diversity at UTSC`Z`F`E`D`4`I`E`V`R`I`Y`Z`_`X`R`_`U`
=`V`R`_`Z`_`X`D`V`g`Z`V`d`j`_`#`!`!`\$`

5`Z`R`S`Z`j`_`@`a`a`_`c`f`_`Z`V`d`j`_`e`c`_`V`h`_`c`_`Z`_`X`_`R`_`U`E`V`I`Y`_`_`j`_`X`_`1`5`@`l`E`/`Z`y`E`Y`V`7`R`I`f`_`j`_`C`_`_`^`_`E`@`_`Z`V`d`j`
`W`I`R`I`Y`Z``X`e`_`Z`#`!`!`\$`2`g`R`S`j`V`-`Y`e`a`z`h`h`h`Z`R`M`Z`_`X`e`_`Z`U`F`_`Z`U`_`Z`Z`_`R`I`f`_`j`_`D`e`R`A`X`Z`_`2`T`R`U`V`_`Z`e`
8`c`f`a`h`_`c`z`/`|`i`f`_`V`#`!`!`%`

9`V`h`j`V`e`d`>`R`f`d`W`_`Z`y`5`Z`R`S`Z`j`_`D`V`g`Z`V`d`j`_`1`_`F`?`3`4`9`

> Z`Zj `WZK_dZL8`gV_e`V@_eZ` *Ontarians with Disabilities Act, 2001* #Z"%
5 VIV^ SVc#! "Z2gRIS]V- hhhZ g`_Z`ZK_dZzRTVHSZj ž XZVZRe#! "Ze / 1;f_V#!!%
? V^ R_IDYZ]V` *Stepping Up* LF_ZVcdj `V` c`_eL* 5 VIV^ SVc#! SZ2gRIS]V- Yea-zhzhZac`g` dē
fē c`_e ZRf dG]Vd9 E> =ž_eP P#%* (P' Ze / 1;f_V#!!%
@_eZ 9f^ R_CZYed4`^ ^ ZVZ`_ *Education and Disability: Human Rights Issues in Ontario's Education*
Sje

Universal Instructional Design

Scholarship on Disability