

The 3 factors of the accessibility equation: accessible information + technology + skills

Brian Conway & Michelle Knight

RIDBC VisionEd



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- To start. We are all teachers. Not academics. Want this to be useful in your classes. Not to get a degree!
- Want to look at roles of school, specialist vision teachers, and speak about a few other issues that affect all educators of students with VI.
- Specifically we will speak a little about modifications and adjustments that teachers may need to include in their work. Will also speak a little about curriculum accessibility, accessible exams and assessments and technology.
- Who has students who are braille users?
- Who is in Primary schools? Who is in Secondary schools?

Changing Education Environment

- Think about what your classroom was like when you were at school , how did you complete assignments, do research, communicate with others?
- Only students with disability used technology.
- Today's classroom is very different.
- In many schools ALL students use technology.



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Changing Educational Environment

- Belonging, Being and Becoming (Early Years Learning Framework) - national preschool curriculum
 - Children use ICT to access information, investigate ideas and represent their thinking.
- Australian Curriculum – Foundation to Year 10
 - ICT Capabilities and Technologies Curriculum



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What do the Standards do?

The main purpose of the Standards is to clarify the obligations of education and training service providers, and the rights of people with disability, under the *Disability Discrimination Act 1992* (the DDA). The Standards were developed in consultation with education, training and disability groups and the Human Rights and Equal Opportunity Commission (now called the Australian Human Rights Commission).

The Standards are intended to give students with disability the same rights as other students. All students, including students with disability, should be treated with dignity and enjoy the benefits of education and training in a supportive environment which values and encourages participation by all students. This includes the right to comparable access, services and facilities, and the right to participate in education and training without discrimination. Such rights are not merely formal. Education providers have a positive obligation to make changes to reasonably accommodate the needs of a student with disability.

How does an education provider comply with the Standards?

An education provider must make 'reasonable adjustments' to accommodate a student with disability. An adjustment is a measure or action taken to assist a student with disability to participate in education and training on the same basis as other students.

The 3 factors of accessibility

- Accessible information
- Appropriate technology
- Skills to use the technology



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Accessible Information – Why?

- To independently access information.
- Includes independent reading, efficient navigation and completion of documents.



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Accessible Information - Definitions

Accessible

Contains features that makes it possible for a person with (in this case) print disability to use it.

Usable

An accessible document that is organised in a way that enables a person with a print disability to use it.



Brief overview of Accessible

Technology

- More than one solution – toolkit
- Need to accommodate a range of formats and sources (e.g. Content Management Systems, hard copy, teacher-generated content, online and digital texts)
- Student preferences (e.g. refreshable braille)
- Acknowledge current discussion about third party and built-in solutions.



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Skills

- Start early
- On-going
- Regular
- Well-trained Vision Support Teacher



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Key Factors for Accessible Documents

- File Type
- Formatting
- Layout



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Examples of Formatting

- Headings
- Label/tag images
- Use lists
- Make sure it is text



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Round Table - Guidelines

- Guidelines for Accessible Assessment
- Guidelines for Producing Clear Print
- Unified English Braille Australian Training Manual
- Round Table Web Site - www.printdisability.org
- Round Table Blog - <http://printdisability.wordpress.com/>
- email: admin@printdisability.org



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