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Strategies for Engaging Students with Disability

Jane Goodfellow



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ABOUT: Jane Goodfellow

Jane Goodfellow is the 2017 Australian VET Teacher/Trainer winner and holds a keen interest in alternative and innovative training methods. Jane has worked as a TAFE trainer for over 20 years and is currently a Principal Lecturer at North Metropolitan TAFE.

After completing a Master in Education in inclusion Jane's focus turned to increasing the participation of tertiary aged students with disability and diverse needs in VET courses.

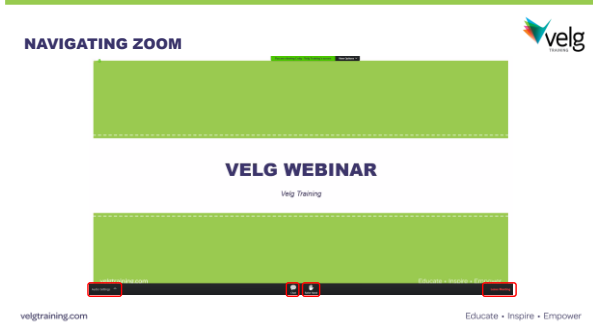
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POLL...



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WEBINAR OVERVIEW



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The Facts



1. Awareness and understanding of what disability is and its **impacts**;
2. Awareness and understanding of what **resources** are available and **strategies** to support students with disability;
3. Implementation of **accessibility and inclusion** in practice.

(PwC's Skills for Australia, 2018)

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To learn, a learner must be:

- engaged
- able to recognise information, ideas and concepts
- able to apply strategies to process the information

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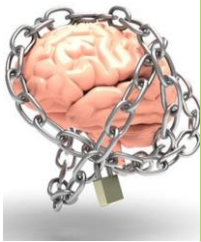
Disability

- Neurological (autism, ADHD)
- Learning disability (dyslexia)
- Intellectual disability
- Sensory (deaf, blind)
- Medical conditions
- Mental health
- Physical disability

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Impact of Disability

- Focus and engagement
- Comprehension of new or complex information
- Auditory processing
- Organisation skills
- Memory
- Reading and writing
- Visual stress
- Fatigue
- Anxiety

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Early Engagement



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Know your students

- Poll Everywhere: <https://www.polleverywhere.com/>
- POPin: <https://app.popinnow.com/#/dashboard>
- Slido: <https://www.sli.do/>
- Kahoot: <https://kahoot.com/>

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Disability Standards for Education



An education provider is required to make any decisions about admission, enrolment or participation on the basis that **reasonable adjustments** will be made where necessary so that a student with a disability is treated on the same basis as a student without a disability.

Note: must not impact on the inherent requirements of the course

(Australian Government, 2018)

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Learning Environment

- Reduce additional stimulation in the classroom
- Provide a visual timetable
- Advise ahead of time of any changes
- Provide regular brain breaks and energisers: <https://www.gonoodle.com/>

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Teaching and Assessment

- Plan for 'warm-up' time
- Link learning outcomes to course content
- Allocate a Group Leader
- Use a placemat (or mind-map) strategy www.mindmeister.com
- Follow up questions or activities to check for understanding
- Allow practical demonstrations to be done one-on-one
- Break assessments down into "To Do Lists": <https://www.wunderlist.com/>

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Learning Activities

- Provide information on in-class activities prior to class
- Give students terminology prior to class
- Provide PowerPoints prior to delivery
- Include both words and pictures on slides to assist memory
- Provide additional resources for new content
- Offer both written and verbal instructions
- Check *Accessibility* on PowerPoints (Review on the tool bar)

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Resources

- Smart Pens
- Visual timers: www.visnos.com/demos/classroom-timer
- Recording Apps: Soncent and vBooks
- Coloured filters
- Anti-stress toys



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Inclusion in practice...

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Useful weblinks

- <https://fiften.com/colored-overlays/#>
- <https://apps.apple.com/gb/app/sonocent-recorder/id88823208>
- <https://www.mindmeister.com/>
- <https://www.wunderlist.com/>
- <https://www.gonoodle.com/>
- <https://www.visnos.com/demos/classroom-timer>
- https://www.callscotland.org.uk/Common-Assets/ckfinder/userfiles/files/Wheel_of_Apps_V1_0.pdf
- <https://www.libertyspeech.com.au/autism-app-wheel/>
- <https://disabilityawareness.com.au/>

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ANY QUESTIONS?

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WHAT HAPPENS NOW?

WITHIN 48 HOURS, YOU WILL RECEIVE AN EMAIL INCLUDING:

1. A Statement of Attendance
2. A link to event feedback survey
3. Access to the WMV recording of the webinar for three months
4. PDF copy of the PowerPoint
5. PDF transcript of Chat Q&A
6. Additional supporting resources



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UPCOMING EVENTS

21 Feb: [Webinar](#)

[Beyond Excellence](#)

27 Feb, 5&12 Mar: [Webinar series \(3-part\)](#)

[Essentials for Re-Registration](#)

[Plan, Prepare and Perform](#)

2 Mar: [Webinar](#)

[How to Help Students Struggling with their Course](#)

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THANK YOU FOR YOUR COMPANY

We really hope you enjoyed engaging with **Jane** for your webinar today.

If you have any queries or feedback relating to today's topic, or any general questions regarding your role within the VET sector, do not hesitate to contact the team at Velg Training.

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Facebook: [Trainers \(VET\) Network Australia](#)



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References



- Australian Government. (2018). Disability standards for education 2005. Retrieved from: https://www.apf.gov.au/About_Parliament/Parliamentary_Departments/Parliamentary_Library/pubs/rp/rp1819/Quick_Guides/VocationalTraining
- PwC's Skills for Australia. (2018). The inclusion of people with disability in the vet environment. Retrieved from: <https://www.skillsforaustralia.com/2018/02/02/inclusion-of-people-with-disability-in-vet-environmental-scan-released/>

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