

## On-campus Resources

### Teaching Support Services (TSS)

#### Instructional Support

Advice on designing accessible face-to-face courses/curricula  
Peter Wolf - ext. 52468, [pwolf@uoguelph.ca](mailto:pwolf@uoguelph.ca)

#### Courseware Support

Advice on designing accessible on-line courses  
Kyle Mackie - ext. 53936, [kmackie@uoguelph.ca](mailto:kmackie@uoguelph.ca)

#### Accessibility in Classrooms

List of classrooms that are wheelchair accessible. For assistance with the route to take and entry to the buildings call Classroom Technical Support, Ext. 52778.  
[www.tss.uoguelph.ca/cts/accessibility.htm](http://www.tss.uoguelph.ca/cts/accessibility.htm)  
Report missing accessible tables or chairs to CTS, Ext. 52778  
or email [cts@uoguelph.ca](mailto:cts@uoguelph.ca)

#### Accessible Teaching Stations

Height adjustable accessible teaching stations are installed in 9 Rozanski Hall classrooms, MacKinnon 029, 031, MINS 129, and OVC 1438, 1715.

#### Universal Instructional Design (UID)

UID is about universal thinking – consider the potential needs of all learners when designing and delivering instruction and minimize the need for special accommodations. [www.tss.uoguelph.ca/uid/](http://www.tss.uoguelph.ca/uid/)

### Center for Students with Disabilities (CSD)

#### Advisor, Students with Physical Disabilities

Bary Wheeler - ext. 56416, [bwheeler@uoguelph.ca](mailto:bwheeler@uoguelph.ca)

#### Individual Accommodations

Information on accommodations for exams and FAQ's can be found at [www.slcs.uoguelph.ca/csd/faculty\\_guide.cfm](http://www.slcs.uoguelph.ca/csd/faculty_guide.cfm)

### Library Centre for Students with Disabilities (LCSD)

Students registered with CSD have access to computer lab/study space in the Library.  
[www.lib.uoguelph.ca/assistance/LCSD/](http://www.lib.uoguelph.ca/assistance/LCSD/)

## Off-campus Resources

W3C Web Content Accessibility Guidelines

List of points to check your web content for accessibility  
[www.w3.org/TR/WCAG/checkpoint-list.html](http://www.w3.org/TR/WCAG/checkpoint-list.html)



## Teaching Students with a

# Physical Disability

## The Challenges

*Students with a physical disability may not be able to...*

- control spontaneous limb movement
- control speed of movement
- move quickly or have coordination
- perform manual tasks such as gripping and turning a handle, keys or knobs, holding a pen, and typing
- move arms or legs fully (e.g., negotiate stairs)
- move around independently (e.g., walking any distance, standing for extended periods of time, getting in and out of a vehicle easily)
- reach, pull, push, manipulate
- perform tasks that require endurance and strength

## Consider the Following...

Not all physical disabilities are visible. Students may have difficulty performing some tasks yet, may not otherwise appear to have a disability. Conditions in which a disability may not be visible include:

- arthritis
- heart and peripheral vascular disease
- multiple sclerosis and other progressive neurologic conditions
- joint replacements
- hemophilia
- cancer
- diabetes
- Parkinson's

Students using wheelchairs and scooters cannot always take the most direct route and may need additional time to travel from one building to another.

## Personal Assistive Devices

Devices include...

- cane, crutches, or walker
- brace
- wheelchair or scooter
- escorting companion
- service dog



## Physical Assistance

Provide time for person to move or perform task themselves, if they would like to do so.  
Offer assistance... don't provide it without asking unless the need is emergent.

# Best practices

### ...in Your Classroom

Most classrooms have wheelchair accessible student stations. Ensure these desks are available for students who need them and report any missing tables and chairs to [cts@uoguelph.ca](mailto:cts@uoguelph.ca).

Arrange information and handouts so they can be seen and picked up without undue bending and turning.

Make class assignments available in electronic format.

### ...in Your Lab

Offer assistance, but don't provide it without asking unless the need is emergent.

Arrange information and handouts so they can be seen and picked up without undue bending, turning and reaching.

Locate lab equipment and supplies within reach so as not to expose student to hazard.

Provide adjustable tables and chairs.

Allow extra time for setting up and completing work.

Consider using a document camera to demonstrate on a large screen.

Make beakers with handles available.

Consider extended eyepieces on microscopes for students in wheelchairs.

Discuss safety concerns taking into consideration students may not be able to avoid or react quickly to dangerous situations.

Locate fire extinguisher, emergency call button, eyewash etc. within easy reach.

Ensure emergency exits are wheelchair accessible.

Pair a student with another student who can do fine motor manipulations.

Use plastic instead of glass.

Keep lab uncluttered and aisles clear.

### ...when Conducting Field Work

Try to have field trips in accessible locations.

Include special needs in requests for field trip vehicle reservations.

Consider alternate assignments

- review video of field work
- analyze samples other students have collected
- write a paper on the topic

### ...when Communicating

Don't be afraid to offer a handshake to a person with a missing or artificial limb, or to those who use a cane or crutches.

Position yourself in front of the person so that they don't have to change position to face you.

Make eye contact. Don't stand too close.

Sit when speaking with a short person or person in a wheelchair.

### Avoid...

- speaking loudly
- bending over during conversations
- pushing, pulling or leaning against a wheelchair without permission
- lifting, supporting or moving a person unless you understand safe techniques and are asked to do so