

Practices for Supporting Newcomers with Disabilities in the Language Sector

Danielle Barnes, November 2024

Land Acknowledgement



Although all three of us reside in different territories, we want to acknowledge the land we are on today. We all have the pleasure of being able to walk along the coast and see the beautiful forests of this area. We are grateful to be able to share in the beauty of the unceded territory of the MusQueam, Squamis and Tseleil-Waututh peoples.



In 2017, **6.2 million (22%)** Canadians aged 15 and older had a disability.

24%
Women

20%
Men



13%

Youth aged
15 to 24



20%

Working-age
adults aged
25 to 64



38%

Seniors aged
65 and older

The majority of people have **two or more** types of disabilities:

29%

Disability

71%

Two or more types of

Developmental

Memory

Dexterity

Learning

Seeing

Hearing

Mental health-related



The 2017 CSD provides data on **10 different disability types**





Medical vs Social Model of Disability

Medical Model	Social Model
The person is the problem and needs to be fixed	Barriers are created by society
Used for labeling	Individual with disabilities are unique and contribute to society
Society does not need to change	It is society's responsibility to remove barriers
Focused on what the person can't do	Focuses on what a person can do



We are who
we include!

It all starts with our belief system.
We believe that all students belong
in our program and that it is our
responsibility to remove barriers for
them.



Preparing for success





Inclusive Classrooms

Students are supported within inclusive classrooms. This allows them to work alongside peers and gives them access to the same programming as everyone else.



Possible Supports for Vision



- CCTV in classrooms
- Increased print size
- High contrast colors
- Recording assignments and class instruction
- Changing R/W tasks to L/S
- Reader for exams
- Scribe for exams and assignments
- Webinar support



Possible Supports for all students



- Extra time for assignments and exams
- Frequent breaks
- Ergonomic chairs
- Specialized keyboards
- Instructional Assistant Support
- Mental Health Supports
- Adapted assignments
- Wheelchair adaptable tables



Tech Supports for all students



- FM systems in classrooms for students with hearing loss
- Read & Write Software
- Voice Over App
- Using Hot Keys
- Screen Connect for webinars
- Adaptive keyboards



IPP Meetings

- Teach clients they have a voice.
- Promote self-advocacy
- Ensure the client is supported in the way they prefer
- Allow students to set learning and settlement goals
- Increase instructor understanding of the needs of the student



Learner Needs and Preferences

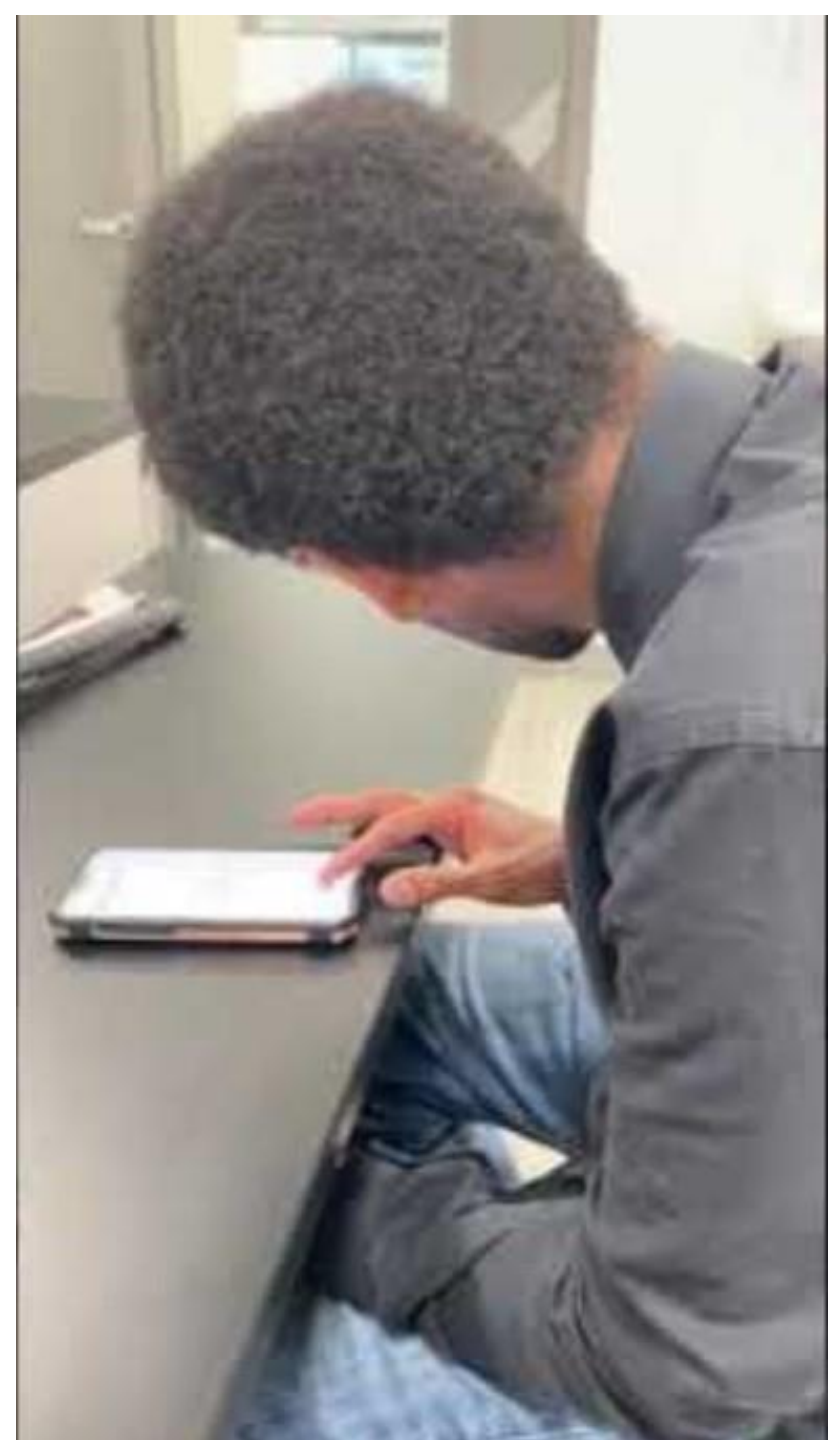
- A enjoys attending in-person classes best but is doing well with online learning.
- He prefers working in small groups; it is easier for him to participate in discussions.
- IA needs to notify A if going into groups when online and who are the students in that group, or when going back to the main room.
- A prefers learning by listening to videos and recordings. He likes it when his instructor records instructions/readings.
- He has also requested a reduction in the number of daily vocabulary words (6-7/day) as it is a lot for him to retain. Please ensure that the vocabulary is specific to his needs. A has requested only 2-3 recordings in total per day.
- Instructor to describe any pictures in more detail or allow time for PSSIA to describe the picture.
- In addition, he requested that the teacher read any questions after the students, as sometimes they are difficult to understand, and he does not know what is going on, or what question is being answered. Please also state the speaker's name so A knows who asked the question and learns names.
- A confirmed he likes working in groups.



Goal 3	Improve Technology Skills
Plan of action September 0224	<p>* A has requested more time to practice and become more efficient with voice over. IA will set up meetings with Assistive Technology to practice using voiceover. One technology goal for A to work towards is to independently record vocabulary using voice memo/recording. He would eventually like to be able to Independently send a voiceover by email.</p> <p>*Continue using typio during lab time and increase keyboarding skills.</p>

Using Voice Over

Practicing using Voice Over to let his IA know he is ready to meet.







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