Intersecting Instructional Design, Disability Service & Online Pedagogy

Supporting Online Learners with Autism

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Models of Disability

- **Individual Model**
  - Equity
    - Focus on cure
    - Fix the individual
    - Normal v. Abnormal
  - Social Model
    - Inclusion
      - Remove Barriers
      - Environmental
      - Attitudinal
      - Organizational
  - Cultural Model
    - Diversity
      - Identity and Expression
      - Intersectionality
      - Deaf Culture
Neurodiversity - Autistic Cultural Values

Specialization driven
Detail Oriented
Visual Routines
Honest
Tech Savvy
Memory
Sensory Conscious
Pattern Recognition
Subscribe to Rules & Regulations
# Perspectives of Autism

## Neurodivergent
- Pattern detection
- Routine driven
- Technology inclined
- Memorization
- Reliable
- Honest
- Subscribe to rules & regulations
- Sensory conscious

## Neurological Deficit
- Concrete, literal
- Inflexible
- Intolerant of unexpected change
- Verbal communication and social interactions are challenging
- Difficulty with abstract thinking
- Interpersonal challenges
- Sensory integration disorder
### Syllabi Disability Statements

#### Accommodation Statement
- Singles out disabled students
- Implies that disabled students need assistance navigating the curriculum
- The course design is fine, the student’s disability is the problem.
- Disabled students are untrustworthy and will try to take advantage of the system
- External validation required

#### Inclusivity Statement
- Focuses on the instructional environment.
- Addresses any student who experiences exclusionary barriers
- Responsibility for inclusivity placed on the course design.
- Student Access services provided as a consultant to the instructor and student.
It is my goal to create a learning experience that is as accessible, welcoming and inclusive as possible for our diverse community of learners. Anyone who anticipates they may encounter barriers related to the format, materials, or requirements of the course please meet with so we can explore potential options. I am happy to consider creative solutions as long as they do not compromise the objective of the assessment or learning activity. Students with disabilities may also wish to work with the Office of Accessible Education and Student Support to discuss a range of options to remove barriers in this courses, including official accommodations. Please visit the website for contact and additional information. If you have already been approved for accommodations through the Office of Accessible Education, please meet with me so we can develop an implementation plan together.

Exploreaccess.org
Positive Niche Construction

- Design instruction so that the learner can control preference settings and styles.
- Preference style controls
- Dyslexia and Accessibility Software

- www.helperbrid.com
- www.opendyslexic.org
- www.floeproject.org
Facilitated Group Interactions

❖ **Group Formation**
  ➢ Assistance with self-selection group formation/pairings

❖ **Specific Group Roles**
  ➢ Provide guidance
  ➢ Set expectations

❖ **User experience**
  ➢ Peer reciprocity
  ➢ Safe Learning experience
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Facilitate Change!

Promote Student Learning!

Improve Programs!