

## Using Universal Design to Reduce Barriers for Remote Learners with Disabilities

### Questions to consider

1. Identify a task? What are students meant to demonstrate by completing the task?
2. What are the barriers students with disabilities are likely to face when completing the task?
3. What are all the other possibilities for demonstrating that skill or understanding ?
4. What are the implications of those possibilities? How might they support all students?

### Universal Design: Extended Time

1. Identify a task. What are students meant to demonstrate by completing the task?

Example: A timed quiz, test or in-class assignment where students are meant to demonstrate understanding *within a set period of time*.

2. What are the barriers students with disabilities are likely to face when completing this task?

-Processing disorders prevent students from answering all of the questions.  
-Time restrictions induce symptoms of a chronic or mental health condition that prevent students from demonstrating their understanding.

3. What are all of the other possibilities for demonstrating that skill or understanding?

- If not essential, give an untimed quiz or test.  
- Use options on Moodle to set time limits to ensure students receive accommodations.  
- Consider an un-timed alternative such as an essay or a project to demonstrate understanding  
- Use a series of short quizzes rather than one large exam.  
- Have students respond to questions orally via video.

4. What are the implications for those alternatives? How might they support all students?

- Many students will be facing higher levels of anxiety during this time such that untimed assessments are likely to support everyone.  
- Alternatives may enable students to demonstrate their understanding in more nuanced ways.  
- Students without disabilities may take longer to complete the quiz/test.