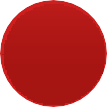


**Accessible**



Learning Services

# Presentations Accommodation Guide

Students who require presentation accommodations have a disability that significantly impacts their ability to fully demonstrate their knowledge through classroom presentations. In order for presentation accommodations to be offered, the student must present Accessible Learning Services with documentation from a regulation health care professional (e.g. physician, psychologist, and psychiatrist) that supports this accommodation.

For the purpose of accommodation, a presentation refers to any individual or group assignment that must be presented to the class in some manner.

# Presentation Accommodation Procedure

1. The student provides Accessible Learning Services with documentation from a regulated health care professional supporting the need for presentation accommodations.
2. The Accessibility Counsellor updates the Confidential Academic Accommodation Plan to include this accommodation, as well as reviews options for presentation accommodations with the student.

* This accommodation will be noted in the Classroom Accommodations section of the CAAP as:

*Student has a disability that significantly impacts his/her ability to present content in front of a group of peers. Please see the Presentation Accommodations document that accompanies this CAAP.*

1. The student will discuss the presentation accommodations with his/her faculty and agree on a suitable accommodation.

# Suggestions for Presentation Accommodations

**Alternative Setting/Audience**

* Presenting individually to the professor.
* Presenting to the professor plus a small group (3-4) (This can fulfill any requirements to answer questions/provide feedback based on presentation, or reflect on peer evaluation.

**In Class Accommodations**

* In the case of individual presentation, option to present as a pair or group.
* Choice in when to complete the presentation (date and/ or beginning, middle or end of class).
* Permission to read from notes, handouts, or a script without marks being deducted for this.
* Sitting at a table or desk while presenting.
* For some students, scripted or predictable portions of a presentation (PowerPoint) does not impact disability where unscripted and unpredictable (question/answer period) portions do.

-In these instances, the student will meet with his/her faculty member to discuss alternatives (i.e. having questions emailed to the student for written response.)

**Adaptive Technology**

* Video and/or record the presentation to show in class.
* Develop the presentation using software that permits audio recording be embedded into slides.

**Diversified Learning Approach**

* If presentation skills are not a core competency of the course and/or being evaluated, the option for a student to present the materials in an alternative manner (essay, video, resource binder, etc.)

-This alternative presentation of materials would be graded based on the same rubric as class presentations.

**Additional Notes:**

Please note, this is not an exhaustive list of suggestions, and students are encouraged to negotiate and collaborate with their professors to arrive at an accommodation that is mutually agreeable. Additionally, Accessible Learning Services, Accessibility Counsellors are available to support the development of this accommodation as well as discuss any questions, concerns, or feedback.

# Need Help?

Throughout this process students can meet with their Accessibility Counsellor to discuss this accommodation.