

Step One

Individualization / Accommodations as applied to the web



Visual



Auditory



Mobility &
Dexterity



Cognitive

Online is different from print

The screenshot shows a mobile browser interface on an iPad. The address bar displays `epat-parcc.testnav.com`. The page title is "TestNav". The breadcrumb trail is "HOME / PARCC SAMPLE SET HS MATH / HS MATH SAMPLE ITEMS / 2 OF 10".

The main content area contains a word problem:

Brett is on the high school track team and his coach surprises the team by having an Olympic track champion attend a practice. The Olympian challenges Brett to a 100-meter race. To make the race more interesting, the Olympian will not start the race until Brett reaches the 20 meter mark. Brett's average time in the 100-meter race is 12 seconds, while the Olympian's average time is 10 seconds. Assume that Brett and the Olympian run at a constant speed throughout the race.

Below the text is a diagram of a 100-meter race track. A horizontal line represents the track, starting at "Start" and ending at "Finish". A scale below the track is marked from 0 to 14 centimeters. A blue bar highlights the segment from 0 to 14 centimeters, labeled "100 meters". Above the track, a 20-meter segment is marked between two points labeled "Olympian" and "Brett". Below these points are silhouettes of a runner (Olympian) and a runner (Brett).

Part A

Based on each of the runner's average times, write an equation for each person that describes the relationship between his distance from the starting line, in meters, and time, in seconds.

At the bottom of the screen is a math input toolbar with buttons for undo, redo, clear, plus, minus, multiply, divide, fraction, square root, power, square root, and equals.

Different online experiences

What I see or hear on a website may be different from what others see based on a lot of factors: differences in hardware, software (including operating systems, browsers, etc.) and internet connection.



These affects the **output** or what the student see, hear or experience.

Different online experiences

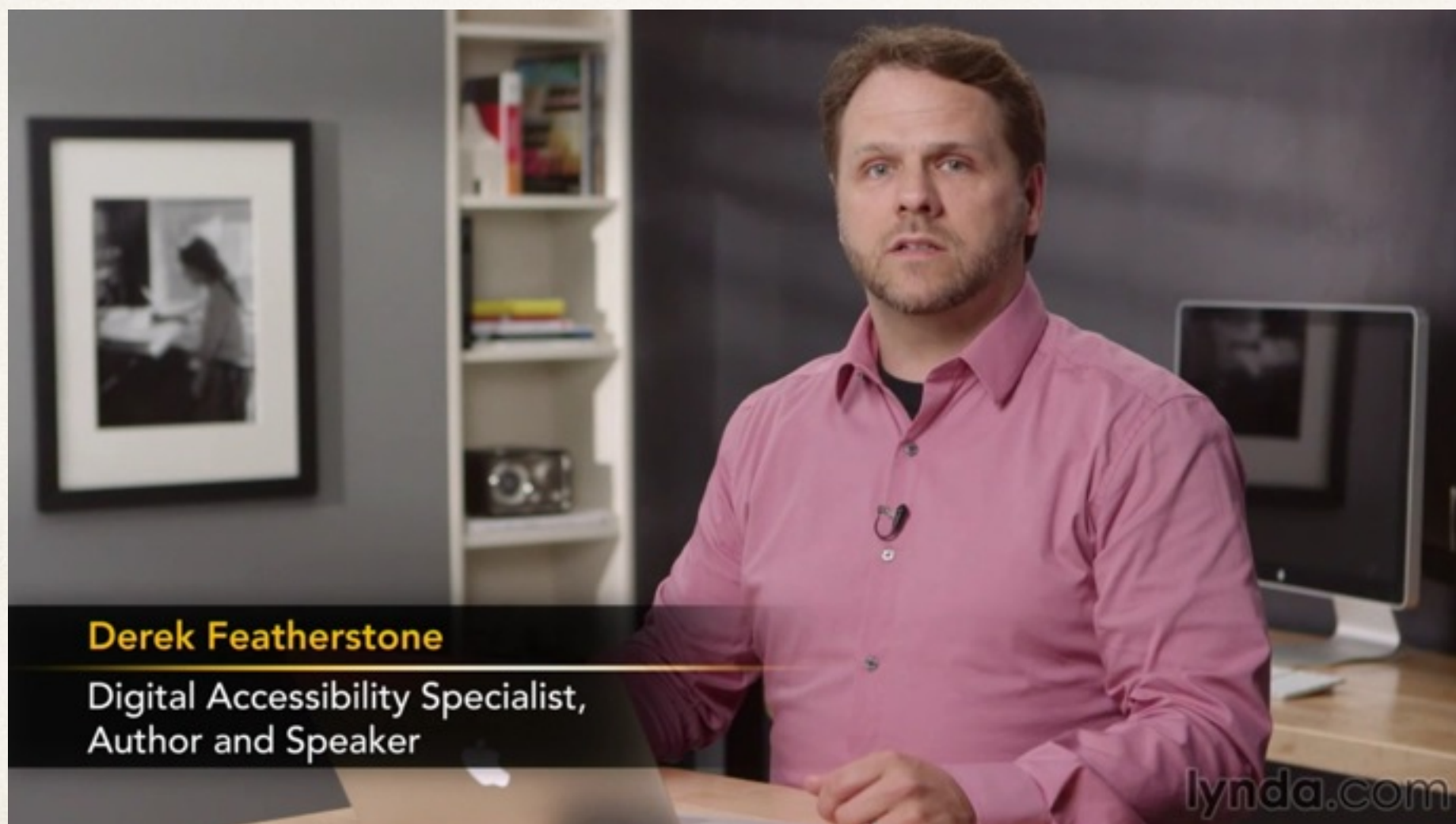
Even if you have the SAME hardware, using a DIFFERENT browser will give you a different online experience.



Web accessibility initiatives and resources are available.

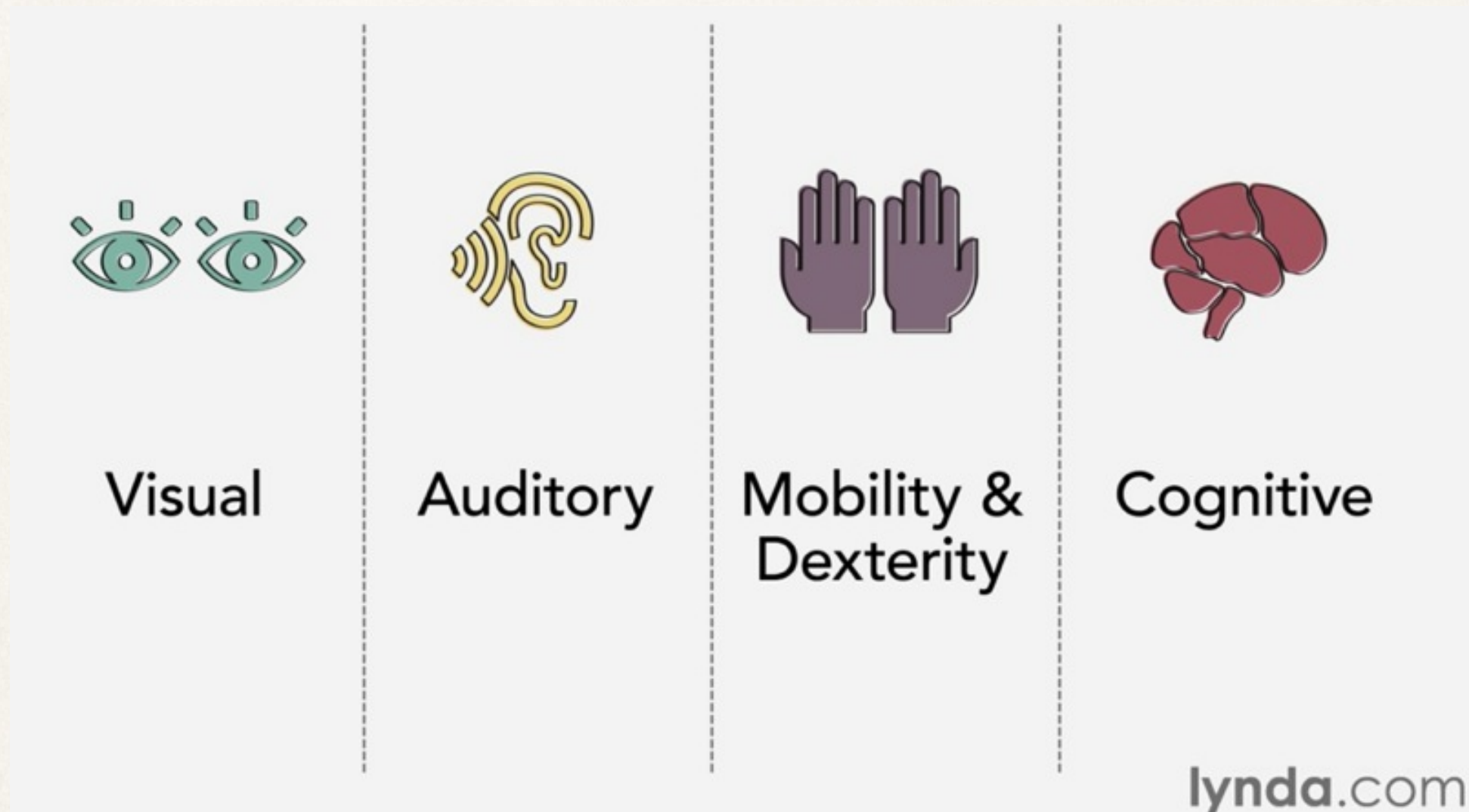
Accessibility in the Web

There are accessibility specialists.



Accessibility in the Web

Accessibility Specialist Derek Featherstone pointed out four different areas:



This is both the **output** or what the student see, hear and experience and the **input** or how the student interact with the web.

Accessibility in the Web

Cognitive issues (Featherstone)

- Memory
- Problem solving
- Attention and focus
- Literacy and reading
- Visual comprehension
- Verbal comprehension



Individualization

Think about your student and match needs with the resources I pointed out. Note that:

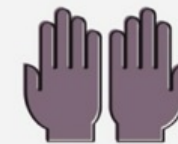
- ❖ you know your student best
- ❖ list areas of concerns and match it with accessibility resources
- ❖ try to find available hardware and software in your school
- ❖ be aware of the input and output online experiences and make sure to **match** proper accessibility resources.



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