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**“Redesign or Accommodation?” | Activity Guidelines**


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**SET-UP OF ENVIRONMENT**

- Ideally: participants around tables in groups of 5.
- Randomize *Persona* cards into sets of 5 and distribute sets around each table. Aim to have at least one full group of *Personas* distributed around the room.
- Each participant adopts the *Persona* on the card at their spot.  
*Each Persona represents a student who could be one of their students. Participants will represent their Persona student’s perspective and advocate for their needs throughout the activity.*
- One representative of each *Persona* will be asked to introduce their student to the room.

**STEP-BY-STEP OF THIS ACTIVITY**

<b>Approx. time</b>	<b>Groups</b>	<b>Steps</b>
5 mins	Full group	<b>Step 1   Meet the Class: Persona Introductions</b> <ul style="list-style-type: none"> <li>• Each <i>Persona</i> is introduced to the full group by one representative in the room.</li> </ul>
2 mins	Full group	<b>Step 2   Consider a Scenario</b> <ul style="list-style-type: none"> <li>• Facilitators will present a <i>Scenario</i> to everyone. The <i>Scenario</i> will be based on a common or recurring component of a course delivery.</li> </ul>
4 mins	Small groups	<b>Step 3   Identify the Barriers &amp; What Accommodations Might Look Like for Each Barrier</b> <ul style="list-style-type: none"> <li>• In discussion groups of our <i>Persona</i>-selves, we will look for possible barriers to learning the <i>Scenario</i> represents for each of our <i>Persona</i>-selves.</li> <li>• If you can, identify which students could qualify for an accommodation to address the barrier, and what those accommodations would look like.</li> <li>• (Facilitators can help identify which <i>Personas</i> would not qualify for or receive an accommodation from their institution’s Disability Services.)</li> </ul>
4 mins	Small groups	<b>Step 4   Barriers vs. “Redesign or Accommodation?”</b> <ul style="list-style-type: none"> <li>• Still as our <i>Persona</i>-selves, discuss whether or not the accommodation is necessary <b>or</b> if the barrier/s could be avoided by applying some UDL-based redesign to course components.</li> <li>• We’ll also discuss whether these UDL-based adjustments could help students who would benefit from an adjustment but who wouldn’t register for accommodation.</li> </ul>
4 mins	Full group	<b>Step 5   Final Thoughts on the Scenario &amp; Identification of Challenges</b> <ul style="list-style-type: none"> <li>• Groups will share back their thoughts about “redesigns or accommodation”.</li> <li>• We can pose follow-up questions to the ideas presented, add on other ideas if necessary; collectively identify any challenges associated with each “redesign” or “accommodation” decision.</li> </ul>
<b>T=14 minutes per Scenario (+ intros)</b>		