



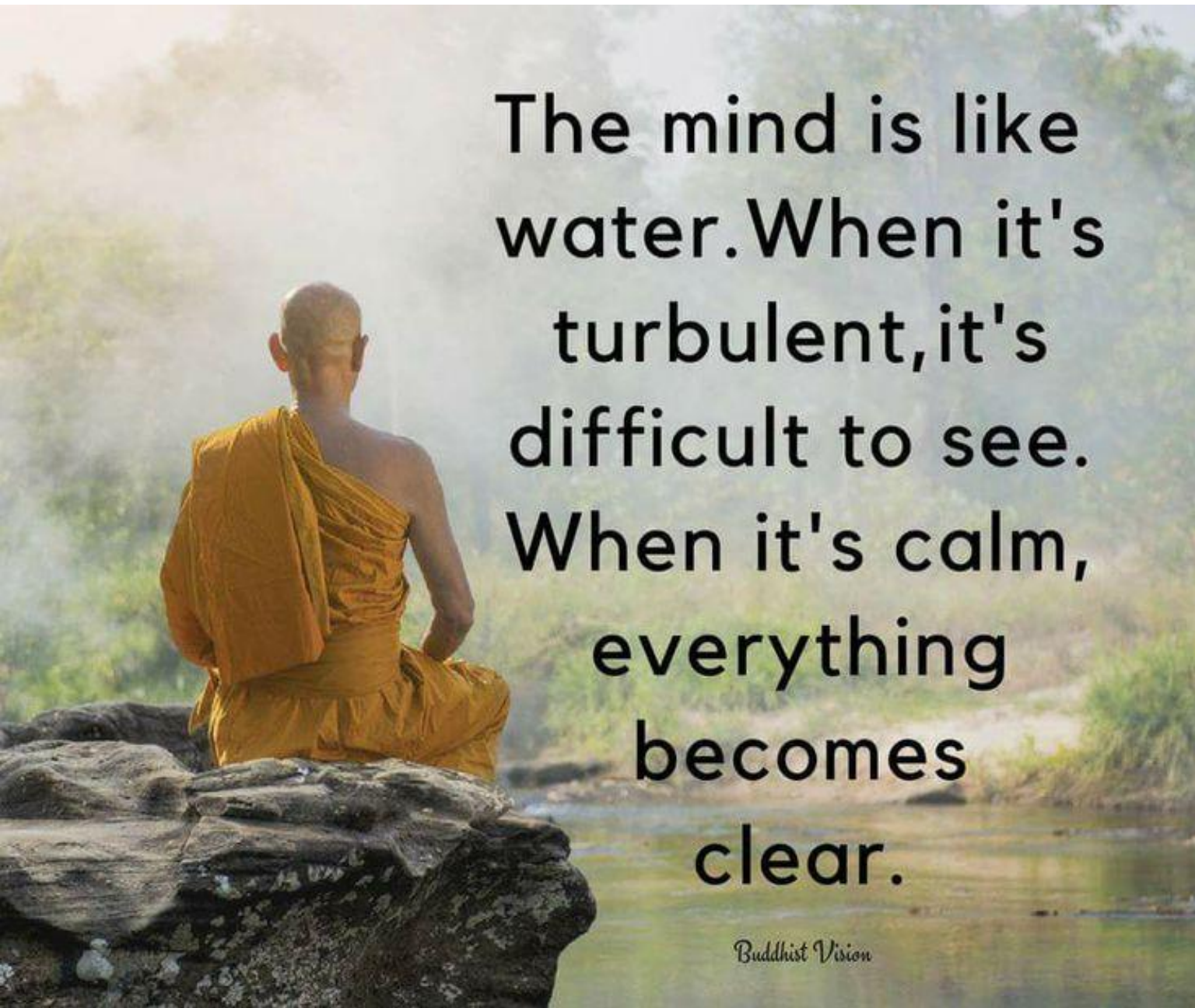
**ASPIRE. ACCOMPLISH. TAKE ON THE WORLD.**

**Mental and Physical Health and Their Impact on Equity in Educational Settings  
- A Potential for Growth?**

Drs. Arlene King-Berry, Nathalie Mizelle, and Pier Broadnax

**2021 Process Education Conference** Saturday, June 26, 2021

**UNIVERSITY<sup>OF</sup>  
THE  
DISTRICT OF  
COLUMBIA**  
1851



The mind is like  
water. When it's  
turbulent, it's  
difficult to see.  
When it's calm,  
everything  
becomes  
clear.

*Buddhist Vision*



Overview

Panel Intro

Pre-test

# Abstract

- COVID-19 and Systemic Racism pandemics have created innovative environments but have exposed areas of serious inequity for faculty and students. The new normal has resulted in many educators examining the impact of mental and physical health on equity in educational settings. The impact is manifested in challenges such as lack of academic progression including technological acumen, socio-emotional stability, financial and health/wellness resources, and relationship building

**Learning  
Outcomes:  
At the  
completion  
of this  
workshop  
participants  
will be able  
to:**

---

Identify areas of inequity  
resulting from the COVID-19  
and Systemic Racism  
pandemics

---

Identify and develop  
strategies that address these  
inequities.



# Bias and Equity: A Potential for Growth

Pier A. Broadnax, PhD., RN

Associate Professor

# Bias and Equity



# Bias and Equity

What is Bias?

- ❖ Opinions about ideas, people and groups that influence decisions and contribute to our social standing and identity.





# Bias and Equity

## Implicit Bias (Indirect)

- ❖ Females are weaker in STEM professions than males. (gender bias)
- ❖ Older educators are not comfortable using technology in the classroom. (ageism)
- ❖ Asian students are better in math than other students. (ethnic bias)

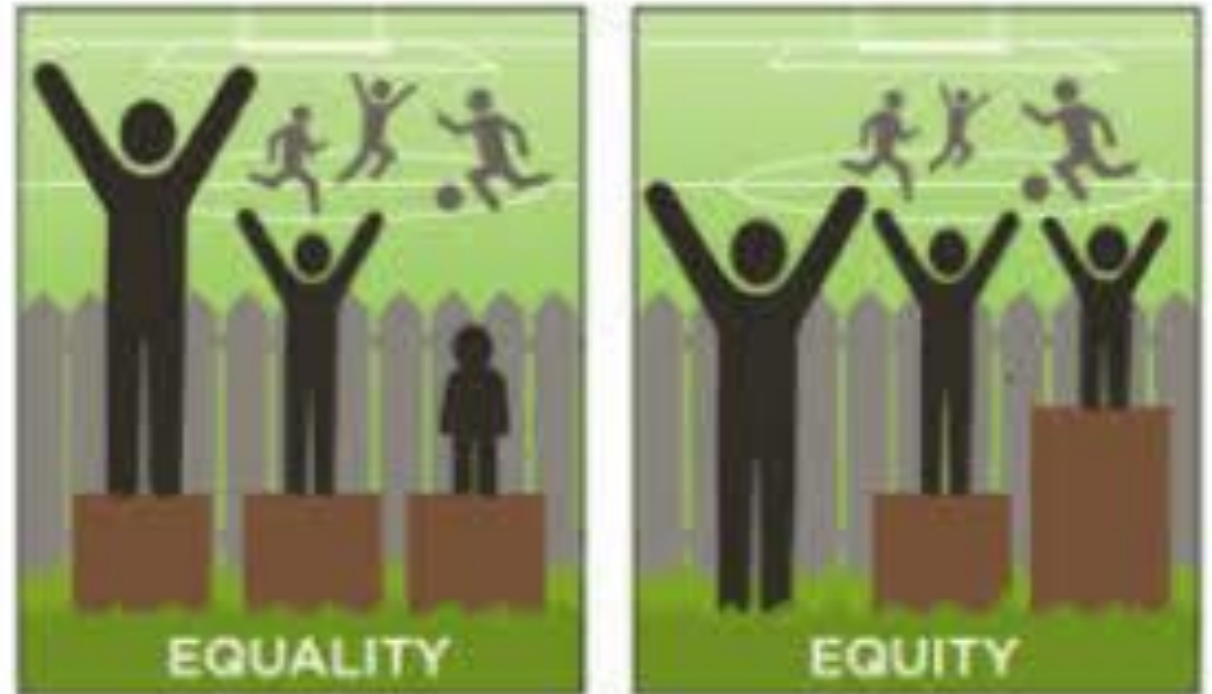
## Explicit Bias (Direct)

- ❖ Telling jokes based on stereotypes.
- ❖ Rejecting another's cultural norms.
- ❖ Rejecting holiday celebrations that are different from your religious practices.

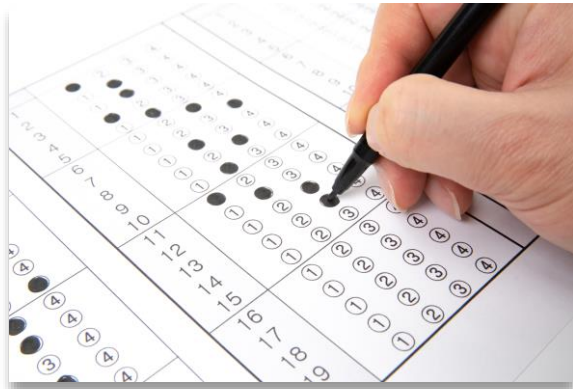
# Bias and Equity

What is Equity?

- ❖ Providing what is needed to succeed-access to opportunity, networks, resources and support, depending on where you are and where you want to go.



# Bias and Equity



## Strategies to Reduce the Impact of Implicit Bias

- ❖ Take the IAT (Implicit Association Test) self- assessment (<https://implicit.harvard.edu/implicit/>)
- ❖ Institute blind grading
- ❖ Use standardize testing
- ❖ Combine a variety of learning activities
- ❖ Do not equate students who are quiet with being less intelligent
- ❖ Become fluent in the use of various types of media to increase student engagement
- ❖ Learn to pronounce student's names correctly

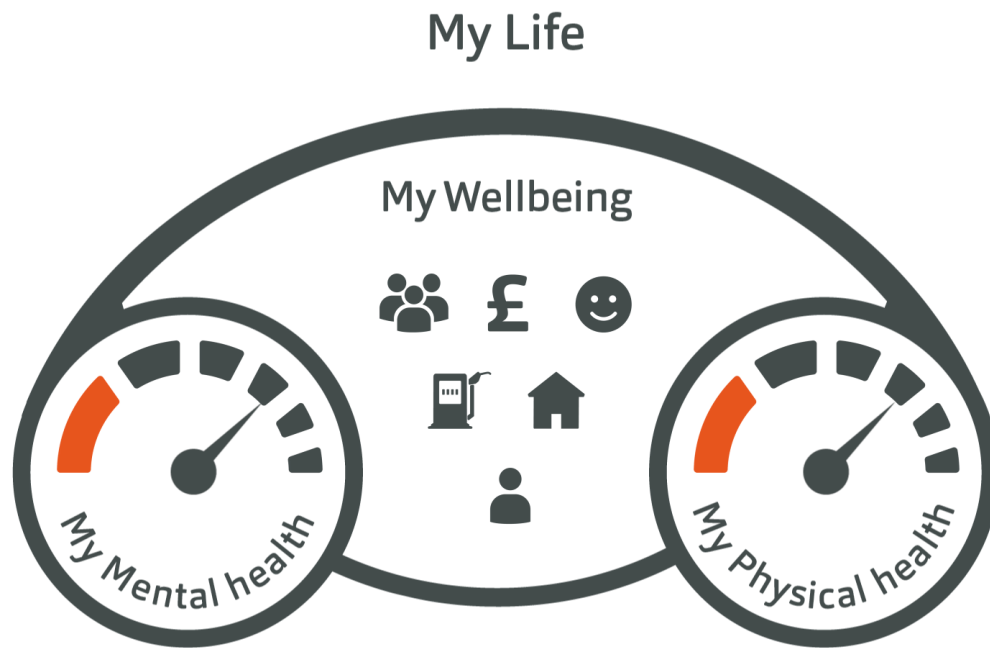
# Bias and Equity

When a flower  
doesn't bloom,  
you fix the environment  
in which it grows,  
not the flower.

Alexander Den Heijer



## Manifestation Mental Health/Physical and Relationship Building

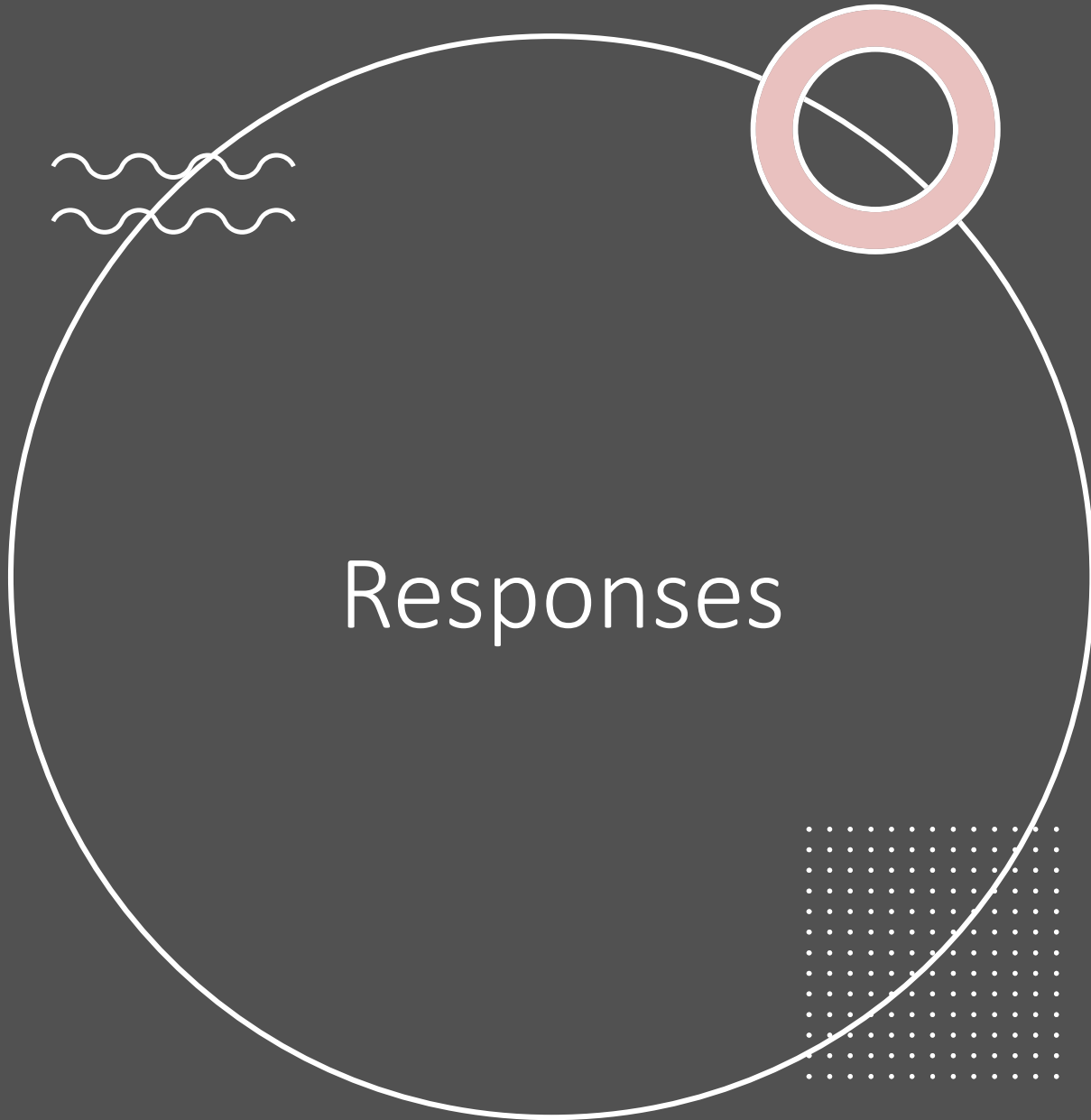


# How are You?



# Relationships

- It is important that couples and families establish new routines, such as when to get up, eating meals together,
- Couples/families should talk through these things, and reassess every few days, making changes as needed.
- It is important that individuals have some alone time just to attend to their own needs and feelings, as well as couple time



# Responses

- Living in tight spaces can be stressful and couples that have a history of being conflictual or abusive, this might escalate
- You, your partner, and child(ren) (young or adolescent) might experience anxiety: tremors and twitching, headache, muscle tension, fatigue, insomnia, pounding heart, sweating, stomach pain, dizziness, shortness of breath, irritability, restlessness, feeling tense and jumpy, trouble concentrating, and feeling apprehensive

# Memory

- Stress such as from the COVID-19 and Systemic Racism Pandemics can impact us as we are processing information, especially short-term memory (e. g. recalling things that just happened, reading something and not recalling what you just read, etc.).



# Staying Active

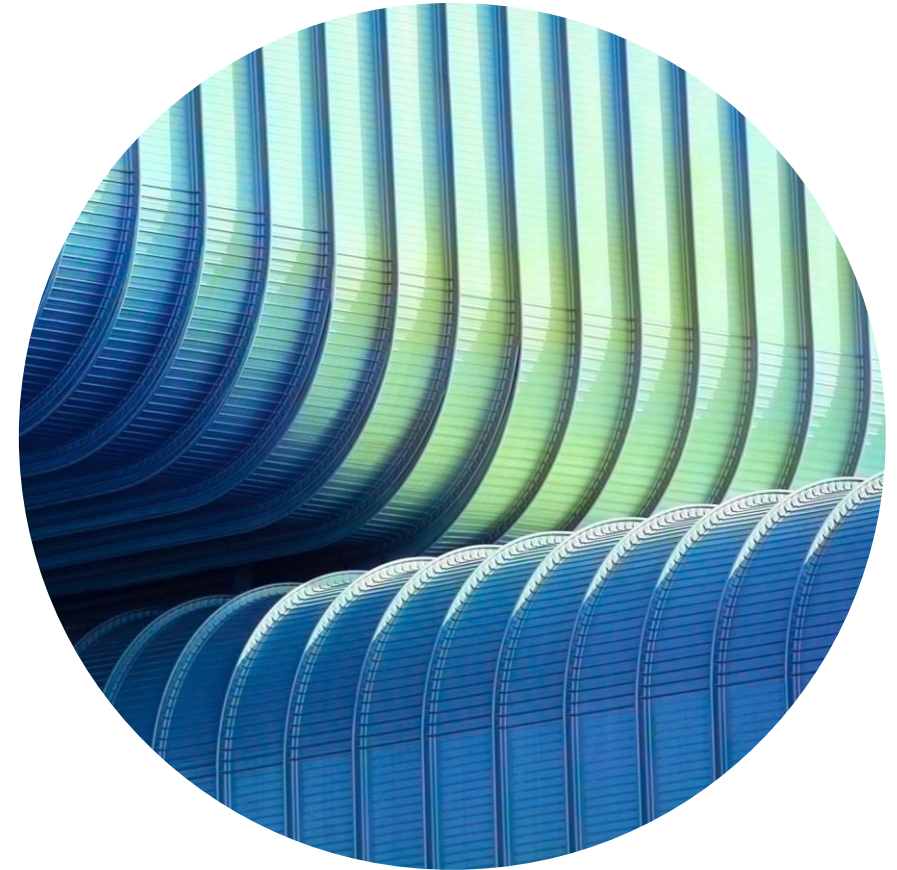
CREATE REGULAR TIMES FOR  
PHYSICAL ACTIVITIES  
(TREADMILL, WALKING/WALKING  
YOUR DOG, ETC.).

STAY CONNECTED, THROUGH  
SOCIAL MEDIA, WITH FAMILY  
AND FRIENDS. ALLOW CHILDREN  
AND ADOLESCENTS TO CONNECT  
WITH THEIR FRIENDS THROUGH  
SOCIAL MEDIA.

# Social Media

Remember that developmentally, adolescents, students want to connect to their peers for support. They can do that through social media.

If you can, connect to elderly family members via social media. Being connected can help them to not be isolated and helps you to know that they are okay



# Strategies

Celebrate

Celebrate talents.



Acknowledge

Acknowledge progress.



Encourage

Encourage self-determination.





# Things to think about

- It is always helpful for couples and families to talk about their feelings related to the Pandemics.
- It is important to focus on positive things as a couple and family. You can write down plans for the future or have children draw their plans, like playing with their friends, seeing their grandparents, or an upcoming birthday party
- Create a 1-minute video on how the pandemic has affected you or someone you know. You can only use music and images to create the video. No words allowed.
- [www.biteable.com](http://www.biteable.com)
- [www.voicethread.com](http://www.voicethread.com)
- [www.words.net](http://www.words.net)
- [www.todoist.com](http://www.todoist.com)



# Breakout Groups

- Questions/ Report back to group
  - Identify and describe an area of inequity resulting from the Covid-19 Pandemic.
  - Identify and describe an area of inequity resulting from the Systemic Racism Pandemic.

# PRESENTATION OBJECTIVES

After this presentation you should be able to:

1) Describe specific UDL congruent Apps that address visual, hearing, learning, mobility, mental health, and neurodiversity challenges.

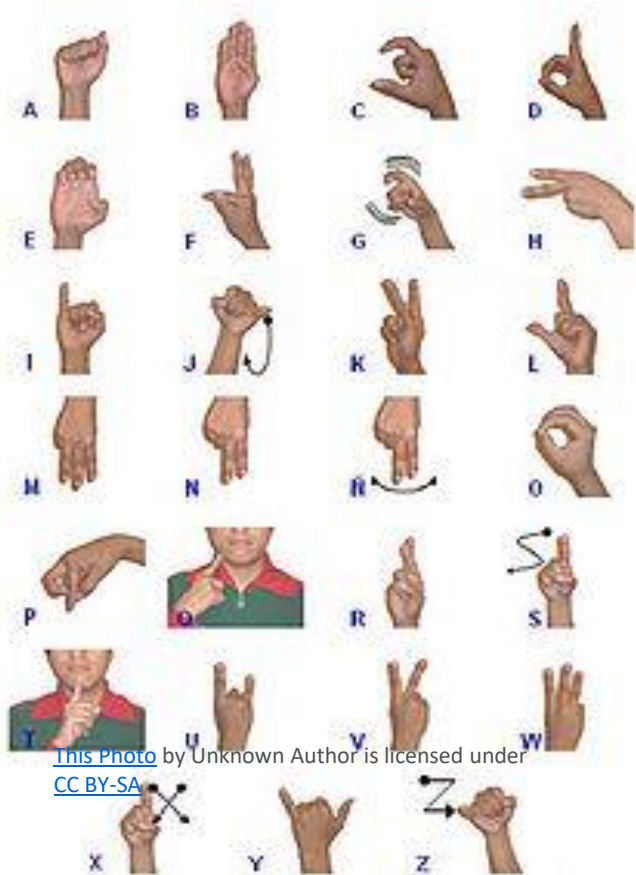
3) Demonstrate ability to use at least one of the Apps described.

# Apps for VISUAL Challenges



APP	DESCRIPTION
<b>Screen Reader</b>	Converts digital text into synthesized speech. They empower users to hear content and navigate with the keyboard.
<b>Magnifier</b>	Makes things on a screen easier to see.
<b>Tell Me</b>	Quickly access commands without navigating the command ribbon
<b>Soundscape</b>	3D Technology to enhance awareness of what is around you. A map is delivered in 3D Sound
<b>Color Filters</b>	Color filters change the color palette on the screen and can help distinguish between things that differ only by color.

# Apps for HEARING Challenges

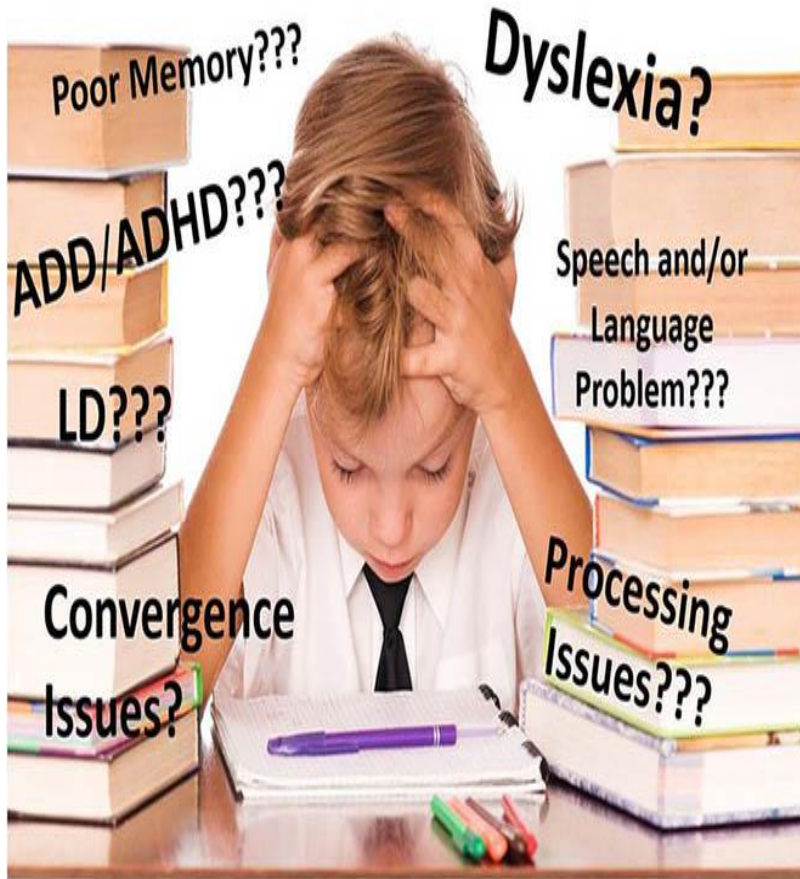


[This Photo](#) by Unknown Author is licensed under [CC BY-SA](#)

APP	DESCRIPTION
<b>Translator</b>	Translates conversations across devices.
<b>Power Point Translator</b>	Translates slides and provides translated subtitles for presentations.
<b>Power Point Captions</b>	Adds captions or subtitles into media in Power Point.
<b>SWAY Captions</b>	One can record any voice directly in SWAY and the App converts it to text.
<b>Stream</b>	Allows one to create, share, discover and manage video.



# Apps for LEARNING Challenges



[This Photo](#) by Unknown  
Author is licensed under  
[CC BY-SA-NC](#)

APP	DESCRIPTION
<b>Immersive Reader</b>	Improves reading and writing by changing highlighted text to speech.
<b>Dictate</b>	Translates speech to text using microphone and internet connection.
<b>Editor</b>	Checks grammar and more in written documents.
<b>Reading Assist</b>	Changes reading view style and font to reduce distractions.
<b>Easy Access</b>	Enables changes that make a mouse easier to use.

# Apps for MOBILITY Challenges



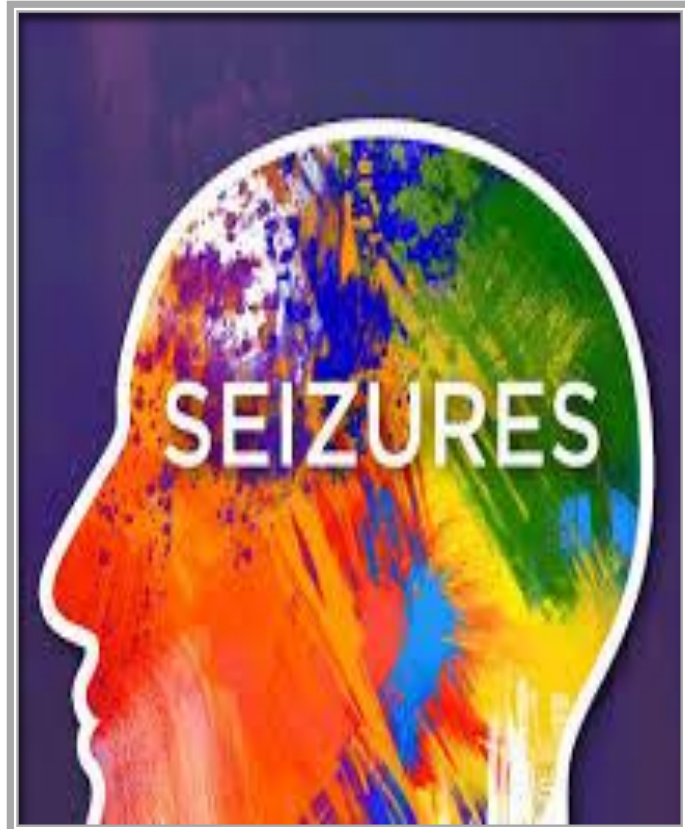
APP	DESCRIPTION
<b>Keyboard Shortcuts</b>	Shortcuts to make Office apps accessible
<b>Eye Control</b>	Allows one to operate an onscreen mouse, keyboard and text-to-speech experience with eyes only.
<b>Designer</b>	Automatically generates designs to create slides with professional layouts.
<b>Hello</b>	Allows sign in without a password, using face recognition or fingerprint.
<b>On Screen Keyboard</b>	Displays standard keyboard on screen; mouse or other pointing device can be used to type.

# Apps for MENTAL HEALTH Challenges



APP	DESCRIPTION
<b>Minimize Distractions</b>	Makes it easier to focus by turning off animation, background images, etc.
<b>Focus Assist</b>	Enhances focus by letting one turn off or otherwise modify distracting notifications.
<b>One Note</b>	Allows one to plan, organize and manage tasks and projects.
<b>Change Theme</b>	Allows personalization of a device screen's theme, color and darkness.
<b>My Analytics</b>	Helps one analyze and monitor one's personal productivity.

## Apps for NEURODIVERSITY Challenges



APP	DESCRIPTION
<b>Customized Tool Task Bar</b>	Allows one to customize their task bar.
<b>Friendlier Fonts</b>	Enables one to download fonts that make reading easier.
<b>Storage</b>	Lets one view and edit documents stored in One Drive directly from one's web browser.
<b>Research and Citations</b>	Helps one find reliable sources for research papers.
<b>Auto Display Subtitles</b>	Translates text-to-speech and speech-to-text for Power Point.

# Microsoft Office 365

- Link for Educators :  
<https://education.microsoft.com/en-us>
- Microsoft Hybrid and Multi-Modal Learning  
<https://education.microsoft.com/en-us/resource/0936c09f>



## REFERENCES

CAST (2020, December 02). *About universal design for learning*. Retrieved February 15, 2021, from <https://www.cast.org/impact/universal-design-for-learning-udl#.W2Sk1yhKg2w>

L. Wallis, "Growth in Distance Learning Outpaces Total Enrollment Growth," 2020. Retrieved from <https://www.qualityinfo.org/-/growth-in-distance-learning-outpaces-total-enrollment-growth>

A.J. Magda, D. Capranos, & C.B Aslanian, "Online College Students 2020: Comprehensive Data on Demands and Preferences." Louisville/KY: Wiley Education Services, 2020. Retrieved from <https://edservices.wiley.com/wp-content/uploads/2020/06/OCS2020Report-ONLINE-FINAL.pdf>

C. Li & F. Lalani, "The COVID-19 Pandemic has Changed Education Forever: This is How," 2020. Retrieved from <https://www.weforum.org/agenda/2020/04/coronavirus-education-global-covid19-online-digital-learning/>

GCF Learn Free.org, GCF Global, "Computer Basics - Understanding Applications," Retrieved from <https://edu.gcfglobal.org/en/computerbasics/understanding-applications/1/>

CAST, "Universal Design for Learning Guidelines Version 2.0," Wakefield/MA, 2011. Retrieved from [https://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-0/udlg\\_graphicorganizer\\_v2-0.pdf](https://udlguidelines.cast.org/binaries/content/assets/udlguidelines/udlg-v2-0/udlg_graphicorganizer_v2-0.pdf)

# Breakout Groups

- Questions/ Report back to group
  - Identify and describe and/or demonstrate a strategy or App to address a selected area of inequity resulting from either Pandemic.

# Complete the Kahoot Post Test

Q & A





A photograph of a person writing on a whiteboard in a classroom. The person is wearing a dark blue and white striped shirt and a gold watch. They are holding a blue and yellow marker. In the foreground, a man with a beard and blue glasses is looking towards the whiteboard. Other students are visible in the background, looking at the whiteboard. The scene is brightly lit, suggesting a classroom or meeting room.

# Thank You

CONTACT US

[Dr. Arlene King-Berry-akberry@udc.edu](mailto:Dr.ArleneKing-Berry-akberry@udc.edu)

[Dr. Nathalie Mizelle-nathalie.mizelle@udc.edu](mailto:Dr.NathalieMizelle-nathalie.mizelle@udc.edu)

[Dr. Pier Broadnax-pbroadnax@udc.edu](mailto:Dr.PierBroadnax-pbroadnax@udc.edu)

UNIVERSITY OF THE  
DISTRICT OF  
COLUMBIA  
1851