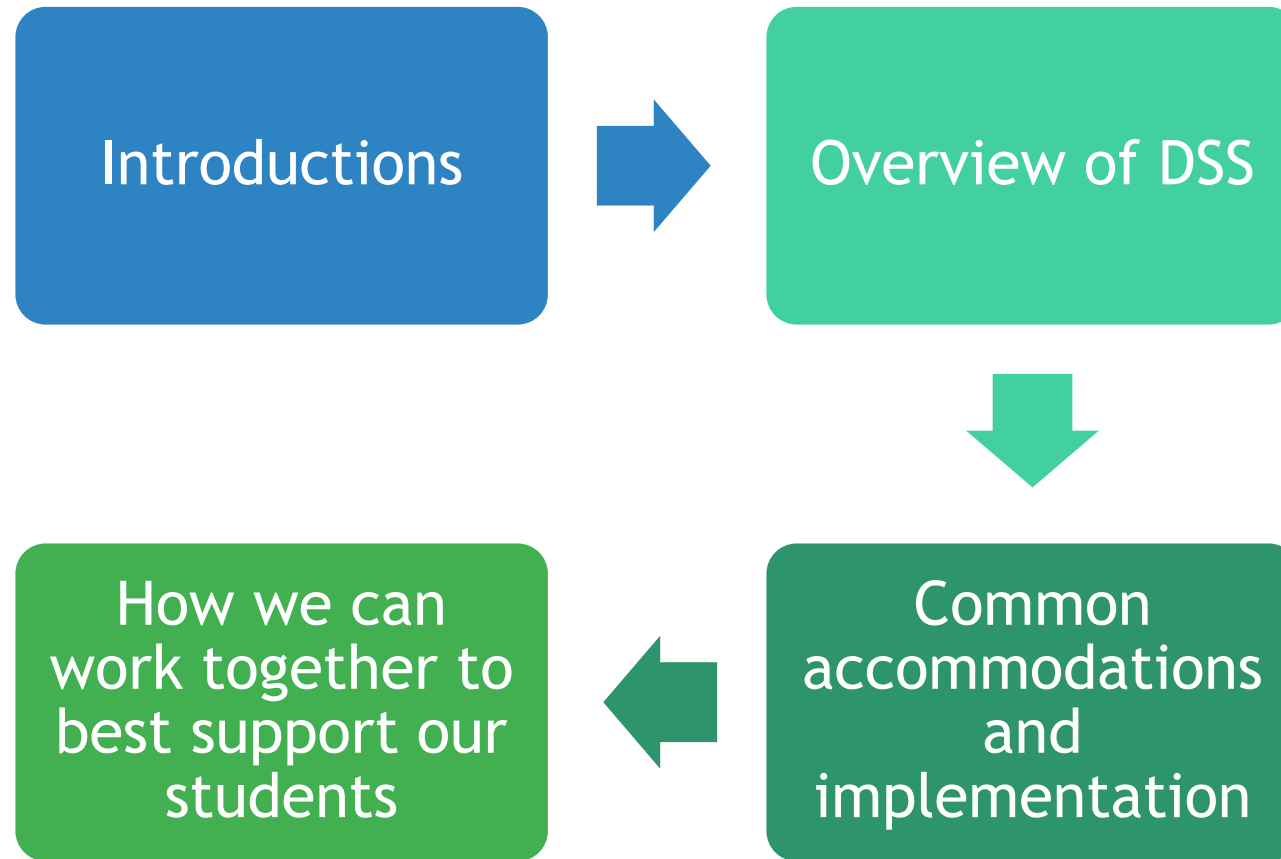




# Disability Support ▶ Services Info Session

Katie Kirk Haag, Counseling Faculty, DSS

# Agenda





## *Welcome to Disability Support Services*

We are a dedicated team consisting of DSS counselors, assistive technology specialists, learning specialists, peer tutors, interpreters, and administrative aides committed to providing holistic services for students with disabilities at the college.

# DSS works with a diverse student population

- ▶ Learning disabilities
- ▶ Attention-deficit disorder (ADHD/ADD)
- ▶ Mental health disabilities (anxiety, depression, post-traumatic stress disorder, etc...)
- ▶ Autism spectrum
- ▶ Brain injuries
- ▶ Physical and medical disabilities
- ▶ Vision and hearing impairments
- ▶ Temporary conditions (broken arm/leg, concussion, etc...)

# Accommodations

- ▶ What are reasonable accommodations?
  - ▶ Changes to the learning environment that help students with disabilities *access* the curriculum and participate in learning.
  - ▶ Required by law (ADAAA and Section 504 of the Rehabilitation Act)
  - ▶ Remove institutional barriers to provide access to the curriculum (do not guarantee success); level the playing field - do not provide unfair advantage.
  - ▶ Accommodations foster a diverse and inclusive academic community where students with disabilities are valued and have the opportunity to contribute fully
- ▶ Students with accommodations must do the work just like any student without accommodations
- ▶ Examples of accommodations (not an inclusive list)
  - ▶ Extended time on tests
  - ▶ Reduced-distraction environment (tests)
  - ▶ Access to notes
  - ▶ Flexibility with deadlines or attendance

# Accommodations, cont'd

- ▶ Professor is **NOT** expected to:
  - ▶ Change or adjust assignments
  - ▶ Change or adjust course content
  - ▶ Provide specialized or individualized instruction
  - ▶ Provide accommodations to students who do not have an accommodation letter from the DSS office
- ▶ Accommodations cannot be denied unless they cause a fundamental alteration of the curriculum
- ▶ All student must abide by the Student Code of Conduct. Disability is never an excuse for bad behavior (plagiarism, acting out in class, etc.)

# Accommodations: Key Takeaways

The goal is to reduce or eliminate barriers to learning without altering the essential requirements of a course or program.

Accommodations should not

- ▶ Compromise academic standards
- ▶ Provide an unfair advantage
- ▶ Guarantee student success (they guarantee *access*)

# Overview of the DSS Process

- ▶ Students must self-identify to the DSS office
- ▶ Simple [on-line application](#)
- ▶ Meet with a DSS counselor and provide relevant documentation
- ▶ Accommodations and services are determined on a case-by-case basis using an interactive process
- ▶ Additional services that are provided by DSS include tutoring, study skills strategies, assistive technology training, limited counseling and advising—**These are NOT accommodations**
- ▶ Accommodations are not retroactive
- ▶ DSS provides all services in-person and virtually (through email, phone, and zoom). Please visit our [website](#) for more information.

# I received an accommodation letter in my email, now what?

- ▶ The process for reviewing accommodations is the same for in-person and virtual courses
  - ▶ Acknowledge receipt of the letter
  - ▶ Discuss how the accommodations will be implemented in your class
  - ▶ Recognize that not all accommodations may be used or apply to your course
    - ▶ How do I know?...ASK the student
    - ▶ If the student indicates that they do not want to use an accommodation, confirm via email



# Common questions

- ▶ How to implement the access to notes accommodation?
  - ▶ Lecture notes/PowerPoints available online
  - ▶ Peer-notetaker
  - ▶ Digital Recorder/Smart Pen
  - ▶ Recorded Zoom session
- ▶ How to implement an assistive technology accommodation?
  - ▶ Kurzweil (Text-to-Speech technology)
- ▶ Universal design vs. accommodation?
  - ▶ Am I covered if I use universal design strategies?
- ▶ How to implement flexibility with deadlines/attendance?
  - ▶ Requires an implementation plan

# Implementation Plans



## Disability Support Services Flexibility with Attendance Form

This form will assist in determining how disability-related absences will be handled and to set guidelines for the student to follow to complete the course with the agreed upon modifications.

Student's Name:   
Instructor's Name:   
Course & CRN:   
Term & Year:

To assist in determining to what degree attendance is essential to the course and in order to determine the number of absences that would not fundamentally alter the requirements of the course, instructors can use the following questions to make this determination:

1. What is the nature of the classroom interactions between the instructor and students?
2. Do student contributions constitute a significant component of the learning process?
3. How could student in-class contributions be provided in alternate ways, when needed?
4. Does the fundamental nature of the course rely on student participation as an essential method for learning?
5. To what degree does a student's failure to attend constitute a significant loss to the educational experience of the student as well as other students in the class?
6. What does the course description and syllabus say about the attendance policy and late work?
7. What method is used to calculate the final grade?
8. What are the classroom practices and policies regarding attendance?
9. Is there content only offered in class? Could course content be supplemented in other ways for students who must miss class?

If attendance is factored into the grade for your course, what is the percentage?  
What are the number of allowed absences stated in your syllabus?

After reviewing, the questions listed above and consulting with DSS, what is the acceptable number of absences for the student before it poses a fundamental alteration to the course outcome?

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## Disability Support Services Flexibility with Attendance Form

How and when should the student notify the instructor of a disability-related absences?

- ☐ College Email  
☐ Phone

Comments:

**What is the timeframe and procedure for making up a missed quiz or missed exam due to the disability-related absence?**

(For example: The missed exam or quiz may be taken within 48 hours at the Assessment Center)

**What is the timeframe and procedure for turning in assignments missed due to a disability-related absence?**

(For example: The missed assignment can be submitted within 72 hours by email or to the instructor's office or to the next class session)

Please send the form to the DSS counselor for review. Upon review and discussion with the instructor and student as needed, the DSS counselor will provide completed forms to all parties.

*If at any point the instructor and/or the student have any questions or concerns about this process, the Flexibility with Attendance Form and/or the provision of this accommodation, Disability Support Services must be notified as soon as possible so we can address the concerns and work to resolve them.*

# Common Concerns

- ▶ Captioning- Let's talk
  - ▶ All digital media *should* be captioned
  - ▶ Choose materials that are already captioned and check accuracy
  - ▶ If there is a student in the class who is deaf/hard of hearing, DSS will caption digital media as an accommodation

cc

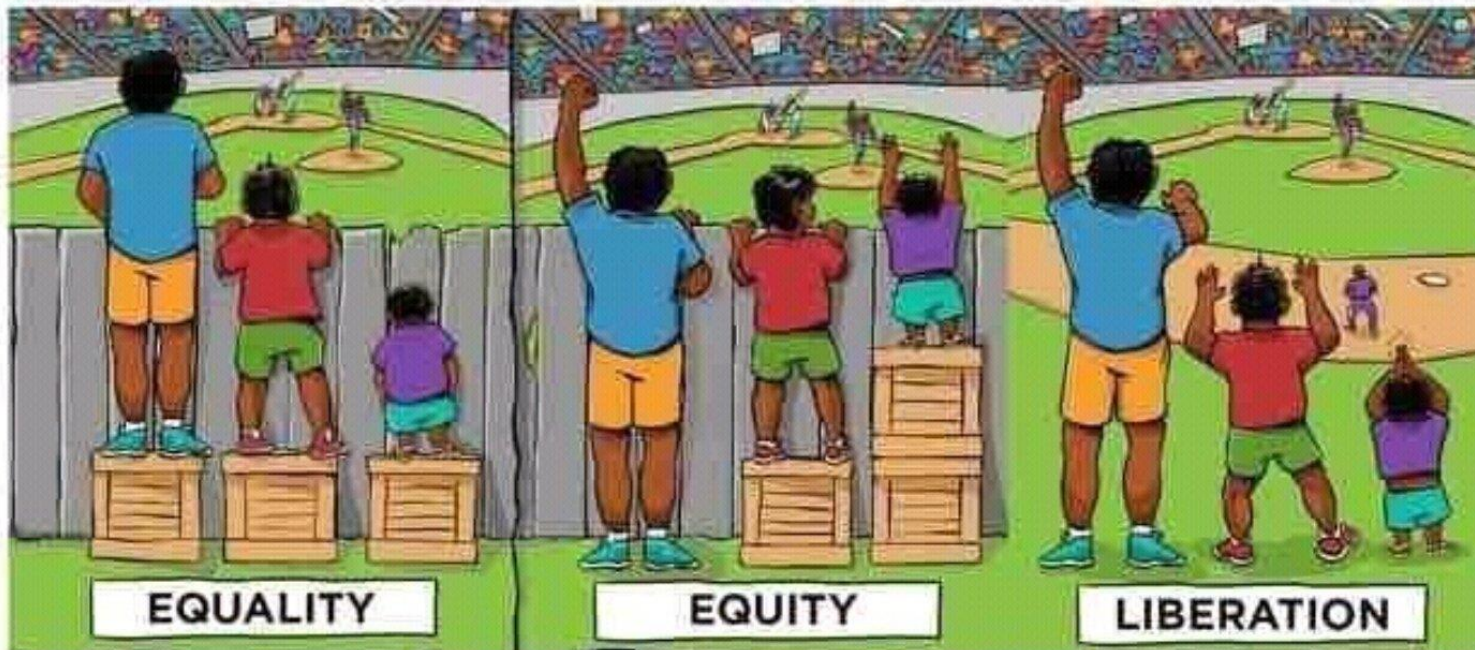
# What would help us? We are on the same team!

- ▶ Timely communication is essential
  - ▶ Send materials as soon as possible for captioning or alternate format conversion
  - ▶ Respond to emails from the DSS faculty/staff
- ▶ Avoid negotiating an accommodation, instead contact the DSS counselor if you have questions or concerns
- ▶ Do not tell a student they don't need extra time for testing, ignore an accommodation, ask about their disability/diagnosis, or discuss/identify a student by their disability.
- ▶ Maintain confidentiality

# OUR VISION



*Don't just tell a different version of the same story.*  
**Change The Story!**





Questions?



Thank you!