

# DRC Services and Learning Disability Support

March 3<sup>rd</sup>, 2016

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# Jenna French – My Story

- ▶ Diagnosis in 2<sup>nd</sup> Grade with Dyslexia
- ▶ Self Esteem
- ▶ High School Experience
- ▶ UCSC – Took while to ask for accommodations
- ▶ MS Rehabilitation Counseling
- ▶ What did I do to help me be successful?
- ▶ What did professors do to help me be successful?



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The most important thing to take away today.....

**What is the best thing a professor can do for a student with a disability?**

# ASK THE STUDENT





## DRC Role

# the Wellness Center

Cañada College  
DRC Disability Resource Center

Cañada College  
PCC Personal Counseling Center

Cañada College  
HEALTH CENTER



- DRC role is to **provide accommodations** and assistance to students with disabilities that facilitate their **achieving their educational goals**.
- We are committed to ensuring that students receive equal access to all programs and services.
- To that end, we seek to balance the student's right to access with our obligation to protect the integrity of our college's programs and services.



# TYPES OF DISABILITIES



## ► Developmental Disabilities

- ADHD
- Autism Spectrum Disorder
- Learning Disabilities

## ► Psychological Disabilities

- Anxiety
- Depression
- Bi Polar
- Schizophrenia
- Personality Disorders

## ► Acquired Disabilities

- Traumatic Brain Injury
- Temporary Disabilities

## ► Legal Blindness or Visual Impairment

## ► Deaf and Hard of Hearing

## ► Physical Disabilities

- Back Impairments
- Paraplegia
- Quadriplegia

## ► Chronic Health Conditions

- Addison's
- HIV
- MS
- Fibromyalgia
- Diabetes
- Cerebral Palsy
- Gastrointestinal Disorders
- Migraine Headaches
- Sickle Cell Anemia

# DRC Student Data

	2012 – 2013 Student Count	2012 – 2013 Student Count (%)	2013 – 2014 Student Count	2013 – 2014 Student Count (%)	2014 – 2015 Student Count	2014 – 2015 Student Count (%)
Total	218	100%	252	100%	315	100%
Acquired Brain Injury	6	2.75%	10	3.97%	6	1.90%
Developmental Delayed Learner	4	1.83%	6	2.38%	5	1.59%
Hearing Impaired	6	2.75%	5	1.98%	8	2.54%
Learning Disabled	29	13.30%	28	11.11%	34	10.79%
Mobility Impaired	21	9.63%	25	9.92%	26	8.25%
Other Disability (ADHD, Autism)	94	43.12%	114	45.24%	152	48.25%
Psychologist Disability	49	22.48%	55	21.83%	75	23.81%
Speech/Language Impairment	2	0.92%	4	1.59%	4	1.27%
Visual Impairment	7	3.21%	5	1.98%	5	1.59%



# Myths of Psychological Disabilities

## *Ewwwww Stigma.....*

- ▶ *MYTH: MENTAL HEALTH PROBLEMS DON'T AFFECT MANY PEOPLE.*
  - ▶ **FACT: MENTAL HEALTH PROBLEMS ARE ACTUALLY VERY COMMON. IN 2014, ABOUT: ONE IN FIVE AMERICAN ADULTS EXPERIENCED A MENTAL HEALTH CONDITION**
- ▶ *MYTH: PEOPLE WITH MENTAL HEALTH PROBLEMS ARE VIOLENT AND UNPREDICTABLE.*
  - ▶ **FACT: THE VAST MAJORITY OF PEOPLE WITH MENTAL HEALTH PROBLEMS ARE NO MORE LIKELY TO BE VIOLENT THAN ANYONE ELSE.**
  - ▶ **MOST PEOPLE WITH MENTAL ILLNESS ARE NOT VIOLENT AND ONLY 3%-5% OF VIOLENT ACTS CAN BE ATTRIBUTED TO INDIVIDUALS LIVING WITH A SERIOUS MENTAL ILLNESS.**
- ▶ *MYTH: PEOPLE WITH MENTAL HEALTH NEEDS, EVEN THOSE WHO ARE MANAGING THEIR MENTAL ILLNESS, CANNOT TOLERATE THE STRESS OF BEING A STUDENT.*
  - ▶ **FACT: PEOPLE WITH MENTAL HEALTH PROBLEMS ARE JUST AS PRODUCTIVE AS OTHER STUDENTS.**





# VIDEO

- ▶ [http://teachingcommons.cdl.edu/access/materials/GloriaA\\_Story.shtml](http://teachingcommons.cdl.edu/access/materials/GloriaA_Story.shtml)

# How to register with DRC

- ▶ Schedule an appointment with a DRC Counselor to discuss your accommodation needs.
- ▶ Bring with you any documentation related to your disability, doctor's information, or IEP/Triennial that you may have.
- ▶ Have your request for services evaluated and reasonable accommodations arranged.
- ▶ Students can register anytime during the semester.



# Language – Person First

## Words with Dignity

**Person with** a disability  
disabled; physically/ mentally

**Person who** has multiple sclerosis or cerebral palsy

**Person with** epilepsy or seizure disorder

**Person who** has muscular dystrophy

**Person who** is blind

**Person who** uses a wheelchair

## Words to Avoid

← Handicapped/crippled/the challenged

← Afflicted by MS, victim of CP

← Epileptic, Seizures, Epileptic fits,

← Stricken by MD

← The blind

← Restricted/confined to a wheelchair; wheelchair bound

(The chair enables mobility.

Without the chair the person may be confined to bed.)



# What is an Accommodation?

An academic adjustment that allows a student with a disability the opportunity for equal participation in College coursework.

- ▶ Determined on an **individual basis**
- ▶ Supported by appropriate **medical documentation**
- ▶ Doesn't compromise **academic standards**

*Spoon Example*

# Classroom Accommodations

- *Notetaking*
- *Audio Record Lectures*
- *Materials in ALT format*
- *Breaks in Class*
- *Move/Stretch*
- *Interpreters*
- *Furniture*



# Notetaking

- ▶ WE NEED YOUR HELP!
  - ▶ Read the **Yellow Form**
- ▶ Review the notetaker notes, we only want the best
- ▶ Send them to our office to do the paperwork
- ▶ If no one volunteers, please let us know

## Instructor Directions Regarding a Note Taking Accommodation

A student in this class has been approved by the Disability Resource Center for note taking services.

This is a confidential matter. *Please do not make reference to the specific student requesting this assistance*

At your earliest convenience we would appreciate your making the following announcement to your class:

"Currently, Cañada College serves approximately 200 students with disabilities. Some of those students require note taking services to succeed in their classes. Students who assist their classmates as a note taker can receive a stipend at the end of the semester. For example, you could earn \$125 for a 3 unit class you are already taking notes for. However, you can also choose to volunteer your service. At the semester's end Cañada College's Disability Resource Center (DRC) will provide you with a letter showing proof and appreciation of your service which can be used as evidence of work experience on your resume or for your 4-yr. university transfer application. You can also benefit from earning transferable college credit by enrolling in Cooperative Education. If you are interested in serving as a note taker for this class please see me after class so I might review the accuracy of your notes."

*Please check the prospective note taker's notes for thoroughness and legibility. If you feel they might be a good candidate please direct them to the DRC office in 5-303 or call (650)-306-3259.*

Thank you for your time and for assisting our students.

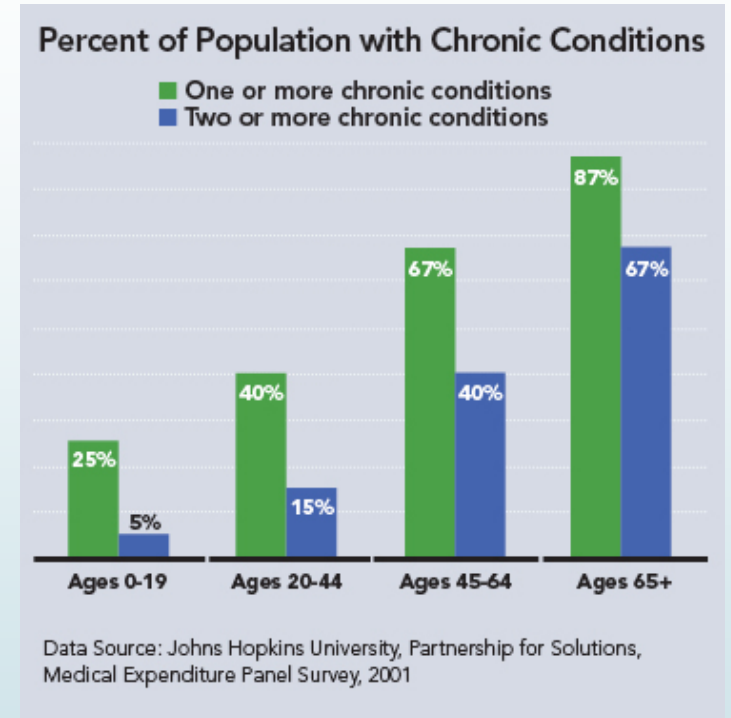
# Audio record lectures

- ▶ Student will bring device
- ▶ Smartpen
- ▶ How does it work?



# Exacerbated Symptoms

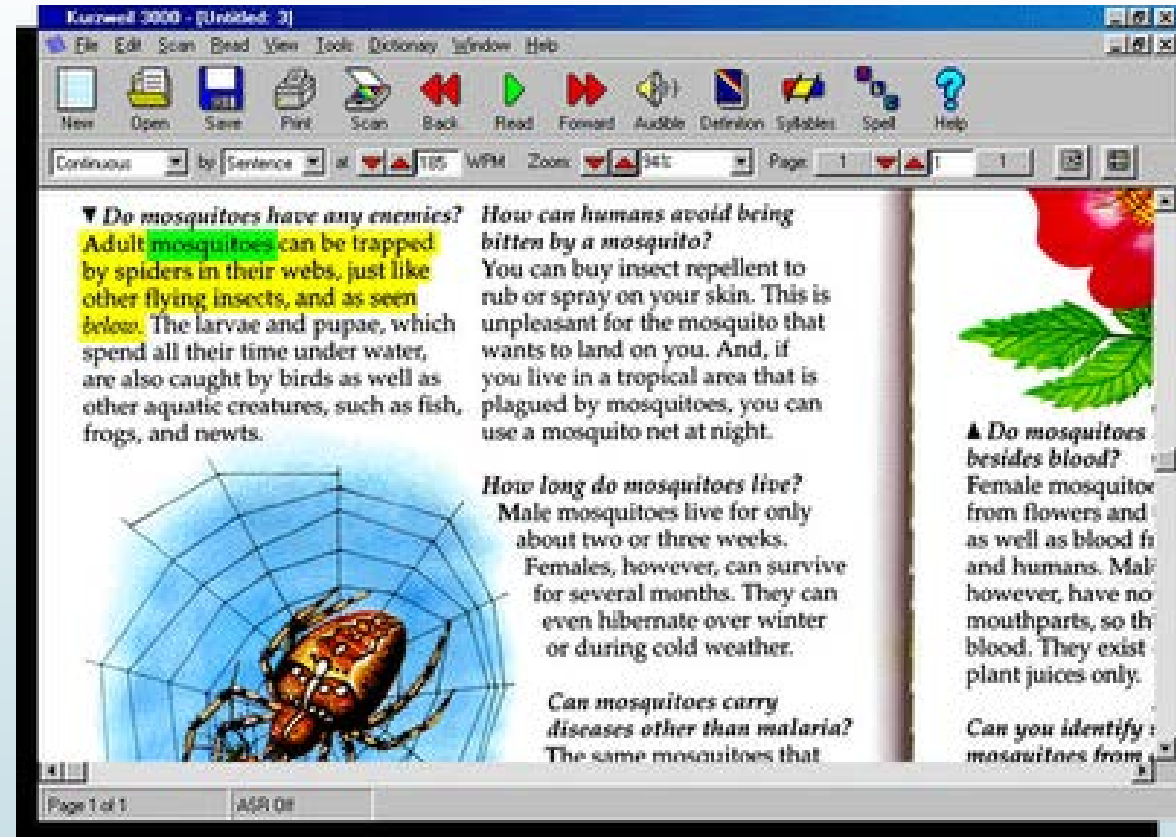
- ▶ Students have Chronic Health Conditions
- ▶ Flexibility around late assignments and deadlines
- ▶ Flexibility on attendance and participation
- ▶ Professor and student work together on this
- ▶ Each case is handle individually





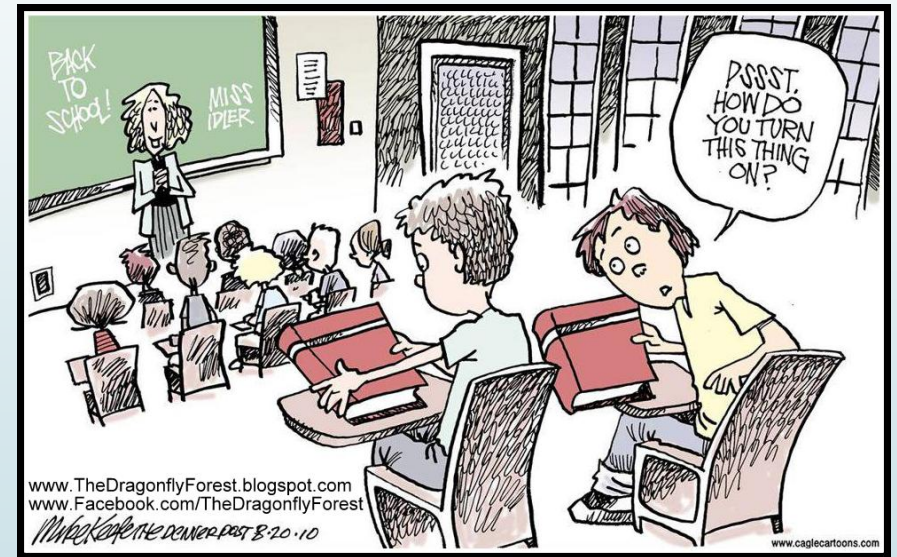
# Alternative Media

- Kurzweil
  - Able to have text read orally to them, with visuals
  - Can have writing read back to them
- Need the textbooks early
  - To convert for students
- Clean copy of text
- Any articles in class



# Other Classroom Accommodations

- Interpreters
- Real Time captioning
- Breaks in Class
- Move Around
- Furniture



# Testing Accommodations

- Kurzweil
- Breaks
- Low distraction
- Calculator
- Spelling
- Extra time
- Computer





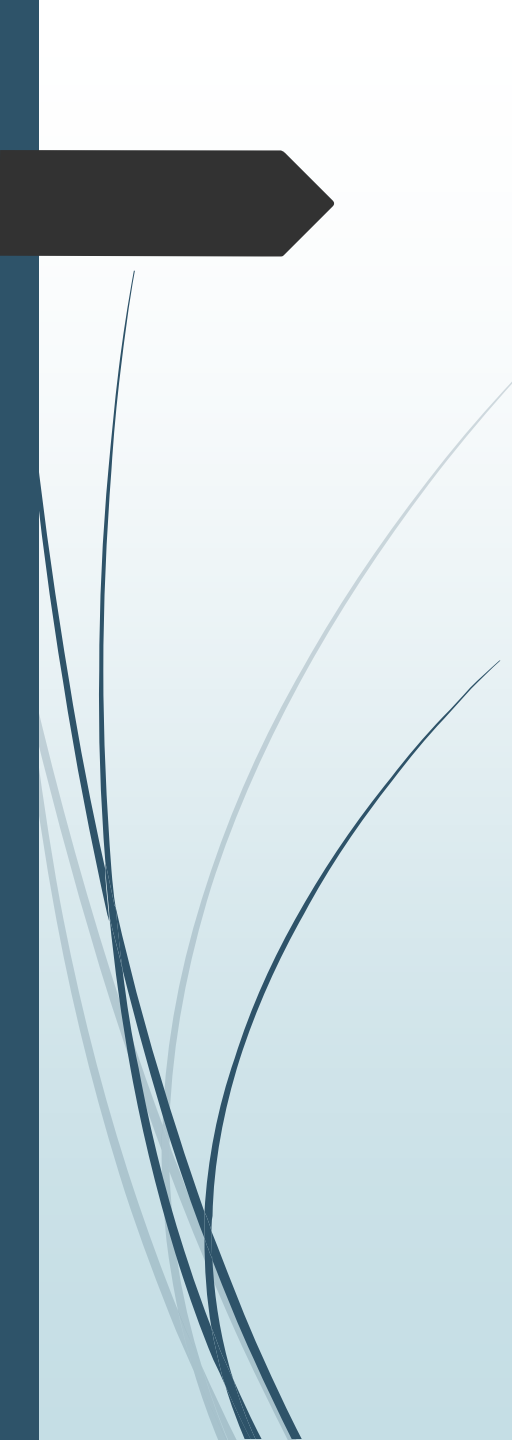
# Testing Accommodations - Process

- ▶ How do students take the exam in the DRC?
  - ▶ BLUE FORM
- ▶ Professors
  - ▶ Pop quizzes
  - ▶ The student should turn in the blue form
  - ▶ Going over the quiz right after the exam, not always good
  - ▶ Please send us the test 48-72 hours before the exam
  - ▶ Cheating
  - ▶ Testing process – we take this very seriously



# What is the DRC accommodation letter?

- ▶ The student will get the **accommodation letter** from the counselor each semester.
- ▶ The student will then give **the letter to each of their professors.**
- ▶ **The student does not need to share what their disability is with the professor.** The letter is all the professor needs to know, that they are registered with the DRC and what their accommodations are.
- ▶ Professor please be available for the student to speak with you in **private** about their accommodations.
- ▶ If a professor has **any questions** about the letter, there is always DRC staff contact information on the letter.



## As a faculty member, am I required to provide the accommodations the DRC authorized?

- ▶ Yes, you are.
- ▶ The Rehabilitation Act of 1973 in Section 504 protects students with disabilities. This law requires that qualified students with disabilities get equal access to an education and not be discriminated against in their pursuit of this education.
- ▶ Authorized accommodations are done by a qualified DRC professional in accordance to students' documented, verified disability and the educational limitations it imposes.

# What if a professor disagrees with an approved accommodation?

Professors who have questions, comments, concerns or suggestions on classroom accommodations authorized by DRC are encouraged to contact the DRC professional who wrote the accommodation memo.





# Faculty Rights and Responsibilities

## ► Faculty rights:

- To set academic standards
- To evaluate the student based on the standards of the class and to grade accordingly
- To advise the student to contact DRC if the student requests an accommodation and the instructor has not received written notification from the DRC office

## ► Faculty responsibilities:

- To work with DRC to provide for accommodations in a fair and timely way (GET A LETTER)
- To adjust instruction without fundamentally altering the program
- To provide handouts in a timely way for alternate media provision
- To select textbooks in a timely way so that e-text can be ordered from the publisher
- To respect and maintain a student's right to confidentiality about his/her disability by not announcing or discussing the student's disability in the presence of other students or staff
- To contact the DRC office if there is disagreement about the accommodation
- To work with DRC to ensure that instructional videos/DVDs are captioned
- To post materials on school websites in an accessible format for students
- To ensure that test accommodations do not impact lecture time or other course meeting requirements



# Professors Role

- Get the accommodation letter from the student
- Allow the student to speak to you in private or during office hours about their accommodations.
- Fill out the DRC Blue form when the student has exam accommodations.
- Professor should not ask the students, "What is your disability?" Instead ask, "What else can I do to help accommodate you? How else can help you learn this material?"
- Professor do not need to get any proof of the students disability.
- If a professor has any concerns about the accommodations written on the letter, they are welcomed to contact the DRC.
- Extra time on exams vs. assignments





# Students Rights and Responsibilities

## ► Students with disabilities have the right:

- To participate voluntarily in DRC
- To participate in other courses, programs, or activities offered by the college
- To be evaluated based on ability, not disability
- To appeal a decision regarding accommodations through the academic accommodation grievance process.

## ► Students with disabilities have the responsibility:

- To provide professional documentation of disability to the college
- To request accommodations in a timely way
- To follow procedures for obtaining accommodations
- To work cooperatively with DRC to determine and implement accommodations
- To maintain the academic and conduct standards of the college



# DRC Rights and Responsibilities

- ▶ **DRC has the right:**

- ▶ To request and receive current documentation that supports the need for accommodations
- ▶ To deny a request for accommodations if the documentation demonstrates that the request is not warranted or if the individual fails to provide appropriate documentation

- ▶ **DRC has the responsibility:**

- ▶ To assist faculty in providing or arranging accommodations and/or auxiliary aids
- ▶ To hold student information confidential except where permitted or required by law
- ▶ To communicate to students, faculty, and staff the process to request accommodations
- ▶ To verify the student's disabilities and authorize accommodations based on educational limitations caused by the disability
- ▶ To direct faculty to resources available for the development of accessible web sites and/or posting of instructional materials in accessible formats.

# Confidentiality

- Under the laws affecting higher education, students have the right to confidentiality.
- Under no circumstances should a student's disability situation be discussed in front of the class or in the presence of other students.
- Information on a student's disability should not be shared with other faculty or staff.
- In order to receive accommodations, students must disclose to you that they have a disability and have a need for academic accommodations authorized through DRC.
- However, students are not required to disclose specific information on their disability to a faculty member since this information has already been obtained through DRC.



# Do faculty members have the right to access diagnostic information regarding a student's disability?

Faculty **do not** have the right to access the student's diagnostic information. Cañada College follows the rules of confidentiality that are described in Section 503 of the Rehabilitation Act(1973) and Federal Education Right to Privacy Act (FERPA).



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# WE WANT YOU TO REFER STUDENTS

- ▶ Very likely that an instructor will have **at least one student** with a disability in each class
- ▶ Other students, particularly those with learning disabilities, **may not know that they have a disability.**
- ▶ There may also be students in your class who have disabilities but who **choose not to disclose that information to anyone at the college.**



**WE WANT YOU!**

# How to refer a student to the DRC?

- ▶ Private meeting
- ▶ Do not ask the student directly if they have a disability.
- ▶ Instead gather information about a few resources on campus, in addition to DRC, such as the **Learning Center, Career Center, Counseling Center, Transfer Center, Bookstore, EOPS/CARE/CalWorks/Formal Foster Youth, Health Center, Psychological Services, International Students, TRiO SSS, Veterans Services** etc.. You might say, "I want to share some information on campus services that you might find helpful."
- ▶ When you mention the DRC, you could ask the student, ***"Are you aware of the DRC office? The DRC provides a number of services for students with a variety of disabilities."***
- ▶ The student might then say, "Oh ya I had an IEP" or "Ya, I went to the resource room." If you hear this tell them that they should then contact the DRC. They might qualify for the same type of supports that they did in highschool.

# How to refer a student to the DRC?

- ▶ Ultimately **it is up to the student** to decide whether or not to disclose a disability and pursue DRC services.
- ▶ You may advise your student to go to the DRC office, where **he or she may or may not initiate the process** of becoming a DRC student.
- ▶ **Do not force a student to walk over the to DRC.** Some students will benefit from being walked over, which is certainly acceptable as long as it is what the student wishes. Please keep in mind that students with disabilities are not required to utilize DRC services.
- ▶ **Please do not ask the student to provide you any disability related documentation.** The DRC office will take care of getting the appropriate paperwork from the student.
- ▶ Examples of what to say

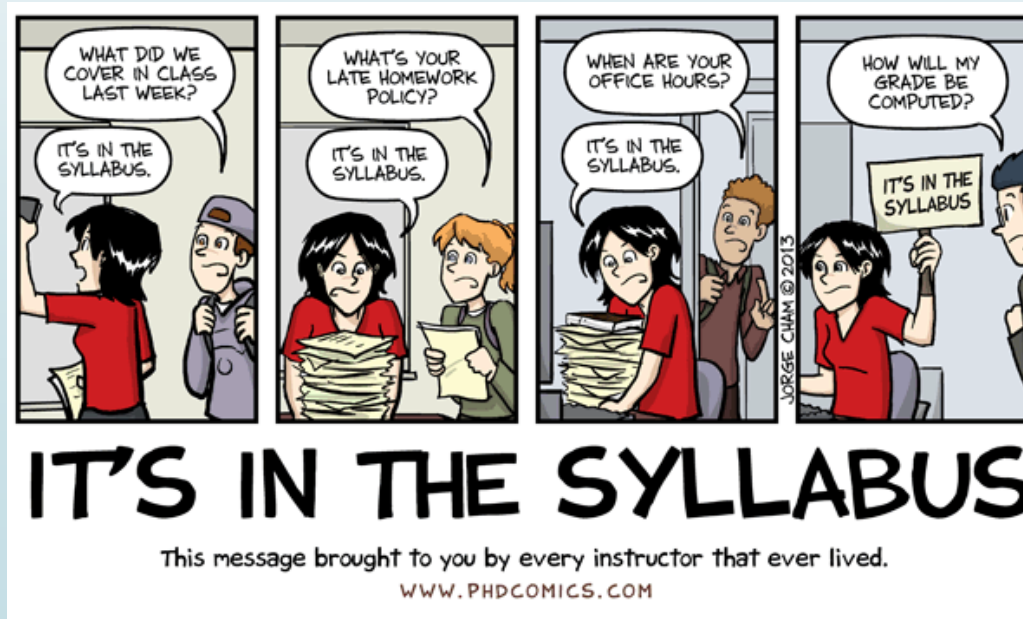
*“There is the DRC, this service is for students with disabilities to get academic accommodations. Any student who had an IEP/504 plan or attended the resource room might qualify for these services. Example of some accommodations are extra time on exams, and notetaking support. They also provide Learning Disability testing for students who are interested in being tested.”*



# Syllabus – Add a disability statement

All faculty will want to put a statement about accommodations in their syllabus or first day handout to inform students about their right. You can use a statement like this:

*“Any student who feels he or she may need an accommodation based on the impact of a disability should contact the DRC by calling 650-306-3259, or visit 5- 303 to coordinate reasonable accommodations for students with documented disabilities.”*



# What if the student is hesitated to go to the DRC?

- ▶ Again, ultimately it is up to the student to decide whether or not to disclose a disability and pursue DRC services.
- ▶ There are many reasons why a student might not want to register with the DRC. They will register when they are ready to.
- ▶ We accept student anytime during the semester.



# Universal Design

## The Principles of Universal Design

The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

- 1 Equitable Use**  
The design is useful and marketable to people with diverse abilities.
- 2 Flexibility in Use**  
The design accommodates a wide range of individual preferences and abilities.
- 3 Simple and Intuitive Use**  
Use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or education level.
- 4 Perceptible Information**  
The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
- 5 Tolerance for Error**  
The design minimizes hazards and the adverse consequences of accidental or unintended actions.
- 6 Low Physical Effort**  
The design can be used efficiently and comfortably and with a minimum of fatigue.
- 7 Size and Space for Approach and Use**  
Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.

VIDEO

<http://www.washington.edu/doit/videos/index.php?vid=13>



# Universal Design

- ▶ **Class Climate**
  - ▶ Be Approachable in an inclusive manner
  - ▶ Avoid segregating or stigmatizing any student
- ▶ **Delivery of information**
  - ▶ Summarize major points
  - ▶ Write key terms and concepts on the board and in handouts
  - ▶ Provide scaffolding tools (e.g., outlines, class notes, summaries, and copies of projected materials) in both printed form and a text-based electronic format.
  - ▶ At the beginning of class, consider projecting one to two questions that students should be able to answer by the end of the session.
  - ▶ Speak content presented visually.
  - ▶ Make visual aids large (e.g., use large, bold fonts on uncluttered overhead displays; use a computer to enlarge microscope images).
- ▶ **Information Resources and Technology**
  - ▶ Select materials early.
  - ▶ Provide materials in accessible formats. Select or create materials that are universally



# Universal Design

- ▶ **Caption Videos**
  - ▶ Helpful for more than just student with disabilities
- ▶ **Feedback and Assessment**
  - ▶ Clear expectation
  - ▶ Multiple ways for student to demonstrate knowledge
  - ▶ Provide sample questions
  - ▶ Study Guides
  - ▶ Review outlines or 1<sup>st</sup> draft if possible

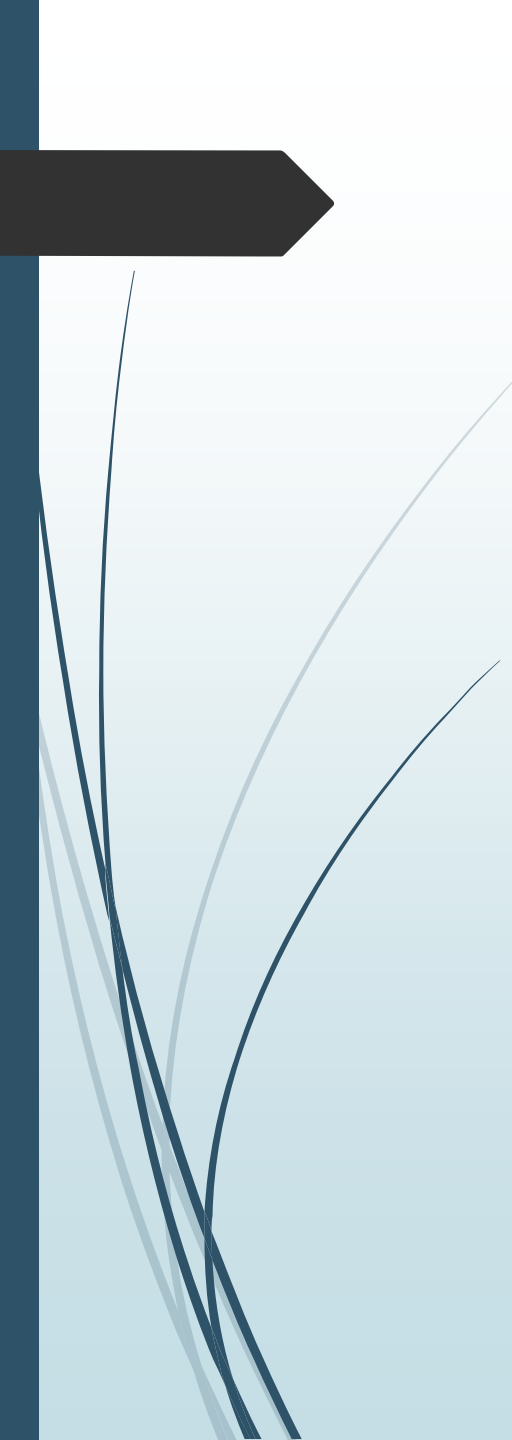


**How Do I  
Caption My  
Online Videos?**

# Emergency Situations - Prep

1. Inform all students/employees of the nearest exit to use in case of an emergency. Faculty can print this information in the course syllabus and announce it on the first day of class.
2. Encourage students/employees who may need assistance in an emergency to identify themselves and to make an evacuation plan.
3. Develop a "buddy system" by recruiting at least two volunteers to assist each person with a disability requesting evacuation assistance.





# Guidelines for Evacuating Persons with Disabilities

- ▶ Always ask someone with a disability how you can help before giving assistance.
- ▶ Do not grasp a visually impaired person's arm; ask if he or she would like to hold on to your arm to exit. Warn the person about steps. Be specific in your verbal instructions (i.e. " to the right" rather than "this way"). Keep guide dogs with owners whenever possible.
- ▶ Get the attention of a person with a hearing disability by touch and eye contact. Use facial expressions, gestures and body movements to help in communicating your message. Offer visual instructions to advise of the safest route or direction by pointing towards exits or evacuation maps.
- ▶ If people with mobility impairments cannot exit, assist them in moving to the nearest stairway exit to await rescue personnel.
- ▶ Attempt a rescue evacuation only if you have had rescue training or the person is in immediate danger and cannot wait for professional assistance. Evacuating a disabled or injured person yourself is the last resort. Consider your options and the risks of injuring yourself and others in an evacuation attempt. Do not make an emergency situation worse.



# What is a Learning Disability?

- ▶ A learning disability is a **persistent condition** of presumed neurological dysfunction that continues despite instruction in standard classroom situations.
- ▶ A person with a learning disability has a **significant processing deficit** in one or more areas such as memory, verbal skills, non-verbal reasoning/visual-spatial skills or processing speed.
- ▶ Someone with a learning disability has a history of struggling in major subjects like **reading, writing, math, or listening**.
- ▶ A learning disability is not difficulty with a challenging subject like higher level science or math.
- ▶ It is **not a psychological issue** like anxiety in test-taking. It is not an attention or focusing issue like ADHD which is a different neurological diagnosis.
- ▶ At the California Community Colleges we **assess for eligibility for services/accommodations**. We are not providing a diagnosis or testing because someone is curious in how they learn.



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# Signs a student might have an LD

- ▶ Learning difference in the way a person takes in, understands, remembers, and/or expresses information
- ▶ Difficulties with reading, writing, and/or math
- ▶ Repeating courses
- ▶ Mentions they had an IEP/504 plan in high school (could be a different type of disability)
- ▶ Mentions any of characteristics on the “What are Learning Disabilities” Handout



# Learning Disability Testing

## To Request Testing a Student Must:

- ▶ Be enrolled in at least one course
- ▶ Make an intake appointment with the learning disability specialist by calling 650-306-3259.

## How does LD Testing help the student?

- ▶ Find out if they have a learning disability
- ▶ Discover their abilities and strengths
- ▶ Determine their limitations and accommodations
- ▶ Learn Study Strategies specific for the student learning

## Does the student get after testing?

- ▶ All the testing documentation, this can be brought to the 4 year college
- ▶ This documentation can be brought to other community college

## Testing Process

- ▶ 1 hour Interview
- ▶ Two 3 hour testing
- ▶ 1 hour results – set up accommodations

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# Reasons to Refer a Student for LD Testing

Reasons to refer someone for LD assessment:

- ▶ The student studies 2-3 hours per every hour they spend in the classroom, but the evaluations of their learning (tests, papers, etc.) do not reflect this amount of study.
- ▶ Significant discrepancies between any of the following: the student's test scores, homework, written work, verbally expressed understanding of course concepts, or any other evaluative process.
- ▶ Significant discrepancy in achievement from one type of course to another, such as receiving passing grades in math and sciences while receiving failing grades in English and social sciences.

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The most important thing to take away today.....

**What is the best thing a professor can do for a student with a disability?**

# ASK THE STUDENT



MARTIN

[phillipmartin.info](http://phillipmartin.info)

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# Recap – TOP POINTS FOR FACULTY TO KNOW

1. How to Refer students to our office – see website
2. Aware of the most common accommodations
3. Fill out the **blue forms** with students
4. Read from the **yellow form** when a student needs a note taker
5. Pick classroom materials – early
6. Set up Emergency procedures for students who request it
7. Person First language
8. Allow the student to speak to you in private or during office hours
9. Send the DRC exams at least 48 hours in advance, 72 if the student needs Kurzweil
10. If a professor has any concerns, they are welcomed to contact the DRC
11. Ask the student what you can do to help them

Any Questions?

