



Center for Accessible Resources

Faculty Newsletter Fall 2018

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Welcome to the Fall 2018 Term! CAR would like to thank you for helping make LCC accessible to all students, with or without disabilities, hidden or visible. This newsletter addresses common concerns and frequently asked questions. Contact CAR or visit our website for more information.

In this issue we cover:

- Feature: Defining the Difference between Access and Success
- Disability 101: Working with Students with Learning Disabilities
- Meet our Newest Staff!
- Consideration of Modified Attendance/Assignment Due Dates
- Reminders: Technology Workshops, Invisible Disabilities Support Group, and more!

Feature: Defining the Difference between Access and Success: Access as it relates to disabilities, education, faculty, and the Center for Accessible Resources

We all want the students at Lane to be successful—successful at school, in life, in their future careers. This is why we do the work we do. However, when discussing disabilities and accommodations in higher education, we must be careful to not interchange access with success. At the Center for Accessible Resources we work with students to find accommodations that will help the student access an equitable education.

Students with disabilities at the collegiate level face challenges and barriers that may prevent them from accessing their education, but with specific accommodations tailored to the individual those challenges and barriers can be lessened. Students can be successful if given access, but success is not determined by access. It is ultimately up to the student to succeed.

Sometimes faculty may misinterpret the goal of disability accommodations, and frequently it is due to wanting to see students succeed. Accommodations are designed to provide access to the classroom environment and learning materials. For instance, a student with a learning disability may have trouble processing the information they've read visually from a text, but can understand and apply the material just fine if they're able to access the material aurally.

Accommodations are not meant to give the student an extra advantage or alter learning outcomes. When instructors conflate access with success it can lead to over-accommodation and/or lowered standards of achievement. While over-accommodation might make some students happy in the short-term, it could hamper a student's preparedness for subsequent courses and the job market, or may even be considered insulting.

The best way to ensure access for all of your students is to design your curriculum with universal design in mind and develop a working relationship with CAR. (You can find out more information on universal design [here](#).) Be on the lookout for our weekly tips in the LCC newsletter, come visit us at Coffee with CAR, make it to an ADA/504 Compliance Committee meeting, or just reach out to us with questions or concerns. You've already taken the first step by reading this newsletter.

Working with Students with Learning Disabilities

Many students with learning disabilities find it challenging to acquire course knowledge and skills in the same way as their peers. This may mean that they struggle to learn through traditional teaching methods. It is important to remember that each student's experiences and challenges with a learning disability will be different. However, there are some strategies instructors can use to help ensure access to learning for these students.

General classroom strategies

- Some students with learning disabilities may have trouble with writing. Be sure to communicate your requirements for written assignments early to give the student time to prepare.
- Present course material in a variety of formats and adhere to Universal Design guidelines to ensure access for all.
- Read aloud material that is written on the whiteboard or on projections.
- Encourage study groups and assist students in forming these.
- Vary your teaching methods (i.e. lecture, discussion, small groups).
- Summarize key points in readings and lectures.
- Do not ask students with reading disabilities to read aloud in class.
- Students with a reading disability may take longer to complete more complex texts.
- It could be helpful if vocabulary and jargon specific or unique to a particular course is written on the board during lecture.

One-on-one interactions

- Give students oral feedback on assignments.
- Encourage students to attend regular tutoring sessions if necessary.

- Don't be afraid to discuss with the student individually what his/her/their limitations are and what situations are difficult them.
- Discuss accommodations and any inappropriate classroom behavior with the student privately. Accommodation specialists can assist with this conversation if necessary.

Keep in mind that learning strategies that work for one student with a learning disability may not work for another. As a reminder, it is important to only provide the accommodations to a student that are listed in their Letter of Accommodations. If you have further questions about how to work with students with learning disabilities, please contact CAR.

Meet our New CAR staff

You might already know Associate Dean of Accessible Resources Terrie Minner and Lead Accommodation Specialist Keelie Daquilanto but we have a lot of new staff at CAR. Please, give a warm welcome to:

Nikki Ference – Lead Accommodation Specialist

Nichole "Nikki" Ference earned a Master of Arts in Community Counseling from Indiana University of Pennsylvania and has worked as a Mental Health Therapist for almost 10 years. She came to LCC in March of 2018 after working as a Program Administrator and part of the leadership team at ShelterCare. When not working Nikki enjoys spending time outdoors, exploring the beautiful Pacific Northwest.

Nick Monroe – Lead Accommodation Specialist

Nick joined CAR in June of 2018 from Shasta Middle School where he worked primarily one-on-one with a student with a visual impairment and coached track & field. He earned a Master of Arts degree in English and a Bachelor of Arts in English Education at California State University - Chico where he also taught first-year composition. In his spare time Nick runs a fledgling online literary magazine called *Weatherbeaten*.

Amanda Boehringer – Lead Administrative Coordinator

As of June 4th, Amanda Boehringer (pronounced bear-ringer) is the new Lead Administrative Coordinator for CAR. Amanda spent the last 6 years working at the University of Oregon as the Coordinator of Business Operations for the Physical Education and Recreation Department. She earned a Master's Degree in Special Education and a Bachelor's Degree in Education, both from the University of Oregon. In her spare time Amanda enjoys cooking and eating healthy food, camping with her two dogs, and staying active.

Ali Abbasi – Administrative Specialist

Ali came to LCC in July of 2018 as an Administrative Specialist. He earned his degree in Political Science and International Studies from University of Oregon and has done consulting work as a contractor specializing in South Asian language and culture (Afghanistan and Pakistan). When not working Ali enjoys hiking, cooking (mainly Indian dishes), and traveling.

Sam Ramberg – Alternate Format & Technology Specialist

Sam graduated from Lane Community College this summer with an Associate of Applied Science, Computer Information Systems. He is a new hire at the Center for Accessible Resources as an Alternate Format & Technology Specialist. In his free time he enjoys restoring old cars and dragon boat racing.

Consideration of Modified Attendance/ Assignment Due Dates

Students who are eligible for this accommodation have disabilities which are episodic in nature with random or cyclically acute episodes. As a result, the disability may occasionally impact the student's ability to attend class, complete an assignment or take an exam at the scheduled time. After an eligible student requests this accommodation through CAR, their faculty will receive an electronic link to fill out the accommodation agreement.

For examples of completed agreements, please click the following links:

- **Example 1:**
https://drive.google.com/file/d/1nx3cyGXc6pCnjUV_NLR1q2mTYZcpmQpG/view?usp=sharing
- **Example 2:**
<https://drive.google.com/file/d/1KLFWvPM5-GdFno2yMLXhvQUTaYJ8iGTC/view?usp=sharing>
- **Example 3:**
<https://drive.google.com/file/d/1wbxtSfIljr8fER4FIYIb1OuAnucC0m4/view?usp=sharing>

CAR staff are committed to supporting faculty members in providing this accommodation and in protecting the integrity and learning outcomes of your courses. We encourage faculty to reach out with any questions or concerns about completing this agreement.

Reminders!

Coffee with CAR

Faculty are invited to join us on the last Thursday of each month for a round table discussion over coffee. This is a great place to come with any questions you have!

Please click the link below for more information:

<https://www.lanecc.edu/sites/default/files/disability/coffeewithcar.pdf>

Invisible Disabilities Support Group

CAR will continue to offer a support group for students who are impacted by an invisible disability. Please help us spread the word about this resource for students. To find out more about this, please contact Michele Barber, CAR counselor, at (541) 463-5150 or email her at barberm@lanecc.edu. These will be held on **Wednesdays from 12:00 – 1:00 PM in Building 1, Room 212.**

CAR Technology Lab

During the Fall 2018 term, CAR students are welcome to come to CAR's Technology Center. No appointment necessary! The CAR Technology Lab provides assistance with accessible technology items such as audio recorders, SmartPens, text-to-speech software, screen readers, and more! Please spread the word about this resource for students and please feel free to contact us if you have any questions. **Drop in hours are Monday – Friday from 10:00 AM – 2:00 PM in Building 19, Room 263B.**

Counseling for CAR Students

As a reminder, CAR has been offering students who utilize our services access to a counselor in our office. The CAR counselor assists our students with a wide variety of topics such as test anxiety, time management, organization, and anxiety from past situations. If you have any questions regarding counseling for CAR students, please feel free to contact Michele Barber at barberm@lanecc.edu or call us at (541) 463-5150.

Navigating an LOA

The Letter of Accommodation (LOA) is confirmation for faculty members that the student has completed the qualification/registration process with CAR. LOAs are sent out electronically every term by CAR and state the student is qualified to receive the specific accommodations identified in the student's letter. For more information about the LOA please visit our website: <https://www.lanecc.edu/disability/letter-accommodation-loa>

The CAR Website

Please visit our website often!

We update our website frequently; see: www.lanecc.edu/disability/. Click the "Faculty" link on the left where you will find accessibility statements, LOA information, and more.

CAR Tips in the Lane Weekly

Do you read the *Lane Weekly* emailed each Tuesday? If so, you have probably read some of our tips. Keep watching for upcoming tips that could be helpful to you. Below is an important one:

General communication with students with accommodations

As a new term approaches, more students will be coming to discuss their disability accommodations with you. This may be their first time having a conversation of this manner in the college environment. These tips may be useful in that event:

- Do not initiate the conversation regarding a student's disability, let the student come to you.
- Ask before providing assistance.
- Talk directly to the person instead of through their companion or interpreter.
- Refrain from speaking negatively about a person's disability.
- Do not interact with a person's service animal.
- Use clear, concise, and directional language when interacting with students with visual impairments.

If you have any questions regarding communicating with a student with disabilities please contact our office at (541) 463-5150 or email us at accessibleresources@lanecc.edu.

How to Contact CAR Staff

Please do not hesitate to get in touch if you have questions or concerns. We are here to offer any support, coaching, or guidance that you may be seeking.

Phone: Voice, (541) 463-5150

TTY: 711

FAX: (541) 463-4739

Email: AccessibleResources@lanecc.edu

Building: 19, Room 263A

Terrie Minner, Associate Dean of Accessibility and Support

Phone: (541) 463-3010

Email: minnert@lanecc.edu

To request this information in an alternate format, please contact the Center for Accessible Resources at (541) 463-5150 or AccessibleResources@lanecc.edu