



## Faculty Newsletter Winter 2019

Center for Accessible Resources

### Faculty Newsletter Winter 2019

Welcome to the Winter 2019 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](https://www.lanec.edu/disability) for more information: <https://www.lanec.edu/disability>

In this issue we cover:

- **Feature:** The Language of Disability
- Alternative Testing Agreement vs. Consideration of Modified Attendance/Assignment Due Dates Agreement
- Disability 101: Working with Students on the Autism Spectrum
- Faculty Handbook
- Reminders: Coffee with Car, Technology Lab, CAR counseling for students, and more!

#### Feature: The Language of Disability

Language matters. It's both shaped from our perceptions and helps shape (or reinforce) those perceptions in kind. Language forges identity. Language carries power. Think of the tremendous weight carried by hate speech, or the strategic rhetorical uses of seemingly synonymous sociopolitical language like "illegal alien" versus "undocumented worker."

The same is true about the ways in which we discuss disability. So much of the language surrounding disability has a negative connotation. It brings with it the historical baggage of oppressive models and reflects the social, political, and moral values of hegemony. Often, phrases such as "afflicted with," "suffers from," "overcomes," "confined to," or "wheelchair bound" imply that people with disabilities are tragic, pitiful, or lacking agency. At other times it's language that valorizes people merely for their impairments (e.g. "courageous"). Regardless if it's viewed negatively or positively, language such as this can be patronizing and casts the person with a disability as less than human or incapable.

The disabled community needs to be allowed to define themselves. Much like other oppressed minority groups, there is some disagreement about definitive language. Some prefer a person-centered approach where the person comes first (e.g. *people with disabilities*). Others prefer disability-centered language in a move to try to reclaim language and empower the minority group (e.g. *disabled person*). Either way, it should be the person's decision how they want to be referenced or described.

*How can you help?*

There are no easy, cut and dry answers. Language is always shifting. Popular parlances fall out of favor while new ones arise. You don't need to be fully up to date on the latest changes to preferred language, just be mindful of the language you use and be ready to adjust your vocabulary if it's deemed offensive. Keep in mind the following questions: *Does the word have a negative connotation? Does it seem oppressive, or come from an oppressive linguistic lineage? Does it take agency away from the person? Is there value or judgment ascribed to that language? Or is it more descriptive?*

Ultimately, don't make assumptions. Identity is intersectional. Don't treat a person's disability as their defining characteristic. Some people experiencing a disability might view it as a paramount element of their identity, but let that person decide.

*Some words to consider (or reconsider):*

*Handicap* – This term is fine to use in the context of a specific challenge or disadvantage. (E.g. *Powerpoint can be a handicap for those with a visual impairment.*) However, when used as a descriptor for people it can be considered disrespectful.

*Impairment* – Impairment is a term that refers to the ways in which people's bodies and minds differ from what society has indicated is outside of the "norm." The interaction between impairments and environments not designed with those impairments in mind is what creates disability.

*Neurodiverse* (see also: neurodivergent, neuroatypical) – These terms refer to people with neurological functioning different from those of the dominant ("neurotypical") group. This often includes autism, dyslexia, and brain trauma.

### **Alternative Testing Agreement vs. Consideration of Modified Attendance/Assignment Due Dates Agreement**

It's possible you've received multiple emails from CAR at the start of every term. These emails are important and often contain items requiring follow-up.

The most common email received from CAR is the Letter of Accommodation (LOA). The Letter of Accommodation details the specific accommodations a given student working with CAR should receive.

If the student has testing accommodations, the Letter of Accommodation will include a link (it's in the red box) to what is called the "Alternative Testing Agreement." Whether you will be proctoring your own exams for students with testing accommodations or CAR will, this link needs to be opened and filled out. Only one testing agreement need be filled out per class.

If the student has "Consideration of Modified Attendance/Assignment Dues" as an accommodation listed on their LOA, you will receive a separate email with instructions

and a link for filling out the agreement detailing the parameters students with this accommodation will need to abide by.

If the student has both accommodations, you should fill out both agreements.

**CAR will be offering drop-in assistance to instructors for filling out these agreements over the first two weeks of the term. Hours are Monday through Friday from 9:00 AM - 12:00 PM in Building 19, Room 263B.**

### **Disability 101: Working with Students on the Autism Spectrum**

Faculty members may encounter students who appear to have characteristics or behaviors related to autism or Asperger's syndrome.

#### **Common behaviors**

- Individuals with autism process information in distinct ways and may experience difficulties with verbal and nonverbal communication and social interactions.
- Individuals may be highly gifted in certain areas, such as math, science and technology, or music.
- Some may see numbers as shapes.
- Individuals are typically concrete, literal, and/or visual thinkers.
- Highly intelligent students may have difficulty with organization, initiation, and the ability to get thoughts from mind to paper.

#### **Challenges students with autism or Asperger's syndrome may experience**

- Difficulty reading emotions/body language of others. Students have problems understanding social rules (i.e. personal space).
- Difficulty understanding motives and perceptions of others.
- Social discomfort; difficulty with group projects.
- Difficulty with transitions and changes in schedules. These can cause high anxiety.
- Hypersensitivity to sensory stimuli: may experience sensory bombardment from noises, activity, lights, textures, and strong smells.
- Becoming so frustrated and/or overstimulated they freeze and are unable to use coping skills.
- Sensitivity to normal classroom chatter and activity.
- Problems with organization (including initiating, carrying out, and finishing tasks).

- Difficulty with writing. They may write ten words to most students' ten sentences. It may be easier for students to use a computer.
- Fixation on details and an inability to see the big picture. Tendency to notice errors, be a perfectionist, and have a fear of failure.
- Difficulty with abstract thinking and generalizing; some rigidity in thinking.
- Difficulty with interpreting words with double meanings; they may be confused by metaphors and sarcasm. Writing and literature courses can be challenging.
- Ability to state facts and details in a writing assignment, but difficulty taking another's point of view, synthesizing information, comparing and contrasting, using analogies, similes, or metaphors.
- Problems asking for help.

### **Strategies for faculty**

- Provide a clear syllabus and clear expectations (or rules) for the classroom.
- Students may be rule-oriented. If there's a need to address behavior, speak in terms of the "rules" of the classroom.
- Provide clear and explicit instructions in both oral and written formats.
- Provide advance notice of any changes made to the class schedule or assignments.
- Don't use absolute words like "always" or "never" unless it's exactly what you mean.
- Many are visual learners so pictures, flow charts, and graphs may be helpful.
- Allow students to type their notes and essay questions.
- Assist with how to organize a project; students can feel overwhelmed.
- Make email communication concrete and clear.
- Let them know that asking for help demonstrates intelligence.
- Model how to cope with frustration (i.e. staying calm).
- Help students shift their attention by bringing closure to a previous process.
- Emphasize that we learn from our mistakes; errors are opportunities to learn.
- For group projects, help students find a role that will be comfortable (i.e. doing background research or a PowerPoint vs. doing a verbal presentation).
- Students may need to sit in a specific part of the classroom to minimize distractions and sensory stimulation.

**Faculty Handbook:**

Looking for information about CAR, accommodations, or working with CAR students? Want to learn more about Universal Design? Questions about confidentiality? CAR has updated our webpage with a brand new, comprehensive [Faculty Handbook](https://www.lanecc.edu/disability/faculty-information-index).  
<https://www.lanecc.edu/disability/faculty-information-index>

**Reminders!****Coffee with CAR**

Faculty are invited to join us on the last Thursday of each month (2:00 – 3:00 pm) for a round table discussion over coffee. This is a great place to come with any questions you have! Please click the link [here](https://www.lanecc.edu/disability) for more information: <https://www.lanecc.edu/disability>

**CAR Technology Lab**

During the Winter 2019 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 – 4:00 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](mailto: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>

**Mary Spilde Downtown Center Outreach**

Accommodation specialist Nick Monroe will be located at the information desk at the Mary Spilde Downtown Center on select days throughout winter term to answer questions about CAR and offer confidential consultations to students needing accommodations. Days and times can be found below:

**January 17<sup>th</sup> and 29<sup>th</sup> from 6:00 pm – 8:00 pm**

**February 11<sup>th</sup> and 28<sup>th</sup> from 6:00 pm – 8:00 pm**

**March 13<sup>th</sup> from 6:00 pm – 8:00 pm**

### **Florence Center Outreach**

Accommodation specialist Nikki Ference and other CAR staff will be at the Florence Center on **January 30<sup>th</sup>, 2019 (01/30/2019)** to answer questions about CAR and offer confidential consultations to students needing accommodations. **Current CAR student drop-in sessions are from 12:00 - 2:30 PM. Presentation for coastal high school students goes from 3:15 - 5:15 PM.**

### **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:

#### **CENTER FOR ACCESSIBLE RESOURCES TIP: Sensory Sensitivities**

There may be students in your courses who are highly sensitive to scents and scented products such as perfumes, deodorants and essential oils. We are asking faculty to please ask your classes to be mindful of other's sensitivities to scents. Your consideration is greatly appreciated.

### **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](mailto:AccessibleResources@lanecc.edu)

Building: 19, Room 263A

Terrie Minner, Associate Dean of Accessibility and Support

Phone: (541) 463-3010

Email: [minnert@lanecc.edu](mailto: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](mailto:AccessibleResources@lanecc.edu)