Student Spotlight: Anna Malika

Originally from Kolkata, India, Anna Malika was adopted into an American family and raised in North Carolina. In addition to being sexually trafficked, Anna dealt with several life controlling issues and suffered extreme abuse throughout her life. Anna is a graduate of Mercy Ministries. Anna says that "Mercy allowed God to restore my soul." As a survivor advocate, Anna is active as a survivor advocate and speaker who assists various organizations throughout the country with curriculum development to help survivors of sex trafficking as well as serving as a policy advocate with a focus on the link between sex trafficking and pornography. Anna participated in survivor advocacy all while trying to complete her sociology degree here at UNC-Greensboro.

While a student at UNC-Greensboro, she also participated in study abroad and traveled to Malta. While overseas, Anna was the mediator for the University of Malta's public seminar on Child Trafficking Law and presented on The United States' Communications Decency Act. She also served as the guest lecturer on Child Trafficking Law at The University of Malta and mediator for the University's public seminar on Child Trafficking Law and argued the Communications Decency Act. Anna's story was also televised internationally on Univision's show Primer Impacto and the talk show "Community Matters". Her story was also featured in The Salvation Army's "Young Salvationist" Magazine, "The Miami Herald", "Malta Independent" and "The Examiner".

"OARS served as one of my greatest support systems."

During her time at UNCG she worked with our department- OARS. When asked about her experience with OARS, Anna had this to say, "OARS served as one of my greatest support systems. They made sure to address my needs as an individual and not as some random student. If I was struggling in any way, academically or personally, I could always count on them. One of my greatest struggles was test taking and time management with extremely heavy work-loads. The staff at OARS would often take the time to sit down with me and create an hour by hour schedule to utilize my time more effectively. As far as test taking, OARS helped me see past my challenges and showed me ways to improve on taking tests. I will always be grateful for their support, but most of all, I will never forget them."

Anna has recently started her own fashion line "Designs by Anna Malika" which launched at NY Fashion Week in the spring of 2015. The line employs and fairly pays survivors of sex trafficking to make the clothing and proceeds go to aftercare programs that work with survivors. Anna was an Honor's Student here at UNC-Greensboro and recently completed her B.A. in sociology with a concentration in criminology and pre-law this past spring semester. Anna was inducted into UNCG's Golden Chain Honor Society. Anna hopes to continue working as a survivor advocate and to help establish important policy regarding human trafficking.

Orientation & Students with Disabilities: An Orientation Leader's Perspective

For many students, orientation provides the first glimpse of a college experience, and gives students, parents, and family members the necessary information that they need for the students' continued success. During orientation, students develop relationships through small groups and socials, and interact with orientation leaders, faculty, and administration of the university. However, like many of us know, orientation may look and feel different for every student. Some students may attend orientation and confirm their beliefs about making the right choice whereas others may have lingering concerns about their coursework. Still, have you ever wondered if orientation leaders act differently towards students with disabilities? Have you considered the impact that this first glimpse of the college experience can have on students with disabilities?

As an orientation leader, I was trained on many aspects of the university, including financial aid, residence halls, and students groups. Furthermore, I was taught how to conduct a small group and how to include all students and their experiences in this setting. Specifically, we were informed about the possibility of having students with disabilities in our groups and to ensure that we these students were included in all parts of orientation. Before this training, I had never had formal experience with students with disabilities, and was unsure how my interactions would differ from what I was familiar with in informal settings. Yet, once I had a small group with a student who had a learning disability, I realized that no difference existed. While part of my job was to be professional at all times, I never felt pressured to act differently when students with disabilities were in my group as opposed to when they were not. If someone had a question, I was more than willing to answer it to the best of my ability. In fact, I saw that being myself and showing humility was what all students needed,

Orientation leader talking to student

OARS Welcomes Adaptive Technology Specialist Sidney Fletcher!

Sidney Fletcher is the newest full time member of the team here at the Office of Accessibility Resources and Services as our Adaptive Technology Specialist. He graduated from the University of North Carolina at Greensboro with a B.A. in International and Global Studies with a concentration in Human Affairs and Global Development, and a minor in French. Sidney is originally from Rutherfordton, North Carolina. He enjoys playing video games, reading books, and going to the gym. Sidney's biggest passion in life is helping others to accomplish their best.

Sidney is responsible for training students registered with OARS in the use of our adaptive technologies, as well as to learn and develop new and innovative ways to utilize adaptive technologies to enhance student learning. Some of the technologies and software that Sidney often trains students on include: Dragon, Kurzweil, Read and Write Gold, and the Livescribe Echo Smart Pen. Another one of Sidney's responsibilities includes converting text materials into alternative, accessible formats for our blind and visually impaired students. One new initiative Sidney is undertaking is to invite all faculty that may be interested in learning more about adaptive technologies to be trained by group or individual training and information sessions.

If you are interested in learning more about

adaptive technology please contact our office at 336-334-5440.

Adaptive Technology and You!

The staff at OARS hopes to assist students with varying needs. One way we attempt to address student needs and enhance learning is through the use of Adaptive Technology. Here is a quick guide to help you better understand Adaptive Technology and how it can work for you.
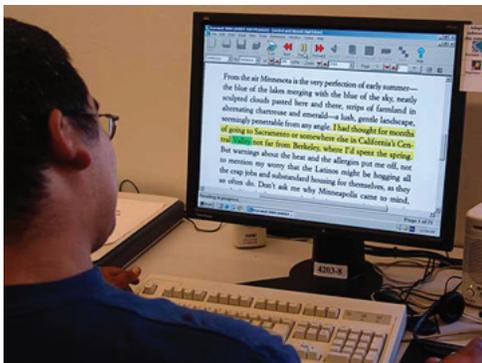
Purpose of AT

Adaptive technology is a resource provided to students registered with OARS. Adaptive technology exists in order to provide users with disabilities the tools, to help them optimize learning through the use of software and technology. Adaptive technology should not be seen as a magic button, but as a necessary tool to level the playing field for students with disabilities

How can it be helpful?

Adaptive technology is especially helpful for students with disabilities because it promotes independence, determination, and the utilization of beneficial resources. AT provides practical application of technologies that can be used as a student as well as in the world of work once a student completes their studies here at UNC-Greensboro. Adaptive Technology is also a useful tool for faculty members. AT can be very instrumental in implementing and developing universal design concepts for instruction. AT can allow students the opportunity to participate fully in aspects of class that might have been limited due to disability concerns.

Examples

Adaptive Technology comes in many different formats assisting with a wide array of disabilities. For example, there is Dragon, which is a speech recognition software that allows students to dictate documents just by speaking into the headset microphone. Dragon is great for transforming ideas into text, which is excellent for tracking ideas without the fear of losing them. This is excellent for students with motor disabilities, or even learning disabilities,

Student using magnified reader

Office of Accessibility Resources and Services

due to the ease of being able to smoothly voice one's thoughts into writing. This is just one of the many AT options available here at OARS. We also have:

- The smartpen- a device that is able to capture everything that is written and heard. Smartpens can capture scribbles, diagrams, formulas, which can then be synced onto your computer in order to be shard or reviewed.

- Kurzweil- a text-to-speech program that enables users to have any digital text, scanned books, and internet pages to be read aloud, and converted into an mp3 file.

- Read & Write Gold- a literacy software with over 28 different features. Some of these features include text-to-speech, word prediction, picture dictionary, and speech-to-text. These combined features assist to improve reading comprehension, understand unfamiliar words, and develop writing skills.

- CC TVs- Electronic Magnification Reading System that allows visually impaired users to view their material with less difficulty. CCTVs use a video camera to project a magnified image of any printed matter onto a video monitor or a television screen using various degrees of magnification.

- Inspiration- software which allows students to map out their ideas by using a wide array of visual thinking tools. Students can use the tools within Inspiration, such as the Mind Mapping feature, to build new connections around a central idea and expand into deeper sub-topics.

- The PIAF- a machine that allows the ability to create raised image format of diagrams, pictures, and maps for visually impaired students.

What can we learn from AT?

Adaptive technology can teach individuals, particularly those with disabilities, that there is always another way to attain one's goals. Responsibly using adaptive technology in school can even lead to achieving success in other areas of life. Our goal is to promote success and encourage students to think critically about alternative ways to address potential barriers to academic success.

Faculty and students, feel free to schedule an appointment for Adaptive Technology training by contacting our office. We are available M-F from 8 am–5 pm.

Valuable Campus Resources at a Glance

Many college students arrive at college with certain expectations. They expect that classes and homework will be a specific way. They expect that their schedule, study habits, and social life will be a particular way as well. Some may even have specific expectations about living situations too. However, sometimes the unexpected occurs and students are faced with various challenges that they may not know how to tackle. Fortunately, UNC-Greensboro is well equipped with many resources to help students conquer many of the demands that face them while in college. Unfortunately, some students do not know what resources are available to them here at UNC-Greensboro. In an effort to help students navigate our campus and address their needs, below is an overview of some of the resources available on campus.

Academic Issues
(Study skills, time-management, tutoring, writing, public speaking, registration and degree requirement assistance)

The Student Success Center- The Student Success Center or SSC provides a learner-centered experience for undergraduate success by empowering students to take an active and collaborative role in their learning through personalized and structured tutoring, study groups, academic skills, counseling, and workshops. Their office is located in the McIver building room 104. For more information about the Student Success Center you can visit their website at success.uncg.edu/ssc/mission.php.

Special Support Services- Special Support Services also known as SSS is a TRIO grant-funded program designed to maximize academic performance for UNCG students who are first-generation, from modest income backgrounds, or who have a disability, and also demonstrate academic need for services. Services include writing and research instruction, graduate/professional school guidance, financial literacy instruction, and use of a learning lab. There is an application process and specific criteria that one must meet in order to become enrolled in this program. SSS is located in the McIver building room 110. You can find additional information about Special Support Services at success.uncg.edu/sss/.

The University Writing Center- The University Writing center is a resource to help students enhance their writing skills. The consultants at the writing center meet with each student individually either through a face to face meeting or via IM Google chat. Students are engaged in a detailed conversation about their paper and given feedback on how to improve their paper and achieve their writing goals. The Writing Center consultants aim to help students write their best. The Writing Center is located in the MHRA building room 3211. You can visit their website at uncg.edu/eng/writingcenter.

The University Speaking Center- The University Speaking Center provides UNC-Greensboro students a safe place to get feedback, ask questions, and have conversations about their own public, interpersonal, and group communication. Our center is a judgment-free space in which our primary goal is to meet speakers where they are in their speaking process. The speaking center's services are available in the forms of workshops as well as individual face to face consultations. The Speaking Center is located in the MHRA building room 3211. For more information you can visit their website at speakingcenter.uncg.edu.

The Students First Office-The Students First Office (SFO) promotes a learner-centered experience for undergraduate success by serving as one of the first lines of response in helping UNC-Greensboro students address any number of academic issues they may experience at the University. The office coordinates intervention processes across different academic and administrative units to help students determine the best possible success strategies for addressing academic concerns. In collaboration with other support services across campus, SFO serves as an academic one-stop-shop for assisting students with academic advising, academic recovery, academic transition, appeals, and graduation planning. SFO is located in the McIver building room 061. To find out more about their services, visit the SFO website at studentsfirst.uncg.edu.

Personal/Emotional/Social Issues
(Health concerns, mental health/emotional problems, prolonged absences, issues with faculty, housing/roommate issues, social involvement)

Student Health Services- Student Health Services encompasses several resources that address a variety of student health needs. There is the medical clinic, the wellness center, and the counseling center. The medical clinic services include: primary

medical care, women's health (i.e. annual exams, contraceptive management), blood pressure checks, immunizations, allergy injections, flu shots, laboratory & digital x-ray, pharmacy services (i.e. online refill, OTC, prescription counseling), nurse clinic, sports medicine. The wellness center provides programs and resources to increase student awareness of wellness issues. Some of the programs offered at the wellness center include AlcoholEdu for all first year students; alcohol and other drugs, body image, eating disorders, healthy and unhealthy relationships, nutrition, sexual health, sexual assault, and stress management education. The Wellness Center also offers massage therapy, acupuncture, and nutrition counseling. Lastly, the counseling center provides a wide range of counseling and psychological services to currently enrolled UNCG students. The services may include: short term individual counseling, group therapy, and crisis intervention, consultation, and outreach activities. Each office is housed in the Student Health Center located at 107 Gray Dr. Additional information can be found on their website at shs.uncg.edu.

Dean of Student's Office- The Dean of Students Office or DOS works with students, their families, faculty and staff in creating and sustaining a culture of care at UNC-Greensboro. The DOS staff helps to address a myriad of issues and concerns that affect students, faculty, and staff on our campus. Some of the matters frequently addressed by DOS include but are not limited to: emergency management, incident reporting, supportive services (i.e retroactive withdrawals, suspension, grade, and refund appeals), discrimination complaints, and conduct/academic code concerns and/or violations. DOS also employs the following goals:

- Empowering students, parents and families to navigate the University experience

- Engaging and supporting students in acknowledging responsibility for their choices in preparation for meaningful lives and engaged citizenship in a global community

- Educating and consulting with faculty, staff, and students

- Coordinating and supporting processes that uphold student community values of honesty, trust, fairness, respect & responsibility

- Preventing distress and responding to crisis

- Providing opportunities for students to develop critical thinking skills in a rich learning environment.

For additional information about the many services provided at DOS, please visit their website at sa.uncg.edu/dean/.

Housing and Residence Life- Housing and Residence Life or HRL provides safe, inclusive, and secure residential communities where a diverse, innovative and responsive team of professionals encourages students to pursue academic excellence, personal growth, civic leadership and responsibility. The housing and residence life staff aims to address all student needs as it relates to housing. Many of the needs students may have can be addressed through the HRL website or via their designated Coordinator for Residence Life. Some of the concerns commonly addressed are special housing requests, room changes, and roommate issues. For additional information and/or to contact HRL directly you can visit their website at hrl.uncg.edu.

Campus Activities and Programs- Campus Activities and Programs or CAP encourage students to create meaningful relationships, explore interests and develop a sense of self and an appreciation for their community. CAP facilitates over 200 student groups and organized almost 150 student events last year. CAP's student organizations promote leadership development, critical thinking and interpersonal skills. CAP aims to promote involvement and engagement by educating students to create a vibrant campus life at UNCG. To learn more about the numerous clubs, organizations, and events CAP has to offer, visit the website at cap.uncg.edu.

Though these campus offices are just a glimpse into all of the wonderful resources offered here at UNC-Greensboro, each one of them provides valuable opportunities for students' unique needs to be addressed. If you are ever uncertain about what you need as a student here at UNC-Greensboro, feel free to visit us at OARS or one of the above mentioned resources. Our university's staff members are actually the most valuable resource available at UNC-Greensboro and can help you figure out what you may need, and guide you towards the resource that can address that need.

Orientation continued...

regardless of if they had a disability or not. Through my small group interactions with students with disabilities, I saw that I did not need to change who I am in order to effectively support these students, which I believe at times is a misconception that non-disabled individuals have.

In addition to not feeling pressured to act differently when students with disabilities were in my small groups, I also saw that students with disabilities strive to have the same fulfilling orientation experience as other students, and do not want to feel singled out due to their disability. I remember observing students with disabilities dancing and interacting with other students and having the time of their lives. Their disability did not seem to be a factor. Like all new students, students with disabilities want to have a memorable orientation experience. They have a desire to develop friendships and relationships with their peers and orientation leaders just as other students do. They deserve to experience all aspects of orientation because they are students first, and their initial glimpse of college should be just as fulfilling as everyone else's. That is not to say that students should all have the same orientation experience. However, a student's orientation experience should not be limited due to a disability. He or she should feel included in all aspects of the program, which is something I am glad that as an orientation leader I was able to provide.

By OARS Graduate Assistant: Tanisha Mills

Help Wanted!

We are still searching for an artist or group of artists to help bring life to the wall of our new testing facility. We are seeking your help in designing a mural that will reflect the spirit of UNCG, the diversity of the campus, and the wonderful students we work with here at OARS. Please submit your ideas to OARS for consideration, and possibly WIN FABULOUS PRIZES! Of course if your talents do not run to the creative side, but you can stay within the lines when it comes time to lay paint to wall, we will need you as well.

Please submit your ideas to OARS by December 10. We hope to start implementing the selected idea or ideas and begin painting early next semester. Let the creative spirits flow, and thank you for your help in portraying the diversity and spirit of UNCG.

OARS and You:
Working Together for Success

One of the supportive services OARS offers is a Faculty Letter of Accommodation (FLA). Utilizing this resource can contribute greatly to student and faculty success. In accordance with The ADA and Section 504 of the Rehabilitation Act of 1973, The Office of Accessibility Resources and Services works with departments across UNCG to ensure that educational programs and campus facilities are accessible to individuals with disabilities. In order to qualify for services, students with disabilities must provide our office with current, comprehensive documentation. Once qualified, students meet with OARS staff to identify reasonable accommodations which are then drafted into a Letter of Accommodation (also known as faculty letters).

It is the student's responsibility to provide their instructor with this letter in order to receive accommodations. Although accommodations are determined by the OARS staff, the application of these accommodations can vary in the classroom depending upon the faculty's teaching pedagogy. Our office encourages a collaborative relationship when discussing accommodations. If a student requests additional accommodations that are not indicated on their letter of accommodation, please consult OARS. Faculty are invited to contact OARS whenever there is a question about a student with a disability or their accommodations.

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