

The Voice

UNCG Office of Disability Services

A Bright New STAR at UNCG

The STAR Project (Supporting Transitions Access and Retention) is an exciting new project on campus funded by the Oak Foundation to provide additional support to college students with Attention-Deficit/Hyperactivity (AD/HD) beyond the legal accommodations provided by law. Students in the project will receive a no-cost screening evaluation, be involved in ac-

tivities to increase their personal and academic success, have access to mentoring, and be assured of timely identification of and referral to the additional supportive resources of UNCG.

The project initially started with a small group of students in the fall 2011 semester, and already many positive results have been identified in the students' pro-



gress.

ODS welcomes this wonderful addition to the supportive resource network for students at the university. If you would like more information on the STAR Project, please contact Kristen King, Ph.D., Assistant Director of Student Support for the College STAR Project at 336-346-3196, ext. 301 or kaking@uncg.edu.

Article Highlights

- STAR Project provides support to students with AD/HD
- Services include a screening evaluation, educational activities, mentoring, and referrals



ODS Welcomes New Intern



The Office of Disability Services is pleased to welcome our new graduate intern, Kawana Neufville. Kawana recently completed her graduate practicum hours in ODS and we are excited that she choose to continue as a graduate intern for the Spring 2012 semester.

Kawana received her bachelor's degree in psychology from North Carolina A&T State University. She decided to continue her studies at NC A&T and is currently pursuing a master's degree in rehabilitation counseling. She was initially drawn to the field of rehabilitation counseling to study behavioral addictions and their impact on the family system. After her recent experience at UNCG, her career goals have changed and she wants to pursue a career in higher education. She chose to intern

at ODS so that she can "learn about student needs."

Kawana is available to meet with students to discuss their academic needs, work on time-management skills, and to provide other disability-related assistance.

If you would like to meet with Kawana, please come by or call ODS and schedule an appointment. She can also be contacted directly at kcneufvi@uncg.edu.

Inside this issue:

Career Services Center	2
Leadership & Service Learning	2
Multicultural Affairs	2
Business As Usual	3
Assistive Technology	5
Faculty & Staff Corner	6

SPOTLIGHT ON STUDENT SERVICES

Career Services Center



The Career Services Center (CSC) strives to provide professional guidance and resources to UNCG students for their lifelong career development. Located in on the ground floor of the Elliott University Center (#1 EUC), the CSC can provide career guidance through one-on-one appointments, workshops, and classroom presentations. Our career counselors can discuss any number of career related topics such as resumes, cover letters, interviews, job search, career/major choice, internships, part-time jobs, and many more.

Each year, the CSC organizes 7 different career fairs where companies come to campus to recruit UNCG students for full-time, part-time and internships positions. There are also more informal open-house type events such as Pop-ins where students can stop down, grab popcorn, and learn the CSC. For students looking for part-time jobs on and off campus, the Student Employment Office (located directly inside the CSC) serves as a resource center for all part-time employment opportunities.

It is recommended that students visit the CSC in their freshman year so they know all of the wonderful services available to them during their time at UNCG. The CSC has developed a 4-year plan to help students set up a career development plan of their own in the hopes of securing a meaningful career position upon graduation.

The CSC is open Monday-Friday, 8am-5pm. Let the CSC help you in attaining all your career goals.

Office of Leadership and Service Learning



Located on the second floor of the EUC, the Office of Leadership and Service-Learning strives to enrich the UNCG community through civic engagement, community partner collaborations, intentional leadership development, and faculty support. The various programs and diverse opportunities offered through OLSL prepare students for a life of active citizenship and empower students to effect positive community change. With over 500 volunteer opportunities and a

service database with over 250 community partners, OLSL offers participating Spartans opportunities to develop skills, build meaningful community connections, and experience personal leadership.

In our efforts to further institutionalize leadership and service across the UNCG community, OLSL provides support and resources to faculty, students, and staff interested in implementing service-learning and partaking in community

engaged scholarship. Through the integration of community service and leadership practices, OLSL offers the UNCG community with opportunities to express concern over today's problems and build tomorrow's possibilities. If you are interested in discovering possibilities we encourage you to come by our office and begin to explore ways you can make your mark at UNCG!

Office of Multicultural Affairs



The Office of Multicultural Affairs and Multicultural Resource Center, located on the ground level of the EUC (62) has opportunities for students who are interested in learning more about topics related to multiculturalism and social justice. Activities are free and there is a variety to choose from that are during the remaining spring semester. Activi-

ties include cultural heritage events for African American Month and Asian Pacific Heritage Month, LGBTQ Community Outreach Hours, Shades of Color Conference, Multicultural Resource Center Book Talks, Multicultural Resource Center Art Exhibits, Cultural Program Council, Kaleidoscope Peer Educator workshops, Rites of Passage Workshops, and the

Community Social Justice Project.

In addition, a library in the Multicultural Resource Center is available during the hours Monday and Tuesday from 8 am-7 pm, Wednesday and Thursday from 8 am-9 pm and Friday from 8 am-5 pm offering

See OMA, pg 5

Students with Disabilities in Classroom and Clinic: Business as Usual

Please enjoy the following article reprinted with permission from Dr. Jane Jarrow, Director of Disability Access Information and Support (DAIS). Although a portion of the article is specific to students with disabilities in clinical placements, the overall message and information applies to all aspects of higher education. Following the Dos and Don'ts identified here will lead to a "win-win" situation—the student will get the best opportunity to show their talents and abilities, and the educator will get a student realizing their potential and contributing to the overall dynamics and success of the class. It will also add to the success of UNCG in meeting its commitment to equity, diversity, and inclusion. After enjoying the article if you have any questions, please feel free to contact the Office of Disability Services.

Just as the number of students with disabilities enrolled in higher education is on the rise nationally, so too is the number of students with disabilities who are drawn to speech-language pathology or audiology as a major. The legal definition for "person with a disability" is very broad, including students traditionally thought of as disabled (i.e., those who are blind, deaf, or in a wheelchair) as well as those with invisible disabilities (i.e., those with chronic health impairments, learning disabilities, attention deficits, and mental health/psychological disabilities). Are there general rules that can be used to govern interaction with students with disabilities in the classroom and clinic?

In many ways, the answer to that question is "No!" Federal law requires that all students, regardless of disability, be provided with equal access to educational opportunities. What is needed to ensure equal access for students with such varied disabilities will differ significantly from one student to the next. There are, however, some "do's and don'ts" that may help professionals involved in academic and clinical training to better understand and respond to the need for access and the obligation to accommodate:

- DON'T stereotype students with disabilities as being somehow less capable because they need accommodations. Accommodations are not given to help students with disabilities succeed in settings in which they would otherwise fail. Accommodations are given to ensure that students with disabilities have the same opportunity to demonstrate their knowledge and skills as do other students. Focus on the outcome of the student's efforts. Be wary of the unconscious tendency to dismiss student performance as being a function only of accommodation, not achievement.
- DON'T group students by disability category and assume that all students with the same label will perform in the same way. A disappointing performance by the last student you encountered who had a learning disability portends nothing at all for the performance of the next student with a learning disability who you meet. On the other hand, the fact that your program graduated a talented student in a wheelchair several years ago does not mean that the new freshman in a wheelchair will do as well. Consider the presence of disability as an overlay to the student's performance, not as the determining factor.
- DON'T make assumptions about how the student will perform in clinic based on your knowledge of the student's disability. Instead, draw your conclusions about the student's capabilities based on your observation of performance in the clinical setting. It is wholly appropriate to use subjective judgment in assessing relative success for the student with a disability, just as you do with every other student. Be careful, though, to make such judgments on the basis of what the student does, not what you expect. The student with a history of posttraumatic stress disorder may turn out to have a wonderful rapport with children. The student with attention-deficit/hyperactivity disorder who copes well in the classroom and is getting top grades may fall apart in the unstructured clinical setting when he or she needs to deviate from the carefully constructed lesson plan in response to unanticipated circumstances.
- DON'T let concerns about the student's future employment potential color your judgment of the student's current performance. Federal law expressly prohibits counseling students with disabilities more restrictively (i.e., suggesting that students consider a different major because you question their viability in the job market). Even with the best of intentions, preconceived notions of whether a student with a disability is a "good fit" for the field too often lead to discriminatory treatment as faculty allow their concerns for the student's future to color their assessment of current performance. Remember that our focus for all students, including those with disabilities, must be on whether they have demonstrated appropriate mastery of the skills we teach and not on how they will apply that experience in the future.

Continued on pg. 4

Students with Disabilities in Classroom and Clinic: Business as Usual

Continued from pg. 3

- DO make contact with the disability services provider on your campus to discuss any concerns you have regarding the inclusion of a student with a disability. The disability service provider can readily explain to you the classroom accommodations assigned for a student with a disability. With rare exceptions, the student will be using like accommodations in all classroom settings (i.e., for classes both in and outside the major). Accommodations that can be appropriately made for the student in clinical settings may be different than classroom needs and may be mitigated by circumstances that you understand but that are unforeseen by the service provider. You will need to educate each other to make sure that the disability-related needs are met without interfering with the quality of client care.
- DO talk to the student if you have concerns that are related to disability. Do not assume that such a chat will be necessary (i.e., some students with disabilities have found coping strategies that make their disability a nonissue for the classroom or clinic). However, if difficulties are foreseen or arise, it is appropriate to discuss your concerns directly with the student. Some students with disabilities are easily able to discuss the functional limitations created by the disability and will have ready suggestions as to how they will meet the challenge you have identified. Some students with disabilities are not so aware of how the disability is affecting them and how their performance differs from the norm. Give the student the opportunity (and dignity) to contribute to a meaningful dialogue regarding accommodations and expectations. That does not preclude you from seeking additional input from the disability service provider, but it is an important first step in resolving concerns.
- DO maintain the same high standards and expectations for students with disabilities that you expect of every other student. The existence of a disability may explain why or how a student with a disability performs, but it is not an excuse if that performance falls short of the mark. Equal access to educational opportunity includes equal access to realistic assessment of performance. It would be as inappropriate to give a student with a disability a better-than-earned grade because you know the student did his or her best as it would be to give that student an unfairly low grade because you discounted the student's success knowing that it was earned with accommodation. Always keep an open mind. Never allow your knowledge of the student's disability to color your evaluation of performance, either positively or negatively.

Remember, students with disabilities are more like all the other students in your class than they are different. They have the same range of potential, and they have the same educational and professional aspirations. Focus on what they do, not who they are. How do you manage students with disabilities in the classroom and clinic? Strike the words "with disabilities" from that sentence—and you have your answer!

Reflections from ODS Student

To all faculty, students of UNCG and the Office of Disability Services,

I would like to share some brief ideas of my personal challenges and successes as a student attending UNCG.

I have been a student since spring 2009, and I am a very motivated and dedicated student, however, I have something a little extra to say. I am a student with a Learning Disability. This label is important to show and on paper especially when you applying for various types services offered through the ODS. I have found through devoting extra time and hard work into my educational experience it has contributed to my overall personally educational success. It may take me longer to learn a subject or the many chapters to read and the many assignments due from each class, but I am personally motivated in obtaining my college education. Furthermore, I feel it is important to always to do your very best at everything, because when you do your best you feel stronger at furthering other accomplishments or challenges to come your way. The ODS has been a great advocator and motivator in helping me obtain my greatest success in helping me have a good sense of self worth, self esteem from working hard towards receiving my four year college degree .

Assistive Technology in Higher Education

Did you know that the use of assistive technology is rapidly growing at educational institutions?

The use of assistive technology is becoming increasingly commonplace among students with disabilities. Many devices are being used nationally and internationally at institutions of higher education. However, there are many students who are unaware of what assistive technology is and what advantages it can provide to their college experience.

What is assistive technology?

Assistive technology is any item, piece of equipment, or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive technology is designed to enhance the capabilities of individuals with disabilities. It affords individuals with disabilities the opportunity to focus on their abilities and limit the negative effects that their disability may have on their

academic and overall success.

What are some examples of assistive technology?

There is a wide array of available assistive technology devices in today's market. Some devices help enhance the learning experience by converting text to speech, while others convert speech to text. Additionally, some technologies enhance an individual's ability to see text. There are types of assistive technology available to improve activities of daily living, such as vibrating alarms for individuals who are deaf or voice controlled appliances for individuals who are blind. Overall, there are numerous devices out there designed to assist individuals with a variety of disabilities.

Are assistive technology devices available to you at UNCG?

UNCG's Office of Disability Services, located on the second floor of the EUC, has assistive technology devices that are readily available to students. The

key to accessing these devices is to become knowledgeable about what is available and take advantage of the opportunity. Unlike high school, the student is responsible for requesting services and must make the effort to obtain these services.

The Office of Disability Services at UNCG has text-to-speech and speech-to-text software, screen readers, assistive listening devices, and Braille translation. Training is provided, by appointment, for students interested in learning how to use assistive technology

These technologies are available, space permitting, Monday through Friday 8am to 5pm. In addition, students can use the Assistive Technology Lab, also located in ODS, which is open Mondays and Wednesdays from 6:30pm to 8:00pm and Tuesdays and Thursdays from 5:00pm to 8:00pm.



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Continued from pg. 2

a variety of cultural and social justice materials students can browse and checkout. Lastly, the Multicultural Resource Center is available for student organizations and departments to reserve for small meetings and events. Please visit and contact us know if you have questions at 334-5090.

Here is additional information on some events coming up this semester:

MRC Art Exhibit

- "Liberation of the Knob"
Artist: Brittney Poteat
On Display: March 12-May 4, 2012

Reception: March 14, 4:00-5:00 p.m.

Upcoming Workshops & Lectures

Location: Multicultural Resource Center

- "Learning & Implementing Interpersonal Skills"
Facilitator: Craig Pickett
Date: Wednesday, March 21, 5:00-7:00pm
- "Beyond Four Years—Early Preparation for Life After College"
Guest Speaker: JJ McEachern
Date: Thursday, March 29, 5:00-7:00pm

- "Healthy Lifestyles"
Facilitator: Kim Sexton-Lewter
Date: Wednesday, April 4, 5:00-7:00pm

MRC Book Talks

- "Girl Trouble"
Author: Holly Jones
Date: Tuesday, March 13, 4:00-5:00pm
- "But Don't Call Me White"
Author: Dr. Silvia Bettez
Date: Tuesday, April 3, 4:00-5:00pm

Faculty & Staff Corner

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WE'RE ON THE WEB:

WWW.UNCG.EDU/ODS

The Office of Disability 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 ODS 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 Disability Services' 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 ODS. Faculty are invited to contact ODS whenever there is a question about a student with a disability or their accommodations.

Unregistered Students & Disclosure

Unregistered Students: If a student chooses to disclose that they have a disability and if they are not currently receiving services, the first step is to inform them about The Office of Disability Services. Our office offers accommodations and support to students who have a variety of disabilities. We work individually with eligible students to determine appropriate accommodations.

If a student discloses their disability to you, please direct them to call our office at 336-334-5440, come by EUC Suite 215 to schedule an informational meeting, or

suggest that they view our website, www.uncg.edu/ods, for more information.

Disclosure: The specific nature of a student's disability is protected information and the disclosure is at the discretion of the student only. In regards to appropriate reactions to students who disclose disabilities, refrain from asking specific questions about the disability and avoid making assumptions about its impact on the student's functioning or ability to meet academic demands. Jokes or casual remarks about disabilities can be perceived as derogatory or

dismissive. It is best to follow the student's lead in regards to their disclosure. It is best to offer to meet with them during your office hours to maintain confidentiality and to provide them with further information in regards to The Office of Disability Services. Always offer equal support and guidance as you would with any other student. Our office is here as a resource for faculty and staff members should questions or concerns arise regarding the accommodation process or services for students with disabilities.