

The Voice UNCG Office of Disability Services

Student Spotlight



Leo Hodson is a talented young man who comes to us as a transfer student from Cape Fear Community College. In 2009, Leo sustained a spinal cord injury and moved back to Greensboro. At first Leo says he didn't know what the Office of Disability Services would be able to do for him, but as time went on he became close with the staff and views the area as a "safe haven."

Leo is a History major who is fascinated with the subject, and views it as important in determining where we have come from and where we're going.

Besides his love for history, Leo is a "sit down" comic who has performed at many clubs, gatherings and competitions. He incorporates his disability in his act, and his philosophy of performance is that he would never do anything in his act that he couldn't do in front of

his nephews and nieces. As mentioned, Leo has been successful in competitions and has been invited to perform in the Cape Fear Comedy Festival in Wilmington this year.

Leo is a positive person who maintains an optimistic view on life, and values his faith. He has donated his time as a motivational speaker to help kids see all the things that are possible with or without a disability. Leo has found time as well to be involved in various organizations such as the North Carolina Association of Student Councils, the National Association of Workshop Directors and the Southern Association of Student Councils. In his spare time, (yes, spare time), he also enjoys video editing.

Depending on where life takes him, Leo would like one day to be on Saturday Night Live or Letterman, but he'd also like to have the opportunity to counsel high school students. Leo's message to future students, is to always "be looking up." "You should never underestimate the power of hope," Leo says, but he adds always be proactive and, "seek assistance" to realize your dreams and goals. Leo has done all this and more at UNCG, and we at Disability Services look forward to the day

he can add the title of successful alumni to his accomplishments. Congratulations Leo on all you have/and will accomplish.



Eric Maly is another one of our talented students who has transferred to UNCG. He comes to us from Pitt Community College and NC State University. He says that UNCG is "one of the best schools he's been to."

Eric characterizes his experience with ODS as "nothing short of amazing." He enjoys the variety of accommodations and opportunities to take tests in different ways. He also affirms that everyone at ODS is extremely helpful. He

admits that when he first became registered with our office, he thought he would be stuck in a cubicle somewhere to take his test, but soon realized that our office offers several testing alternatives such as the use of a white board, testing in a private room, and extended time. Eric says that the experience with ODS thus far has "really surpassed expectations."

Prior to coming to UNCG and being diagnosed with ADHD, his college experience was very (continued on pg. 3)

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ODS Welcomes Brittany Williams

The Office of Disability Services is pleased to welcome our new graduate intern, Ms. Brittany Williams. Brittany is currently a graduate student at NC A&T completing her MS degree in Mental Health Counseling. Brittany recognizes the diversity and constant change in the atmosphere of a college campus setting. She chose the Office of Disability Services at UNCG to complete her internship because it gives her an incredible opportunity to grow and be exposed to so many different types of students. Brittany has a true passion for helping students to develop and discover not only who they are as an individual, but also to broaden their horizons for their future. Working with students in the Office of Disabilities has

created an added dimension to seeing and being a part of their success. "It has been such a rewarding and educational experience thus far" says Brittany.

When she is not involved in counseling-related activities, Brittany enjoys home improvement projects, spending time with family, friends, and playing with her adorable dog, Cupid.

Brittany has been a wonderful addition to our office! We really appreciate her hard work, positivity, and dedication!



STUDENT CORNER

What's New at ODS



Faculty Letter Pick-up

In attempt to make the faculty letter process more convenient for students, ODS has implemented a new faculty letter process! Students have the option to come in and pick-up their faculty letters without making the traditional faculty letter appointment.

Many Students have taken advantage of this new process and have reported that they appreciate the ease and convenience of it. For more information about the new

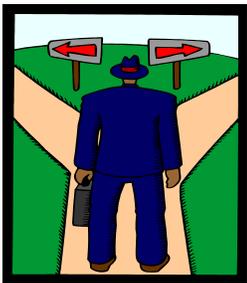
process you can visit or call the office.

Name Change

ODS is in the process of changing our name! ODS is dedicated to making sure that all students who need accommodations and services from our office, feel welcomed and comfortable. The word disability has historically been a word that carries stigma. We want to de-stigmatize our services

and our name will reflect that. We have thought carefully about suitable names, put the issue out to students for their ideas and input, and will be introducing our new name over the summer in preparation for the Fall 2013 semester. If you have input or questions regarding our name change, feel free to contact us by email or phone or you can come in to the office.

Disclosure: What it means to you



It can be difficult to decide whether or not to reveal your disability to others, especially to your professors. Though confidentiality and disability rights laws are in place, this can still be a difficult decision to make. Here are a few frequently asked questions to help guide your decision.

- Am I required to tell my school about my disability?

In order to receive accommodations at a post-secondary institution, you must disclose your disability to the appropriate resource, such as a disability services office. You have a right to privacy and only certain information will be shared with individuals outside of the disability services office.

- What is the school allowed to

ask me?

Postsecondary schools cannot ask you about your disability before admitting you. However, a postsecondary school can ask you about your ability to meet academic and technical standards for admission as long as the questions are not intended to reveal the existence of disabilities. After you are admitted, a postsecondary school is allowed to ask, confidentially, if you have a disability that may require accommodation, but you are under no obligation to disclose your disability.

- What questions should I refuse to answer, or what information should I not

disclose?

Though you are encouraged to share as much information as needed to provide appropriate accommodations, you may refuse to share information that is not directly related to your need for accommodation. If you feel uncomfortable revealing certain information and confidentiality laws do not ease your discomfort, you can keep some things to yourself. Bear in mind, that if you keep information pertinent to your need for accommodation at school, the school is not liable for any consequences resulting from not receiving those accommodations.

ODS is here to help you to master the art of disclosure. Contact us to learn more!

Assistive Technology- Get on it!



Meet Sidney Fletcher! He is our Assisive Technology Trainer/Coordinator. Our Assisive Technology labs are equipped with several types of software and devices to help enhance student learn-

ing. Some of the available assistive technology includes: Kurzweil (text-to-speech software), Dragon Naturally Speaking (speech-to-text software), inspiration, screen readers,

CCTV's, and smart-pens. Our lab hours are usually Tues.-Thurs. from 5pm to 8pm. Those hours may vary or change during the summer and fall semesters. For more information about our Assisive Technology, call our office.



College STAR Program-An Update

The student support component of the College STAR Project, designed to help UNCG undergraduates with Attention-Deficit/Hyperactivity Disorder (AD/HD) be more successful, has a new name: ACCESS. ACCESS stands for Accessing Campus Connections and Empowering Student Success. This new name emphasizes two of the major goals of the program: to help students with AD/HD connect with the many helpful resources on the

UNCG campus and to directly teach students strategies for being more successful academically and personally. Students in ACCESS participate in a cognitive-behavioral group therapy program for 8 weeks and meet one-on-one with a mentor on a weekly basis. The program has now reached 44 UNCG students, and the outcome data suggest that students benefited from the program in many different ways. ODS

works closely with this program to coordinate supportive efforts and accommodations for students receiving services from our office as well as ACCESS. In the fall 2013 semester, ACCESS hopes to work with 20 to 25 new students. If you would like more information, please contact Kristen King, Ph.D., Assistant Director of ACCESS, at 336-346-3195, ext. 301 or



The Student Success Center-An Invaluable Resource

The Student Success Center (SSC) fosters a learner-centered experience for undergraduate student success. The SSC serves as a primary University resource for academic support. The SSC supports the individual needs of students as they pursue academic success and lifelong learning. Complementing the efforts of the teaching faculty, students are served through a personalized and structured approach that includes tutoring, counseling, peer assisted study groups, academic skill development, workshops, and computer instruction. ODS also provides training and resources to SSC staff so they can effectively address the needs and learning styles of students with disabilities.

The SSC is comprised of several dif-

ferent programs which include: The Learning Assistance Center (LAC), Special Support Services (SSS), The Student Study Program (SSP), and The Supplemental Instruction Program (SIP). Each program is designed in accordance with the SSC's mission, vision, and goals. Below is a list of the SSC's goals:

- To assist students in becoming more independent, self-confident, and efficient learners
- To improve the academic performance of all learners
- To promote student retention at the university and subsequent graduation
- To provide individualized and group assistance

- To offer resources to faculty concerned with improved student learning
- To provide an array of proactive services
- To provide a place where faculty can refer students who are in need of assistance
- To provide help in developing study skills
- To work collaboratively with other student services offices
- To evaluate all activities and use evaluation outcomes to enhance future services

For more information about the SSC you can contact their office at 336-334-3878 or visit their website at www.success.uncg.edu.

Student Spotlight (Continued from pg.1)

stressful. His first year at UNCG was also rather tumultuous resulting in an overall G.P.A of 1.9. After reviewing his progress and getting feedback from friends and family, he decided that it might be a good idea to get assessed at UNCG's ADHD clinic. Once he was diagnosed, he says that he could better understand what was going on with him. He became registered with ODS, received appropriate accommodations, and has since excelled. Last semester he earned a G.P.A of 3.4, an accomplishment of which he and ODS are very proud!

Since registering with our office and learning of his diagnosis, Eric says that he can "de-stress" about tests and other academic demands because he knows that ODS is here to support him. He is making a conscious effort to truly study. He believes his new confidence is in part linked to the available resources at UNCG.

As a senior political science major with a pre-law concentration, Eric has his hands full. However he still manages to make time for extra-curricular activities. He currently hosts a web-show entitled *Omake Ikuze*, which fo-

cuses on anime, games, movies, comics, Japanese culture and pop-culture. He also practices the martial art, Judo, which he has been doing for about eight years.

Once he completes his degree at UNCG, he wants to pursue a law degree at Elon Law School. He wants to focus on first amendment law (constitutional and civil liberties). Eric believes that there are "a lot of injustices in the legal and justice system, and the best way to change it, is from the inside." With his newly realized confidence and his drive to succeed, we at ODS are sure Eric will reach his goals! Go Eric!

Invisible Disabilities: Hidden in Plain Sight

What are Invisible Disabilities?

Invisible disabilities, also known as “hidden disabilities” are impairments that may not be seen simply by looking or talking with an individual. The most common types of invisible disabilities you will find in the college setting are both learning and psychiatric disabilities.

What are some common types of Invisible Disabilities?

ADHD, Asthma, Depression, Lupus, Schizophrenia, HIV/AIDS, Bi-Polar Disorder, Multiple Sclerosis, Sickle Cell Anemia, Anxiety, Diabetes, Personality Disorder, Traumatic brain Injury, Arthritis, Learning Disabilities, and Post-Traumatic Stress Disorder.

What challenges will students with Invisible Disabilities face?

Students with invisible disabilities will

often have challenges with motor, social, and organizational skills. Other impairments that may be affected are memory, difficulty concentrating, processing speed, and time management. It is important to remember that no different from visible disabilities, the accommodation needs of an invisible disability will vary depending on the individual.

What can the university community do to support these students?

Education barriers that appear to be hindering students with hidden disabilities are an absence of supportive knowledge, misconceptions by involved parties, critical attitudes, and insufficient awareness regarding assistive technology. As the number of students on college campuses with hidden disabilities continues to grow the need for constant learning, mindfulness, and empathy will play a significant roles in these students achieving their educational goals.

When determining how you can best support our students we encourage you to RATE yourself:

R - Recognize the importance of viewing the student as an individual rather than in a disability category.

A - Acknowledge the imperative role faculty, staff, and students play in providing support and encouraging self-advocacy in the success of our students with disabilities.

T - Take advantage of professional development and training to become better educated about campus and community support resources.

E - Encourage students to seek assistance from the Office of Disability Services.

Percentage Distribution of Post-secondary Students with Disabilities

Main Type of Disability	2000	2004	2008
Mental, Emotional, or Psychiatric Condition	17.1	22.3	24.3
Attention Deficit Hyperactivity Disorder (ADHD)	6.7	11.6	19.1
Orthopedic or Mobility Impairment	29.0	24.8	15.1
Other	13.2	24.8	15.0
Specific Learning Disability	5.0	7.7	8.9
Hearing Impairment	6.8	4.7	6.1
Health Impairment or Problem	15.1	17.3	5.8
Blindness or Visual Impairment	5.2	3.7	2.7
Speech or Language Impairment	0.3	0.5	0.7
Brain Injury	1.2	1.0	1.7
Developmental Disability	0.6	0.6	0.7

Source: GAO analysis of NPSAS 2000, 2004, and 2008.

Note: Some students fell into multiple categories; however this study was based upon their main type of disability.

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Faculty & Staff Corner

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WE'RE ON THE WEB:

[ODS.UNCG.EDU](http://ods.uncg.edu)

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.

ODS Test Accommodations: A Review of Policies and Procedures

About two years ago, the Office of Disability Services introduced the Online Testing Accommodations Form. This form replaced the original paper version of the form and was designed to ease the testing accommodations request procedure.

Before any student can take their test with accommodations, they must be registered with ODS and meet with a staff person. In this meeting, students and staff will co-create faculty letters outlining their approved accommodations for the semester. Students will then give those letters to the instructors of classes for which they require accommodations.

ODS strongly encourages stu-

dents to work closely with faculty to determine if the instructor is able to proctor the test. This is beneficial to the students because they are able to ask questions, if needed. Faculty also benefit from proctoring the exam as it reduces the amount of time required to communicate with ODS regarding the test.

If a faculty member cannot proctor a test, then ODS is prepared to proctor a student's test. ODS is available to proctor tests Mon.-Fri. from 8am-5pm. Please note that some students may have to schedule their test earlier or later in the day, depending on their class schedule, to accommodate their needs for extended test

time. Also keep in mind, tests must be completed by 5pm, so be sure to schedule accordingly.

In order to maintain the integrity of the testing process, it is very important that faculty confirm their students' online test requests. If faculty do not complete each request, then we are unable to determine if the testing situations have changed. For example, a student may be allowed to use notes for one test, but may not be allowed for the following test. Without a completed online testing form, ODS will not know how to proceed with proctoring the test for the student.

Please call ODS at 334-5440 if you have any questions.