

Make Your Mark: Ten Tips for New Disability Service Providers

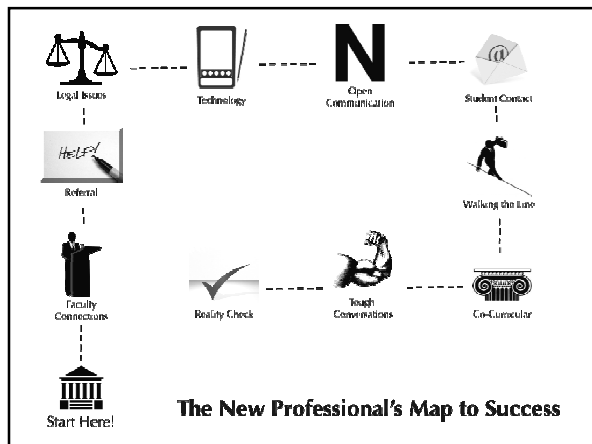
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Learning Outcomes

At the conclusion of this session, participants will be able to:

- ✓ Apply information shared in every day interactions with students with disabilities in order to provide the best direct service to each student.
- ✓ Identify situations that they may face each day working with students with disabilities.
- ✓ Utilize the information shared to address student situations on their campus.




1. Faculty Connections

- ☞ Faculty members are advocates for students.
- ☞ Building relationships with faculty ensures understanding of ADA Law and how accommodations work.
- ☞ Examples of faculty relationships:
 - ☞ Faculty Friendly Fridays
 - ☞ Outstanding Faculty List
 - ☞ Faculty Presentations
 - ☞ New Faculty Orientation
 - ☞ TA Training
- ☞ What type of program or event can you hold on your campus to build faculty relationships with your office?

2. Referral

- ☞ Students tend to come to our office because we know where to send them if we don't have the information.
- ☞ Examples of referrals on campus:
 - ☞ Center for Campus Life
 - ☞ Student Counseling Center
 - ☞ University Career Services
 - ☞ Writing Center, Tutoring Services, etc.
- ☞ What offices do you refer your students to on a regular basis? Do you have a referral slip to give to the student that includes a specific person's name and number?

Referral Form


TEXAS TECH UNIVERSITY
Student Affairs & Enrollment Management

Red Raider Connect

Guest: _____ Date _____
Student | Faculty | Staff | Parent | Visitor | Other

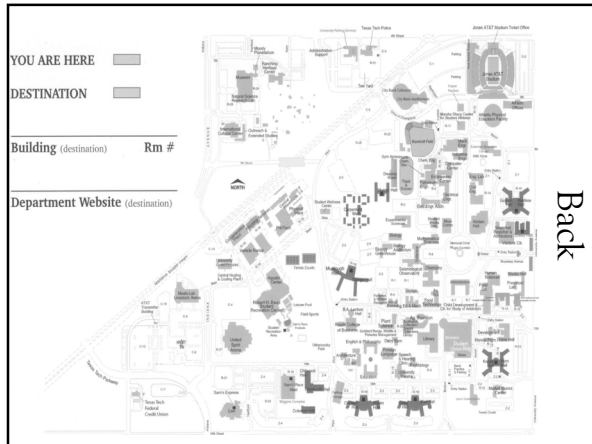
Department (destination) _____ Staff Member Contacted (destination) _____ Phone (destination) _____

Reason for Assistance _____

Referred by _____ Department/Phone _____

No. 295

Front



3. Legal Issues

- ☞ With the changing laws, and atmosphere, everyone should stay up to date on legal issues.
- ☞ Examples of legal issues training:
 - ☞ University Legal Council, or Independent Contractor
 - ☞ Attending national conferences
 - ☞ Publications
 - ☞ Teleconferences
- ☞ What do you do to stay current on legal issues for your office, your school, your students?

4. Technology

- ☞ Technology is ever-changing, and there's always something new to purchase.
- ☞ With depleting budgets, how do you stay current?
- ☞ Examples of technology:
 - ☞ E-texts using Dolphin Reader or Kurzweil
 - ☞ Video Relay Phones, screen readers, CCTVs, etc.
 - ☞ Membership with AccessText Network and Bookshare
- ☞ What software do you provide your students? What equipment is available for student use? Is there relevant equipment available other places on campus?

5. Open Communication

- ☉ How do you stay neutral until all information is gathered when an incident is presented?
- ☉ Having an open line of communication between you and the students you serve will foster candid conversations.
- ☉ Examples of open communication:
 - ☉ Open Door Policy
 - ☉ Encourage student to self-advocate, but know that you are there for support
 - ☉ Make a connection
- ☉ What does your office do to encourage open communication?

6. Student Contact

- ☉ As much as students want us to believe that they don't need us, they appreciate it when we contact them to check on them, or that we just remember their names.
- ☉ Examples of student contact:
 - ☉ Emails within 1st month of school
 - ☉ Emails throughout semester with updates and news from the office
 - ☉ Letters of Appreciation for good GPAs
- ☉ What type of program or event do conduct within your office to encourage student contact?

7. Walking the Line

- ☉ As DSS professionals, we sometimes struggle to balance advocating for our students and having the student be their own self-advocate. At what point do we step in?
- ☉ Examples of walking the line:
 - ☉ Encourage students to meet with instructors before they ask you to step in.
 - ☉ Give thorough explanation of accommodations and rights and responsibilities of student during initial meeting.
- ☉ How do you walk the line?

8. Co-Curricular

- Helping our students find a meaningful balance between school and social activities is challenging.
- How do you help your student determine the balance that is right for him/her as an individual?
- Examples of balancing the co-curricular:
 - Make students aware of opportunities on campus.
 - Encourage students to use planners, calendars, etc.
 - Suggest students participate in student organizations associated with their major.
- How do you assist your students in making the connection between these co-curricular experiences and their future career?

9. Tough Conversations

- Knowing how to handle frustrated parents, students, and faculty members is only half the battle.
- Sometimes individuals don't understand the process, and sometimes they are just looking for the answer they want, but DSS professionals must know how to dig deeper and get to the root of the issue.
- Examples of tough conversation starters:
 - Explaining, to the parents, the difference between modifying an exam in high school and simply receiving extra time on an exam in college.
 - Documentation issues with students and parents.
- How do you work through the frustration in order to get to the real questions?

10. Reality

- Scenario: A student with a math disability has failed chemistry for the 3rd time. He comes to you for advice on how to make it through the 4th time in order to complete his pre-requisite for medical school.
 - The student may be looking for a way out, may be searching for a new major.
 - How do you approach the subject of looking outside the box, and forward into a different future?
- What do you say to your students so that they can see ahead, into their future, instead of just 2 feet in front of them?



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