LABEL

NOT

JARS

NOT

PEOPLE.
Label Jars, Not People

- Back to Basics: Types of Disabilities & Disorders
- Disability Etiquette
- Transition of High School to College
- Office of Accessibility at ECSU
Video

- WALK!
- TALK!
- READ!
- WRITE!
Disability: a physical or mental impairment that substantially limits one or more of the major life activities.

Major Life Activities include, but are not limited to:

- Caring for oneself
- Speaking
- Walking
- Seeing
- Hearing
- Breathing
- Learning
The Meaning of Disability

- Substantially Limits: unable to perform or significantly restrict as compared to persons without such disability.

- A Person with a Disability: Has such a physical or mental impairment, has a record of such impairment and/or is regarded as having such impairment.
Types of Disabilities & Disorders

- Attention Deficit-Hyperactivity Disorder [AHDH]
- Autism Spectrum Disorders
- Blindness/Visual Impairment
- Deafness/Hard of Hearing
- Learning Disability
- Mobility and Systemic Conditions
- Psychiatric: Disorder
Attention Deficit Hyperactivity Disorder (ADHD)

- Most common childhood brain disorder and can continue through adolescence and adulthood.
- Brain matures in normal pattern, but is delayed on average by 3 years.
- Affects brain regions involved in:
  - Paying attention
  - Thinking
  - Planning
- Symptoms:
  - Difficulty staying focused and paying attention
  - Difficulty controlling behavior
  - Hyperactivity (over-activity)
  - Can result in difficulty succeeding in school, getting along with others or finishing tasks.
Autism Spectrum Disorders

Autism is a developmental disability that usually appears during the first three years of life. Autism is a “spectrum disorder.”

That means that not everyone with autism has all the same problems.

When a person has autism, they may have problems:

• letting you know what they want;
• thinking;
• understanding what other people say or want;
• ignoring sounds;
• ignoring things or people that are moving;
• ignoring lights;
• being touched;
• understanding social rules;
• showing affection;
• controlling their feelings;
• knowing how to play with other kids; and
• dealing with changes.
Vision impairments include things like:

- Being short-sighted or far-sighted that are correctable with glasses.
- It can also mean more serious problems like blindness or problems that are only helped a little by glasses.
Deafness/Hard of Hearing

• Hearing impairments include everything from:
  – Not being able to hear certain sounds
  – Being totally deaf

• In most cases, a hearing loss doesn’t simply mean that sounds are not loud enough. It usually means that sounds are **garbled** or **unclear**.

• A hearing aid may make speech **louder**, but usually will not make speech **clearer**.
  – Residence Halls may accommodate this by having a light up door bell.
Learning Disability

• There are many different kinds of learning disabilities and they can range from mild to severe problems.
• LDs affect the brain’s ability to receive, process, store, respond to and communicate information.
• LDs are actually groups of disorders, not single disorders.

CAN YOU READ THIS?

“ehT kcalb tac tas no eht toh nit foor”
Volunteer?

On the following page, please say out loud the colors show in each word.
• **Mobility:** There are a large variety of different physical disabilities, all of which can range from a mild problem to complete immobility.
  
  — Many people will have more than one disability, such as not being able to use their legs or hands.
• **Systemic/Chronic:** When a person has mental retardation, it means that they learn slower.
  
  — Because they learn more slowly, they don’t learn as much as other people might.
Activity

Choose a partner and sit back to back.

One of you will need something to write with!
• Any pattern of psychological or behavioral symptoms that causes an individual:
  – significant distress
  – impairs their ability to function in life
  – and/or significantly increases their risk of death
  – pain
  – disability
  – or loss of freedom

• In addition, to be considered a psychiatric disorder, the symptoms must be more than an expected response to a particular event. (e.g., normal grief after the loss of a loved one).

  My Superhero is my mom.
Game Time!
Disability Etiquette Game

TRUE OR FALSE

If you see a person in a wheelchair reaching a stairwell, you should help them immediately.
FALSE

Just because someone has a disability, don’t assume they need help.

If the setting is accessible, people with disabilities can usually get around fine.
Disability Etiquette Game

TRUE OR FALSE

Hugging an individual with a Mobility Condition is completely ok.
Disability Etiquette Game

TRUE & FALSE

Be sensitive about physical contact

Some people with disabilities depend on their arms or other body parts for balance. Grabbing them, even if the intention is to assist can knock them off balance.
TRUE OR FALSE

Equipment is part of personal space.
TRUE

Equipment is part of personal space – respect it!
Disability Etiquette Game

TRUE OR FALSE

A person with an aid has one for a reason.

If you need to communicate with them, you should communicate via the aid.
 FALSE

Always speak directly to a person, not their aid or companion.
Disability Etiquette

• Terminology 101:
  — Use person with a disability rather than “disabled person.”
  — Avoid outdated terms like:
    • “handicapped”, “crippled”, or “retarded.”
  — People with disabilities dislike jargon, euphemistic terms like:
    • “physically challenged” and “differently abled.”
  — Many people who are Deaf communicate with sign language and consider themselves to be members of a cultural and linguistic minority group.
    • They refer to themselves as Deaf with a capital “D,” and may be offended by the term “hearing impaired.”
Disability Etiquette

• People who use assistance animals
  – Do not pet an assistance animal; it distracts the animal from its responsibilities.
  – Do not feed an assistance animal; the animal may have specific dietary requirements.

• People who are blind or have a visual impairment
  – Identify yourself before you make physical contact with a person who is blind.
  – People who are blind may need their arms for balance, so offer your arm—don’t take his—if he needs to be guided.

• People who are deaf or having hearing loss
  – American Sign Language (ASL) is an entirely different language from English, with a syntax all its own. Speech reading (lip reading) is difficult for people who are Deaf if their first language is ASL because the majority of sounds in English are formed inside the mouth, and it’s hard to speech read a second language.
  – People who have a hearing loss, however, communicate in English.

• People with hidden disabilities
  – Not all disabilities are apparent. A person may make a request or act in a way that seems strange to you. That request or behavior may be disability-related.
  – Example: person request written directions vs. saying them out loud.
Does anyone know what a 504 Plan is?
Transition from High School to College

• High School – 504 Plan:
  – Fits under the Rehabilitation Act of 1973, Section 504
  – Prevent discrimination of anyone with a disability.
  – Section 504 Requires public schools (k-12) to create an Individualized Educational Plan (IEP) for any individual with a disability.
  – Protection under the Individuals with Disabilities Education Act (IDEA) does not extend to post-secondary schools.
  – In the public schools (K – 12), the school system is obligated to identify students with a disability.
    • This means anyone involved with the student – teachers, coaches, guidance counselors, nurses, etc.
  – This is not the case with post-secondary schools. It is the student’s responsibility to disclose the disability and request specific accommodations.

  *Think about how hard it can be for a first year student*…
<table>
<thead>
<tr>
<th></th>
<th><strong>High School</strong></th>
<th><strong>College/University</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structured</strong></td>
<td>Structured</td>
<td>Unstructured</td>
</tr>
<tr>
<td><strong>School/parents direct disability needs</strong></td>
<td>Student directs disability needs</td>
<td></td>
</tr>
<tr>
<td><strong>School obliged to meet most needs</strong></td>
<td>“Reasonable” accommodations provided</td>
<td>Documentation outlines accommodations</td>
</tr>
<tr>
<td><strong>IEP outlines accommodations</strong></td>
<td>Documentation outlines accommodations</td>
<td></td>
</tr>
<tr>
<td><strong>High parental involvement</strong></td>
<td>Limited parental involvement</td>
<td></td>
</tr>
<tr>
<td><strong>Frequent school-to-parent communication</strong></td>
<td>Limited/no school-to-parent communication</td>
<td></td>
</tr>
<tr>
<td><strong>High teacher involvement/responsibility</strong></td>
<td>High student involvement/responsibility</td>
<td></td>
</tr>
<tr>
<td><strong>May provide attendants and tutors</strong></td>
<td>Not required to provide attendants and tutors (unless provided for all students)</td>
<td></td>
</tr>
</tbody>
</table>
What can you do as an RA?

Know your resources
Types of Accommodations

- Academic
- Housing
- Temporary Accommodations
Eligibility for accommodations is determined on a case-by-case basis.

See Registering with the OAS for guidance on becoming registered with the OAS.
The following is a list of accommodations commonly offered by the OAS:

- Extended time on tests
- Testing in a distraction-reduced environment
- Note-taking assistance
- Recording lectures
- Scribe for exams
- Reader for exams
- Dragon NaturallySpeaking Professional V12 Academic
- Preferential seating
- Books in alternate format
- Assistive technology
- Auxiliary aids
- Smartpens
- Learning Ally membership
- Kurzweil 3000, v. 13 membership
- Accessible classrooms
OAS Housing Accommodations

- Requests for housing accommodations are reviewed each semester in collaboration with the OAS Housing Committee.
- To request a housing accommodation based on a disability, students must register with the OAS.
- Documentation must be current and outline the need for a housing accommodation.
- After registering with the OAS, please complete the [Housing Accommodations Application](mailto:bazina@easternct.edu) and email it to Angela Bazin, the Associate Director of Housing and Residential Life, at: bazina@easternct.edu.
The Office of AccessAbility Services (OAS) provides reasonable accommodations to students with temporary medical conditions such as:

- Injuries
- Illnesses
- Complicated pregnancies, who may require temporary support.
- Documentation is required and reasonable accommodations are determined based on the nature and impact of the temporary condition on a case-by-case basis.
Office of Accessibilities
Programs

- Career Development Program
- Eastern Prep Program
- Peer Mentoring Program
This is just the beginning... get familiar!