

OUR DSP FAMILY NEWSLETTER

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FACULTY FREQUENTLY ASKED QUESTIONS

I sent a student over to get tested for a Learning Disability and they came back and said, “DSP does not test students anymore.” Frankly, I was surprised to hear of this. What is going on?

That is correct; DSP at SCC no longer tests for a Learning Disability and hasn't since 2009. At that time, our budget was cut 44% decisions were made so we lost three positions, one of which was a LD specialist position for evaluating students. Unfortunately, this has had a twofold effect. The first, since we no longer provide this service our transfer bound students will now have to pay somewhere from \$2000 to \$3500 to get adult testing from outside professionals to receive their accommodations at any CSU or UC. As you may guess, this is a financial hardship for many of our SCC students. The second consequence is this has further impacted our DSP budget at SCC even more. We cannot claim them in the “LD category” which is weighted at one of the highest values for receiving compensation from the Chancellor's office, but must enter them in the category of “Other” which receives a pittance for compensation.

I have a few students who are real behavior problems in my classes some of them are DSP students because they gave me their accommodation notice. A few are very belligerent, combative and even threatening toward me or other students. I want to help, but can't DSP do something about these students?



*“Learning, like money does not grow on trees, but from persistent and consistent action.”
Angela Apostol*

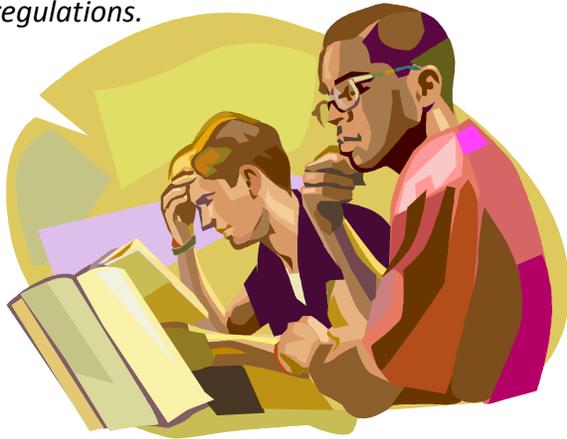
*Your point is very well voiced. We are definitely seeing an upsurge of behavior problems on campuses state-wide. In DSP alone, we are seeing an increase of very labor intensive, students some of which do have a psychiatric disability. Of course, not all problem students in the classroom have been given a diagnosis. The operative word here is **disruption**. Regardless, of whether a student has a disability or not, they are still held to the same conduct as spelled out in the Student Services pamphlet on “Student Conduct”. To treat our DSP student's differently by tolerating disruptive*

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or threatening behavior is enabling on the part of the professor since it only reinforces inappropriate behavior without providing legitimate consequences. If this persists, the student learns nothing and can become emboldened and justified in acting out again. This is a real disservice to all students since the problem student will generalize the behavior in school and off campus in their life and it also marginalizes the quality of the educational experience for all the other students who do follow the rules. Title 5 section 56000 clearly states that we “increase independence”. We will be teaching our students to be accountable to themselves and others if we support our “student code of conduct” which is also in keeping with Title 5 regulations.



One of my students claims they need an accommodation for chemical/scent sensitivity. Is this really a disability and do I need to accommodate them?

Although (MCS), Multiple Chemical Sensitivity is very controversial, it is

recognized by the U.S. Department of Housing & Urban Development and the Social Security Administration as a disability. Like any other disability, a student wanting to receive accommodations from DSP or directly from a faculty member is required to provide medical documentation that includes “functional limitations” in the educational setting. These functional limitations describe the negative impact on the individual and also provides information that purports how specific accommodations can mitigate the negative impact of the disability on the individual. Again as any other medical condition, the scope or severity of the disability will determine also the level of the accommodation. As with any condition that exists there is a range from mild, moderate and severe as well as frequency of impact, regularly, occasionally and frequently. Based on all of these nuanced factors, authorized accommodations are given to the student which is in keeping with Title 5 minimum requirements and (ADA), Americans with Disability Act. Depending on the severity of the condition some accommodations might be providing better ventilation, an alternate test setting, alternate chemicals used in lab tests, or alternate assignments.

