

OUR DSP FAMILY NEWSLETTER

Newsletter March 1,
2016 | Issue 6



FACULTY FREQUENTLY ASKED QUESTIONS:

PEOPLE ARE OUR GREATEST UNTAPPED NATURAL RESOURCE

Are DSP students expected to discuss their accommodations with me?

Absolutely! All our DSP counselors/faculty emphasize the importance of dialoguing with the professor individually to discuss accommodations. It's even written on the Accommodation Form, "(for private discussion with instructor)". We encourage students to connect to make sure the process is as streamlined as possible for everyone. The majority of our students using DSP have hidden disabilities so it may not be apparent that they need help initially, so establishing rapport with faculty is urged so the student can build a supportive framework for success. If there are any questions or concerns please do not hesitate to call us for support.

Why are some students with disabilities so unprepared for college?

This is a very big question that requires a complex answer; unfortunately, the scope of this publication may limit addressing the question fully. Having said that, let's at least start the conversation by addressing the possible issues. First of all, students with disabilities who have been identified in K-12th grade receive services through either special day classes, resource classes or have a 504 plan with their school. Some entering freshman in college are



often surprised at the difference in policies and practices between being identified and served as a minor under (IDEA), The Individuals with Disabilities Education Improvement Act of 2004 in the K-12th system and being accommodated as an adult through Title 5 and the (ADA), The American's with Disabilities Act of 1990 in a post-secondary educational environment. Since the onus is so different, the first, k-12th grade fostering dependence on parents and teachers and the other, post-secondary education, requiring independence; this transition can be quite challenging for students to navigate. Upon entering college, students are automatically expected to advocate for themselves, access

CONTENTS

FAQs

1 - 2

accommodations and act as adults. Naturally, the student cannot magically “grow up” overnight. In our program, we understand this. During our intake, subsequent follow up and emphasis around being an adult; we discuss the differences in access laws and expectations. In the past, we offered an introductory course for these students transitioning to college, Coun 148 E with a follow up course, Coun 103 “Disability and Success”. Students are taught to identify potential barriers to success, utilize accommodations, develop compensatory strategies, implement self-advocacy and awareness around disability management issues. We are currently working on reinstating these courses to help transition our college students to campus courses and programs. Our department follows the guidelines for [Title 5 section 56000](#), [“\(d\) Promote the maximum independence and integration of students with disabilities; \(e\) Support participation of students with disabilities in educational activities consistent with the mission of the community colleges as set forth in Education Code Section 66701.”](#)

What can I do as an instructor to help?

Most likely you are already doing plenty in the area of instruction! Please do not hesitate to call us, email or stop by for a visit to discuss any challenges or questions you may have. Do not be afraid to approach students privately at the first



“Appropriate self-disclosure, along with empathy, collaboration, and problem solving fosters students’ sustainable goals.”
Angela Apostal

sign of struggle. Our students look up to professors and often times there is a reluctance to converse with you for a number of different reasons. As a DSP counselor, we help to facilitate our student’s independence, by assisting them to achieve their goals. We emphasize the importance of office hour, 1 to 3 ratio for work done outside of class, early intervention practices, such as follow up counseling appointments, tutoring support, study buddy, and specific study strategies. By anticipating potential barriers to success, we can help identify strategies to mitigate any negative impact their condition may have on them. The DSP counselor/faculty, develops a sustainable (SEP), student educational plan that reflects the student’s true strengths and aspirations.

