Let’s Get Captioning!

Videos are a great way to share information about your department, office, organization, or program. They provide a means to obtain information beyond what is written on your website.

When creating these videos, make sure that you are adding captions! Captions not only help those who are deaf or hard of hearing access the information, but they also help students who are learning the English language, provide clarity on the subject matter, and help those that are listening to your videos in a noisy area or on computers and devices with poor sound quality.

YouTube has made significant strides in making it easier to caption videos that are uploaded to its website. But be forewarned, relying on the automatic caption software won’t be enough to make sure that your message gets across.

While YouTube continues to work on an automatic captioning program, it is important to note that you can still add captions to your YouTube videos!

The process is pretty easy, but it does take some dedication on your part to make it work.

After uploading your video, access the edit features within the video manager.

From here, click on the drop-down menu and select “subtitles/closed captioning.”

To add captions, you can upload a caption file (i.e. .SRT or .SUB), upload and autosync a transcript of the audio, or type and sync captions as you listen.

When creating captions, make sure to include sounds (i.e. [thunder] or [soft piano music]) to allow viewers access to the entire video experience. Make sure to also keep phrases together and use natural pauses in speech to help you determine where to break the caption.

Once you’ve finished creating your captions, hit “Publish” so that everyone can benefit from your work!

Want to know more about captioning YouTube videos? Check out YouTube’s help page at https://support.google.com/youtube/answer/2734796?hl=en
October was Disabilities Awareness month and our office was able to host a variety of events throughout the month to help raise awareness and showcase the opportunities available here at UNI. In case you missed them, here is what we did.

**October 1 — Coffee at the Campanile**

We kicked off Disability Awareness Month by serving free coffee at the campanile where we also handed out information on the events going on throughout the month and on the services we provide on campus. It was a chilly and windy Thursday morning, perfect for a warm beverage with a disability fact on each cup!

**October 19 — Read & Write GOLD Presentation**

Student Disability Services offered a hands-on workshop demonstrating Read/Write Gold. Students, faculty and staff were invited to attend the one-hour event where they learned how this software may help them or their students in the areas of reading, writing, studying or conducting research.

**October 21 — Lives Worth Living Film Screening & Discussion**

As part of Reaching for Higher Ground, Student Disability Services and Rod Library collaborated to present the first film screening of the year-long event "Disability Justice: Past, Present, and Future." The documentary, Lives Worth Living, chronicles the history of the American disability rights movement from the post-WWII era to the passage of the Americans with Disabilities Act (ADA) in 1990. Following the film was a discussion concerning disability rights.

**October 26 — Accommodations 101**

On Monday, October 26, Ashley Brickley presented an overview of the accommodation process, highlighting frequently asked questions and the responsibilities of both students and faculty in the academic accommodation process.

**October 29 — Lunch & Learn Student Panel**

SDS hosted a lunch-and-learn student panel on Thursday, October 29 in the Elm Room of Maucker Union. Current students discussed their experiences attending UNI as a college student with a disability. They talked about certain topics such as: working with SDS, arranging accommodations, discussing their individual needs with professors, etc. The panel was well attended and many from the audience asked great questions of our 4 panelists.

Thank you to everyone who was able to attend our events in October. Be on the lookout for upcoming events in the spring!
On Tuesday, July 28, UNI Student Disability Services and Exceptional Persons, Inc. hosted a walk in celebration of the 25th anniversary of the passing of the Americans with Disabilities Act.

SDS Practicum student Katie Schug welcomes everyone to the event.

Participants were asked to write down why they were celebrating.

UNI Provost Jim Wohlpart addresses the group.

Participants walked a mile (9 laps!) around the WRC track to commemorate the anniversary.
About a Disability: Bipolar Disorder

I. Definition: Bipolar disorder is a brain disorder that causes unusual shifts in mood, energy, activity levels, and the ability to carry out day-to-day tasks. (National Institute of Mental Health, NIMH)

II. Facts

a. Bipolar disorder affects approximately 5.7 million adults in the U.S., or about 2.6% of the population (NIMH)
b. Bipolar disorder is equally common in men and women, but women may have more depressive and mixed episodes than men (Depression & Bipolar Support Alliance)
c. Bipolar disorder is the sixth leading cause of disability in the world (World Health Organization)
d. Bipolar disorder is often misdiagnosed as depression early on. (NIMH)
e. More than two-thirds of people with bipolar disorder have at least one close relative with the illness or with unipolar major depression, indicating that the disease has a heritable component. (NIMH)

III. Types (NIMH)

a. Bipolar 1 Disorder: Defined by manic or mixed episodes that last at least seven days, or by manic symptoms that are so severe that the person needs immediate hospital care.
b. Bipolar 2 Disorder: Defined by a pattern of depressive episodes and hypomanic episodes, but no full-blown manic or mixed episodes

IV. Signs (NIMH)

a. Manic episode: long period of feeling “high”, overly happy or outgoing mood, extreme irritability, rapid speech, racing thoughts, unusually distracted, restless, taking on multiple projects, sleeping little or not being tired, impulsive.
b. Depressive episode: long period of feeling sad or hopeless, loss of interest in activities, fatigued, difficulty concentrating and remembering, change in eating or sleeping habits, thoughts of suicide.

V. How to help a friend or relative with Bipolar Disorder

a. Offer emotional support, understanding, patience, and encouragement
b. Learn about bipolar disorder so you can understand what he or she is experiencing
c. Talk to your friend or relative and listen carefully
d. Listen to feelings he or she expresses and be understanding about situations that may trigger bipolar symptoms
e. Invite him or her out for positive distractions, such as walks, outings, and other activities
f. Remind your friend or relative that, with time and treatment, he or she can get better.

For more information and resources, visit the Counseling Center, Psychology Department or the Student Health Clinic on campus.
Embrace Your Stress by Alyssa Cobie-Nuss

Stress is a normal and expected part of college: students are living away from home for the first time, feeling intense pressure to obtain high grades in connection with career aspirations, taking final exams, trying to establish a romantic/social life, dealing with costs of college and possibly working at a job during the school year. It’s no wonder that 85 percent college students report experiencing stress sometimes or frequently in their daily lives.1

We know that stress can be harmful to our health and well-being. It has been found to increase the risk of everything from the common cold to cardiovascular disease. Stress increases cortisol levels, which can lead to depression, memory problems, and weakened immune systems. Indeed, stress can play a part in problems such as headaches, high blood pressure, heart problems, diabetes, skin conditions, asthma, arthritis, depression, and anxiety.2

New research, however, has revealed a cure for these stress-related ailments. In a recent study, U.S. adults who reported experiencing a lot of stress within the last year had a 43 percent increased risk of premature death. However, it wasn’t the stress itself that led to this increase; it was the respondents’ perception of their stress that led to health problems and death. Those who believed stress was bad or harmful and experienced a high amount of stress had poor health and an increased risk of dying, whereas those who did not perceive stress as harmful yet experienced high amounts of stress were healthier and had the lowest risk of premature death, even when compared to those who experienced relatively little stress (but believed stress was bad). Thus, changing how you think about stress can change how your body responds to stress.

Stress is a normal response to actual or perceived threat. Those physical symptoms we feel, an increased heart rate, fast breathing, sweating, and muscle tension are our body’s fight-or-flight response; it’s a heightened state of arousal that results from a surge of adrenaline. Normally, we interpret these symptoms as signs that we are stressed, anxious, or not coping well under pressure.

(Continued on page 6)
But what if instead we interpreted these as signs of our body effectively preparing us to meet our challenges; as energizing us? Your heart is pounding because it is preparing you for action. You are breathing faster to get more oxygen to your brain.

A Harvard University study\(^4\), tested the effects of this change of perception. Before taking a social stress test, participants were taught to think of their stress response as helpful. Not only were these participants less stress and more confident during the test, their physiological responses changed. Their hearts were still pounding, but their cardiovascular profiles looked more like they do during moments of courage and joy.

So, the next time you are in a stressful situation, whether it’s a big presentation or a final exam, remember this research and think to yourself, this is my body’s way of preparing me for this challenge; I am ready. When you change your beliefs about stress, your body believes you and your stress response becomes healthier. “Over a lifetime of stressful experiences, this one biological change could be the difference between a stress-induced heart attack at age 50 and living well into your 90s,” says health psychologist Kelly McGonigal\(^5\).

References
Graduate Student Feature: Kiley Schmidt

Tell us about yourself. Where are you from?
I grew up on a farm near Holstein, IA, but I have lived in Cedar Falls for 8 years. It has become my home. I am in my second year in the Postsecondary Education: Student Affairs graduate program and am currently the GA for the Department of Educational Leadership.

What is your role in the SDS office?
I am currently a practicum student for the SDS office and work with students in the weekly mentoring program.

What is your educational background?
I attended UNI as an undergraduate and graduated with a BA in social science education in December 2012. In January, I began a semester as a substitute teacher for Waterloo Schools where I took on a few long-term positions in special education. In August 2013, I started as a full-time high school special education teacher at Bremwood in Waverly.

What do you like to do when you’re not at work/school?
I enjoy reading anything by Brené Brown, watching Young & Hungry and Sandra Bullock movies, and spending time with friends. I enjoy coffee at all times.

What is your favorite quote?
“You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it.”-Maya Angelou

We’re On Facebook!
The UNI Student Disability Services Facebook page is intended to keep you updated on upcoming events, current issues in the news, and fun happenings within our office on campus. Like our page today to follow along!
FREE Apps for College Students

Readability
- Turns any webpage into a clean reading page
- Eliminates distractions and other visual clutter
- Read your articles now or save them for future reading
- Adjust text size and line length for easier reading

CaptiNarrator
- Convert documents and webpages into text-to-speech
- Upload documents from Dropbox, Google Drive, Clipboard, Instapaper, or Web Browser
- Listen to document immediately or save it to your playlist for future listening
- Adjust speech rate along with the choice of built in voices; additional voices for purchase

myHomework
- Track your homework, tests, projects, and lessons
- Set and receive reminders when assignments are due or tests are coming up
- Set up your class schedule within the app
- Synch your information with any of the available devices

Google Keep
- A visual bulletin board of post-it notes with reminders and tasks lists
- Ability to color code your notes, add reminders, and add photos and pictures to your notes
- Use your Google account to sync this on your computer, tablet and phone

30/30
- Create a task list and add a length of time to each task
- Start the timer and when it’s time to move on to the next task it will alert you
- Customize with colors, icons and labels

Quizlet
- Online resource of study tools and game of virtually any educational subject
- 7 modes including traditional flash cards allow students to study in varied ways to help master material
- Generate your own content or use content other users have created

Evernote
- A one-stop place to collect notes, files, web clippings, and images with the ability to access them on virtually any device
- Collect and find your information easily
- Great tool for researching, planning events and everyday organizational use
- Collaborate with others on projects using the sharing features

Guided Mind
- Relax and get guided through meditations on a variety of topics
- Step-by-step voice guided meditation
- Short (5 mins), medium (15 min) or long (30+ min) meditations
- Instrumental, nature soundscapes, with looping for continuous play

For more information and additional apps/online resources, visit http://www.augsburg.edu/class/groves/assistive-technology/everyone/
Graduate Student Feature: Alyssa Cobie-Nuss

- Tell us about yourself. Where are you from?

I grew up on a farm near Ackley, IA and attended AGWSR. I currently live in West Union with my husband who teaches at North Fayette Valley. I am a second year graduate student in the School Counseling program here at UNI.

- What is your role in the SDS office?

I am a graduate assistant working primarily with students through the Weekly Mentoring Program.

- What is your educational background?

I received my bachelor’s degree in Psychology from Central College in 2012. I then attended the University of Minnesota for a year in the Educational Psychology program. After working in the school setting as a paraeducator for two years, I decided to switch to school counseling and came to UNI in 2014.

- What do you like to do when you’re not at work/school?

I spend most my free time with my husband, family, and friends. We like to travel to new places and be outdoors. Our summers are always spent on the lake in northern Wisconsin where we fish, boat, and swim all day.

- What is your favorite quote?

“Be the change you wish to see in the world.” -Gandhi