

Fall 2013

Student Disability Services Campus Newsletter, Fall 2013

University of Northern Iowa. Office of Student Disability Services.

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Temporary Medical Conditions

It is well known that SDS determines eligibility for accommodations and services for students with disabilities, but did you know that we also serve students with temporary medical conditions?

Students who have a temporary medical condition (i.e. pregnancy, broken limbs, or short term impairments following surgery or other medical treatments) may be eligible for temporary

assurances if their condition is impacting their academics.

Like academic accommodations, temporary assurances are determined on a case-by-case basis. Examples of these assurances may include:

- Notetaking assistance
- Extended test time
- Scribe or use of computer on exams
- Accessible tables and/or chairs in the classroom

It is important to note, however, that SDS does not provide personal transportation, wheelchairs, crutches, or other medical devices for students.

For more information on how students with temporary medical conditions can request services through SDS, please visit our website at:

<http://www.uni.edu/sds/prospectivesdsstudents/temporarydisabilityservices>

The Hot Seat! with SDS Staff

Get to know a different Student Disability Services staff member each semester.

This semester, get to know Brittany Warren!

What is your role in the SDS office?

I am the Disability Specialist. I help students with academic accommodations, and I oversee the conversion process for books in alternative format. I supervise the student assistants who work for our office as well.

What is your educational and employment background?

I got my Bachelor's degree in

Social Science education from UNI in 2008. I received my Master's in Postsecondary Education: Student Affairs from UNI in 2011. I previously worked in the UNI Office of Admissions as an admissions counselor and at Upper Iowa University as the Student Achievement Counselor.

What do you like to do when you're not at work?

I like to spend time with my family: my husband TJ, our 1-year old

daughter Ava, and our puppy, Oreo!

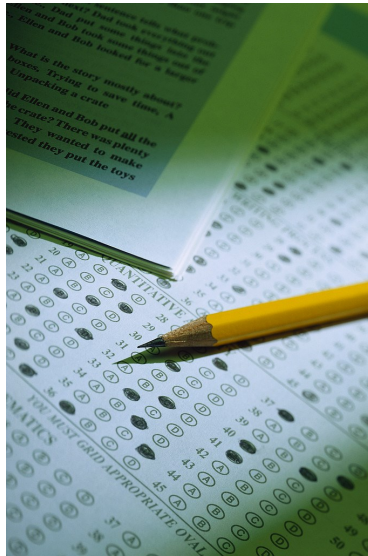
What is your favorite quote?

One who fears failure limits his activities. Failure is only the opportunity to more intelligently begin again. ~ Henry Ford



SDS to Collaborate with Examination Services

Over the past few years, SDS has seen a significant increase in the number of faculty utilizing our office testing accommodations. In order to better serve our students, SDS has collaborated with Examination Services in the Academic Learning Center to develop an improved system for providing these accommodations for students with disabilities. As with any change in procedure, our office has received several questions regarding this move and I wanted to take this opportunity to address some of those here.



Does this mean that Examination Services will be administering all exams for students needing accommodations?

No. Instructors are still asked to attempt to arrange an appropriate location within their departmental facilities first. If an instructor does not have an appropriate location to administer the exam (i.e. the instructor is considering having the student take the exam in the hallway or a faculty lounge), Examination Services may be able to help.

What are some of the differences a faculty member may see with the new procedure?

- The Examination Services Request

Form (completed in conjunction with the student) should be submitted to Examination Services at least one week prior to the exam. Examination Services is not able to handle walk-ins.

- Examination Services must have the exam at least 48 hours before the scheduled test. This allows for staff to make sure that everything is in order for when the student arrives.

- Exams will not be returned via campus mail. Instructors can choose to either pick the exam up at the Academic Learning Center or

can request that it be faxed or e-mailed to a specific address.

Examination Services does not have staff available to pick-up or hand-deliver exams.

What are some of the differences a student may see with the new procedure?

- The Examination Services Request Form (completed in conjunction with your instructor) should be submitted to Examination Services at least one week prior to the exam. Examination Services is not able to handle walk-ins.

- Students should arrive 15 minutes prior to their scheduled exam as they will be asked to show ID, sign an agreement for using the facilities, and lock all of their personal items up in

the lockers provided.

If I have a reader/scribe accommodation, who do I submit my request to?

If you have been approved for a reader/scribe accommodation through our office, please complete the Reader/Scribe Request form located at <http://www.uni.edu/sds/formsrepository> and submit it to Karen Phillips, SDS Department Secretary. Karen will arrange your reader/scribe and confirm this with both you and Examination Services.

Please note, you will need to complete a separate Examination Services Request form with your instructor in addition to the Reader/Scribe Request form. The Examination Services Request form should be delivered to Examination Services.

Where can I find more information on the new policies and procedures for using Examination Services?

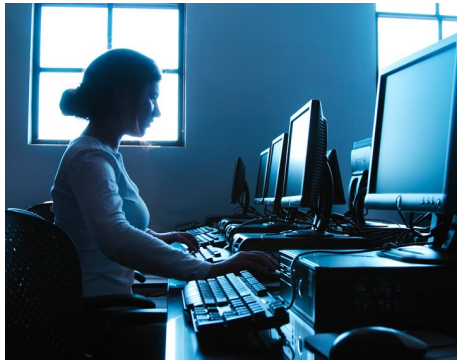
Information can be found on SDS's website at: <http://www.uni.edu/sds/examservices>

SDS will be reaching out to students and faculty who utilized Examination Services this semester to gain their feedback on this new service and its procedures. However, if you have any questions or concerns, please contact either Ashley Brickley, SDS Coordinator (319.273.2677 or ashley.brickley@uni.edu) or Marcy Gosse (319.273.6023 or marcy.gosse@uni.edu), Examination Services Coordinator.

New Version of Read&Write GOLD Available

Do you consider yourself to be an auditory learner? Are you looking for study systems to keep yourself organized? Could you benefit from a phonetic spell checker when writing papers? If your response is 'yes,' then you may want to consider downloading a program called Read&Write Gold (RWG). This software program, designed by TextHelp, provides reading and writing assistance to all types of learners.

Two years ago, UNI purchased a license that allows all faculty, staff and students to download a copy for their personal



use. What would normally cost several hundred dollars for an individual copy, is available absolutely FREE through the ITS website (users will simply need to enter their CATID

and passphrase). A few months ago, the institution obtained a recently released updated version of the software—version 11. There are some great new features as well as several enhancements.

New to version 11 are two expressive male and female American voices--US Ava and US Tom. One of the challenges when looking for text-to-speech software is finding something that doesn't sound too robotic. These voices are some of the better ones that come with text-to-speech programs. Besides having the option to select different voices, users have the ability to change the pitch, speed and volume of the voice. This allows users to customize the voice that will be "just right" for them.

Although it is not a new feature or an enhancement, it is important to highlight another text-to-speech option available with RWG. This program allows users to edit the pronunciation of words. This is a great feature to use when a name, place, or term appears frequently in a text and it is mispronounced. *Continued on page 4.*

Thinking Universally: Putting UDL Into Practice

Each semester, SDS highlights how you can incorporate Universal Design for Learning into your classroom or office.

For additional information regarding UDL, please visit our website at <http://www.uni.edu/sds/facultyresources/universaldesignresources>

Incorporating technology into the classroom can provide an enhanced learning experience for your students. Here at UNI, many faculty have begun using Panopto, a classroom capture software program. Panopto allows faculty to record their lectures and upload the videos for students to review in the future.

Capturing your lecture for future review comes with many benefits. These benefits include:

- Auditory and visual learners can listen to your lectures again and again to learn the material
- Students who have missed class due to illness or another emergency or event can easily catch up and obtain the information discussed in class
- Students who might have difficulties in taking notes during class can go back and review the information presented to ensure accuracy

Interested in learning more about Panopto? Jason or Lori in ITS-Educational Technology can answer your questions about the program and how to get it set up for your class. They can be reached at ids@uni.edu or 3-2309.

Additional information can also be found at <http://www.uni.edu/its/services/technology-teaching-tools/panopto>

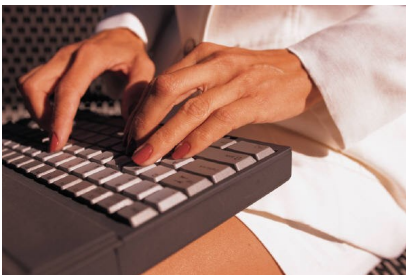


Read&Write GOLD (continued)

Another new addition to version 11 is the ability to use some of the program features in Google Docs. This is particularly helpful since UNI utilizes Google. Users will, however, need to access Google Docs via Chrome to take advantage of the Spell Checker, Word Prediction, Homophones/ Confusables Checker, and Text-to-Speech. These are just a few of the many tools that can be used with Google Docs.

Another new element to highlight is Voice Note. When drafting a document in Microsoft Word, Voice Note allows the user to insert audio. This can be used in a variety of different ways. One example would be to leave a personal note when working on an essay. If the student is in the middle of composing a paper and is unexpectedly interrupted, he or she can quickly record audio instructions as a reminder to include specific concepts when work is resumed. This will help the individual to not lose his or her train of thought due to putting the assignment on hold suddenly.

Besides adding Voice Note, RWG has another speech-to-text feature. It is called Speech Input. This allows an individual to dictate speech into a



computer microphone and have it converted to text into a Word document. This feature is beneficial for a variety of reasons. A student who struggles with spelling doesn't have to worry about incorrectly typing words. English Language Learners who may be more comfortable with spoken language might prefer this method. Finally, students who find it difficult or very time-consuming to type may be able to compose a document in less time using Speech Input.

As mentioned in the opening paragraph, RWG helps users organize their research and thoughts to aid in the writing process. Fact Folder is a useful tool when gather material for a paper. When conducting an Internet search, students may look at several websites. Keeping track of all of them can be a challenging task for some individuals. This is where Fact Folder comes into play. While on a webpage, the user can simply highlight the information that he or she plans to reference in the paper. Once text is highlighted, the user simply hits the Fact Folder button and a box will appear. RWG captures the website and date the page was accessed automatically. The user can then add the title and author of the page. This information will be necessary when creating the Bibliography for the essay, which RWG can also assist with.

Some students, especially those who consider themselves visual learners, organize their thoughts by creating a concept map. RWG's Fact Mapper function allows users to create this type of graphic organizer. Besides

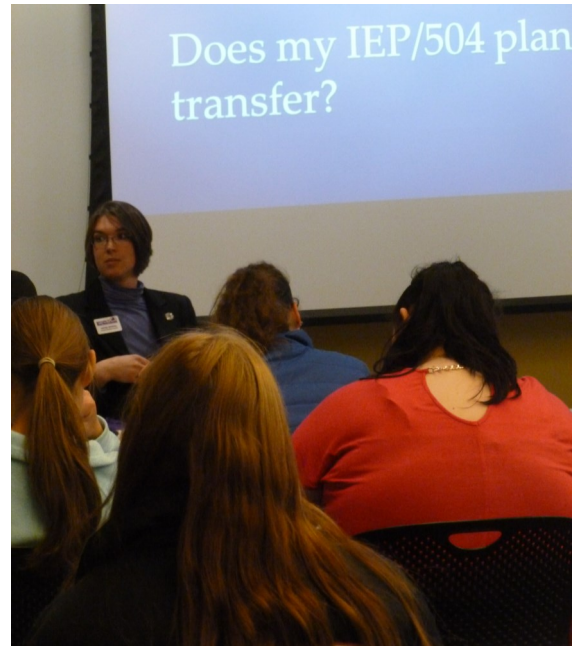


having the ability to add numerous bubbles, boxes and lines, Fact Mapper allows individuals to incorporate images as well as notes into the concept mapping process.

This article highlights only a few of the many excellent features available in RWG version 11. There are numerous resources available on the TextHelp website that can provide further in-depth information including a Quick Start Guide, Training Guide, and brief video tutorials on all of the features. Users can access these materials by visiting <http://www.texthelp.com/North-America/readwrite-family>. Student Disability Services (SDS) is also willing to meet with faculty, staff and students who would like to learn more about this great resource. Users simply need to contact the office at (319) 273-2677. SDS will be offering a campus-wide presentation on how to use RWG on Wednesday, November 20, at 2:00 p.m. in Sabin Hall. Keep watching MyUNI emails and the SDS website for information.

Information from Texthelp . (n.d.). *Read&write*. Retrieved from <http://www.texthelp.com/North-America/readwrite-family>

Celebrating Disability Awareness Month!



SDS hosted three outreach events in celebration of Disability Awareness Month. First, (top left) SDS handed out free hot cocoa and information on disabilities, disability myths, and the services SDS can provide to students with disabilities. Second, (top right) a visit day for high school students with disabilities. Third, (bottom) the first-ever Inclusion and Accessibility Resources Fair. Over 100 people stopped by and/or attended the events!



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Helping Students Gain Access

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Ashley Brickley, MAE
Coordinator

Brittany Warren, MAE
Disability Specialist

Karen Phillips, BA
Secretary III

Ellie Hail, BA
Practicum Student



SDS Staff Attend Iowa Regents Institutions Disability Awareness Summit

The SDS office staff attended the Iowa Regents Institutions Disability Awareness Summit, hosted by the University of Iowa, on Thursday, October 16.

The day began with a brief welcome from Georgina Dodge, Chief Diversity Officer at the University of Iowa, and launched right into affinity group break out sessions.

Breakout sessions available included: student services, technology, disability policy and compliance, employment disability services, and facilities. SDS staff chose to attend the student services session, to connect with professionals doing similar work around the state. Student disability services staff from public, private, 4-year, and 2-year

institutions all over the state gathered to talk about trends and challenges they are seeing, programs and practices that are working well, and to share ideas about what the future of the field will be.

Following continued connection and networking over lunch, Julie Brinkhoff, the Project Director for the Great Plains ADA Center in Columbia, Missouri. Brinkhoff shared information about changes in the ADA in the last several years and accessible technology. Brinkhoff provided new insights to the language of the ADA, and can continue to serve as a resource, since the Great Plains ADA center serves Iowa, in addition to Kansas, Missouri, and Nebraska.

The final break out sessions covered

topics including mental health disabilities, IT and disabilities, partnerships in accessibility, and service animal and emotional support animals.

The summit will be hosted next year at Iowa State University.

