FROM IEP TO LOA

Counsellor Information Day, 2017

Chandra Barbour, Accessibility Advisor
Heidi Nygard, Learning Strategist
Access & Diversity
GOALS FOR TODAY

▪ To introduce Access & Diversity and our approach.
▪ Identify common concerns and challenges for incoming students with disabilities and long-term medical conditions.
▪ To emphasize the link between these challenges and relevant campus resources.
▪ To have a dialogue about the transition to post-secondary.
QUESTIONS WE HAVE:

What kinds of conversations are you having with students about:
  The transition to post-secondary?
  How they might experience their disability?
What questions do you have about our work as it relates to yours?
We...
Foster the full and self-directed participation of persons with disabilities at UBC.
A&D STRUCTURE

- Janet Mee, Director
- 7 Accessibility Advisors
- 1 Learning Strategist
- 3 Front-facing Administrative Professionals
- 1 Operations Manager
- 2 Exam Coordinators
- 3 Alternate Format Production Staff – Human Narration and Digital text
- 1 Student Assistant Coordinator
- 2 Work Learn, hundreds of student roles: invigilators, tutors, notetakers, mentors, library assistants, scribes, mobility assistants, etc.
DEMOGRAPHICS

2017 Registrants
Approx. 2,800

General Vancouver
Student Population
Approx. 54,000
OUR RELATIONSHIP WITH STUDENTS: RIGHTS AND RESPONSIBILITIES

▪ ‘Duty to Accommodate’ – refers to removing barriers and providing access to education within legal and institutional frameworks.

▪ Accommodations are not prescribed - they are based on how each individual is affected and are developed through a collaborative process with other units, departments, faculty staff.

▪ Privacy and confidentiality are important. We don’t...
  • Disclose disability to instructors or departments.
  • Talk to parents without permission.
  • Put A&D registration on transcripts.
UNIVERSITY/UBC IS DIFFERENT

- Academic accommodations provide students with the opportunity to succeed, they are not a guarantee of success.
- An IEP was designed for different expectations, tasks, goals and contexts.
- Other post-secondary institutions may have different standards, approaches, resources – we our confident in our individualized approach.
- Receiving and implementing accommodations requires students to be an active participant in the process.
- Accessibility Advisors are here to explore, discuss and answer questions.
A&D PROCESS

▪ Students should book first appointment with an Accessibility Advisor - prospective students can book phone appointments and come in person.

▪ Intakes happen throughout the year.

▪ Submit Documentation - What are the standards?

▪ Once registered, students should:
  ▪ Send Letter of Accommodation to instructors.
  ▪ Book exams, talk to profs, request alt format, learn the system.
  ▪ A&D offers daily drop-ins and ongoing check-ins with primary Advisor.
LETTER OF ACCOMMODATION

- Confirms registration with A&D: outlines accommodations, not disability or medical information.
- Considered a tool for communicating with instructors so they know their responsibilities - can be submitted in person or via email at the beginning of each term.
- Issued every September for ongoing students.
- Most common accommodations:
  - 1.5 x for exams.
  - Use of a computer.
  - Alternate Format.
  - Distraction-reduced exam space.
  - Notetaker/Recording of Lectures.
CONVERSATIONS WE HAVE:

- I used to get.....
  - Memory Sheets, Unlimited Exam Time, Oral Exams, etc.
- I thought you were doing that for me....
  - Booking exams, communication, submitting LOA, alt format.
- The Hidden Curriculum......
  - Grades dip, Less formal feedback, more independent learning.
- I’m not using my accommodations......
  - By choice/by accident: it’s never too late.
STRATEGIES FOR A POSTIVE FIRST YEAR

▪ Not over-scheduling and over-committing
  ▪ Reduced course load, adjustment to new academic challenges, social life and wellness.

▪ Experiment:
  ▪ Explore campus and what it has to offer: clubs, academic supports, student work opportunities, wellness and health
  ▪ Help is here, but distributed – Advising, Finances, and Disability; Library and Learning Commons; Faculty Supports and Office Hours.

▪ Being flexible with failure:
  ▪ Not only academic or personal, but disappointment in others, systems, resources – students can shape their own experiences.
THE TAKEAWAY

- Knowing how and where to ask for help is a skill – getting to know campus, building relationships to develop a support network for when things are tough.

- Timing, paperwork, communication: this plays a greater factor for students with disabilities.

- Building capacity: learning how to be in university comes alongside coursework, changes with each term.

- The transition is a dynamic process that is different for everyone.

- Students need to be kind to themselves and have fun.
QUESTIONS: YOUR TURN
THANK YOU!