

# FROM IEP TO LOA

Counsellor Information Day, 2017

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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.

# FORMAT

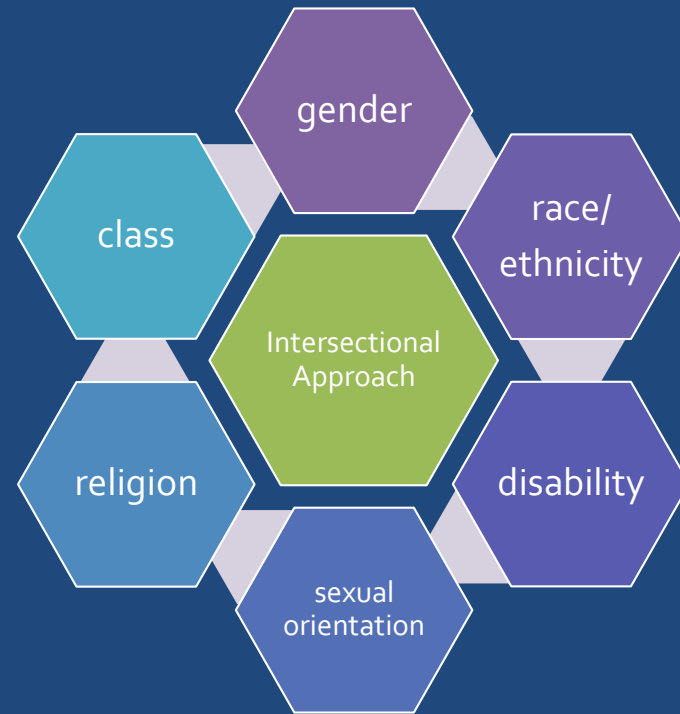
# QUESTIONS WE HAVE:

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?

# ACCESS & DIVERSITY

We...

Foster the full and self-directed participation of persons with disabilities at UBC.



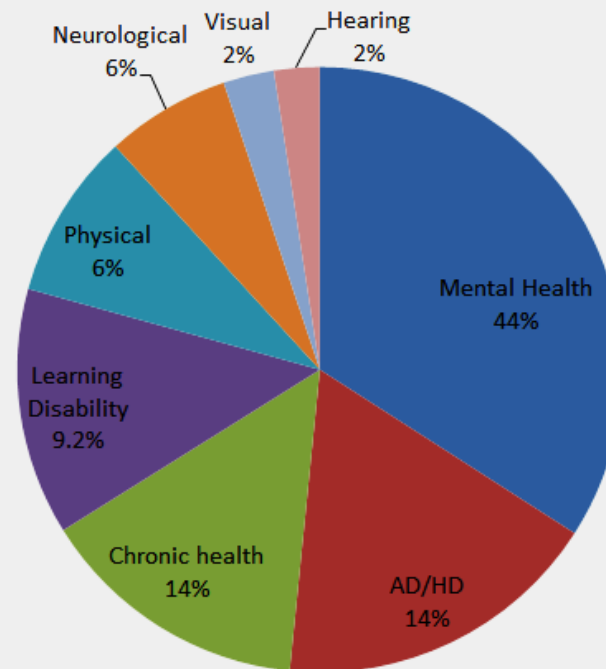
# A&D STRUCTURE

- 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 are 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 POSITIVE 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!