

Three Branches of Student Success

WVU Office of Accessibility Services

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Our goal:

The Office of Accessibility Services (OAS) is dedicated to enhancing the educational opportunities for students with temporary or permanent disabilities on all West Virginia University (WVU) campuses. To ensure access to University programs, specialists work individually with students, faculty, staff, and administration to assist in the implementation of accommodations that lead to academic and personal achievement.

Three Branches of Student Success

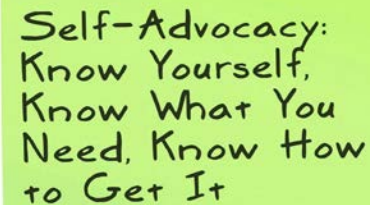
- **Advocacy**-OAS utilizes a customer service approach to promote student-instructor inclusion.
- **Collaboration**-OAS collaboratively works with other departments to assist in accommodating the student.
- **Innovation**-OAS places high importance on the innovation and adaptation of current and appropriate student services.



Self-Advocacy

“Rite of Passage”

Independent decision-making and the ability to express one’s needs are two critical parts of self-advocacy



Self-Advocacy:
Know Yourself,
Know What You
Need, Know How
to Get It



Myth #1

- Avoid labeling the student with a diagnosis because it can be damaging to their self-esteem....



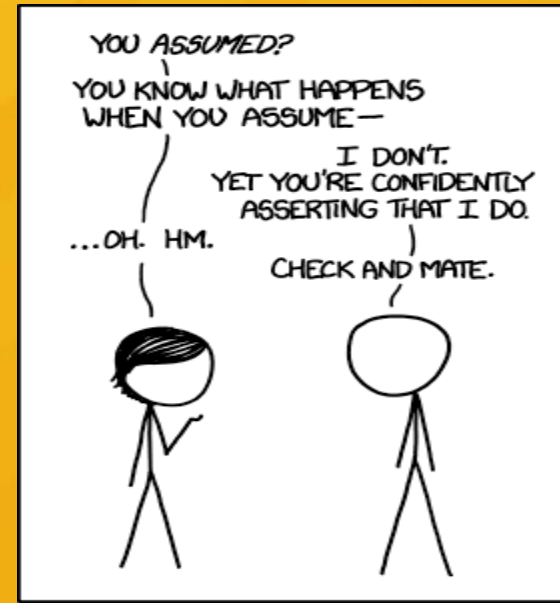
I
LEARN
DIFFERENTLY
NOT BETTER, NOT WORSE

Suggested Practices

- Teach the student how to describe their disability, strengths, weaknesses, etc.
- Accept the diagnosis, and use it to determine your learning needs. Do not let it determine your identity.
- Sample accommodations.

Myth #2

- Just because the student has accommodations at a post-secondary level guarantees their needs will be met.....



Suggested Practices

- Take responsibility.
- Practice becoming more assertive.
- Get to know the instructors in the program.



Myth #3

- Obtaining the highest grades possible is the best way to measure self-advocacy....

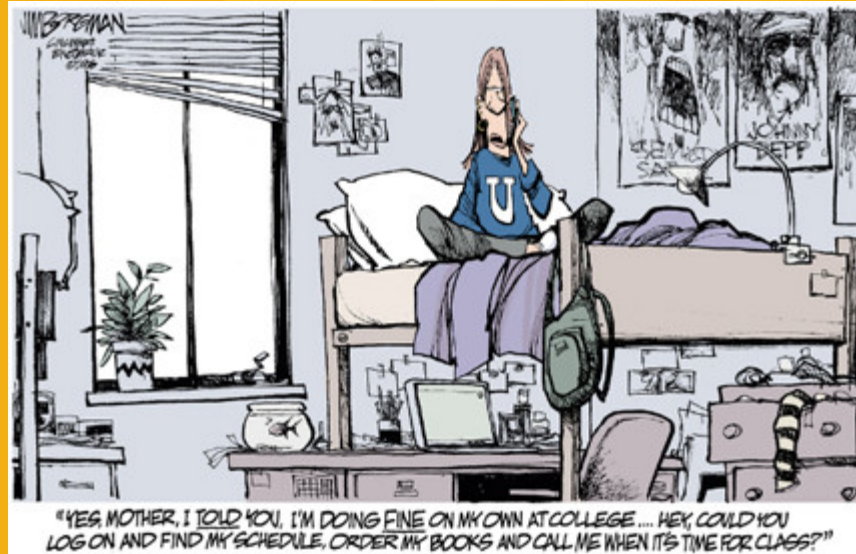


Suggested Practices

- Enjoy relaxing and growth oriented activities. (rec center)
- Seek a balance academically and socially.
- Get involved in an activity on campus.
- Seek a professionals help for personal difficulties. (Carruth Center)

Myth #4

- When students encounter a difficult situation, it is best for their parents to take over...





Suggested Practices


- WVU Parents Club.
- Parents need to let go, let them know gently.
- The most valuable lesson a student can learn as they enter adulthood is about consequences.
- Students need to learn to ask for help from those that can provide it in the post-secondary setting.

“I am not being
accommodated”

OAS Asks students:

Have you spoken with your Faculty
member about your
accommodations and how they will
be implemented?

Forms


West Virginia University
 OFFICE OF ACCESSIBILITY SERVICES

Student Name: _____ Semester: _____

ACCOMMODATION AGREEMENT FORM

It is the Student's Responsibility to:

- Schedule an appointment with each class instructor every semester to verbally request and discuss implementation of authorized academic accommodations.
- Sign, obtain instructor's signature, and save the Accommodation Agreement form.
- Allow at least one week for the instructor to provide academic accommodations.

It is the Instructor's Responsibility to:

- Read the Notification of Accommodation email sent to their MIX email account.
- Review the student's Notification of Accommodation email with them in a confidential setting.
- Collaborate with the student to implement the accommodations outlined within one week.
- Sign and date below to indicate that the student has discussed academic accommodations with them.
- Black out other Instructors' signatures on any saved copies of this agreement.
- Store all Office of Accessibility Services related documentation in a secure location.

| Instructor | Student | Course | Date |
|------------|---------|--------|-------|
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ |
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Updated Spring 2017
 PO Box 6423 | 1085 Van Vorst Rd., Suite 250 Phone: 304-293-6700 | Fax: 304-293-3961
 Morgantown, WV 26506-6423 Email: access@mail.wvu.edu
 Equal Opportunity/Affirmative Action Institution Alternative Formats available upon request


West Virginia University
 OFFICE OF ACCESSIBILITY SERVICES

Intermittent Attendance Clarification Form

Student Name: _____
 ID: _____
 Instructor Name: _____
 Instructor Email: _____
 Semester: _____
 Course Number: _____
 Accessibility Specialist: _____

This student is registered with Office of Accessibility Services (OAS) and presented documentation stating that the nature of their disability(ies) MAY affect attendance in class. Although many disabilities are cyclical in nature and would not regularly affect the student's ability to attend class, flare ups, medication reactions, increases in symptoms, out of town doctor's appointments, etc., may cause the student to miss class on occasion.

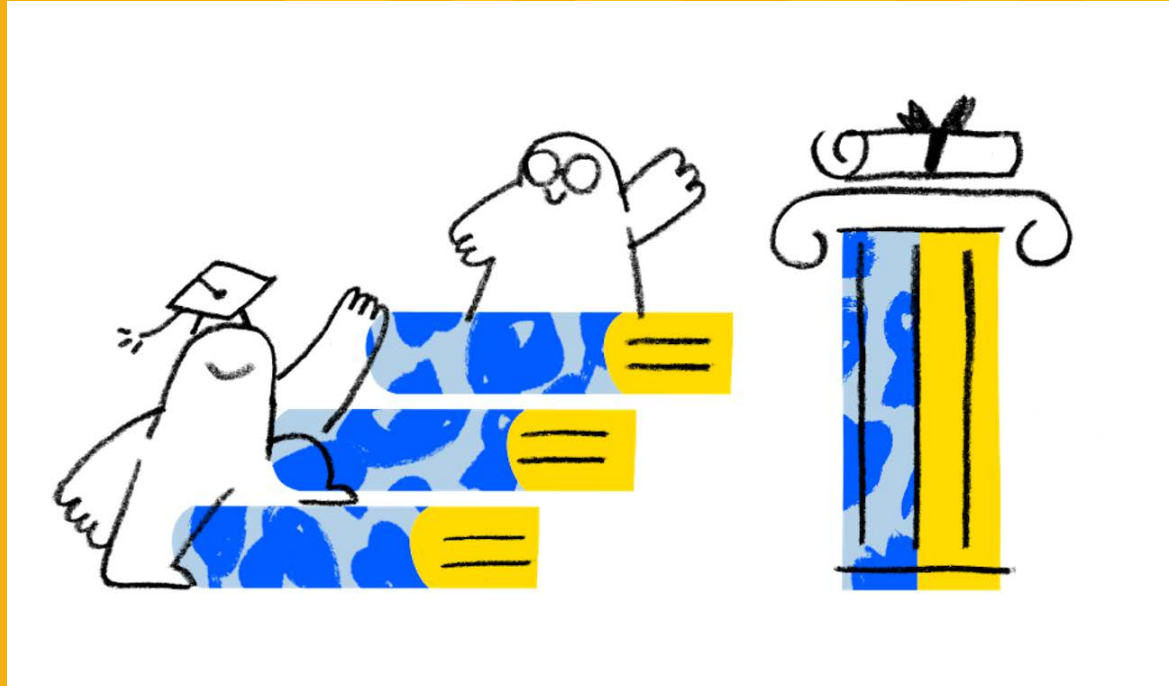
This form is designed to allow the instructor to clarify requirements of the course and for students to share with the instructor possible attendance issues. In using this form, the student and instructor should clarify any expectations regarding notification in the case of absence, and how it impacts their status in class. Accessibility Specialists discuss the potential implications of missing class (i.e. missed notes, greater difficulty in understanding the material, etc.) with students, and stress that this accommodation does not guarantee success and that clear communication with the instructor is critical in utilizing this accommodation.

Although allowing for disability-related absences is a reasonable accommodation for this student, OAS recognizes that there may be courses in which class participation and attendance are essential (e.g. labs, theatre, music, practical). While OAS cannot recommend a certain number of excused absences, the questions below will provide some guidance to determine how much flexibility can be offered while still maintaining the essential elements of the course and the learning experience.

The student's Accessibility Specialist can serve as an additional resource to discuss this form and/or options related to addressing accommodation issues. Please feel free to contact OAS at 304-293-6700 or access2@mail.wvu.edu with questions or concerns.

OAS Spring 17

COLLABORATION



HIPPA VS FERPA

- **FERPA**, the Family Educational Rights and Privacy Act, applies to most school health records most of the time.
- **HIPAA**, the Health Information Portability and Accountability Act, applies to some school health records some of the time.

HIPPA VS FERPA

HIPPA (Protected Health Information PHI)

- Any physical or mental health record of an individual.
- Excluded from educational records and treatment records in FERPA

FERPA (Educational Records)

- Records maintained by the university directly related to a student.
- May include: academic, health information, accommodation requests...
- Does not require consent for: school officials with legitimate educational interest, parents, health and safety...

Interactive Process: We are all under FERPA



Faculty and Staff Can:

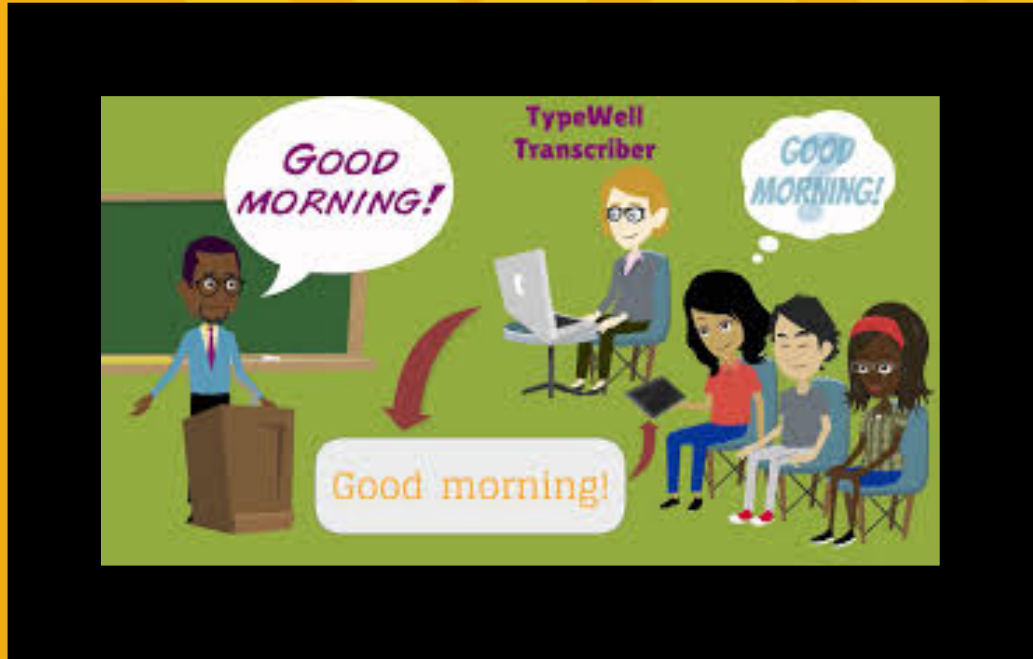
- Ask students who you see are struggling academically?
 - What do you think would help you here at WVU?
 - Have you ever gotten assistance in classes before?
 - Did you have an IEP or 504 plan in high school?
 - Did you ever attend a class that was more like tutoring then teaching you subject matter?
- If “YES” to any of the above please urge them to come speak to us to see if we may be of assistance

When Speaking with a Student:

- Be direct
 - At times you may need to describe all steps even ones you find to be intuitive
- Break information into small chunks
 - Give students processing time
- Have students repeat information or put it into their own words
- Follow up with an email with the information or steps the students has to complete
- Don't be afraid to ask for an Accessibility Specialist to team an advising session

Innovation





CART

(Verbatim)

“

In addition, let me see where I was, I want to see in your research, technical support.

”



TypeWell

(Meaning-for-meaning)

“

I want to see technical support in your research.

”

intellitext



Preparing for class

- Collaborate with instructors
 - Vocabulary and terminology
 - Class conventions
 - Material for captioning



Working with instructors

- [How not to work with instructors](#)



Captioning





Closed Caption

- [YouTube Caption Fail](#)



Benefits of speech-to-text services

- ✓ Promotes self-advocacy
- ✓ Facilitates collaboration
- ✓ Creates more readily attainable access to communication
- ✓ Promotes autonomy
- ✓ Participation
- ✓ Removes barriers

Sources

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