

THE DASS INSIDER

A NEWSLETTER FOR SMU FACULTY

INFORMATION ON DISABILITY SERVICES AND ACCESS ISSUES AFFECTING YOUR STUDENTS AND CLASSES



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A Huge Success: The Ability Exhibit at SMU



ALLIES FOR INCLUSION:
THE ABILITY EXHIBIT

The Ability Exhibit, a traveling disability awareness exhibit, was held on October 25, 2016, in the lobby of Owen Fine Arts Center. With many stations for participants to interact with, read, and learn from, the exhibit was visited by over 150 participants! The President's Commission on the Needs

of Persons with Disabilities funded the expenses and the DASS office organized the efforts. Faculty and staff from across campus volunteered to help on the day of the event, along with 14 student volunteers. There were videos to teach us how to "not be awkward" around people with disabilities, the history of the disability movement and the ADA, along with a popular presentation by a double-amputee who designed prosthetics for practical use as well as for art. Interactive stations kept students interested by allowing them to touch and feel devices used by people with disabilities in their every-day life. Hidden disabilities like learning disabilities, medical conditions, and psychological disorders are often misunderstood and facts about these populations were shared with large standing displays and powerful images. Students, faculty, and staff gave very positive feedback after viewing the exhibit, and even some community members (outside of SMU) visited the exhibit. Over 60 individuals signed the Pledge to be an Ally for Inclusion, a visual declaration to be inclusive to all.




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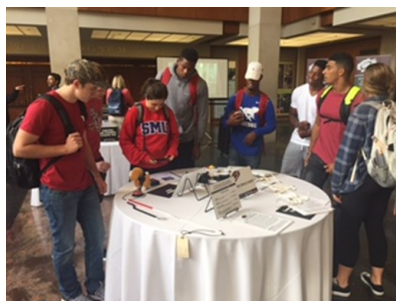
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In the News



Nominated for Texan of the Year: Coleman Jones

 Howdy Homemade, a popular local ice cream store at 4333 Lovers Lane, employs students from the Transitions Program at Highland Park High School. Their mission: "We're all about two things: amazing ice cream and even better people. We hope to change the way the world looks at everyone." The manager of Howdy Homemade, Coleman Jones, has been nominated for Texan of the Year! Read the full article [HERE](#).



Many thanks to our SNL leaders for serving as hosts for the exhibit and to faculty who used the exhibit as a classroom experience.



Feedback from Attendees

As attendees exited the exhibit, many completed "Pledge of Inclusion" cards in support of students with disabilities. These comments from exhibit participants included:

"I will make it easy for a student with a disability to feel valued and comfortable on our campus!"

"I will help influence leadership to be more inclusive."

"I will stand up for people with disabilities."

"I will see the person, not the disability."

Shedding Some Light on ADHD—Part Two

In Part One, we looked at what ADHD is and what it isn't. In Part Two, we shift to what you could consider and what you can do when working with students with ADHD.

Students with ADHD are at -risk due to the nature of post-secondary education, particularly 1st years who have suddenly lost the structure provided by parents, teachers, and the 8am to 3pm/taking 6 or 7 classes for 9 months set-up of high school. Suddenly, the routine set by others changes. Even the basics, like sleeping, finding food, managing medication, and getting exercise, are disrupted. Students who struggle specifically with time management, prioritizing tasks, strategic thinking, setting goals, and poor sense of time – the hallmarks of ADHD – find themselves lost and overwhelmed with possibilities. You might find them

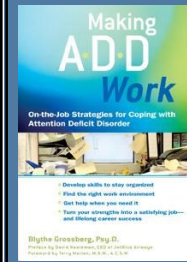
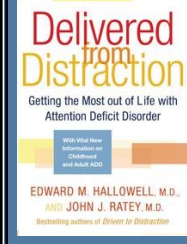
chronically tired, over-committed, anxious, depressed, giving up, and/or shutting down emotionally and socially. In my career, I've met with so many students with ADHD who say the same thing, "I'm exhausted just getting through the day."

As a faculty or staff member at SMU, what can you do to help a student with ADHD? First, create a welcoming environment for students to talk to you about how ADHD affects them and their ADHD-related accommodations. Some students find talking to professors or administrators intimidating; some don't know how. While we at DASS help students with this, you can do some things as well: in your syllabus, include the DASS syllabus statement, your office hours, and a tentative assignment/testing calendar; post your

syllabi to the SMU syllabus library well before the start of classes; fill out early and midterm grade warnings; and incorporate more activities into lectures and/or find ways to make the material more meaningful, which will increase level of interest and engage the "here-and-now" mindset of students with ADHD. Second, when you see a student with ADHD struggling with staying focused on class lecture, trouble finishing tasks, and losing sight of details, help them to focus on their strengths and positive aspects, which often include intelligence, creativity, an energizing and inspiring nature, curiosity, empathy, and a sense of humor. A high level of engagement, via fun or meaningfulness, is key to keeping a student with ADHD focused, and when they focus, can they ever! Another strength of students with ADHD is to tirelessly "hyperfocus" on subjects that they like or find interesting

Finally, if you have any questions or concerns about students with ADHD or any student with accommodations, feel free to email or call us at DASS. That's our job, and we're happy to help!

*David Tylicki,
DASS Learning Specialist*

	<p>Interested in ADHD and adults?</p> <p><u>Making ADD Work</u> by Blythe Grossberg,</p>
	<p><u>Delivered from Distraction</u> by Edward M. Hollowell, M.D., and John J. Ratey, M.D.</p>

Woof, Woof: Animals in the Classroom

As an instructor, do you know what to do if a student brings an animal into the classroom? Do you know the difference between a Service Animal and an Emotional Support Animal? Can a student bring either into the classroom? It is imperative that all instructors and staff know the difference between the two types of animals, the two questions to ask to determine if the animal is indeed a Service Animal, and how to handle a request for an ESA.

Please review the details at <http://www.smu.edu/Provost/ALEC/DASS/DisabilityAccommodations/TypesofAccommodations#Service>

Or watch this video on the subject: Animals on Campus – what, when, and where

<http://www.texasbartoday.com/2014/02/24/veterans-and-bootzs-law-service-animals-and-persons-with-disabilities-in-texas/>



Final Exams at DASS—Fall 2016 Reminders

Hopefully, you have met with any student who is approved for DASS-related classroom accommodations and advised each student on the best method for obtaining those accommodations for final exams. If you are UNABLE to accommodate your student within the department and need DASS to proctor a final, please review the following details.

Students must schedule their final exam(s) with DASS using our Online Scheduler.

The deadline for students to schedule with DASS is **11/27** in order for us to start our work on checking accuracy of test times, creating proctor forms, arranging proctor coverage for the heavy schedule, and planning for unique accommodation needs like readers and scribes. ***If you have not already communicated with your DASS students about finals, please take them aside and discuss the plan. If testing at DASS is the only option, direct them to follow the procedures ASAP. Our time blocks fill up and we may not be able to accommodate students as it gets closer to the deadline.***



DASS cannot administer:

computer-based exams, such as those on ExamSoft, Canvas, or that require Excel;
exams that require slides or a projector, such as many ARHS exams.

If students fail to follow our procedures for testing, we will direct them back to their instructors to work out the necessary accommodations.

Just because DASS has denied a student to test at DASS because they missed our deadline does NOT mean the faculty member should necessarily deny the accommodation for the upcoming test. If it is reasonable for you to put the accommodation in place, then you should do so.

At DASS we have 3 blocks of time every day of finals for students to schedule an exam. The exception is Saturday finals, which are only offered at 9:00 am.

For more information on test proctoring for final exams, please visit [HERE](#). Final exams for Dedman Law students are managed within the law school.

Confidentiality Tips for Faculty

****If you send emails to students to arrange for and remind them of extended time accommodations, please remember to send the email with a bcc: designation. Students' names should not be shared with other students, in conversations or digitally.***

**** The DASS website offers many helpful tips for faculty concerning confidentiality issues. Check it out [HERE!](#)***

Thanks!

Feedback on Flexible Attendance Accommodations

In the last issue, DASS announced new procedures for implementing flexible attendance accommodations. The complexity of this accommodation motivated the creation of new documents to formalize collaboration between student and faculty in advance of the need for the accommodations. These documents can be found [HERE](#).

Several faculty and students have shared feedback of these new procedures. A student notes: "I like having the items I need to discuss written down before I meet with each faculty member. It helps me remember all of the areas I need to cover before I leave the meeting!" A faculty member shared with DASS: "The new procedures really help me think carefully about how I will manage absences and missed work in a logical, thoughtful way. Thanks for making these available to us."



It is critical that faculty use these forms when determining and agreeing to modifications to attendance policies. The information included in these forms helps protect you and the student when situations reach a point of critical decision. Please be sure to carefully discuss each item with your DASS student, and execute both copies of the forms.

Please feel free to share suggestions and questions with us!

Uncommon diagnoses and their impact on the classroom

For many college students taking care of themselves may require only basic hygiene, but for students with chronic illnesses balancing a hectic college schedule and their disease is a constant uphill battle. One of the "invisible" disabilities that may be present in your class include students with chronic diseases, like Crohn's Disease or Ulcerative Colitis. These students will seem healthy until a flare up can leave them so ill that they cannot leave their rooms or are possibly hospitalized. Often, these are students who may sit near the door so that they may leave class if necessary. Some of these students may miss classes for medical treatments, such as infusions every few weeks. This often leaves the student tired and lethargic for a day or two after.

Many college students can find managing these symptoms to be difficult and overwhelming. Often their parents have led the discussion with the high school concerning the student's need to leave class or to have additional absences. We now expect the student to be comfortable discussing a rather uncomfortable topic with DASS and often, with you, as the professor. DASS encourages them to be proactive, to take their health seriously, and to have a conversation with their faculty. This includes, when possible, scheduling doctor appointments and treatments so they don't interfere with class, discussing with their professors the need for some flexibility with absences, and discussing with DASS the potential need for flexible attendance accommodations.

Remember these students may not wish to disclose their specific diagnosis and may only feel comfortable stating that they have some chronic medical issues. These conditions don't stop students from thriving both academically and socially in college, but they do require that they be proactive and careful to guard their health.

VISIT US ONLINE AT
WWW.SMU.EDU/ALEC/DASS.ASP

VISIT US AT DASS

Please include this statement in your syllabus:

Disability Accommodations: Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

5800 Ownby Drive—Suite 202 Loyd Center
2nd Floor - Altshuler Learning Enhancement Center
Entrance near Gate 3 of Ford Stadium
Parking in the Meadows Garage

Phone: 214-768-1470

Email: dass@smu.edu



DASS IS MORE THAN ACCOMMODATIONS.

For resources that may be helpful to faculty and staff, please visit:
<http://www.smu.edu/Provost/ALEC/DASS/Resources/ForFaculty>