Complete transcript of PowerPoint Slides
SDS Center for Teaching and Learning Workshop
November 11, 2015

Slide 1:
- Students With Disabilities
- Make it Easy on Yourself
- –And THEM

Slide 2:
- The Professional Staff
  - Bonni Alpert, EdD, Assistant Dean
  - Tabitha Mancini, M.A., Assistant Director
  - Jenny Brazenall, Office and Accommodations Coordinator

Slide 3:
Role and Purpose of SDS
- Disability laws and the availability of resources focused programs for people with disabilities
- Passing of the ADA in 1990
- Expectation – Colleges and Universities
  Procedures to ensure “access” to students with disabilities to the programs and activities offered to all other students.

The purpose of Student Disability Offices:
Insure that SWDs are able to participate fully in the University experience.
Slide 4:

**Trends and Impact**

- Continued legislation, litigation, and interpretation of disability laws
- In 1996:
  - 35 Registered Students
  - 36 LD and ADHD
  - Standard Accommodations

Slide 5:

**Total SDS Students Registered Over Five Years**

Bar graph showing a steady increase of student registered with Student Disability Services over five years:

2010-2011 = 174
2011-2012 = 200
2012-2013 = 235
2013-2014 = 256
2014-2015 = 293

2014-2015 total of registered and prospective students = 315

Slide 6:

**General Functions**

SDS office is charged with determining

Is a student a person with a disability

If so, what accommodations will be needed to ensure access to her/his program of study and other university experiences
Slide 7:

- Disabilities
  - Learning Disabilities
  - Attention Deficit/Hyperactivity Disorder (ADHD)
  - Mental Health Disorders
  - Sensory Disabilities
  - Physical Disabilities
  - Health Impairments
  - Temporary Conditions

Slide 8:

**How Do People Learn?**

Cognitive Processing Model

Attention + Perception + Language Processing + Memory

There is a flow chart: the first rectangle says “Input (readings and lectures)”, the next step in the chart says “Processing (understanding and integrating)” and the third rectangle says, “Output (papers and tests)”. 

Slide 9:

**Demonstration: Stroop Test**

State the colors as fast as you can

There is a chart containing three rows. Each row has a colored rectangle, as follows:

Row 1: Red, Blue, Green, Yellow
Row 2: Yellow, Red, Blue, Red
Row 3: Blue, Yellow, Red, Green
Slide 10:

This is a chart with six rows. Each row has the names of colors written in English, but the color of the print does not correspond to the written word. For example, the written word might say RED, but the color of the print is blue. The rows are listed below with the written word first and the color of the print in parentheses just after the written word:

Row 1: BLUE (green), RED (purple), YELLOW (orange), ORANGE (red)
Row 2: GREEN (yellow), BLUE (red), PURPLE (blue), RED (green)
Row 3: PURPLE (red), YELLOW (green), RED (yellow), BLUE (red)
Row 4: ORANGE (green), BLUE (orange), YELLOW (purple), RED (blue)
Row 5: PURPLE (orange), YELLOW (blue), BLUE (yellow), ORANGE (green)

Slide 11:

A photograph of an elephant eating some vegetation.

Slide 12:

- Accommodations & Services
- Housing/Meal Plan
- Temporary
- Physical Environment
- Academic (e.g. extended time, note takers, brail, interpreters, alternative media and assistive technology)

Slide 13:

- Implications and Solutions
- Importance of Providing an Inclusive Environment
- Student Panel
- JAWS (Job Access With Speech) Demonstration
Slide 14:

Resources

Interim Campus Closed Caption and Transcription Procedures (See Document)

How to Make PDFs Accessible (linked website)

“Faculty Lounge” on WNE/SDS website:

Handbook and Information on Pop Quizzes (linked website)

Accessible Syllabus Templates (linked website)

Disability Awareness and Specific Disability Information (linked website)

Slide 15:

Contact Information

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