



# Disability Services Newsletter

A publication for students, faculty, and staff of North Shore Community College

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## Director's Corner

### Welcome to Disability Services' Second Newsletter

I want to thank those of you who contacted me with your feedback regarding our first newsletter. Your feedback was very encouraging and, as always, we welcome your thoughts and ideas for future newsletters.

During the past two months, Disability Services has been hard at work serving new student requests and activating the accommodations of our returning student population. We call the first week of classes *Activation Week* and encourage students with approved accommodations to pick up and distribute Faculty Letters during this time. We have activated 243 students since the start of Winter/Spring courses (108 in Lynn and 135 in Danvers & Aggie). These numbers will continue to rise during the semester as more students request and activate accommodations.

Disability Services is grateful to the many faculty who have made Note-taker Announcements in their classrooms. Faculty assistance in identifying note-takers makes a tremendous difference to our students. Disability Services has secured 23 student note-takers serving 25 students approved for this accommodation.

As always, we are here to provide support to faculty who are working with students with disabilities. Information is available through Pipeline under My Northshore and Disability Services and on our website [www.northshore.edu/disability](http://www.northshore.edu/disability). Please call upon us with your questions.

Best wishes for an enjoyable semester!

Susan Graham

## Bullying at the College Level

Bullying is a hot topic these days. On the news, in newspapers, and online, you will find stories about bullying incidents and how to prevent bullying. But what is bullying? A popular definition comes from Norwegian psychologist and educator Dan Olweus:

**“Bullying is when someone repeatedly and on purpose says or does mean or hurtful things to another person who has a hard time defending himself or herself.”**

There are many types of bullying: hitting, taunting, name calling, starting rumors, excluding, and cyber-bullying. In the media-driven society in which we live today, cyber-bullying has become widespread. The danger of this kind of bullying stems from the fact that it happens behind the scenes. Adults don't usually see the incident or reaction. It's a silent crime.

Isn't bullying unusual on college campuses? Actually no. According to a study by Chapelle & Casey, et al, 2004, almost one fifth of students have been bullied in college. Take a look at these surprising findings:

- 19% of college students reported that they had been bullied by another student.
- 28% of college students reported that they witnessed bullying of one student by another.
- 20% of college students reported that they had been bullied by a teacher.
- 45% of college students reported that they had seen other students bullied by a teacher.



What can we do to prevent bullying? Unfortunately, bullying often goes unreported both by the victims and witnesses. We can start by creating an atmosphere in which we all feel encouraged to come forward and ask for help when bullying occurs. When we see bullying, we must step in or find assistance through appropriate resources at the college. We can also teach ourselves meaningful ways to address bullying. If you're a professor, you can invite NCBI to do a training in your classroom that opens students' eyes to the prevalence and damage of stereotyping and discrimination, two underlying factors in bullying. NCBI can also provide positive ways to confront these behaviors. We want to make everyone feel that they are a welcomed and supported part of our community so that the focus can be on getting a great education.

*Special thanks to Judy Gould for important information about N.C.B.I.!*

## Spring Forward into Better Study Techniques

More hours of sunlight don't always add up to more hours of studying. As the days get longer and your tests get harder, what can you do to maximize the effectiveness of your studying?

- As you prepare for class, list important topics and corresponding notes from your textbook and allow space after each entry. During or after class, add information from lectures to the appropriate areas of your notes. Combining material from the book and lectures is called *synthesizing* information. Grouping together related information creates a structure that speeds accurate memorization.
- Study for 20 minutes after every class. Most forgetting occurs immediately after you learn new information. If you study small chunks of material, you will store it for longer periods of time. Always give yourself breaks after 30 minutes of studying. Like a computer, your mind needs time to process.
- Rehearse information in your mind. When you're doing everyday tasks like riding in a car or doing laundry, challenge your mind to recall processes, define terms, and answer questions. Then check your answers and see what you missed. Rehearse the answer again with the correct information. Index cards come in handy for quick reference, but a good note-taking system works too.
- Use associations and mental pictures to remember details. For example, if you need to remember that *Mitochondria* are the cell's power producers, think mighty-chondria or visualize a very powerful guy named Mitch who lives in the cell. You can come up with associations for anything.
- Anticipate questions. After your first exam in a course, you know the types of questions your professor asks and the format of the tests. Create a practice test for yourself or a classmate and make sure you have the right answers to the questions.
- Teach the material to another student, a friend, or a relative. You'll master the material more fully when you have to explain the details to another person.
- Do a "data dump" if there is a formula or other information you fear you will confuse during the test. Spend the first minute of the exam writing down this information in a corner of the test. Do this before looking at the test to help you recall the information accurately later and lower your stress.
- Take deep breaths. Focus on what you do know. Notice everything you can about the exam to help you prepare for the next one.

Sometimes the real test is not on the paper or computer screen before you; it's in your ability to develop strategies to manage the demands of college. Though you can't create more hours in the day, you can make the hours you have more productive. Better study techniques can help you lift your grades up to the treetops like the songs of happy spring birds.

## Frequently Asked Questions: Extended Test Time in the Testing Center (CAS)

Extended test time is an accommodation for approved students with disabilities that can make a significant difference in students' ability to show what they have learned. Extended test time is defined as the amount of time allotted for the exam in class plus 50% more. There are several questions that arise about extended test time. Here are the answers that can help both professors and students use this accommodation properly:

Question	Answer for Professor	Answer for Student
<b>Are students who are approved for extended test time required to take tests/quizzes in the Testing Center?</b>	No, students approved for this accommodation may decide to test in the testing center with extended test time <u>or</u> to test in the classroom without extended test time. The student may elect to use the accommodation on one test in a course and not on another test in the same course.	No, the student may decide when to use the accommodation and when it is not needed. However, the student is responsible to remind the professor in advance when the student would like to use the accommodation.
<b>Is it acceptable for a professor to encourage a student to take an exam or quiz in the classroom instead of going to the Testing Center?</b>	No, the student approved for extended test time has a right use the accommodation. Though a professor may be trying to help a student by encouraging testing in the classroom, the student may feel pressured to forfeit his or her accommodation. Please support the student's right to decide what is appropriate.	No, the student may choose to test in the classroom or in the Testing Center and should not feel pressured to use or not use the accommodation.
<b>What happens when a student chooses to test in the classroom instead of using the Testing Center?</b>	When a student chooses to test in the classroom, the student waives his or her right to extended test time. A professor can require the student to sign the bottom of the exam stating that the student has decided to waive the right to extended test time on that test.	The student should be prepared to sign the bottom of the exam stating that the student is waiving the extended test time accommodation for that exam. Once a student starts an exam in the classroom, the student cannot continue the exam elsewhere with extended time.
<b>What if the exam or quiz is during a only a portion of the class and the professor plans to lecture or run other activities during the remainder of the class?</b>	If exams or quizzes will be given for part of the class, the professor is responsible to inform the student about what time the class will resume . Students with accommodations should be present when the exam or quiz ends and must arrange to test early if necessary.	When notifying the professor about using the Testing Center on an upcoming exam, the student should ask if it is necessary to return to the classroom after testing. If so, the student should find out what time to arrive in class and plan to test early to allow for extended test time.

## Universal Design for Learning Benefits All Students

Students have diverse learning needs. Using Universal Design (UD) to meet these needs benefits all students. UD is the design of environments, products, and education to be usable by all people to the greatest extent possible without adaptations or specialized design. Universal Design for Learning (UDL) practices engage students who have physical, sensory, and learning disabilities to increase access. UDL practices also serve students with various learning styles and those from diverse cultural and linguistic backgrounds.

UDL is a research-based framework and pro-active approach to developing curriculum and instruction to provide equal learning opportunities and supports for all students. A UDL designed course does not lower expectations or learning objectives for students. Instead, a UDL approach promotes equality and flexibility when creating instructional goals, methods of teaching, material development, and assessments. A UDL-based course consists of three concepts:

1. Presenting information and content in a variety of methods
2. Providing various formats for students to demonstrate knowledge and skills learned
3. Stimulating interest and motivation by providing multiple ways for students to access content

### How can you incorporate UDL in the classroom?

- Post PowerPoint presentations prior to class so students can preview the content.
- Provide alternative methods for students to access the material including small group work, class discussions, mind-concept maps, hands-on projects, independent learning, and lecture with key points highlighted.
- Provide alternative means of assessment including research papers, oral presentations, web design, journals, and portfolios.
- Include concrete examples of material you're presenting in class lectures, discussions, and handouts.
- Create an agenda or flowchart of information to be discussed in class including purpose, key topic areas, and connections.
- Provide a balance between teacher-assigned and student-selected tasks to promote choice and options for learning material.

**Please tell us about your strategies  
for incorporating UDL practices in the classroom.  
We will share your effective practices and success  
stories in upcoming newsletters.**

For more information, please visit

<http://www.cast.org/index.html>

<http://udi.uconn.edu/index.php?q=content/examples-udi-online-and-blended-courses>

## Adobe Reader (X): A Free, At-Home E-Text Reader

You may have heard of E-books and books on CD, which are digital versions of traditional books, but did you know you can have your home computer read them to you? If your alternative format textbook comes as a pdf file, there is a free solution that will make your book talk. If you do not have assistive technology such as Kurzweil 3000 or TextAloud, which we use in the Adaptive Lab, follow these simple steps to use Adobe Reader (X):

- Make sure you have the latest version of Adobe Reader (X) installed on your home computer. You can download it free of charge at <http://get.adobe.com/reader/>.
- After installation is complete, restart your computer and double click on your textbook to open it.
- When Adobe Reader (X) is fully launched (it may take some time if the book is long), click *View Menu*. Click the *Read Out Loud* submenu and click *Activate Read Outloud*.
- To start listening to your text book, click *View Menu*. Click *Read This Page Only* or *Read To End of Document* – whichever you prefer.

Upon completing these steps, your computer will come alive with a cute robotic voice. Enjoy! If you need further assistance, please call the Adaptive Lab.

**Insider Tip:** You can pause and resume playback of your textbook without a mouse-click by pressing this combination of keys: **Shift+Ctrl+C**.



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