



Disability Services Newsletter

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

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Important Dates

April 19
Final exam
schedule
posted to
Pipeline

April 20
Last day to
withdraw
with "W"
grade

May 10
Day classes
end

May 13
Evening
classes end

May 23
Graduation

Director's Corner

I am pleased to share with all of you the spring volume of the Disability Services Newsletter. This edition showcases several new and exciting endeavors that we hope you will find both valuable and informative as it relates to students with disabilities. From our recently posted Transition Guide to our newly developed Faculty Training Modules, plus much more, we encourage all to take a moment out of your busy day to read through this most current issue of our newsletter.

At this time, the Disability Services staff would like to take this opportunity to convey our thanks to President Burton for his role in advocating for students with disabilities. As a champion for individuals with disabilities, he has worked tirelessly, both locally and nationally, to improve and expand the opportunities for this population. We are most grateful for his work and wish him continued success and happiness in all of his future endeavors, which no doubt will be many. Thank you, President Burton, for making an indelible mark in our community.

Sincerely,

Susan Graham
Director of Disability Services





Did You Know...

Disability Services has developed an online tutorial to assist you in working with students with disabilities!

Disability Services has developed an online tutorial entitled “Ensuring Equal Access through the Provision of Reasonable Accommodations” which can be viewed on Pipeline. This tutorial provides essential information regarding the provision of reasonable accommodations and suggested tips for working with students with disabilities.

The tutorials were developed in response to faculty and staff questions and requests for information from a survey that was distributed by Disability Services in regard to providing reasonable accommodations and supports to students with disabilities. These tutorials provide an overview of the purpose of providing reasonable accommodations, the process and procedures for students with disabilities to request services and supports, and strategies for working with students with disabilities.

The tutorial provides information via slides, audio, videos, and interactive quizzes. The tutorial is divided into part one and part two. Each tutorial is self-guided and is approximately ten minutes in length. You may view the tutorials in close caption by clicking on the “cc” button which can be found in the lower right side of each slide.

You may view the tutorial in Pipeline by:

1. Selecting the My Northshore Tab
2. Clicking on Disability Services
3. Selecting Online Tutorials from the left side bar
4. Clicking on the tutorial links at the bottom of the page

We look forward to collaborating with you to provide supports and services to students with disabilities. Please contact Disability Services with any questions, comments, or for additional information. We welcome your feedback and suggestions. Thank you for taking the time to view the tutorial!



Adaptive Sports

The Spaulding Rehabilitation Network is dedicated to enabling individuals of all abilities to lead active, health lifestyles. Participation in sports and recreational pursuits help to make this possible. **Spaulding Adaptive Sports** programs began in Boston and on Cape Cod in 2001 and in the North Shore in 2010. Since then, programming has expended in these regions to include a broad range of land and water based adaptive sporting activities. Whether it is wheelchair tennis, hand cycling, adaptive rowing, or windsurfing, those living with disabilities can regain their strength after illness or injury as well as build a sense of independence, while they increase body awareness, build self confidence, learn new life skills, and make new friends. Sports activities vary by season and location and include cycling, golf, tennis, waterskiing, rowing, kayaking, fencing, alpine skiing and therapeutic horseback riding.

For more information, please go to: [Spaulding Adaptive Sports Program](#)

Service Animals

Service animals are dogs who are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Service animals are working animals, not pets.

Under the Americans with Disabilities Act (ADA), state and local governments, businesses, and nonprofit organizations that serve the public must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go. Service animals must be harnessed, leashed, or tethered, unless these devices interfere with the service animal's work. In that case, the individual must maintain control of the animal through voice, signal or other effective controls.

A special collar, tag or harness is usually worn by the dog so that they may be easily identified as a service animal. If you are not certain that an animal is a service animal, you can clarify with the individual that the dog is indeed a service animal or ask what tasks the animal performs.

A student with a service animal who is attending NSCC must submit documentation of a disability that warrants the assistance of a service animal to perform tasks which the student cannot perform independently.

For additional information, please click on the following links:

[Information about Service Animals](#)

[Service Animals](#)

[The Student Guide to Disability Services](#)



New Award for Faculty and Staff!

Delta Alpha Pi, the Honor Society comprised of high-achieving students with disabilities, is awarding its first annual **Delta Alpha Pi Awards**. One award will go to a professor and one to a staff member at the college. During the month of March, Delta Alpha Pi students can submit an essay nomination that describes the professor or staff member's adaptability, sensitivity, understanding, or skill in working with students who have different learning styles. A committee of three Delta Alpha Pi students will review all nominations and select the best nomination for each category. Disability Services staff are not eligible.

Nominees will be invited to the May 3 Recognition Ceremony, where the winning professor and staff member will be presented with their awards. Throughout the year, students share with us their appreciation for the work of faculty and staff at the college. The Delta Alpha Pi Award is another way for students to express thanks to those who have helped them on their educational journeys.

Assistive Technology at NSCC

The Adaptive Labs offer various assistive technology options for our students' use. The labs are equipped with electronic adjustable tables to accommodate various physical needs.

Examples of the different software that are available include JAWS, which reads all content displayed on the computer screen; Openbook, which converts documents to text format; and Zoomtext, which enlarges everything on the computer screen. Students can also utilize TextAloud, which converts text into natural-sounding speech that can be listened to via computer, iPod, iPhone, or other portable audio device. Another choice is Kurzweil 3000, a text to speech software that is used for reading the web, reading text, writing, test taking.

Also available in each lab are Dragon Naturally Speaking and Math Talk with Scientific Notebook. Dragon is software which allows students to operate the computer via voice commands and to write documents, reports, and email by speaking into a microphone. Math Talk with Scientific Notebook allows students to dictate math symbols or functions from pre-algebra, algebra, trigonometry, calculus, and statistics. Math Talk operates with Scientific Notebook which has over 600,000 combinations of voice commands to evaluate, factor, combine, expand, simplify, solve, and more.

Faculty Procedures for Extended Test Time Accommodation

For faculty members who have been presented with "Faculty Notice of Academic Accommodations" letters listing the accommodation of extended time for testing, please follow the appropriate procedure:

Extended Test Time in the Adaptive/Assistive Technology Lab

1. Complete a "Faculty Exam Request Form" available at the Adaptive Labs OR on Pipeline under My Northshore tab, College Departments, Disability Services, Forms for Faculty. Testing will not be administered without this form.
2. Supply the Adaptive Lab with the form and exam **at least 24 hours before** the scheduled exam. This allow time to format the test for use with assistive technology.
3. Make sure the instructor's name appears on the test.
4. Hand deliver the form and exam to the Adaptive/Assistive Technology Lab OR email directly to the appropriate Learning Specialist. When submitting via email, the exam request form can be completed online, saved and attached to the email along with the exam. Exams may not be sent my mail, campus mail or via students.
 - **Lynn** (LW 116) Alena Vitvitskaya avitvits@northshore.edu x 6608
 - **Danvers** (DH 161) Alecia Probasco aprobasc01@northshore.edu x 4415

Extended Time in the Center for Alternative Studies (CAS)

1. Complete a "Faculty Exam Request Form" available in CAS or on Pipeline under "Faculty Resources", with instructions about how the test should be administered.
2. Supply CAS with the exam and form for each student utilizing the Testing Center
3. Faculty are responsible for the personal delivery and pick up of all tests. Tests should not be sent to the CAS through email, postal mail, campus mail or left in the Testing Center mailbox. Students are not allowed to transport tests. Tests and instructions are kept in a locked file in CAS.
 - **CAS** is located in DB 213 and LE 232. Please see the [CAS website](#) for hours and policies. Please call x 4376 if you have any questions regarding CAS.

Universal Design in the Classroom

How to create an accessible document

Compared to books, electronic materials that are designed in an accessible format promote equality and flexibility for all learners. Students with vision loss, mobility needs, and learning disabilities such as dyslexia, may use assistive technology to navigate course materials and information. In order to provide accessible materials for students who use assistive technology, as well as all learners, there are a few guidelines to consider when creating or using a document for your course.

What are accessible formatting guidelines when creating a Word document?

- Use black or dark color font in styles such as Verdana or Arial, instead of decorative or serif fonts, in size 12 point or larger.
- Use short titles in headings.
- Ensure all heading styles are in the correct numbered order, such as heading 1 followed by heading 2 etc.
- Do not insert a header/footer since these are invisible to screen readers in electronic versions.
- Include the word "page" when numbering pages, i.e., "page x" instead of "x".
- Use bulleted or numbered lists but avoid automatic numbering or bullets.
- If inserting a table, use simple table structure and label columns and rows in the table.
- Limit number of pictures and only use if helpful to content. Add alternative text (text behind pictures) to describe the images.
- Avoid image watermarks and images that are not in line with text.
- Avoid using extra spaces, tabs, and empty paragraphs since they may be perceived as blanks by people using screen readers.

When creating an accessible Word document please use the formatting guidelines listed below:

<http://office.microsoft.com/en-us/word-help/creating-accessible-word-documents-HA101999993.aspx>

To check if your document is accessible, please visit:

<http://office.microsoft.com/en-us/word-help/check-for-accessibility-issues-HA010369192.aspx?CTT=5&origin=HA101999993>

Disability Services Staff

Michele Almeida, Disability Counselor
Lucy Bayard, Disability Counselor
Carolyn Burke, Disability Services Assistant
James Goodwin, Disability Counselor
Susan Graham, Director of Disability Services
Michalina Karos, Disability Services Assistant
Aillie McKeever, Disability Counselor
Alecia Probasco, Assistive Technology Learning Specialist
Alena Vitvitskaya, Assistive Technology Learning Specialist

