

**WHAT STUDENTS WITH DISABILITIES NEED TO  
KNOW ABOUT GOING TO COLLEGE**

**TRANSCRIPTION OF THE ONLINE WEBINAR HOSTED ON  
MAY 5, 2009 BY THE UTAH PARENT CENTER**

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Okay, welcome everyone. We're really excited to do this second webinar in our series of transition webinars. This is Jennie Gibson from the Utah Parent Center, and I have with me today Steven Lewis from the Salt Lake Community College. Before we get started, I'd just like to mention some of the things that we have coming up. And I'll just have to mention that I'm subbing here today, so I'm maybe not totally prepared.

We have coming up on May 19<sup>th</sup> another transition webinar with Susan Loving from the Utah State Office of Education, and she's going to be talking about all kinds of things. Those who are working on transition plans in the school setting would need to know, and you would have an opportunity to ask her questions, too; Susan's a very good presenter, and I know you'll want to participate in that webinar. And then we have a series of webinars on the IEP process coming up. We will be sending out today, our flier on that to all of you. On May 12<sup>th</sup> will be our first one, and it will be a webinar on assessment, and about students with disabilities participating in all of the different assessments at school – all of the different ones that students take; and accommodations, and how that all works – very, very important information for parents that you usually don't have access to. Then on May the 21<sup>st</sup>, we will be having an IEP and Early Dispute Resolution webinar with Glenna Gallo from the State Office of Education and also a representative from the Disability Law Center, Adina Zahradnikova. Then, on May 27<sup>th</sup>, we have a webinar on positive behavioral supports which will be presented by the

Utah Parent Center staff. I see that we have a few of you that are hearing us.

We're going to go ahead now....I have to introduce Steven before we turn the time over to him. Steven has a lot of experience that relates to what we're talking about today. He's been in the field of college learning and memory for over 20 years and he's had some in the mental health field for over 25 years. He has a background in chemical dependency counseling and adolescent/adult psychiatric therapy, and a Master's in the Applied Behavior Analysis from California State's Stanislaw. (Did I say that right? I did!) He was hired by the Salt Lake Community College in 1993 as the Learning Specialist in the Disability Resource Center to serve students with cognitive disabilities. He was also awarded the Donnette Rachel Wyatt Award Outstanding Professional from the Brain Injury Association of Utah in 2000 and he's served on their Board of Directors. And he's now also a member of the Professional Advisory Board for the Learning Disabilities Association of Utah. We really appreciate Steven taking the time to be over here with us and we'll turn the time over to him.

STEVEN: Thank you Jennie. This is the first time I've ever done this. I have a group of people here that can actually see me, and then there's the rest of you out there who can just see my little trout fishing picture that I'm very proud of. I only fish in the winter because I race road bicycles during the summer, and fishing isn't very good in the winter, so I actually had to capture a fish with me. I want to thank the Utah Parent Center for having me come because the more I can help you folks and y'all with getting students – and we'll speak primarily about students with learning disabilities today. The more I can help y'all with the information that you need, the easier it's going to be for me when you get to me, and the better prepared you can have your students. I'm a real pragmatic person. I tell it like it is, for good...my boss sometimes maybe doesn't agree

with my approach. I don't like to candy coat things; I like to make sure everybody knows where it stands. One of the first things: I'm not going to talk about the specifics of just getting into college or financial aid or things like that. If you want information, we can get you my phone number and what not, and that part of the situation, that part of getting started, that part of getting into college is very easy. The more difficult part is talking about the differences coming from the K-12 I.D.E.A, and coming into the A.D.A, or Americans with Disabilities Act. So, that's where I'm going to start. Please feel free to ask questions – I believe you type them in and I'll see them at the bottom; I'll be happy to stop my presentation, or if it's not exactly the most pertinent topic at the moment, I'll wait and answer those at the end.

Let's first of all talk about ADA vs. IDEA. Under IDEA, the qualification requirements for being labeled as a specific.....oh, and let me mention, I will be using the term "LD" for a person with some sort of cognitive disability other than traumatic brain injury or ADHD. But, what we call a specific learning disability, a learning disorder, learning differently, all of those things, quite frankly (I'm from the South so I say, "Quite frankly Scarlet" quite a bit) I don't care what you call it – we can call it learning whatever. But I just want to make sure you all know I'm going to be using LD as my major way of identifying these students. The qualifications oftentimes are quite different under IDEA than ADA. The ADA requires a DSM-IV diagnosis. I presented at the International Learning Disabilities Conference this last spring, in February, when it was up at the Grand America – awesome conference, if you can ever go to it, please do, there are some really great presentations there: K-12, post-secondary, and employment. But, I was presenting, and the LD Chapter President for Los Angeles had never heard the term DSM-IV, and I was absolutely blown out of the water. In talking with her, she had only worked with K-12 students. So, when you're getting into the transition timeframe, we need to start

thinking about these DSM-IV diagnoses. I'm going to talk about that in just a second. Most school psychologists, when they are doing the evaluations for specific learning disabilities (or LD), they do enough testing that they can actually give a diagnosis. The diagnoses are all numbered. The DSM-IV, as I call it, it's the list of disabilities from the shoulders up: psychiatric disabilities, learning disabilities, ADHD, traumatic brain injury, schizophrenia, the whole....any sort of a disability that occurs in the head. There's also a classification called the ICD-10 – the International Classification of Disabilities, 10<sup>th</sup> Edition; and that is one, it does include LD, but that is not really what is followed under the ADA, we use the DSM-IV more. The DSM-IV, what that means is the Diagnostic and Statistical Manual of Mental and Psychiatric Disabilities, Fourth Edition. It's actually TR (text-revised) right now, and I heard the 5<sup>th</sup> Edition is going to be coming out later on this fall. They do change their parameters about how they qualify folks. What the DSM-IV does is it looks at the discrepancy model of testing. They have a standard of two...they have a requirement of two standard deviations, and that is the big difference sometimes when I receive documentation. I review all of the documentation that comes into Salt Lake Community College for every disability, and oftentimes I get school documentation that would not rise to the level of DSM-IV learning disability – it might have a one standard deviation. And then we work with the student, we do a lot of working with students, and with their primary care physician, with different psychologists and psychiatrists, as well as going back to their high school to work with the school psychologist to try to see if we can't get that type of referral where we might be able to qualify a student.

The ADA requires documentation be within 3 years; it needs to be recent – and identify current limitations. Under the Americans with Disabilities Act, we accommodate the limitations, not disabilities. So, a student with ADHD may have the same limitations that a student with a brain injury, with a

psychiatric disability, or with a learning disability would have. They would all have the same limitation, which might be processing speed. So, for example, all 3 of those students might get extended test time. Maybe the ADHD student, if they're distractible enough, they might even get a minimal distraction environment. I'm going to go through those in a moment; but just to let you know, we accommodate the limitation not the disability. The disability gets you through the door, and then we start to look at what the limitations imposed by that disability are. I'm sure you've heard, but the ADA says a disability is where you are significantly limited in a major life activity. Unfortunately, under the ADA, housing is considered a major life activity, through lawsuits and such. In the First District Court of the Office of Civil Rights is where a lot of these come down. Concentration is considered a major life activity – none of the other Courts have decided that, however, usually if one decides it, we carry it over to the other ones. Algebra is not a major life activity; math calculation is – so  $1+1$ ,  $2+2$ , etc. So, you can see where it kind of gets really technical here. We have the backing of the Utah Attorney General with any decision where a requested accommodation is denied, we have to get it approved for them; or our insurance is no good. So, trust me, we do prove by them.

Moving on down this first slide: Post-Secondary institutions and the ADA requires adult norms when a student is tested. And this is real important. A lot of times we receive documentation where a child, and I use the term child, meaning child, in 9<sup>th</sup> grade was tested, perhaps he was usually the one tested in 9<sup>th</sup> grade, and they only test the achievements in their senior year. So you have the child norms, let's say the WISC (Weshler Intelligence Scale for Children), and you have it normed against a Woodcock Johnson given at age 18. Those don't match up, and that's not something that we would qualify a student under. They need to be performed I would say within a few weeks or a month of one another, so we

get an accurate picture of where the student's at, what they have, and what they need.

The red one, and I put this in red because this is probably the biggest stumbling block for students getting into us: "The high school IEP generally isn't enough to count as documentation for college unless it contains a DSM-IV diagnosis and is current." And again, currency is a couple of years or more recent. So, that's one of the things. Now, we are getting a lot of good support from the high schools, from the school psychologists. The University of Utah and myself have been working with Utah Education, to get the word out to school psychologists to do a DSM-IV diagnosis, and just throw it on there, because that kind of covers our backside, if you know what I mean.

And, the final little bullet on this is, "All students with LD do not qualify for ALL services." A student with a math learning disability, which is on the DSM-IV diagnosis (315.04, I believe, it's either .03 or .04), and you see how they get very specific on these things, would not qualify for any accommodation in their English class. But, under K-12, they might get accommodations in every class, like extended test time in every class, even though their specific disability is really only in the area of mathematics.

The next slide here (and you're dealing with the most computer-inept person on the face of the planet, so deal with me; Katie has been great here helping me out with this): K-12 might offer services that are not available in Post-secondary settings under the Americans with Disabilities Act (and I capitalized that 'p' in Post-secondary, I apologize about that). So things like tutoring, the ADA does not consider tutoring as an accommodation, however, and I'm going to talk about this; we've got it at the college, don't worry, we've got tons of it. It is run now by Student Services which, I'm in Student Services,

and I'm pretty much in charge of the tutoring programs. I don't run them, but I guide them, I train them on specific learning disabilities and learning disorders, so they're very well-versed in this.

Course waivers: this is where it gets tricky. Only an institution that offers a terminal degree; the first terminal degree offered is a Bachelor's. So, at my college, an Associate of Science, the Board of Regents has not allowed us to do course waivers. We can sometimes do course substitutions, but what we did instead, the major one is math, obviously. What we've done instead of going to the course substitution: there's about 9 different college math classes that you can take at SLCC that will get you your Associate of Science. They do not all include college algebra. There's statistics; there's business stats; there's quantitative reasoning, which is a whole, which is a real numbers, it does have word problems, which oftentimes presents problems. It is whole numbers, working percentile, gaming theory, things like that. So, your students are not necessarily going to have to get through Math 1050, which is, of course, the college algebra, which is the dreaded four-letter-word of MATH, and the other four-letter-word of 1050.

Late assignments: assignments are due when assignments are due. As I was just talking outside with a person from the Center here, final grades are due next Tuesday. Final grades are due next Tuesday. If you have late assignments, I can't turn my grades in next Tuesday, so therefore, there aren't late assignments. Now oftentimes, one of the best services you'll get from the Disability Resource Centers at any college in Utah is we know the instructors; instructors that will work with you. And, in fact, I have a student right now who requested a late.....to take their final late. One teacher said, "okay", one teacher said, "no". And that's where you get....it's called academic freedom, and that's where college

professors.....they actually have the final say in those types of things.

We don't do attendance waivers: The college policy says any more than 3 missed classes, you can actually be failed. Very few instructors hold to that level. And, even, I have a student that goes in for kidney dialysis; she has missed too many classes in one of her classes where class participation is part of it, and instead of them failing, what we'll do is we'll give her an incomplete (the teacher will, the teacher could have failed her), but the teacher will give an incomplete on that class, and she'll be able to take that class again, no charge because she doesn't have a grade yet, and then get the grade for that. But, attendance is usually a very major issue. And there are no lowered expectations; that's probably the thing I want to get across to y'all the most is that post-secondary education has stringent requirements to meet mastery at a certain level, and if you don't meet it at that level, whatever level you met it at is the grade you're going to receive. And a lot of students are not prepared for that. They think, "Oh, well, I have a learning disability, if I get 80%, that's like 100% for everybody else." Well, that's not the case in post-secondary.

In post-secondary DRCs we are all about ACCESS not SUCCESS. Students must meet the requirements. College is hard; college is hard for students without disabilities; it's even harder for students with disabilities, and especially with learning disabilities. However, the one advantage students with learning disabilities have is that they know what their strengths and weaknesses are. And, my goal, my job is to focus on the strengths. I can't do anything about the weaknesses. Right now, I can't make you have a fast processing speed; I can't make you a better reader, perhaps; but there are a multitude of different accommodations we can provide to help overcome those limitations.



Students must meet ALL requirements regardless of disability/limitation. The final little bullet there: in K-12, I mean I'm sorry, in post-secondary, failure is an option. I hate to.....again, I'm very up front about these things. But I have a lot of my students with learning disabilities fail classes. I have some students with specific math disabilities fail a class, then they audit a class, then they take it again for credit, and finally pass it the third time. And that is fairly costly. I try to work with my students, especially the ones doing that; I try to get them tuition waivers, I try to help them find ways to pay for things – maybe I can help them get on with Voc Rehab who might pay for books, so they don't pay for books one semester, they can pay for that extra class. At Salt Lake Community College 12-18 credits is all the same price. So if you take 12 credits and then audit, let's say a math class; you can audit that math class, as long as you're in 12 credits, you can audit it a couple of times and it will essentially cost you nothing; and then take it for credit once you feel confident.

Let's move on to the next one. Okay, so what are some SLCC and DRC services? Let me just talk a little bit about some of these things. SLCC, we have about 11 campuses. I'm in charge of every one except for our Redwood Road and the South City campus. So I'm in charge of all the small teaching sites that was there that we used at one time. But we have accommodations in almost every accommodation at all of our sites. The one thing that we don't have at all of our sites is somebody with computer savvy, because that's me out there, and I definitely don't have that. But I can get somebody out there on a scheduled basis at any of our sites. And we serve, right now we're serving over 1,800 students. We've got about 200 students with learning disabilities going right now. And we are more restrictive regarding documentation than K-12 because we fall under the Americans with Disabilities Act and we're mandated. Everyone I work with in my office – we are very concerned with our students. I enjoy having my students

come in and talk to me and let me know what's up with them. However, we don't baby them – it's college. You don't bring your mom and dad to class. In fact, if you're not registered for a class, it's technically illegal for you to be in one of our classrooms or on our campuses for anything other than delivery and pickup; and that's a safety issue, and that's an insurance issue which the State will tell you all about if you want to find out about it. But we don't baby them – our students need to grow up, and they need to function on their own.

Some of the things that our students need to know is that we may request a student get updated documentation at his or her own expense. Unlike K-12, the ADA requires a student: 1. self-disclose: that means they've got to come in and say, "Hey, I've got something" and then 2. they have to provide documentation that they've got something – we do not do that. I will tell you there are a number of schools with graduate training programs in psychology, psychiatry and social work that actually do testing, and they do it for free as part of their Student Health Services – they do it with graduate students, and the graduate student centers then are signed off on by a, usually it's by a licensed clinical psychologist. The U of U does it, I know UVU does it and Utah State does it; I'm not sure that SUU or Dixie does it. But, there's ways to get around this, and I'm very creative with this. I'll have a student take a class up at U of U, get the testing, come on back to us, finish up their program with us; they're down from the southern part of the valley, they'll pick it up down there. I can be very, very, very creative with ways to help our students. Oftentimes, if the DSM-IV diagnosis was not given under the IEP, some therapists in the valley will actually take a look at the documentation, do a couple of short interviews with the student – not do a full battery of testing – rely on the psychologist's testing, and give the diagnosis and then update the current limitations as the student goes along.

We do have a question. Let's see here, the question is: "Can a parent request or require the School District to do a DSM-IV before leaving the District?" That is a great question. I don't know; I certainly would have every parent request that every time a reevaluation is done that a DSM-IV diagnosis is given so that we can create a history of having a disability. That's a new way of qualifying, and you probably haven't heard this, but the ADAAA (Americans with Disabilities Act Amendment Act – okay, they're amending it. Nothing ever comes easy; just as soon as you get comfortable with one thing, they've got to switch it on you.) But having a history would help you, again, get you through the front door with the disability, but no matter what, we require the recency of current limitations. So, a student with a DSM-IV, maybe in 9<sup>th</sup> grade, and again in 12<sup>th</sup> (and I tell students, get tested in your 12<sup>th</sup> grade, if you can. Most schools are doing that.). Let's say you take 5 years off and then you come back. We do not necessarily need a DSM-IV diagnosis because that's already been established. What we would then need, would just be current limitations. And that's a huge difference – well, just something new probably, not a big difference. But, we want to focus on those current limitations. And, in fact, a current Woodcock Johnson, just the standard battery – you can bang one of those out with most therapists for under a couple hundred of dollars. We're all thankful we don't live out on the East Coast. The average cost out there is around \$5,000 for an evaluation, and about \$2,500 for an update. So, thank goodness for living out West where we can get things a little bit more affordable.

I have a list of therapists in the Valley that I work with frequently on a daily and weekly basis. I call them, I talk to them, I let them know what's up. I've got a couple that are even doing a little bit of a sliding scale for the college students because they really like working with our college students because it's a real fun dynamic population – I'm so glad I work

there, it keeps me young. But those are the types of things that students need to be taught about and forewarned about. Maybe a student gets hooked up with Voc Rehab, and maybe Voc Rehab won't do the testing for them. They might say, "Well, you got a recent IEP." Maybe what you do is have the Voc Rehab then pay for tuition and books, and with your student loan money, instead of buying that new car, you go out and pay for some testing. Maybe you work with us long enough, maybe you get a student tuition waiver. And instead of spending your Pell Grant on something else, the tuition waiver goes to tuition and your Pell Grant, or your student loan, or whatever goes towards the testing. It's well worth it and it opens some doors for you, and I haven't even started talking about the accommodations yet – we'll get to that in a few moments.

Students: this is real, real important; I really want to emphasize this to you K-12 folks that work with students, and that you have the time to sit down with your student after testing is completed. Don't be afraid to discuss the student's strengths and weaknesses with them. Don't be afraid to explain to them what is exactly different about the way they learn. Oftentimes I find a student brings me their IEP, they bring me a Woodcock Johnson, their WISC, their WAYS, all this stuff; and I close the file and say, "What have you got?" "Well, I have a learning disability." "What does that mean to you?" "Well, I get extended test time." "Why do you get extended test time?" "Because I have a learning disability." It becomes this circular, not argument – I don't want to call it an argument – it's circular in that, all they know is they have some label, they have this big LD on their forehead that gets them in this special room for English, that gets them in this special room, that gets them a tutor, that gets them an extra study hall, etc.; and they don't know why they're doing it. I'll oftentimes have to go through that myself, and I don't mind doing that; but the earlier someone knows what their mental and cognitive strengths and

weaknesses are, the more likely they are to start addressing them and to compensate for them before they get to us. So you need to know how to take responsibility for yourself; you need to understand your limitations; and you need to be able to explain to anybody how does this accommodation not necessarily make it easier for you, but it compensates for a limitation that I have.

I didn't put it on here, but one of the other things that I really encourage folks to do is: don't try to have a student that's got ADHD become an Accountant – maybe with hyperactivity, I should have said that – ADHD with hyperactivity try to become an Accountant; or a person with a learning disability trying to get into some Engineering program if they have a reading disorder or if they have some processing speed disorders. I really encourage students that, after you take your General Studies at Salt Lake Community College, you want to choose a major that you're not going to need accommodations for when you get to a four-year institution. For example, I'll pick on myself, I'm a pretty hyperactive guy; a lot of people say I have ADHD (all capitals!). I love my job because I never have to sit down very often, so maybe I do. Nobody in their right mind would have ever advised me to be a computer programmer or to be an accountant. I cannot sit still! For the folks in this room, I'm constantly grabbing my fingers, and moving and what-not. I can do that. So, really encourage your students, help guide your students into something that focuses on their strengths. God bless my parents for telling me how to be a good communicator because that's what I do at my job, and that's where my strengths lie, so it's a great field for me to be in, but I wouldn't be by myself in an office crunching numbers or something like that.

Students are going to need to know how to get around. They're going to need to know how to be independent and

not ask questions every minute of every classroom. I have had students that have actually been asked not to come back to class until they can be quiet, because in post-secondary education, there's 29 other students that paid the same amount of money as you did. And if the student is continually interrupting, they're being discounted, they're not getting the full educational experience. And that's part of it – you're not in a special ed classroom, you're in a, I guess, mainstream we would call it.

Let's move on to the next one. So, how do the DRC's at Salt Lake Community help? Now, I'm going to go from kind of the most generic to more specific. The first, and probably the best thing that you're going to get from any post-secondary institution is early registration; and that helps us get you into classes with teachers we know. Teachers, a lot at the Community College level, they have degrees in Developmental Education or Special Education. I know our...well, we have a whole Developmental Education Department: developmental writing, developmental math – they have actual Master's and a couple of them even have PhD's in developmental math. And that helps us not only pick out the right student for the right class, but it also assures that we're going to have your accommodation ready for you the first day of class. If students come in the week before classes and say, "Oh, I need an alternative text textbook" and we don't have it, a copy ready to get to them, it's going to take 10 days, 12 days, it might take 15 days to get that. We're limited – we just don't have hundreds of people to throw at these things. They'll have to be.... Likewise, if a student needs a notetaker in that class – we don't have the forms ready for them to take to the teachers to try and solicit a notetaker. So, those kinds of things need to be done. We, right now, are doing both registration for summer semester and fall semester. We did early registration, we've been doing it for three weeks now for fall semester that doesn't start until September. So when that

student comes in – little Joey over here, he got accommodated testing services and he got alternative text, we know to have that textbook, as soon as it comes in at the bookstore (because they usually change them in the fall), as soon as that textbook comes into the bookstore, that student is notified, that student brings us the book, we help make the alternative text for them. We're trying to make alternative text for our students, just so you know – and I'll explain this in a bit. The students are going to be able to do it all on their own with scanners and with Kurzweil, and we'll talk about that a little later. But, if you don't know about Kurzweil, it's awesome. It's just an awesome program.

Second thing Salt Lake Community College (and we're the only community college that I know of in the entire country that has a Learning Enrichment Program). In fact I'm so glad I follow (I'm forgetting her first name) Johnson, who's part of the Woodcock Johnson who's down at Arizona State, down in Tucson, or is that University of Arizona? I think it's University of Arizona. They have a SALT program, about \$2,000 a semester (Strategic Alternative Learning Technique). I have copied that program and we call it the Learning Enrichment Program. Most community colleges don't do it because we don't have PhD students that can be the, what I call the academic coach or learning strategist. But, the Learning Enrichment Program is available to all students in the Disability Resource Center – it's one-on-one academic coaching, not tutoring. It's teaching a student to learn better on their own. My learning strategists do not know physics, but they certainly know how to help a student learn physics better on their own and become more independent. We have a physics tutoring lab they can go to. But, if a student is not studying the proper modality, auditory visual kinesthetic, or if they have long-term memory issues and they're studying for hours at a time; those types of things are what this person works on, the learning strategist works on them with. We've got study skills, notetaking, time management,

test-taking, memory techniques, etc. And it's individualized; we have a number of different assessments. They are not diagnostic assessments, they are just simple, pretty front-door, as I call them, questions – you know what they're asking the question about. And we have the sight learning style indicator, which is a good learning indicator from the Center for Intelligence.....in Kansas.

We also offer free and open to the public – and I am doing it for the itinerant school out at the Jordan campus. I'm doing a private, just for this one gentleman's class – he heard about it somewhere, and said, "Can you do it for us?" And so I said, "Sure I can because I'm in charge of that campus" so I'm going to be doing that. It's a study skills lab. If you go to [www.slcc.edu/studyskills](http://www.slcc.edu/studyskills) (it's on your handout). You can see those dates; we have them up for summer now; in about a month, they'll be up for fall. High school students: ABSOLUTELY PLEASE COME TO THESE CLASSES. If you tell me you're coming, I'll get my boss to spring for a donut. I mean, really. This is that medi-cognitive awareness that students need to know about themselves. Now, I don't diagnose. We don't have that heavy of assessments; but what we do have are little study skills surveys, learning style indicators, memory indicators, and again, they're not...they take them for 10 minutes at the beginning of class, and then we discuss them. Those prove so helpful for so many of my students that don't have disabilities, or learning disabilities – if they don't quite rise to that level of learning disability, but they do have some memory problems, or they can never remember a person's name or anything they ever hear, but yet they still try to listen in lectures, which is not a good idea. If you're a visual learner, don't listen in lectures; hit the tape recorder – one of the easiest accommodations we have.

Moving on from that, and again, it is free and open to the public – bring your kids, your spouse, whoever. And, down at



Jordan, I happen to be about the furthest west post-secondary institution out there since we're out at Jordan – 90<sup>th</sup> and Bangerter. I get a lot of just local folks come in, and they're not even going to take classes – they just want to be able to read a newspaper better, and we help them do that. Okay, the DRC, Salt Lake Community College actually; we offer tutoring, it's not through the DRC – it's not a mandated accommodation – that's called a personal assistant. But, we have math, accounting, computer, English, and now we even have (and I didn't put it on here) the biological, or the biology sciences labs. We have walk-in tutoring; and in my department we have actually finally got Student Services to do what's called focus tutoring where you're assigned a tutor, you meet with them one to two times a week. Okay, now, walk-in tutoring: if you go every Monday, Wednesday, and Friday at 2:00, James Fenton will be your math tutor in the tutoring lab. It's like focus tutoring, but there's other people around. Our tutors are trained not to do the homework; NEVER, NEVER, NEVER. The main goal in tutoring is to make a student independent, teach them how to learn on their own. We do the CRLA (College Reading and Learning Association) tutor certification. We go up to Level 2; most community colleges only go to Level 1. We're going to be the first community college in the country to go to Level 3. The reason that we don't usually go that far is because our students are in and out before they can get all of their classes taken and all of their requirements done.

Okay, students with LD are available for accommodations. Now, this is where we get into accommodations based on their limitations. Again, I said all students are not necessarily available for all accommodations. We relate it specifically to what you have, not what disabilities have. Again, and I say this often, I repeat myself; but students must meet all the requirements of the class. The most common accommodation across the country is accommodated testing: either extended test time, minimal distraction; we don't do

readers anymore, we don't have to do readers anymore because we have Kurzweil, a lovely little program that you all need to become familiar with. We also don't do scribes anymore because we have Dragon Natural Speak, the other half of a great program. Students do not have to read through their eyes or write through their hands anymore. Kurzweil will read it to you; Dragon will write it for you out of your mouth and Kurzweil will get it to you through your ears. I know I've got a couple of people looking at me like I'm from outer space, and I'm not. But I've got students, they buy books; the only time they ever touch their hardcover book is when they take it over to our printing department where they cut the binder off the back of it before we shove it into a scanner. A high-speed scanner scans every page, Kurzweil reads every word; you don't understand a word? Stop it; double-click it, the word comes up; the definition's right there. Another little tip: have students look up a word they don't know right then and there. Don't make a word list and look it up later. You want to learn what the meaning of a word is in the context of when you're reading it. And if you want more information on Kurzweil and Dragon – I train Dragon on different computers fairly frequently because I go out and do presentations. I can train Dragon to hear my voice and be about 95% accurate in 6 minutes. Kurzweil, it's probably 60 seconds. It's the most....even I can do it; and I'll just leave it at that. It is super easy; great program. There's 1000, 3000; get the 3000; spend the extra money, it's worth it. When they are students with the Disability Resource Center, we can help them access that via the Internet; we have an Internet-based one. So, accommodated testing is the most common accommodation. We do about 2,000 tests a semester in our department. And that's minimal distraction or a private room. And, don't get me wrong, we'll have a reader, and we'll have a scribe, if that's what's required. I have some students that can't speak and have no hand mobility, so we have to have a scribe, and it takes a long time.

The second most common accommodation is notetaker/recorder. If a student is not a good notetaker, don't worry about it – just get a tape recorder. Notetaking is kind of like coordination – you either get it or you don't. It's very difficult to train somebody to be a good notetaker because of the 3-step processing. You've got input, you've got processing, you're writing, you're writing as you're listening – very difficult to do. So, notetakers: we do a peer notetaker; someone in the class who is already registered to be there; they're motivated to be in the class – they get a \$40 gift certificate at the bookstore; if they take a little orientation that we do, they get an extra \$5 – every student who does the extra training.

I have a question that just came in. “Do you find that the K-12 schools are preparing students to use Kurzweil?” I have not had one student come thru K-12 (well, all my students have eventually have come thru K-12), but none of them have even heard of Kurzweil, much less used it. You can get site licenses that allow you to use it from home, and if you want extra information on that, please e-mail me at [steven.lewis@slcc.edu](mailto:steven.lewis@slcc.edu) and I'll get it out to you. It is a dynamite program! It's saving a lot of our behinds right now and it really does work.

But we have notetakers in there; we use non-carbon required paper. The student takes their notes, peels off the paper, gives the copy to the student, and we're done. In nursing, the students are given pre-notes because they have diagrams and drawings on them, anatomical things on them. So what we do is we have a...we have an agreement with that Department. Students get out of class, take it over there, they make a photocopy of them and boom, they've got the notes for the class for that day within the minute after class; because we have a code on the computer and everything.

Another thing that we do a lot is that we liason with instructors. When I started 15 years ago at the college, we

were worried about getting curb cuts. 10 years ago, we were worried about letting them know that learning disabilities aren't just a bunch of people that are lazy, etc, etc. And we've got them very well trained. The old guard is slowly retiring, thank goodness – I love retirement parties in faculty. That sounds horrible, but man I'm telling you – I had one lady, and this is the honest truth – the lady told me, "Well, I struggled in college because I'm African American, so a student with a learning disability should struggle, too." And I had to rip a final test out of her hands in front of 200 students – it was the only class we ever had that had 200 students; we don't do that anymore – and I had to take it from her physically, with...I had the approval from everybody above; they were all afraid to go do it, but I'm not. I really don't care, quite frankly Scarlet. So, anyway, the liason – and, again, we're not telling the teachers, "Oh, let Joey pass; just pass him." That is not it, because if we pass a student, we're setting them up for the next class, and they may not get a teacher that's as nice. And I consider those niceties, really not niceties; they're actually the wrong thing to do.

We have adaptive equipment. Some people....we have roller balls that are real big, we have big screens, we have screen covers; people can use all sorts of things like that. Assistive technology – and I know some people say, "Well, what's the difference between adaptive equipment and assistive technology?" Adaptive equipment is access to computers, to rooms, and such like that. Assistive technology helps people master the material. So, things like alternative text; Kurzweil; Dragon Natural Speak; we have screen readers; we have recorders; we even have a thing called "math talk" where you can verbally put math problems up on a computer screen and manipulate them. Do not ask me questions about that one because I have yet to conquer that one. I'm...I can at least use Kurzweil now, okay? So, those are the things that we do at Salt Lake Community College. And like I said,

probably one of the best services that you are going to get from us is that we know the instructors; we know how to help a student accentuate their strengths and avoid their weaknesses; although I hate to avoid every weakness. When you're in a Writing 1010 class, or in a Typing 1010 class, they calculate how many numbers and words per minute you can do. A minute is a minute is a minute. If you're going into Emergency Medical Technician, I can't get you extended test time for the CPR – can't do it, you've got to do it because you're going to be in emergency situations. And there's a number of things that you would never, ever expect that have timing related to them, but there are many throughout different majors.

And so, with that, I'm going to open up for questions, and as I said, hopefully have some answers for you. I believe for you folks out there in "Wimba-land", you just type them down in the bottom-left and it should come up on my screen if you would like to ask some questions. And it can be about any disability – don't worry about this being just for LD because I've been doing this awhile.

I do have one question that's come in: "How can this information about the SLCC DRC be helpful to someone who's in another school?" I'm going to move down....the final slide that you're going to see here....these are all the other colleges in the State. And all of the things that I have mentioned are not necessarily available at all institutions – that is big, that's something big you'll find. We, at Salt Lake Community College, have about 70% of all students with disabilities in the state. Most students with disabilities sponsored by Voc Rehab go to our school because Voc Rehab wants outcome. They don't want you to go on and get your Master's in General Studies; which, interestingly enough, the University of Utah is now offering a Bachelor's Degree in General Studies, which just seems weird to me, but that's okay. They (Voc Rehab) want

results, and so they generally send them to us. And we have more of the programs that do not require Math 1050, English 2010, and all of the other inter-disciplinary type classes. We have a great number of Associate of Applied Sciences. Those don't require all those extra classes. The "A" in applied means, instead of taking up to Math 1050 and English 2010, they put in classes that are relevant to you getting a job. RadTech is a great example: you have to take Math 1010 (actually Math 1020, math for Health Sciences); and you have to take English 1010, so you have to write because you're going to write reports; and you have to take Comm 1010; and you have to take one general distribution classes. Every other class is either a human anatomy and physiology class or a RadTech class – there's no fluff, just the meat and potatoes on that one. So, you have to inquire to each institution. I know in the valley.....I know BYU has a lot of the same things we do. Private institution, lots of money....and quite frankly BYU is an institution that does do waivers and such. They do a lot more of that than any of the other institutions; the private institution part of it has quite a bit to do with that. But most of the things that I have mentioned: notetaking, accommodated testing, maybe a reader, maybe a scribe – those types of things should be available on all campuses. Now, how do you access them? You've got to have typed documentation, that's the key there. Just having a doctor write down that Joey has a learning disability, that will get you in the front door, but what does that mean for current limitations in History 1700? If it doesn't tell us anything, they're probably not going to offer up accommodations for them. Extended test time, maybe they would, but they probably would not offer up notetakers and such.

I'm not seeing any questions coming in; we're about 4 minutes away. Again, you can look on the website and you can call that Salt Lake Community College number 957-4659, and they'll get you to me. Just go ahead and ask for Steven

Lewis. I'm not saying the other people can't help you, but I like doing it, so I'd just as soon have you call me. Okay, with that, we're going to stop. I'm supposed to tell you that this will be archived somewhere and you will be able to...on the Utah Parent Center website, you will be able to access it. And what it will do is pair my voice with the slide that I was showing at that time. Thank you so much.