

## Hello from the RBHS Office of Disability Services!

Would you like additional information or a presentation in your course? Let us know: [odsrbhs@ca.rutgers.edu](mailto:odsrbhs@ca.rutgers.edu)

We invite your feedback [https://rutgers.ca1.qualtrics.com/jfe/form/SV\\_5tcPBj4uh1vpwqi](https://rutgers.ca1.qualtrics.com/jfe/form/SV_5tcPBj4uh1vpwqi)

The RBHS Office of Disability Services (RBHSODS) provides the necessary tools, resources and support for disabled students to become responsible decision-makers and self-advocates in charge of their own future. We are also here to support faculty and staff.

### National Service Dog month (September)

(From the American Kennel Club)

What is the difference between a service dog and other types of dogs? The Americans with Disabilities Act (ADA) has a clear definition of a service dog.

- A service dog has been individually trained to perform work or tasks to assist a disabled person.

- An animal who provides comfort doesn't qualify as a service dog under the ADA.



Only service dogs and their handlers are allowed in public places where pet dogs aren't allowed. Also, a service dog must be under control and behave in a safe, non-aggressive manner at all times – otherwise they can be removed from a business.

**There are other types of dogs you may have seen that aren't service dogs:**

- Facility dogs are highly trained in specific tasks to assist professionals working in healthcare, rehabilitation, criminal justice or education settings. However, facility dogs aren't permitted in public where service dogs are allowed. They are allowed in the facility where they work and help improve client outcomes.

- Therapy dogs are dogs who go with their owners to volunteer in settings such as schools, hospitals, and nursing homes. Therapy dogs should not be in public places under the Americans with Disabilities Act.

- Emotional support dogs help people with disabling mental health disorders feel comforted and calm. They're not trained in tasks and don't have the right to go into public, unlike a service dog. Emotional support dogs are allowed in housing that doesn't permit pets so they can assist their owners.

#### Why Does This Matter?

When untrained pets or poorly trained service or emotional support dogs are in public places where they aren't allowed, it has a real impact on people with disabilities and the genuine service dogs they rely on for independence. Not only do untrained pets distract working service dogs, they also can be a threat to the health and safety of service dog teams.

Continued on page 4

Join the Rutgers University community this October as we celebrate **Disability Awareness Month**. Rutgers is one of the most diverse institutions in the Big 10 and disabilities play a vital role in making our community vibrant, inclusive and accessible.

You can explore the rich variety events (live and remote) at <https://newbrunswick.rutgers.edu/disability-awareness-month#events>

### October is Domestic Violence Awareness Month (DVAM) and Disability Awareness Month (DAM)

#### Domestic Violence and the Disabled Community

By Jenna Rose

It can be silent and all consuming, hidden in plain sight, everywhere and nowhere all at once. Intimate partner violence affects many and yet often goes by unspoken; although some survivors choose not to tell their stories, for others, disability-related barriers may prevent them from speaking out. The National Coalition Against Domestic Violence (NCADV) reports that one in three women and one in four men have experienced some form of violence by an intimate partner in their lifetime, and according to the National Resource Center on Domestic Violence, fifty-four percent of transgender people have experienced some form of intimate partner violence. Although prevalent in all populations, disabled individuals are [three times as likely](#) to be sexually assaulted as their non-disabled peers, and in a survey conducted by the [Spectrum Institute Disability and Abuse Project](#), 70% of respondents with disabilities indicated they experienced some form of abuse by an intimate partner, family member, caregiver, acquaintance, or stranger. Domestic violence may also affect disabled people in specific ways.

The root cause of domestic violence is one partner's drive to assert power and control over another. Domestic violence doesn't discriminate; it affects people of all races, ethnicities, genders, sexual orientations, socio-economic statuses, and disability status. "When talking about intimate partner violence, there is often an assumption made about the people involved, specifically thinking of a man as the perpetrator and a woman as the victim. This neglects the different relationships that exist and can make it harder for victims in who don't fit this "norm" to get access to help they need," shared Kayla Craig, Education and Programming Coordinator for Violence





**Questions and Answers**

**From a faculty member:**

Question:

I have a question about videotaped lectures (or zoom presentations in real time) I have not been adding closed-captioning (as far as I know, none of my students have issues and I don't think the tech is all that great but...do I need to do this?

Answer:

Thank you for your question! Closed captioning is beneficial to so many populations (Deaf/d/hard of hearing populations; English language learners; those who learn better through reading; those who need to learn with the volume turned off or turned down, and more) that it is a great idea to use captioning always. If you are using automatic captioning supplied by Zoom, let the audience know you are using automatic captioning (because although the auto-captioning is VERY good, it is not perfect).

If you are using videos that are pre-recorded, using captioning is still a good idea (for the reasons listed above) AND because, if you should have a disabled student who requires captioning enter the course late, you do not have to scramble to quickly get it captioned, because it will already be done.

**From an incoming student:**

Question:

I had an IEP in high school. Will I get the same services I received in high school?

Answer:

Not necessarily. The laws governing institutions of higher education such as Rutgers and high schools are different. Accommodations must be consistent with the University's academic standards and are determined on a case by case basis taking into consideration the current functional impact of your condition and demonstrated need to bring about equal access.

*(DVAM and DAM continued)*

Prevention and Victim Assistance Office (VPVA) for RBHS. For many survivors, violence is not only physical: "Domestic Violence shows up in a variety of different forms. Some of those ways include, but are not limited to emotional/psychological abuse, threats and intimidation, economic abuse, isolation, digital abuse, stalking, and more."

"Forms of abuse that may be more prevalent among people with disabilities include withholding support or treatment, like not providing medication, not allowing necessary medical treatment, or not allowing the partner to use necessary assistive devices. An abusive partner might also use their privilege in the situation to make decisions without the disabled person's consent, blaming the disability as the reason of abuse, forcing someone to be economically dependent on them, taking their money without permission, isolating them from others under the guise of safety, and using threats (to institutionalize them, destroy assistive devices, or harm service animals) to maintain control over their behaviors," shared Craig, citing the [SAFE Wheel of Power and Control](#). Disabled people may also find it more difficult to leave their abusive partner due to economic dependence, loss of insurance and housing, inaccessible shelters or agencies, fear of institutionalization, loss of support from family or friends, and fear of not being believed when reporting abuse.

Warning signs of domestic violence are not always visible, such as bruises and other injuries. Craig reported: "Some warning signs people can notice (beyond ongoing injuries) include a person becoming more isolated; showing signs of higher levels of distress overall; mentioning that their

*(Continued on page 4)*

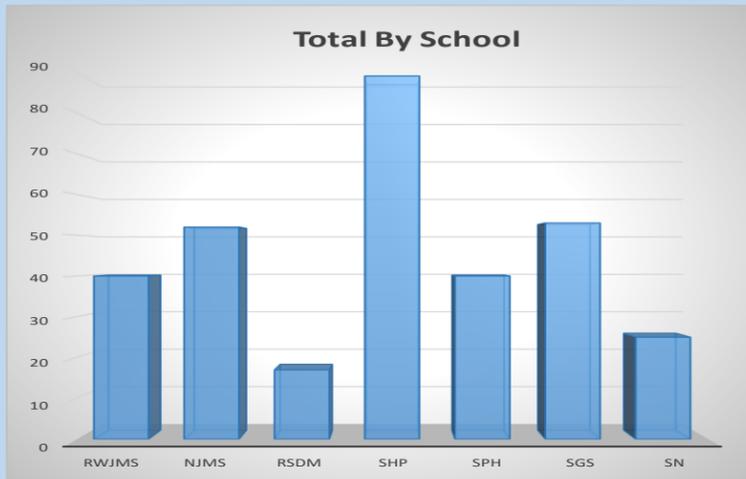
**Power and control Wheel**



**By the Numbers**

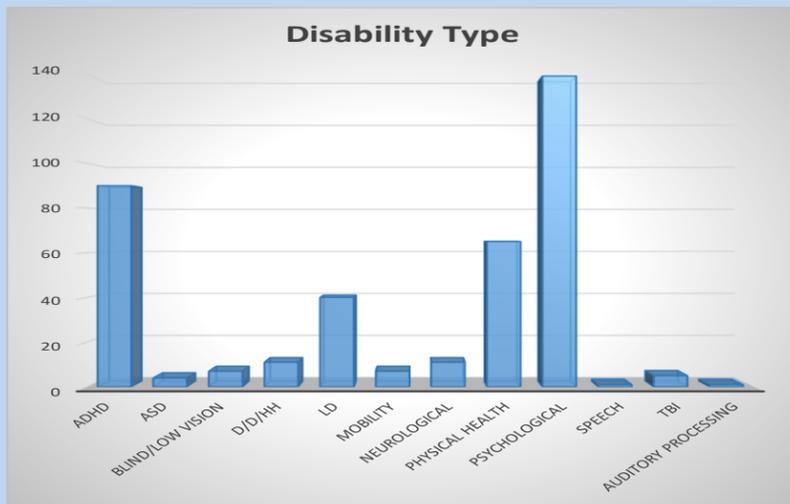
Active Students	Total	% Increase
Number of Active students	316	20.00%

**RBHS ODS saw an increase of 20% from 2021 to 2022**



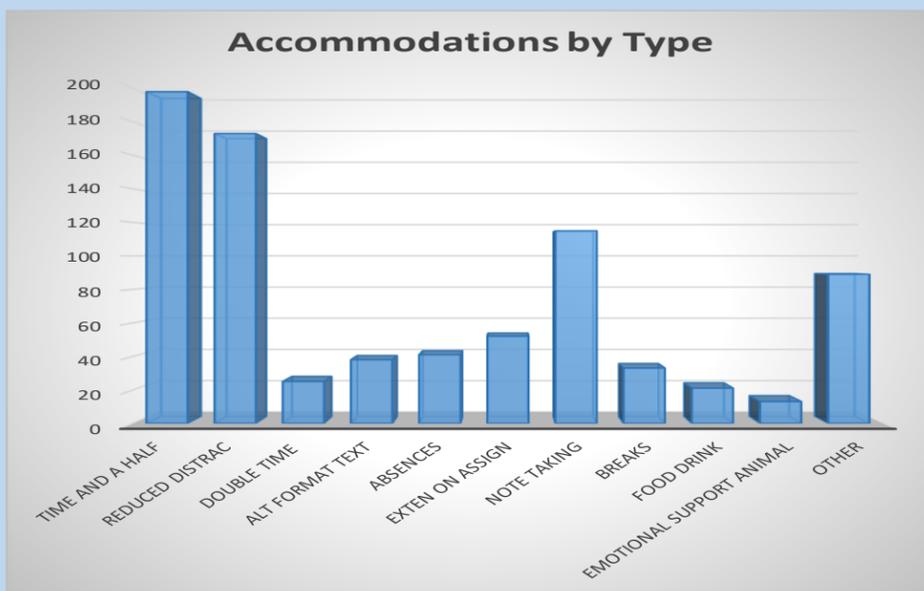
By School	Percentage	% Change
RWJMS	12.66%	17.65
NJMS	16.46%	57.58
RSDM	5.38%	142.86
SHP	28.16%	5.95
SPH	12.66%	25
SGS	16.77%	12.77
SN	7.91%	-7.41
<b>Total</b>	<b>100</b>	<b>19.7</b>

**NJMS and RSDM showed the greatest increase in % of student who disclosed disabilities from 2021 to 2022**



Disability Type**	Percent	% Change
ADHD	23.14	17.65
ASD	1.03	300
Blind/Low Vision	1.80	-53.33
D/d/HH	2.83	120
LD	10.28	21.21
Mobility	1.80	0
Neurological	2.83	10
Physical Health	16.71	20.37
Psychological	35.73	40.4
Speech	0.26	-50
TBI	1.29	-28.57
auditory processing	0.26	0
<b>Total</b>	<b>100.00</b>	<b>31.42</b>

**The greatest increases in types of disabilities disclosed from 2021 to 2022 are Autism Spectrum Disorders (ASD), psychological conditions and physical health conditions**



Accommodations Total	Percentage	% Change
Time and a half	24.72%	34.69
Reduced distract	21.60%	98.85
Double time	3.12%	47.06
Alt format text	4.74%	40.74
Absences	5.12%	105
Exten on Assign	6.49%	225
Note taking	14.36%	109.09
Breaks	4.12%	153.85
Food drink	2.62%	110
Emotional Support Animal	1.62%	85.71
<b>Other</b>	<b>11.11%</b>	<b>111.9</b>

**The most frequently used accommodations are extended time on exams, reduced distraction testing location and note-aking assistance**



partner is jealous; indicating that they have restraints on their spending, their time, or where they can go; change in their level of confidence; mood changes; expressions of fear; or being less open about their relationship.”

If someone discloses to you that they are experiencing or experienced domestic violence, Craig offered guidance on how to support “...support survivors by offering them a space to share their stories and giving them a place to be heard. If you suspect someone might be in an unhealthy or abusive situation, you can share with them that you have concerns and let them know that if they ever want to talk, you will be there for them. If they do share their experience, you can:

Validate their experience. Acknowledge that it might have been hard to share this, that you believe them, and that what happened is not their fault.

Respect their decisions. Allow them to lead the conversation. You can help them discover options that are available to help them to handle this situation, but ultimately it is not your role to tell them what to do. Support the decision they make in the moment and let them know you are there to help them through it.

Refer and reach out. If this situation sounds reportable, let them know their options and offer to be beside them when they report. If they would like confidential support, explore with them DV resources that can help with safety planning, counseling, legal resources, and more.

Keep checking in. Remind them that they are not alone by continuing to extend your support to them. People are more than this incident, so reach out to ask about other elements of their lives or to share a quick word of appreciation for them.”

At Rutgers, VPVA is a great resource for survivors of intimate partner violence. VPVA is a free, confidential office serving primary survivors of violence and harassment and their loved ones. The Office provides support services to survivors who have experienced interpersonal trauma at **any** point in life. Beyond counseling, VPVA provides advocacy services such as accommodations, referrals, and assistance for students navigating reporting systems, if they choose to report. The RBHS community can reach out by calling or texting (973) 972-4636; students can also reach out to schedule an appointment via email at [vpva@rbhs.rutgers.edu](mailto:vpva@rbhs.rutgers.edu).

**A note:** Although VPVA is a confidential resource for survivors of domestic violence, federal law states that **the majority of faculty and staff members are mandated reporters**. Meaning, if a student or colleague shares that they have experienced abuse with you (or if you are a student and share your experience with a faculty or staff member), it must be reported to the [University's Title IX office](#). It is still the survivor's decision to report the incident to authorities, and their choice either way should be respected.

**All are welcome to join VPVA and ODS for a conversation on Wednesday, October 26<sup>th</sup> at 12pm for a conversation on the Domestic Violence and the Disabled Community at <https://rutgers.zoom.us/j/3554361472?pwd=bXFmTEFZWllld3hTNNlnL2RVbW9mUT09>**

*National Service Dog month (September) Continued*

- 95% of service dog users report encountering poorly trained, out of control dogs in places where pets are not allowed.
- 97% report that they feel the issue of untrained dogs has increased or stayed the same in recent years.
- 1 in 3 report that their genuine service dog has been snapped at and/or bitten during these encounters.
- Over three quarters of teams feel that untrained dogs in places pets aren't allowed have negatively impacted their independence and quality of life.

People with disabilities rely on service dogs to be independent. Some people don't understand that pretending an untrained dog is a service dog isn't a victimless crime.

- 3% of service dog users report having to permanently retire their working service dogs due to the physical and behavioral impacts of untrained dogs. Many more handlers choose to avoid public places with their service dogs due to fear of an altercation.



**Infographic: Service Dog Differences**

**RBHS Students for Disability Education and Advocacy**

According to the CDC, one in four people in the United States are disabled. RBHS students might work, take classes, and socialize with disabled individuals, or are disabled themselves. ODS is working toward creating a student organization focused on issues that impact disabled people. The organization will focus on promoting disability education, advocacy, and awareness on campus and beyond. This will be the first RBHS student organization that is not school or program specific. If you are an RBHS student and you have an interest in issues that impact disabled people, please contact Jenna Rose at [jer298@rbhs.rutgers.edu](mailto:jer298@rbhs.rutgers.edu).



**Cindy Poore-Pariseau,  
ODS Director**



**Jenna Rose,  
ODS Coordinator**

