

Hello from the RBHS Office of Disability Services!

Below you will find information that may be useful as you prepare for current and upcoming course planning

We invite your feedback <https://www.surveymonkey.com/r/2RH3NWV>

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

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.

What's New? ODS Office hours

Have you ever had a quick question about disability-related accommodations? Are you wondering how to make a course assignment more accessible to all students? Would you like to learn more about the Office of Disability Services at RBHS (RBHS ODS)?

Beginning March 15th 2021, RBHS ODS will begin hosting virtual office hours for students, faculty, and staff. Members of the RBHS community can meet with Cindy Poore-Pariseau and Jenna Rose via Zoom every week during the following times (EST):

Cindy Poore-Pariseau: Wednesdays 12-1:00 pm
Mondays 4:00pm-5:00 pm

Jenna Rose: Tuesdays at 3pm-4pm
Fridays at 9am-10am

Cindy's zoom address: <https://rutgers.zoom.us/j/3554361472?pwd=bXFmTEFZWllld3hTNnlnL2RVbW9mUT09>

Jenna's zoom address: <https://rutgers.zoom.us/j/5547582533?pwd=aUR0UVhCdmhuY0wrNDNNTXpldHl5Zz09>

All are welcome to drop in anytime within the hour to chat for 15 minute increments, or longer if no one is in the waiting room.

"If I regarded my life from the point of view of the pessimist, I should be undone. I should seek in vain for the light that does not visit my eyes and the music that does not ring in my ears. I should beg night and day and never be satisfied. I should sit apart in awful solitude, a prey to fear and despair. But since I consider it a duty to myself and to others to be happy, I escape a misery worse than any physical deprivation."

Helen Keller

Ask the ODS Coordinator—

Topic: Extended time on exams/quizzes:

Question: I have a very bright student in my class who does well in all aspects of the course. Why does she need extended time for tests? I don't see any problem whatsoever.

Answer: Many disabled students have very high abilities and do very well in their courses. A disability may be in the form of slower (but very effective) processing of information, strengths in alternate learning styles or invisible disabilities that impact concentration or require adaptive technology. In all cases, you can rest assured that you, the instructor, do not have to make the decision as to whether or not a student can/should use an accommodation. If a student provides you with a Letter of Accommodation, you will know the student has met the criteria necessary to receive the accommodations listed.

Submit your questions to:
odsrbhs@ca.rutgers.edu

Point of View is important



Boss: I'm looking for an employee who is creative

Applicant: That's me, I have ADHD and dyslexia. I'm also bipolar and schizophrenic.

Dilbert: checking the Internet

Dilbert: Well that's Surprising

Dilbert: Each of his conditions are highly correlated with creativity

Applicant: Are you "normal"?

Boss: I think so

Applicant: Wow, I feel Sorry for you. It must be hard going through life without any creativity.

Boss looking at Dilbert: What's happening here?

Dilbert: It might be some sort of creative thing.



What's New (Cont'd)

Language: Person with Disability vs. Disabled Person

AHEAD, The Association of Higher Education and Disability, is an organization ODS looks to for best practices. In accordance with their recommendation, we will be shifting our language a bit from Person first (Person with disability) to Identity first (Disabled Person). Statement from AHEAD:

.... "Language is a powerful way to demonstrate professional values and, in our specific case, our beliefs about disability. There are two prevalent ways that we identify with disability in language: person-first and identity-first. Both options have implications for how we think about disability.

"Person-first language distances the person from the disability, ostensibly to separate the person from the negative connotations and stigma with which we have all been socialized. As professionals, many of us have been taught that person-first language is preferable, and some disabled individuals choose to identify as a person first, based on their personal orientation to disability. Example: I am a woman with a disability. I am separate from the stereotypes and stigma you associate with disability.

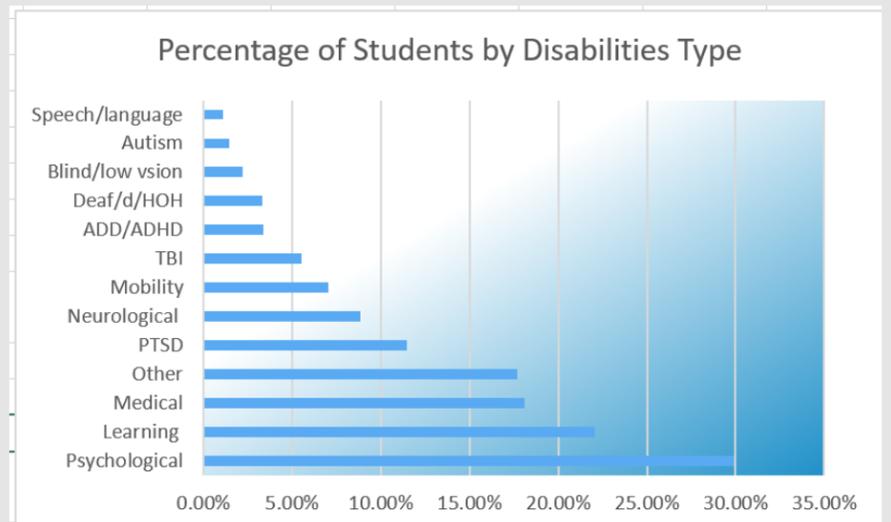
"Identity-first language challenges negative connotations by claiming disability directly. Identity-first language references the variety that exists in how our bodies and brains work with a myriad of conditions that exist, and the role of inaccessible or oppressive systems, structures, or environments in making someone disabled. Example: I am disabled, queer, and Latinx. I have an impairment, and I am disabled by societal barriers.

"These language choices underscore the differences between impairment and disability. "Impairment" is the term used by disability studies scholars to refer to a physiological difference in one's body or brain. Disability is a lived experience with far-reaching political, social, and economic implications.

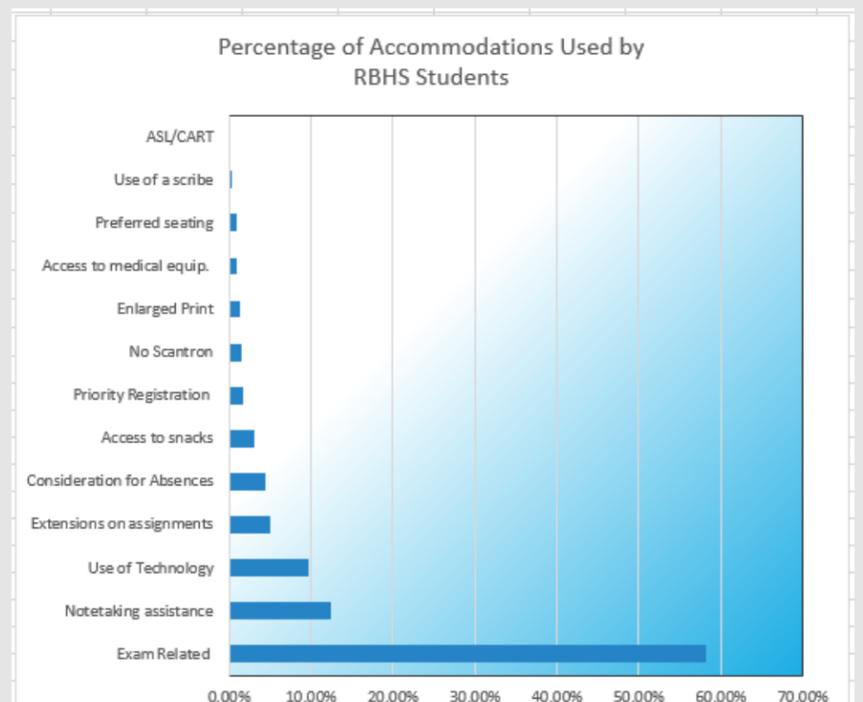
..... "When referencing disability, naming it explicitly is important. AHEAD (and RBHSODS) embraces the word "disability" and actively avoids the use of outmoded euphemisms such as "special needs," "physically or mentally challenged," differently- or alternatively-abled, etc. "



Facts and Figures



The students served by RBHS ODS come to us with a variety of disabling conditions ranging from psychological to speech and language. Each condition requires different accommodations. Those accommodations are listed in the next chart.



The most used RBHS ODS accommodations are exam related followed by notetaking assistance and the use of various forms of technology. Each accommodation is important in terms of leveling the playing field without giving an unfair advantage to disabled students.

We could not implement these accommodations without your help, and we THANK YOU!

We welcome your questions, comments or requests. We are available to talk to individuals, give presentations to faculty or staff or students, and will respond to individual questions.

Feel free to contact us at odsrbhs@ca.rutgers.edu

And/or by completing the survey at <https://www.surveymonkey.com/r/2RH3NWV>

