

WHAT YOU SHOULD KNOW:

Institutions must ensure that registered students with disabilities receive their approved accommodations, academic adjustments, or auxiliary aids both on campus and online.

When a student can't perform the essential requirements of an educational program with or without accommodations, he is not qualified with a disability protected by the ADA or the Rehabilitation Act.

Disability Compliance for Higher Education

September 2013



Disability
Awareness Month
October 1st - 31st



Please take a few minutes to review the information provided in this newsletter to better understand Disability Services, as part of Student Support Services. Contact Kimberly Linek, Sonja Wright-Smith, or Angie Wheelus, if you have disability-related questions.

Have a great fall semester!

UPCOMING OPPORTUNITIES FOR FACULTY, STAFF, AND STUDENTS:

Beginning Thursday, October 8

Observance of Disability Awareness Month by wearing a Burgundy Ribbon

(Available on each campus)

Join us in the awareness throughout the month of October by wearing a burgundy ribbon for **DISABILITY AWARENESS MONTH!** (Available

at all campuses in the Student Support Services offices)

Tuesday, October 20

"PINK OUT DAY" for Breast Cancer Awareness

Wear some shade of PINK that day!! We are asking ALL faculty, staff, administration and students to participate!!! Take selfies and group pictures from your GHC campus to show your campus support!!

Celebrating 70 Years!
1945-2015

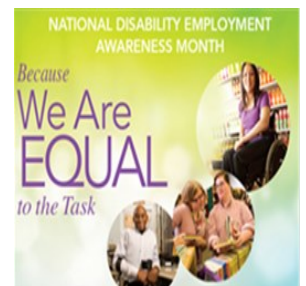
(NDEAM) is a time to celebrate the many and varied contributions of America's workers with disabilities.

The theme for this year — which marks 70 years since the first observance — is "My Disability is One Part of Who I Am."

<http://www.dol.gov/odep/topics/ndeam>



Held each October, National Disability Employment Awareness Month



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Why Is This Important To GHC?

Our Mission

"The mission of Georgia Highlands College, a state college of the University System of Georgia, is to provide access to excellent educational opportunities for the intellectual, cultural and physical development of a diverse population through pre-baccalaureate associate degree transfer programs, career associate degree programs, and targeted baccalaureate degree programs that meet the economic development needs of

the region."

Did you know that October is also:

- National Popcorn Poppin' Month
- Adult with Disabilities Awareness Month & Mental Illness Awareness
- Breast Cancer Awareness Month

To bring awareness to these topics, we will show our support for Breast Cancer Awareness by de-

claring Tuesday, October 20th, as "PINK OUT" Day on all GHC campuses. Please join us by wearing pink! If wearing jeans on that day, make a \$2.00 donation to the Business office to be donated to Paint Georgia Pink Organization!



Invisible Disabilities and Postsecondary Education



"I have a disability, yes that's true, but all that really means is I may have to take a slightly different path than you."

Robert M. Hensel



Many students on postsecondary campuses have disabilities that are not easily noticed. This situation can lead to misunderstandings. As articulated by Beatrice Awoniyi, director and assistant dean for the Student Disability Resource Center at Florida State University, "You may look at a student and you say, you know, you look like every other student in the class, what do you mean you need note-taking? What do you mean you need extra time on the test? It might not be apparent to you as a faculty member that a student has a disability, but that disability may impact their participation in the class."

Sometimes, students with invisible disabilities are perceived as lacking in intelligence, or as not paying attention. That happened to Nate before he was diagnosed with a learning disability: "They'd look at me and they'd be like, oh, well, you're faking, you're playing around, you're just not trying hard enough or something. But I was trying."

Another student, Jesse, states, "My father has learning disabilities and actually his mom does too, so there's a history there and my parents kind of wondered if something was going on. But the school kept

saying, 'He's just a little slow, he'll pick it up.' So by the end of second grade I still couldn't read at all.

Types of Disabilities

Invisible disabilities include:

- ◆ Asperger syndrome
- ◆ attention deficit/hyperactivity disorders, ADHD
- ◆ brain injury
- ◆ learning disabilities
- ◆ psychiatric conditions
- ◆ seizure disorders
- ◆ Tourette syndrome.

The number of college students with these types of disabilities continues to grow. As predicted by Al Souma, a Disability Support Services counselor at Seattle Central Community College, "There's a very good chance that we'll be seeing a lot of these students in our classrooms over the years. Now, with the new wave of psychiatric medications that are out there, students are finding that they are able to concentrate better and participate in classroom activities more than ever

before."

Invisible disabilities may affect the way a student processes, retains, and communicates information. A student may not be able to screen out distractions, making it hard to focus; may not have the stamina for a full class load; or may not be able to interact well with others. Anxiety may make it difficult to take tests or to approach professors with questions. All people experience their disabilities uniquely.

Students who have the same medical diagnosis for their condition may have different abilities and disabilities and different accommodation needs. It is important to work with each individual to figure out what's best in a specific situation.

For more information go to this website:

www.washington.edu/doit

Disability Awareness Month



Cultivate Inclusion

Learning Disabilities Information

Generally speaking, students may be diagnosed with learning disabilities if they are of average or above-average intelligence and there is a significant discrepancy between their academic achievement and their intellectual ability. The diagnosis of a learning disability is often made by a psychologist trained in administering and interpreting psycho-educational assessments. Psychologists use the results of their assessments to understand how individuals receive, process, inte-

grate, retain, and communicate information. Since these functions cannot always be directly observed, it is often difficult to diagnose specific learning disabilities, determine their impact, and recommend appropriate accommodations.

There are many types of learning disabilities; they often impact student abilities in one or more of the following categories:

Spoken language—listening and speaking.

Written language—reading, writing, and spelling.

Arithmetic—calculation and mathematical concepts.

Reasoning—organization and integration of ideas and thoughts.

Learning disabilities may also be present along with other disabilities such as mobility and sensory impairments, brain injuries, Attention Deficit Disorder/Attention-Deficit Hyperactivity Disorder (ADD/ADHD), and psychiatric disabilities.

Academic accommodations for students with Learning disabilities

<http://www.washington.edu/doi/academic-accommodations-students-learning-disabilities>

Some Functional Limitations of Learning Disabilities

Described below are some of the functional limitations that may require accommodations. A student with a learning disability may have one or more of these limitations.

Auditory perception and processing—the student may have difficulty processing information communicated through lectures or class discussions. He or she may have difficulty distinguishing subtle differences in sound or knowing which sounds to attend to.

Visual perception and processing—the student may have difficulty distinguishing subtle differences in shape (e.g., the letters b and d), deciding what images to focus on when multiple images are present, skip words or repeat sections when reading, or misjudge depth or distance. He or she may have difficulty processing information communicated via overhead projection, through video, in graphs and charts, by email, or within web-based distance learning courses.

Information processing speed—the student may process auditory and visual information more slowly than the average person. He or she may be a slow reader because of the need for additional time to decode and comprehend written material.

Abstract reasoning—the student may have difficulty understanding the context of sub-

jects such as philosophy and logic, which require high level reasoning skills.

Memory (long-term, short-term)—the student may have difficulty with the storing or recalling of information during short or long time periods.

Spoken and written language—the student may have difficulty with spelling (e.g., mixing up letters) or with speaking (e.g., reversing words or phrases).

Mathematical calculation—the student may have difficulty manipulating numbers, may sometimes invert numbers, and may have difficulty converting problems described in words to mathematical expressions.

Executive functioning (planning and time management)—the student may have difficulty breaking larger projects into smaller sub-projects, creating and following a timeline, and meeting deadlines.

Accommodations

Typically, a higher education institution requires that a student with a disability register with the office that provides support services for students with disabilities, in order to receive accommodations. It is the student's responsibility to request services in a timely manner. These offices confirm the student's disability and eligibility for services

and accommodations. A course instructor typically receives a letter from this office detailing recommended accommodations for a student. The student with a disability is responsible for meeting all course requirements using only approved accommodations.

The goal is to give the student with a disability equal access to the learning environment. Individualized accommodations are not designed to give the student an advantage over other students, to alter a fundamental aspect of the course, nor to weaken academic rigor.

A specific learning disability is unique to the individual and can be manifested in a variety of ways. Therefore, accommodations for a specific student must be tailored to the individual. The following are examples of classroom, assignment, and examination accommodations that may be recommended for a student with a learning disability.

When in doubt about how to assist a student, work with the student privately or contact the Student Support Services office that provides support services for students with disabilities.

Mental Illness
Awareness Week!
Oct. 4–10

We believe that these issues are important to address year round, but highlighting these issues during Mental Illness Awareness Week provides a time for people to come together and display the passion and strength of those working to improve the lives of the tens of millions of Americans affected by mental illness. - See more at: <https://www.nami.org/miaw#sthash.Ap7Z3ZR0.dpuf>



Find Help. Find Hope.

*Georgia Highlands College-Team Captain-
Angie Wheelus*

Each year millions of Americans face the reality of living with a mental health condition.

During the first full week of October, NAMI and participants across the country are bringing awareness to mental illness. Each year we fight stigma, provide support, educate the public and advocate for equal care. Each year, the movement grows stronger.



- See more at: <https://www.nami.org/miaw#sthash.Ap7Z3ZR0.dpuf>



Location: Heritage Park

Date: Sat Oct 10 2015

Start Time: 11:00 am

Event starts in: 2 days



**Welcome to 2015
NAMIWalks Rome**



Georgia Highlands College
 3175 Cedartown Highway
 Rome, GA 30161

If you have concerns regarding a student's request for accommodations that may be in conflict with your course or program's essential functions or technical standards, please contact:

Sonja Wright-Smith, MA, MS
 Disability Specialist & Career Counselor
 706-368-7536 (Floyd, Heritage, Douglasville)
 678-872-8508 (Marietta)

Kimberly Linek, MSW
 Disability Specialist
 678-872-8004 (Cartersville & Paulding)

Angie Wheelus, EdS, LPC, NCC
 Director of Student Support Services
 706-368-7707



Spielberg on Dyslexia: "You Are Not Alone"



Academy Award winning director Steven Spielberg recently admitted to having dyslexia -- the first time he has publicly

talked about it. "It was the last puzzle part in a tremendous mystery that I've kept to myself all these years," says the director in an interview on friendsofquinn.com.

Diagnosed five years ago, Spielberg learned to read two years later than his classmates, who bullied him so much that he dreaded going to school.

"I never felt like a victim," he says. "Movies kind of saved me from shame...from putting it on myself, from making it my burden when it wasn't."

Spielberg, who was blessed with parents who supported him, went back to college in his 50s to complete his degree, which he had abandoned in 1968 to

pursue filmmaking. He says that it takes him twice as long as anyone else to read a book or script, but he uses the extra time to look for things to appreciate as he lingers over the words.

His advice to young adults with LD: "You are not alone, and while you will have dyslexia for the rest of your life, you can dart between the raindrops to get where you want to go. It will not hold you back."

<http://www.additudemag.com>

What is it like to have dyslexia? Animations & Illustrations:

http://www.youtube.com/watch?feature=player_embedded&v=gwZLFTW40GY

The Burgundy Ribbon

