ACCESSIBILITY IN ACTION

The Newsletter of the Office of Disability Services at Texas State University  April, 2019

ODS WANTS YOU TO KNOW:

UPCOMING OUTREACH

- Wednesday, May 1\textsuperscript{st}, 4-8 PM, Healing Arts—Movement Therapy, LBJSC 3-7.1 & 3-14.1

ODS WANTS YOU TO KNOW:

Upcoming Outreach
How to Register with ODS
Outreach Events
Featured Articles
Tips and Tricks
Kudos, Accolades and Other Stuff
How to Register with ODS

1) Go to ODS Website (Pictured to the right)

2) Click the paw print icon labeled “Register With ODS”

3) Fill out the CSI (Confidential Student Information) Form. This is required to register for services with ODS.

4) Send any additional documentation* of the student's disability to our office, through the website, or fax to 512.245.3452.

5) ODS will review the need for accommodations and support services based on the student's disability documentation and disability-based need. ODS has up to 30 business days of receipt of the documentation to decide appropriate accommodations.

6) ODS will notify the student to set up an appointment via their Bobcat Mail after determining appropriate accommodations.

7) After meeting with an ODS specialist, the student can request their Accommodation Letter in the ODS office which will be ready within 3-5 business days.

*Documentation is not accepted via email. If you need to submit documentation electronically, contact ODS for a File Locker, secure, upload link.
The Maximizing the 3 R’s: Recruiting, Retaining & Redefining the Under-Recognized Potential of Black Males in Post-Secondary Education event, held Wednesday, March 27, 2019 in the LBJ Student Center Ballroom, was hosted by the Office of Disability Services and its co-sponsors. The event’s themes included recruitment and retention, intentionally inclusive practices, STEM representation, representation in study abroad and global opportunities for learning, and strategies for support around all the above. This event consisted of three target audience sessions for students, faculty, and staff and a panel. Key note speakers for the event were Dr. Makola Abdullah, President, Virginia State University and Dr. Aaron Bruce, Vice President and Chief Diversity Officer of the Art Center College of Design at San Diego State University.
WE ARE ONE INITIATIVE:
TEXAS STATE UNIVERSITY 2019 WORLD HEALTH DAY

On Monday afternoon, April 8, 2019, the staff, faculty and students of Texas State University had an incredible opportunity to increase their awareness and knowledge of epilepsy under the We Are One Initiative: Texas State University 2019, through TXST.

In recognition of World Health Day, a team from the Epilepsy Foundation of Central and South Texas (EFCST) presented a class in the LBJSC over the causes of epilepsy, their services to the community, and instruction on dealing with an epilepsy episode.

The EFCST consists of fifteen staff members who serve seventy-nine counties. Members who provided the information training session on Monday were Jessica Strom, Programs Manager; Denise Acosta, Programs Associate; Kathy Kraemer, Social Services Coordinator; and Blake Brink, intern.

Jessica Strom, who moved from Southern California, joined EFCST in August 2018. She provides opportunities for educational programs to those affected by epilepsy. Denise Acosta started with EFCST as an extern in March 2018. Now she is a full-time Program Associate with the Foundation. Kathy Kraemer has worked in case management since 2000. She works closely with the epilepsy community through EFCST daily. Blake Brink is a graduating senior from UTSA with a degree in Public Health. He plans to continue his support of the Foundation after his internship by volunteering at Camp Brainstorm.

The Foundation strives to help people with epilepsy to define their lives not by their diagnosis, but to lead active productive lives in a supportive community. Families affected by epilepsy have received information, direct assistance, or have directly benefited from comprehensive medical, educational, and social services. Programs include indigent seizure clinics; social case management; information and referral; outreach and support services; a variety of educational programs; employment preparation services; and summer youth programs.

More information can be found at their website: https://efcst.org/
Dr. Walkes presents a certificate of recognition to Diana Aldermae for bringing the need for the Epilepsy Training on campus to the attention of the We Are One Initiative.

Attendee Pam McGovney views specially decorated helmets donated to EFCST clients.

Attendees: (from left to right) Katie Dixon, Professor Elizabeth Ponder and Ms Lauren Wyatt.

Jessie Strom, Program Manager with CFCST

Jessica Strom, Professor Ponder, and student Katie Dixon

TSTX students Diana Aldermae (l) and Katie Dixon (r)
Dr. Walkes presides over Coalitions of Black Faculty and Staff Meeting

Liz Zabawa and student Elaine Gonzales at fundraiser

Womxn of Color Retreat

Dr. Ballard and Reggie Deal accessing accessibility

Dr. Ballard speaks with Freshman Grace Green at the 13th Annual Undergraduate Research Conference Poster Session

Bruce Counge at National Black HIV AIDS Awareness Day
Autism Spectrum Disorder Awareness Month

Autism Spectrum Disorder (ASD) refers to a condition which poses concerns with verbal and nonverbal communication, monotonous behaviors, and social skills. ASD is prevalent in 1 in 59 people in the United States and usually surfaces between the ages of 2 and 3 but can appear as early as 18 months. The earlier it is identified and treated the less its impact will be on the individual. Postponing having a child until a later age, back-to-back pregnancies under less than one year, and pregnancy/birth complications all increase the risk of having a child with autism.

While everyone is susceptible to it, males are four times as likely to be diagnosed than girls and minority groups are generally diagnosed very late or not at all. Research illustrates ASD evolves from a mix of environmental, genetic and neurobiological influences. Although the distinct symptoms for a professional diagnosis are relative to one another across the board, each person on the spectrum has their own individual advantages/disadvantages and should be accommodated as such. Some are dependent on a large support system in day-to-day activities while others require less interference and can go through life fully independent.

A loved one being diagnosed with autism can cause strain on a family especially if it is in the case of someone needing undivided attention. It could be the source of discord and jealousy between siblings, put unwanted pressure on the parents, and pose enormous expenses. The best way to handle the transition is to inform all the immediate and close family members on what the condition is and how to adapt to the information they have received. There are numerous resources and services out there to support individuals with autism and their families. The Combating Autism Act of 2006 provides further information on ASD and aims to boost social awareness of the condition. The Individuals with Disabilities Education Act (IDEA) have implemented beliefs such as the “Least Restrictive Environment” which states that your child should be introduced into an environment that makes it easier for them to interact with fellow students. IDEA has also enforced the “Free and Appropriate Public Education” which stresses that each child has a right to education specifically customized for their educational progression. Although initially it may be difficult to readjust, be comfortable with the fact there are multiple groups and programs to be utilized for this purpose.

Many people are under the impression that autism only shown up for children which is a large misconception. ASD is a permanent condition and lasts for life. This unawareness makes it that much more difficult for teens and adults with autism to be recognized and accommodated. Those individuals also face life challenges such as school, work, and adapting to living on their own just like everyone else. Once they reach a certain age the programs and services that had been offered their entire lives become scarce which could be very scary and nerve-wracking. These individuals experience the discomfort of making the decision to tell their boss or lover about their condition and the uncertainty of if they will be treated differently. While living with autism poses its own problems, a happy and fulfilling life is still very much attainable.

Although ASD could be potentially crippling for some it can be a creative/career advantage for others. For example, Tim Burton, famous film director of Charlie in the Chocolate Factory, The Night Before Christmas, along with other classic movies, has autism. While he was not diagnosed as a child it is said that this different wiring of his brain made him flourish in his creative endeavors. Sir Anthony Hopkins, an exceptionally well-known actor is also known to have ASD. The condition actually gave him an intensely detailed eye and aided him in successfully portraying the mind of Hannibal Lecter in The Silence of the Lambs. It is quite clear the formerly mentioned men are on the high-functioning end of the spectrum, meaning they are presumed to be cognitively higher-functioning than others but still may struggle with social interactions and communication. Low-functioning autism on the other hand, is indicated to be those with cognitive impairments being lack of emotional reciprocity, aggressiveness, and sleep disorders.

Generally, people refer to autism as a disorder because their brains operate differently than the average person when in fact it could actually be a superiority. In fact, these people harbor gifts such as intense strength and power, being free from social status quo, an eye for detail in creativity, and some naturally excel in organized settings such as corporations. It is extremely vital to be mindful because typically human nature is to treat others who are different as if they are less. In a lot of cases people who have been diagnosed with some type of mental “disability” actually have a gift beyond the ordinary individual. While yes, ASD is a condition that may make it highly difficult for some to transcend in certain areas, it also may give them quite the leverage in others. It is time for us to stop labeling people and treating them as if they are no more than the labels they have received. (A.D.D)
If applicants wrote about their mental health, one college gave their applications additional review -- and some were rejected -- even if they were academically eligible for automatic admission.

Red Flags for Applicants With Mental Health Issues
By Scott Jaschik // April 29, 2019

Colleges aren't supposed to ask applicants whether they have a disability. But many applicants share the information on their own. In some cases, it may relate to a student's high school record. For many students, upon being urged to write an application essay about something significant in their life, or overcoming a challenge, dealing with a disability can be a logical topic.

But what if that information is used against the applicant? That appears to have been happening to applicants with mental illness at New College of Florida, and the situation is raising concern there and elsewhere among advocates for students with disabilities.

If an applicant writes an essay about issues with psychological challenges, the admissions staff places a red flag on the application and it receives another view. Notably, this happens even if the student has received a score (in a formula largely based on grades, high school curriculum and test scores) that qualifies the applicant for automatic admission. And some of those applicants have been getting rejected.

New College says the red flags were just part of a holistic admissions process (generally used for those who don't qualify for automatic admission) and didn't assure rejection of anyone.

Two students who had jobs in admissions complained about the practice last year, saying that it amounted to illegal discrimination against people with disabilities. New College conducted an investigation and determined that the practices were legal. When that investigation became public last week, when The Herald-Tribune wrote about it, many students and alumni were upset. They said that the practice -- even if legal (which some doubt) -- wasn't ethical.

On Friday, Donal O'Shea, president of the college, posted a statement to social media in which he said that the issue would be investigated again -- this time by an outside group.

"New College very much values cognitive diversity," he wrote. "We love the different learning styles, the different abilities and the different challenges that our students bring."

He added, "We are aware of complaints about the admissions process and the climate in the admissions office. We take these very seriously." He said that an external investigation would take place in May.

While many students are applauding the new investigation, the college's Facebook page also has comments
from students and alumni asking why the college, having known about the situation for a year, didn't do more until the issue became public last week.

The Complaint
New College is a public institution in Florida, and stands out for having the size and approach of a liberal arts college in a state where public universities tend to be large in size with many graduate and professional programs. The college has a strong academic reputation.

The two former admissions workers who filed the complaint -- Maria Simmerling and Eugenia Quintanilla -- were students who graduated last year. They have posted a copy of their complaint online. They describe working in admissions out of their love for the college, but also their dismay on discovering in 2017 that there was a new policy to place red flags on the applications of people with disabilities for the purpose of "weeding out" such applicants. They write that they understand why some applicants need a second review, but fear that flagging those whose essays noted psychological challenges was an illegal and unethical attempt to keep out students with psychological and other disabilities. They write that they tried to discuss the issue in the admissions office and filed a formal complaint with the college only when they were shut down.

The Investigation
That complaint led to an investigation and report by Barbara Stier, chief compliance officer at the college. New College released a copy of the report to Inside Higher Ed. The report found that red flags were indeed used in admissions to set off another review, but stressed that they were used for multiple reasons. An applicant might be flagged for "essay topic" (as the complaint said with reference to psychological disabilities), but also for low test scores or low grades or a missing foreign language requirement. Many of those flagged for reasons other than essays would not have met the standards for automatic admission. Stier examined the files of those applicants who received a red flag for material mentioned in an essay and who scored at or above the level that is supposed to lead to guaranteed admission. She found a range of outcomes for these 33 applicants in the period studied. Of the 33, 13 were admitted, 11 were rejected, and the rest were either placed on a waiting list or asked for additional information. The range of outcomes led Stier to say that there was no discrimination. Not everyone is convinced that the policy is appropriate.

John MacPhee, executive director of the Jed Foundation, which promotes mental health awareness and suicide prevention among college students, said via email that he was troubled by what New College has been doing. "Disclosing mental health challenges in a college application essay is an authentic and brave thing to do, and it is exactly the kind of honest sharing that is encouraged to reduce the shame, secrecy and fear that can hold people back from seeking mental health care," said MacPhee. "We would be concerned if such disclosure were to be used as an input to consider not admitting a student to school; and if it were, transparency would be critical as it would be important for students and families to know so before they submit an application."

Guidance for College and Students
The U.S. Education Department, during the Obama administration, published guidance for students and colleges on transitions to postsecondary education for students with disabilities.

The guidance says that disability status cannot be the reason for rejection. "If you meet the essential requirements for admission, a postsecondary school may not deny your admission simply because you have a disability," says the guidance. It goes on to say that there is no obligation by an applicant to inform a college of a disability unless it is part of a request for an academic adjustment related to the disability.

The ethics code of the National Association for College Admission Counseling states, "We believe our members have a responsibility to treat one another and students in a fundamentally fair and equitable manner. Our institutional and individual members strive to eliminate from the education system bias based on race, ethnici-
-tribute to an overall positive image of who you are as a student and as a member of a greater community. While you don’t need to hide integral parts of who you are, you also don’t want to share challenges that will not in any way support your application positively," says the website of College Vine. "This is true not only for mental health and disabilities but also for academics, extracurriculars and other experiences … That being said, mental health issues and disabilities are not inherently negative, and there is nothing to be ashamed of when discussing them. You should not feel like you need to hide these parts of your identity, but rather that you need to spin them in a positive way much the same as you would any other aspect of your application. Simply put, you want to ensure that you are presenting your true self in the best light."

The website of College Transitions says that students can demonstrate important qualities by talking about psychological disabilities.

"Overcoming challenges and citing evidence of personal growth can be a winning story arc," College Transitions says. "If a bout of depression during your sophomore year contributed toward failing grades but you received treatment and rebounded academically the following year, then revealing that journey may be extremely helpful to your admissions chances. Knowing that you faced a significant challenge in your life and successfully emerged from it speaks volumes about your resilience, maturity and grit, traits that are greatly valued by admissions officers."

College Admissions Cheating ‘Big Slap in The Face
Kaiser Health News
By Barbara Feder Ostrov and Ana B. Ibarra // 14 March 2019

For Savannah Treviño-Casias, this week’s news about the college admissions cheating scandal was galling, considering how much red tape the Arizona State University senior went through to get disability accommodations when she took the SAT.

“It felt like such a big slap in the face,” said Treviño-Casias, 23, who was diagnosed in sixth grade with dyscalculia, a disability that makes it more difficult to learn and do math. “I was pretty disgusted. It just makes it harder for people who actually have a diagnosed learning disability to be believed.”

Federal prosecutors have charged 50 people, including actresses Felicity Huffman and Lori Loughlin, in a nationwide bribery and fraud scheme to admit underperforming students to elite colleges. Some of the parents charged, the FBI said, paid to have their children diagnosed with bogus learning disabilities so they could get special accommodations on the SAT and ACT college entrance exams. Such accommodations can include giving students extra time on the tests or allowing them to take their exam in a room alone with a proctor to limit distractions. Prosecutors allege ringleaders in the scandal arranged for proctors in on the scam to correct students’ answers during or after the exam, or had someone else take the test for them.
John Combs, 42, has cerebral palsy. He has difficulty speaking. But he has no difficulty saying the line most Americans have heard at least once: "Welcome to Walmart!"

Combs has one of Walmart's trademark front-door jobs: He's a "people greeter" at a store in Vancouver, Wash. But, he was told, come April 25 his job is going away. And he is not alone. According to Walmart, greeters are being removed at about 1,000 stores around the country.

NPR has found that Walmart is changing the job requirements for front-door greeters in a way that appears to disproportionately affect workers with disabilities. Greeters with disabilities in five states told NPR they expect to lose their jobs after April 25 or 26.

But Walmart has been eliminating greeters and replacing them with "customer hosts," who have expanded responsibilities, such as taking care of security or assisting shoppers. The change is going into effect at the end of April. It is the latest wave in a policy that Walmart started in 2016. It has already affected about 1,000 stores.

According to interviews with workers and documents reviewed by NPR, to qualify for these new host positions, workers must be able to lift 25 pounds, clean up spills, collect carts and stand for long periods of time, among other things — tasks that can be impossible for people with disabilities. Workers say they've been told they must be able to climb a ladder to qualify for some of the other jobs at the store.
Talking about his procedure, Prof Tshifularo explained they take a scan before recreating the bone. He added the idea is to create the same “size of the bone position, shape, weight and length.”

Prof Tshifularo added the implant works in the same manner as a hip replacement – a procedure which he credited as his inspiration. “By replacing only the ossicles that aren’t functioning properly, the procedure carries significantly less risk than known protheses and their associated surgical procedures,” he said.

The Tuks professor revealed they use titanium for this procedure because it is biocompatible. And, because they use an endoscopic approach, the surgery is relatively quick with little scarring.

Prof Tshifularo said they chose the state hospital because they wanted to help people. The procedure is also set to be affordable, which is music to our ears.

Professor Mashudu Tshifularo speaks on the pioneer surgery which fixes hearing loss Read more: https://www.legit.ng/1227933-african-professor-history-performs-worlds-1st-3d-ear-surgery.html
Who was Seiichi Miyake? Facts about the Japanese Inventor of Tactile Paving Celebrated in Google Doodle

Newsweek

By Brendan Cole // 18 March 2019

Google Doodle is honoring the life-changing invention of tactile paving by Seiichi Miyake on the 52nd anniversary of its unveiling.

Today's Doodle features the bright yellow blocks used in the original paving, which help the visually impaired safely navigate their way around urban spaces. Born in 1926, Miyake died in 1982, at age 56.

In 1965, Miyake wanted to help his friend who was losing his sight, and so, using his own money, began work on the tactile paving, originally known as Tenji blocks, according to Google's Doodle blog.

He came up with two designs. One incorporated raised dots that alerted the blind they were approaching danger, like a road crossing. The other had solid bars signaling guidance along a safe path. The different textures allowed the blind to feel their way with their shoes or a cane, or with the help of a guide dog.

On this day in 1967, a street near the Okayama School for the Blind in Okayama City, Japan, introduced Miyake's ingenious invention. It was then rolled out across Japan and made mandatory across its railway stations within a decade. The tactile paving is now a feature of cityscapes worldwide.
Disability Representation Is Seriously Lacking in TV And Movies: Report
Huffing Post
By Sarah Ruiz-Grossman // 27 March 2019

People with disabilities are sorely lacking in representation both on screen and behind the camera, according to a new report funded by the Ford Foundation.

The “Road Map for Inclusion” report, released Wednesday, details how few disabled people are seen in movies and on TV and calls for proportional representation going forward. That means there should be 1 in 4 people “both in front of and behind the camera” with disabilities — which would match the 1 in 4 adults in the U.S. who live with a disability, according to the Centers for Disease Control and Prevention.

“People need to see themselves. People with disabilities, like any other group — when you don’t see yourself, you feel invisible,” said Judith Heumann, a Ford Foundation senior fellow and lead author of the report. Heumann, who had polio at a young age and uses a wheelchair, has been a disability rights activist for decades.

The report notes that when characters do have disabilities, too often they are portrayed by actors who do not. Among disabled characters in the top 10 TV shows of March 2016, only 4.8 percent were played by actors who had that disability in real life, according to a Ruderman Family Foundation report. Among streaming shows that year, the figure was slightly higher at 12.6 percent of characters with disabilities played by actors with those disabilities.

Here is a link to the video: https://www.huffpost.com/entry/disability-representation-movies-tv_n_5c9a7b85e4b07c88662cabe7
A few years ago, Brenda, a 57-year-old woman with fibromyalgia and myalgic encephalomyelitis, told Emma Richardson, a fellow at the University of Alabama who studies the experiences of people with disabilities in gyms, fitness centers, and health clubs, a horror story about her attempts to work out with a trainer. Regular exercise can help people with fibromyalgia and ME, conditions characterized by chronic pain and fatigue, among other symptoms—but only in moderation and with modifications tailored to one’s physical limits. Brenda knew this, and her limits. But when she tried to tell the trainer she was working with that she needed to get off a leg press because she was about to hit a hard limit, he told her no pain no gain. He convinced her to push through 20 more reps. “And it killed me,” she told Richardson. “I got off it, before I knew it, I was flat on my bum, looking at the ceiling. My knee gave way.” Then he told her that, as soon as she got back up, she had to hit the treadmill immediately.

This may sound like an isolated story about a particularly cruel and dismissive trainer. But many people with disabilities have similar stories—myself included. The last time I tried to work with a trainer a couple of years back, I informed him that I have a neurological disorder and heart issues and described the way they affect me. He told me his training program would be fine for someone in my position. So, I chose to trust him, came in for a session, and within ten minutes found myself on the edge of consciousness on the floor, my head swimming. The trainer later chastised me for supposedly not sufficiently explaining my conditions to him.
“The vast majority of trainers and fitness facilities have always been willing to work with clients with disabilities,” says Alex Black Larcom, a rep from the International Health, Racquet, and Sports Club Association. That may be the official party line, but Richardson and her colleagues’ research has found that many disabled people have trouble finding trainers to work with them. This is especially true for people with visible disabilities, but people who disclose invisible disabilities, like heart or brain issues or developmental or cognitive limitations, can face challenges too.

Those who do find trainers to work with them often report that they refuse to make requested accommodations, as in Brenda’s case. Or that trainers treat them like fragile dolls. Or that trainers disrespect them. Or that they have to spend a fair chunk of their workout training time calming down nervous trainers.

The majority of the 53 million American adults with disabilities are capable of being active and reaping associated health benefits. But only about a third engage in routine physical activity, a much lower rate than the general population, thanks in no small part to barriers to their participation in fitness. Trainers could act as agents of inclusion, argues Carrie Wade of the American Association of People with Disabilities, because one-on-one engagement allows for personalization and accommodations, if needed. When trainers become barriers to fitness accessibility instead, it is particularly ironic and disheartening.

It is doubly ironic and disheartening, according to Richardson and Wade, because training people with disabilities is not actually hard for a qualified fitness professional. (Both of them, it is worth pointing out, have disabilities, and Wade has consulted with gyms on accessibility issues and how to work with disabled clients.)

Larcom insists that in order to know how to adapt training to work with a person with a disability’s limitations, trainers “should have a foundational understanding of the underlying issue”—specialized knowledge of their specific disability, or at least type of disability. Put another way, she argues that people with disabilities should work with trainers specifically educated on their type of disability.

But this flies in the face of how many disability advocates and researchers think about the issue. People who have the same disability, Richardson points out, might have drastically different experiences with that disability, or purposes for working out. “Being an ‘issue expert’ on a particularly disability doesn’t necessarily mean that you’re going to be equipped to work with a particular client,” Wade adds.

“I don’t say that to scare people,” Wade says. “Actually, the opposite.” She and other advocates and researchers I’ve spoken to argue that trainers don’t need specialized knowledge of a disability to work with disabled clients, just open minds. They need to listen to a person with disabilities, or their aide, caretaker, or guardian, explain their individualized accessibility needs or limitations and fitness goals without trying to fit them into a schema. Then, they need to adjust their standard training approach accordingly. This, Richardson points out, is already what they should be doing with all their clients. They may not know how to adapt a given training for a given disabled person at first. But Richardson says that some of the best trainers for people with disabilities are the best because they have tried several adaptations until they found what works.

Here is a link to the article: https://www.huffpost.com/entry/disability-representation-movies-tv_n_5c9a7b85e4b07c88662cabe7
The Office of Disabilities congratulates Ms. Fasiha Feroz on her selection as Texas State University Employee of the month for April 2019. Fasiha is the Administrative Assistant III within the Office of Disability Services. She is a Texas State University alumnus and graduated from the McCoy College of Business with a bachelor’s degree in Finance. She began work at ODS as an interim Administrative Assistant II and currently serves as the Administrative Assistant III. She has been working with ODS nearly two and half years.

As an Administrative Assistant, Fasiha extends administrative support to the ODS director, staff and student workers as well as to the other TXST faculty, staff and friends. Her motto for success—DO NOT PROCRASTINATE!. Fasiha says, “Waiting until the last minute is never a good idea and will make everything harder not only for yourself but also for your teammates and whomever else you are providing support”. Join ODS, the Office of Student Diversity and Inclusion and the Division of Student Affairs in recognizing Fasiha for consistently being a model employee, coworker and supervisor.
The Office of Disabilities congratulates Dr. Ballard who received the Texas State University Bobcat Bond Mentor of the Year Award from the Retention Management and Planning Office at the Student Success Banquet held April 25, 2019 at the city of San Marcos Recreation Center. Additionally, Dr. Ballard was selected as Black Faculty/Staff of the Week by the Black Student Alliance of Texas State.

Dr. Ballard has served as the Outreach, Assessment and Retention for the Office of Disability Services since August of 2018 and came to Texas State after retiring from the U.S. Army and working as a civilian employee with the Department of Defense.
The Office of Disabilities Services welcomes new Graduate Research Assistant (GRA) Ayodamola Olanipekun. Ayo is excited to be taking on the role of the GRA Accessibility Services. She joined Texas State University in the fall of 2017 as a graduate student in public administration. She previously served as a Graduate Assistant for the Office of Media Relations at Texas State where she wrote articles for the TXST website. Ayo completed an undergraduate degree in mass communication from Bowen University in Nigeria, a private Baptist Christian Nigerian university located at Iwo in Osun State, Nigeria.
TIPS AND TRICKS FOR STUDYING

1. Find a college that offers the services of a Learning Specialist by appointment. Learning Specialists are trained to break down concepts into their simplest parts and use "tricks" that make learning easier and more efficient. They often work "hands-on" with students. The tutoring lab for the general college population is usually not effective for freshmen with disabilities.

2. Students who received learning support in high school usually require tutoring by a Learning Specialist three times per week... until they get their "sea legs". For each college credit, students have 2-3 hours of work outside of class. Unlike high school, college assignments require interpretation and inference. Tutoring improves these skills and gradually readies students for independence. After several semesters, students may need tutoring less frequently.

3. Practice for college placement tests: English, math and reading (Google "Accuplacer" practice). Placement tests determine the level at which you may begin your courses. Find out in advance if a calculator is permitted for the math exam - many colleges do not allow it. In that case, you need to review long division, multiplication, fractions, decimals, etc. the old-fashioned way - don't be caught off-guard. If you are not satisfied with the results of your exams and feel they are not representative of your abilities, ask if you may take the tests again.

4. Update your documentation, if it is older than three years, and submit it to the Disability Services office at the college of your choice shortly after you receive your acceptance letter. High schools often administer new psycho-educational evaluations for students transitioning to college, but you will probably have to request it. If your high school does not test, find a recommended school psychologist who does psycho-educational evaluations. Unlike in high school, you can rest assured that your disability will remain confidential. You will attend regular classes; none of your peers will know of your disability unless you decide to tell them. What are the benefits of disclosure? It allows you to receive accommodations (i.e., extra time, a distraction-free test environment, assistive technology, etc.) and services, such as specialized tutoring, that level the playing field, boost your confidence, and, hopefully, start you off with a strong GPA (grade point average). In addition, students who disclose receive protection under the Americans with Disabilities Act, unlike those who do not. Those who try things on their own first, without disclosing, often do poorly because they lack knowledge of college protocol and sensible navigational strategies. By the time they ask for help, it is often too late. The result can be that it takes many semesters before they are able to raise their low GPAs.

5. Attend freshman orientation but also attend the LD orientation offered by most colleges. While some of the information overlaps, there are essentials to be gained from both.

6. Register as early as possible each semester. Some schools give priority registration to students with learning disabilities. Early registration provides the most choices. It is preferable to register in the Disability Services office where your classes can be hand-picked by someone who knows your learning style and how much you can reasonably handle.

7. Consider taking a reduced course load, at least your first semester. Set yourself up for success until you are sure you can handle the new demands placed on you. It will do wonders for your confidence! Your health insurance will not be in jeopardy - the disability coordinator can write a letter to your insurance company indicating you are full-time with fewer credits due to a disability.

8. Never register yourself (self-advice)! The Disability office is there to give you advice regarding all academic decisions. Use it.

9. If Freshman Seminar is required, take it your first semester. You will learn the ropes, and it will make future semesters easier.

10. Schedule school according to your biological clock. In other words, take classes when you are most alert and know you can get there on time.
General First Aid for All Seizure Types
Epilepsy Foundation

The first line of response when a person has a seizure is to provide general care and comfort and keep the person safe. The information here relates to all types of seizures. What to do in specific situations or for different seizure types is listed in the following pages. Remember that for the majority of seizures, basic seizure first aid is all that may be needed.

- Always stay with the person until the seizure is over
- Pay attention to the length of the seizure
- Stay calm, most seizures only last a few minutes
- A person’s response to seizures can affect how other people act. If the first person remains calm, it will help others stay calm too.
- Talk calmly and reassuringly to the person during and after the seizure it will help as they recover from the seizure.
- Prevent injury by moving nearby objects out of the way
- Make the person as comfortable as possible
- Keep onlookers away
- Do not forcibly hold the person down
- Do not put anything in the person's mouth!
- Make sure their breathing is okay
- Do not give water, pills or food by mouth unless the person is fully alert
- Call for emergency medical help
- Be sensitive and supportive and ask others to do the same
Beginning Monday, April 8th the Counseling Center is able to offer enrolled students seeking an initial consultation in order to begin counseling a one-time session.

The Counseling Center does not have the capacity to add ongoing appointments at this point in the semester. You will need 90 minutes. 30 minutes are needed to complete data entry and an hour will be spent meeting with the clinician to focus on problem solving more immediate issues. The clinician will help you identify resources for the remainder of the semester and possibly over the summer. If you will be enrolled in summer or fall classes and we determine therapy at the Counseling Center would be beneficial, you will not have to repeat this process when you call to schedule an appointment when classes begin.

The Counseling Center continues to offer Emergency and Urgent consultations on a daily basis during business hours.

https://www.counseling.txstate.edu/

5-4.1 LBJ Student Center
Monday-Friday, 8 a.m. - 5 p.m.
Phone: 512.245.2208

counselingcenter@txstate.edu

ACADEMIC CALENDAR

5/6 Full Term/Second 8 Week Class: Last Day of Classes
5/7 Reading Day
5/8 Final Exams Begin at 5:00 p.m. See Final Exam Schedule
5/15 Final Exams End
5/16-5/18 Commencement See Commencement Schedule *Official Graduation Date is the Last Day of Commencement Ceremonies
5/21 Grades Available See CatsWeb
5/24 Last Day for Graduation Candidates to Change Legal Names on Diplomas
5/29 Spring 2019 Degrees Post
Useful Campus Resources

**Academic Support Services**

- **Academic Advising Offices**
  advising.txstate.edu

- **Student Support Services**
  http://www.sdi.txstate.edu/sss/  
  512.245.2275

- **Student Learning and Assistance Center**
  Offers free tutoring to students
  txstate.edu/slac
  Alkek Library, 4th Floor  512.245.2515

- **The Writing Center**
  writingcenter.txstate.edu
  ASBN 100  512.245.3018

- **The Math Lab**
  math.txstate.edu/resources/lab.html
  Derrick Hall 233  512.245.2074

- **PACE MAC Academic Coaching**
  Connecting students to academic tools
  http://pace.txstate.edu/mac/
  Commons Hall, 2nd Floor
  512.245.7223

- **Collaborative Learning Center**
  STEM tutoring for students
  http://hlsamp.cose.txstate.edu/clc/clc-tutoring.html
  RF Mitte #4205  512.245.7464

- **Tutor Corps**
  Free tutoring for veterans from veterans
  txstate.edu/tutor corps/
  Alkek Library, 4th Floor  512.245.2515

**Additional Support Services**

- **Career Services**
  Free career preparation services
  careerservices.txstate.edu
  LBJ Student Center, 5th Floor (5-7.1)
  512.245.2645

- **The Counseling Center**
  Free counseling services to students
  counseling.txstate.edu
  LBJ Student Center, 5th Floor (5-4.1)
  512.245.2208

- **Attorney for Students**
  Legal services for students
  http://attorney.dos.txstate.edu/
  LBJ Student Center, 5th Floor (5-1.5)
  512.245.2370

- **Financial Aid and Scholarships**
  Office of financial aid services on campus
  finaid.txstate.edu
  J.C. Kellam, 240  512.245.2315

- **iTAC**
  Information Technology Assistance
  tr.txstate.edu/itac.html
  Math Computer Science (MCS), 2nd Floor
  512.245.4822

- **Bobcat Bond**
  Request a peer mentor
  studentsuccess.txstate.edu/programs/bobcat-bond.html
  RMP Center for Student Retention
  512.245.5500
Please take note of the important Academic Testing for Students with Disabilities (ATSD deadlines below):

The end of the semester is almost here. Please remember the following important dates:

**Monday, April 29th**-- **Last day** to submit a test request for a final exam. All requests must be submitted by 5PM. To find the day and time a final exam is scheduled for a class, visit http://www.registrar.txstate.edu/persistent-links/final-exam-schedule.html.

1. Final exams are administered at ATSD from **May 8th – 15th, excluding the weekend.**
   - *Wednesday, May 8th* – Final exams will **only** be administered at ATSD for courses with the following class meeting times: MW 5PM, W 5PM, MW 6:30PM, W 6:30PM, & non-standard courses. If you are enrolled in one of these courses, please contact ATSD by the **finals deadline**.

To enter a test request please visit https://www.txstate.edu/temc/services/atsd/atsdtestingsystemlink0.html
Testing for San Marcos Students

Please visit ATSD for specific guidelines and assistance.

Academic Testing for Students with Disabilities (ATSD) administers academic tests with approved testing accommodations to San Marcos students who are registered with the Office of Disability Services (ODS).

The ATSD Testing System is an online system for San Marcos students to request to take an academic test. Instructors use the system to view requests for students wanting to access testing accommodations through ATSD and to submit assessment information and documents.

If you would like more information about ATSD, please visit their website or contact the office at 512.245.7850.

Testing for Round Rock Students

Please visit the Testing Center at Texas State University, Round Rock for specific guidelines and assistance.

Students may test at the Testing Center at Texas State University, Round Rock if taking a course at Round Rock or San Marcos. If your course is at San Marcos, your instructor must approve your choice to test at Round Rock. To schedule an academic test at the Testing Center, Round Rock, please email rrc-testing@txstate.edu or phone 512.716.4020.

For more information on guidelines and testing services, please visit the Testing Center website.