

THE DASS INSIDER

A NEWSLETTER FOR SMU FACULTY

INFORMATION ON DISABILITY SERVICES AND ACCESS ISSUES AFFECTING YOUR STUDENTS AND CLASSES



WINTER 2022

Vol 9 Issue 30

Welcome Back to a new Semester!

As SMU welcomes returning and new students back to campus, DASS recognizes that some new faculty members may be starting their first classes at SMU, too. Welcome! Our office is the primary contact for all SMU students with disabilities and works with faculty and staff in making the accommodations process as seamless as possible. The abbreviated checklist below may be helpful as new faculty transition to the system we use on our campus to meet the access needs of students with disabilities.



Additional suggestions for managing each of these items can be found on our web site under FAQs and in our SOS (Start of Semester) issues of the DASS Insider, also found on our website. As always, our team of professionals is here to assist you in meeting the needs of your DASS students.

Director: *Alexa Taylor* Learning Specialist: *David Tylicki*
Accommodation Coordinators: *Michelle Bufkin, Karen Turbeville, Tomasine Sam*
DASS Administrative Assistant: *Candy Brown*

Start of Semester Checklist for New Faculty

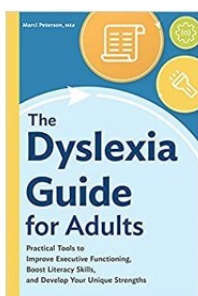


- ⇒ **Syllabus Statement:** Always use the current one provided by the Provost's office each semester. See page 4 for the current statement. Professors sometimes add requirements to the approved statement. Appropriate additions include expecting communication from your student to discuss implementing the accommodations. Inappropriate additions include a firm deadline to deliver accommodation letters (such as in the first two weeks of school). Accommodations are determined year-round.
- ⇒ **Accommodation Letters:** Letters are sent to you digitally through DASS Link. More complex accommodations such as flexible attendance require additional forms. We suggest you sign the letter only after you and the student have discussed an implementation plan.
- ⇒ **Extended Time:** Provide clear start and end times for all tests as opposed to estimates of how long you have designed the test to take. This will eliminate confusion when determining and providing the extended time (50% or 100%) granted to DASS students. See April 2021 issue of DASS Insider.
- ⇒ **Reduced distraction testing environment:** determine resources for providing a quieter space for these students, preferably within your department.
- ⇒ **Allowed to audio record:** Students with this accommodation use audio recording to supplement their own note taking. This does NOT include video recordings.
- ⇒ **Peer notes:** Determine how peer notes will be requested, delivered and verified for students with this accommodation.
- ⇒ **Accessible material:** If videos/films are required, set up how these will be made available to any student, including a visually impaired student.
- ⇒ **Laptops:** Consider laptop contracts and flexible syllabi language as ways to accommodate DASS students requiring laptops for notetaking if you maintain a no laptop policy.
- ⇒ **Readings:** Make these available at the start of the semester. This is critical for students with reading disorders who spend considerably more time with reading assignments or need alt formats of texts.
- ⇒ **Meetings with DASS students:** Many DASS students will be contacting you at the start of the semester for meetings to discuss their accommodations. Determine options for making these meetings go smoothly.
- ⇒ DASS Link Log-In: <https://smu-accommodate.symlicity.com/sso/faculty/login>

Inside the Winter Issue

Welcome Back!	1
Start of Semester Checklist for New Faculty	1
Accessible Captioning Guide	2
DASS Community Outreach Student Spotlight	2
Teaching Students on the Autism Spectrum	3
Seizure Protocol	3
Epilepsy Resources	3
Internship/Job Opportunities Resources & Troubleshooting	4

Book Corner Dyslexia Resources



The Dyslexia Guide for Adults
By Marci Peterson, MEd
Learn how to thrive with dyslexia as an adult. No matter when you're diagnosed, living with dyslexia can be a challenge—but it can also make you a unique and creative thinker. *The Dyslexia Guide for Adults* offers advice for improving literacy and executive function in adults with applications to the classroom, social situations, and the workplace.

Accessibility in the Classroom: Captioning Guidance

In 2021, SMU Media finalized guidance for the campus community on how to ensure videos are accessible to people with disabilities. Review the short entry with useful links on how Vimeo, YouTube and Canvas can be utilized to prepare and view videos, while making sure accessibility is maintained.



<https://www.smu.edu/brand/guidelines#BD9722219AA248EBB2AB8D86A158C863>

DASS Team Community Outreach

As part of our team's role in increasing awareness of disabilities and access needs on our campus and in the community, DASS Team members regularly meet with community groups and other affiliated professionals. In recent weeks, DASS has shared our expertise with the following groups.



*In January, DASS Senior Learning Specialist, David Tylicki, met with the Decoding Dyslexia Park Cities Parent Group to discuss student advocacy and the transition to college.



*DASS Director, Alexa Taylor, was interviewed for an article in Disability Compliance in Higher Education on the topic of Academic Coaching. The article can be accessed here:

[Consider adding coaching services \(wiley.com\)](#)

Academic Coaching services through DASS are at all-time level highs. Students are recognizing the value of this unique service we offer through DASS.



**American
Accounting
Association**

Thought Leaders in
Accounting

*In February, David Tylicki will be presenting on the "NeuroDiversity in Accounting – Implications for the Classroom" panel at the 2022 Accounting Programs Leadership Group & the Federation of Schools of Accountancy Annual Joint Seminar. This outreach opportunity was made possible by Professor Greg Sommers, who serves this year as the President of the Accounting Program Leaders Group, a section of the main accounting education association.

*Alexa Taylor will attend Southlake Carroll ISD Special Programs College and Career Transition Fair.

Student Spotlight: Athletics and Disabilities

Imagine a football game in Ford Stadium without the sounds of the fans, players, band or referees. How would this change the coaching or the fans' experience? A deaf football team in Riverside, California, found ways to use their disability to their advantage this year. Read how their coaches, players and fans created an historic season! [Deaf Riverside football team: How a once struggling deaf football team rode a historic season to a championship game - CNN](#)



Community Resource Spotlight: To Be Like Me

For an inspiring look at how a local resident turned his muscular dystrophy diagnosis into a successful non-profit focused on disability awareness, read about Brian Spann [HERE](#).

Classroom Strategies for Teaching College Students on the Spectrum

In recent years, DASS has worked with an increasing number of students on the autism spectrum. This is a significant move forward as many ASD students typically hesitate to initiate services with disability service offices.

As those numbers have grown, faculty often reach out to ask our advice on how to manage this element of neurodiversity in their classrooms.

Maggie Coughlin has been a student, staff and faculty member with autism. In this article, she shares 10 things faculty should know when teaching students on the autism spectrum in their college classrooms.

[Read about these 10 things HERE.](#)

A tip to remember: Standard classroom noises (overhead projectors, fluorescent lights, furniture moving, etc.) that most students do not notice can be significant energy drains for some students on the ASD spectrum who must use additional cognitive resources to manage these stimuli.



College Autism Network
ADVOCACY | RESEARCH | TRAINING

Another resource for faculty on this topic is the College Autism Network (CAN). CAN is an organization linking varied stakeholders engaged in evidence-guided efforts to improve access, experiences, and outcomes for postsecondary students with autism.

CAN has a three-part mission: research, training and advocacy.

Working with Students with Epilepsy or Seizure Disorders

Students with a history of seizures may receive accommodations from the DASS office. Some accommodations may be directly related to the seizures, such as how to handle an absence if the student has had a seizure. Others may be necessary due to the side effects of strong medication. Regardless, DASS staff encourages students to discuss their unique situation with their instructors in the event of a medical emergency in the classroom or on campus.

If a student lets you know of a history of seizures, it can be useful to talk with them about their past experiences and agree on a plan in the event of a seizure. Ultimately, we always advise anyone on campus to call 911 if they believe a student is having a seizure, but we have included a few additional tips on our website at [FAQ's for Faculty](#).



For an insightful interview with a college student managing seizures while thriving with academics and activities, listen to this episode on CURE's website: *Epilepsy and College: How to Survive and Thrive* featuring Eva and Michelle Wadzinski.

The interview and transcript can be found [HERE](#) as well as additional information about Cure Epilepsy.

Did you know? SMU provides an annual scholarship opportunity for students with epilepsy? The mission of the **Ryan Siddique Scholarship Fund** is to provide financial scholarships and support services to SMU students diagnosed with **epilepsy**. Award amounts vary between \$2,500 and \$5,000 per year and are not automatically renewed. Point students to DASS for details on this yearly scholarship.

Career and Internship Placements for Students with Disabilities

Does your department or program place students in internships or jobs? If so, this resource might be helpful for the DASS students with whom you work. The Department of Defense (DoD), Diversity Management Operation Center (DMOC), Disability Program Directorate (DPD), would like to introduce the DoD Shared List. It is a database for people with disabilities to share their contact information with government agencies who are looking to recruit applicants. The DoD Shared List is a user-friendly database where qualified job seekers with disabilities, who are eligible for employment under the [Schedule A Hiring Authority](#), can post their resume and credentials to be considered for priority employment with the Federal Government. Government agencies often prioritize employment for those with disabilities.

The short video below describes how this database works for people to add themselves into it, as well as hiring managers in the government to find them. Here is the [video on how to use the DoD Shared List](#).
[DoD Shared List:](#)

Resources and Troubleshooting

From time to time, faculty or staff may have questions about accommodations or concerns about a student whose difficulties may be disability-based. DASS encourages you to consult the resources below and to reach out to our office for assistance. We are here to help students gain equal access to their education at SMU, and to increase understanding of disabilities among our community. Here are some resources to manage common issues with accommodations:



Extended time tests on Canvas: Detailed instructions are found [HERE](#).

DASS website/Faculty FAQs: These include your most common questions regarding working with your students with disabilities, as well as policies and procedures of the DASS office. Check out the [site](#) for the complete list.

DASS Staff: for issues with implementing accommodations OR increasing department awareness of accommodations. Our Director is happy to visit departmental meetings.

Academic coaching: This is a unique resource with proven benefits to students with disabilities. 1:1 sessions available to DASS students with a Learning Specialist to work on a variety of needs. Details are found [HERE](#).

Kurzweil 3000: All SMU students have access to this technology which converts printed text to spoken text. If students report difficulties with keeping up with readings, refer them to this tool, available from Fondren Librarians. All DASS students can access Kurzweil 3000 through their Accommodations Coordinator. A complete list of campus resources is [HERE](#).

A-LEC Resources: Tutoring, Writing Center, Study Skills Workshops, Academic Counseling are described [HERE](#).

Archive of [Faculty Newsletters](#) with in-depth articles on topics of interest

VISIT US ONLINE AT WWW.SMU.EDU/DASS

VISIT US AT DASS

Please include this statement in your syllabus:

Students who need academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/SASP/DASS> to begin the process. Once they are registered and approved, students then submit a DASS Accommodation Letter through the electronic portal, *DASS Link*, and then communicate directly with each of their instructors to make appropriate arrangements. Please note that accommodations are not retroactive, but rather require advance notice in order to implement.

5800 Ownby Drive—Suite 202 Loyd Center
 2nd Floor - Altshuler Learning Enhancement Center
 Entrance near Gate 3 of Ford Stadium
 Parking in the Meadows Garage

Phone: 214-768-1470
 Email: dass@smu.edu



DASS IS MORE THAN ACCOMMODATIONS.

For resources that may be helpful to faculty and staff, please visit:
<http://www.smu.edu/Provost/SASP/DASS/Resources/ForFaculty>