



Community College for Students with Disabilities

Live Program Recording Transcript

00;00;00;00 - 00;00;14;08

Jamie

My name is Jamie. I'm a director of access and disability services at Ocean County College, and I'm very proud of the role that I serve there. Not only for our students, but for our faculty and staff.

00;00;14;08 - 00;00;31;35

Jamie

So that being said, let's get into the nitty gritty. Who's ready to go to college? [...] Nervous about going to college? Who says that you can't do college? We can all do college at some level.

00;00;31;35 - 00;00;40;17

Jamie

So first we're going to walk away with something. We're going to walk away with a general understanding of the accommodation process.

00;00;40;22 - 00;01;12;49

Jamie

At the post-secondary level. Does everybody double post-secondary means? I see, so [...] that's okay. We're in a safe place here. Post-secondary means college or university. It means what you're going to after high school. Okay. We're going to engage. No, I'm not going to marry any of you. I'm already taken. But we're going to engage. And that means that we're going to talk back and forth, and you're going to ask questions.

00;01;12;50 - 00;01;39;42

Jamie

I'm going to ask questions, and we're going to come out with some answers. About a dialogue, about what college accommodations look like for students with disabilities. We're going to discover some things. We're going to find out multiple ways of preparing you as a student with a disability, how to self-advocate for your needs. Has anybody ever heard of that word: self-advocate?

00;01;39;42 - 00;01;41;25

Audience

All the time.

00;01;41;29 - 00;01;58;24

Jamie

Yes. Okay. Guess what? It never goes away. I'm not going to tell you how old I am, but as Wendi shared that I've been in this field for 30 plus years, that's a long time. And I'm still self advocating for what I need. okay. So you're going to do it all your life. You're going to keep on hearing it.

00;01;58;28 - 00;02;29;24

Jamie

And the last thing is identify the differences between high school accommodations and post-secondary or college accommodations. Because they're going to be very, very different. So here's the starting point. I'm going to ask you, on a scale of 1 to 5, how much do you think you understand today's topic, higher education? If it's a one, let's put a one up in the air.

00;02;29;24 - 00;02;31;58

Audience

Can it be lower than one? [laughter]

00;02;32;03 - 00;02;58;29

Jamie

Why not? Why not? Any in twos? I got a couple twos, I see a couple twos down here. So yeah, it's lower than How about threes? Got some threes okay. Fours? Anybody in expert here? I'm putting my hand in my pocket because no one should be really an expert. We all have something new to learn. So I think I think that sounds like we're all kind of in the...

00;02;58;29 - 00;02;59;05

Jamie

Zero?

00;02;59;07 - 00;03;14;32

Jamie

I have a zero. Okay. Very good. I'm sorry, I got it. Oh, I got a couple zeros. So guess what? Hopefully by the end of this talk, you'll at least be greater than zero. How's that sound? All right.

00;03;14;32 - 00;03;28;53

Jamie

So did you know that students with disabilities who know their rights and who know their responsibilities, are much better equipped to succeed in college?

00;03;28;58 - 00;03;44;42

Jamie

Why do you think that might be? How many times have you ever felt that “you know what? Somebody is trying to win one over on me.” or just telling me I have to listen to everything that happens.

00;03;44;47 - 00;04;05;26

Jamie

It happens a lot to me. People think, oh, if we just keep on telling her this, she'll believe it, right? Do you ever get that feeling? It's an icky feeling. But if you know what your rights and what your responsibilities are, you're better equipped. Kind of like your chores. How many people have chores? Yeah. What happens when you don't take out...

00;04;05;27 - 00;04;11;45

Jamie

[laughter] Okay. What happens when you don't take out the garbage on garbage day? Does somebody usually get mad in the household?

00;04;11;50 - 00;04;12;09

Audience

Yeah.

00;04;12;11 - 00;04;14;47

Audience

She's right here.

00;04;14;52 - 00;04;15;56

Jamie

She's right there. Right.

00;04;15;59 - 00;04;27;25

Jamie

So when you know your responsibility to take out the garbage on garbage day, everybody should be happy, right? So it's the same thing when it comes to what your rights are for

00;04;27;25 - 00;04;50;11

Jamie

Responsibilities. So there is a process and. Yeah. So I'm going to talk a lot about Ocean County College. But almost all of this the same thing applies if you go to Brookdale, which is another two year school or if you go to Atlantic Cape Community, another two years, if you go to Rutgers, it's going to be the same thing.

00;04;50;11 - 00;05;11;56

Jamie

Rutgers is a four year. If you go to Florida, any of these colleges, whether it's a two year or a four year, they have to have a process in place. So it might look a little bit different than OCC, but they all have a process. And really what you want to do is you're going to connect with disability services and you're going to initiate your requests.

00;05;12;01 - 00;05;39;32

Jamie

You're going to [...] have to identify your disability and we're going to go over all the stuff, provide documentation or verification of a disability. We're going to talk about accommodations. Meet with staff. And part of that meeting with staff is called the Interactive process. And we use that word a lot. Those two words a lot. Because interactive, what does interactive mean?

00;05;39;37 - 00;05;41;20

Audience

To discuss.

00;05;41;25 - 00;05;42;10

Audience

To discuss.

00;05;42;10 - 00;06;01;18

Jamie

To discuss. Yep. Back and forth. Back and forth. It's interactive. And that's what helps out because sometimes I can get my mind changed by someone when they say but you know what. This is what's happening. Okay. That might make sense. Let's talk about it more. So interactive process.

00;06;01;23 - 00;06;23;30

Jamie

After we talk, you're going to talk to your instructors about what accommodations you have. You're going to advocate if you need more accommodations or to talk about them or advocate to make sure that they're going on in the classroom. Because do you think that I follow every single one of my students in the classroom? I get bored at some of those subjects.

00;06;23;30 - 00;06;36;57

Jamie

I couldn't sit there the whole time with every single student. It's your responsibility to advocate in the classroom and then advocate your needs within this whole circle. So we'll go over that more.

00;06;36;57 - 00;06;50;18

Jamie

So participation, who thought that they were going to be participating in this workshop today? [...] so yes, we want to participate. Here's my first question to you.

00;06;50;23 - 00;07;02;21

Jamie

Can a post secondary school, college or university deny a student admission into that college or university because they have a disability?

00;07;02;26 - 00;07;02;46

Audience

No

00;07;03;00 - 00;07;03;24

Audience

no

00;07;03;25 - 00;07;03;42

Audience

no.

00;07;03;54 - 00;07;24;35

Jamie

Nope. No, because that's called discrimination. So the answer correct is no. We cannot deny you access because you have a disability. Here's the next question. Do you, as a student, have to inform that college or university that you have a disability?

00;07;24;35 - 00;07;45;52

Jamie

Maybe the answer is maybe. If you don't want accommodations. Maybe. Maybe you don't think that you need accommodations. You don't have to tell the school anything, but if you do want accommodations, you do have to let the proper people know so that they can put accommodations in place for you.

00;07;46;06 - 00;08;18;44

Jamie

So the answer is maybe I do have a lot of students that I work with now who when they first came to OCC, they were like, you know, I had an IEP in high school. I don't want to deal with that anymore. I

don't want it. And I respect that because it gives them a chance to really find out who they are as a person, who they are as a student, and find out more about how their disability may or may not impact their education.

00;08;18;49 - 00;08;42;06

Jamie

Most of those students did come back to our office later on and say, you know what? I tried school without help. I think I need help, and that's what we're here to do. We're here to help find out what kind of accommodations we can put in place. So the answer is right. Yes and no. And maybe. all of those together.

00;08;42;11 - 00;09;07;45

Jamie

So there is a legal obligation. And this is very different, a very different legal obligation than what you might see in high school. So the Office of Civil Rights or OCR enforces for colleges, section 504 of the rehab act. We just call that section 504. And also in Title II of the Americans with Disabilities Act under the Title II.

00;09;07;45 - 00;09;38;11

Jamie

They prohibit discrimination on the basis of disability, so that we have legal obligations to make sure that we're providing appropriate, reasonable accommodations at the college level. But then, here's the difference: So although section 504, we hear 504 plans sometimes in high school, that 504 is under a different section of the law than 504 for colleges.

00;09;38;16 - 00;10;11;51

Jamie

What happens once the student graduates from high school? The IEP and that 504, poof, it's gone in the wind. We look at it as reference and I'll talk about that more. But section 504 does apply to school districts and colleges. The responsibilities are very very different. Students have more responsibility at the college level, than you did as a high school student.

00;10;11;55 - 00;10;42;01

Jamie

What happens is the it's more prescriptive. In high school, you have an IEP plan and in college, you have a letter. It's all about access. We're going to talk about that in a second. So there's legal differences. And that's really what govern us at the college level. It gives us guidelines that says okay you have to break down some access issues, but it's ultimately up to the student to succeed.

00;10;42;06 - 00;11;15;21

Jamie

So in high school there's Idea IDEA, individuals with Disabilities Education Act that's the free and appropriate public education. The other one that's governing us in high school is 504. Rehab act. IDEA is all about success. So a lot of modifications may have been put in place. So an example of a modification might be as a high school student, how many of you have had quizzes or exams?

00;11;15;26 - 00;11;34;48

Jamie

Oh yeah. There's quizzes and exams right. Maybe there's 100 questions on that exam. A modification would say, oh, we know there's 100, but you only have to do ten of them. That's a huge modification. And at college it doesn't happen that way.

00;11;34;53 - 00;11;47;34

Jamie

IDEA says we're going to have you succeed and we're going to modify. We're going to change that exam so that you only have to answer ten as an example.

00;11;47;39 - 00;12;14;44

Jamie

But then when we move into college, it's all about access. So those hundred questions and that's an exaggeration sometimes. But those 100 questions, they're not going to be modified. But maybe we give you more time to finish all 100 of those questions. You still have to do the same work. It's just done with a little bit extra support, and it's up to you to succeed on that.

00;12;14;49 - 00;12;37;58

Jamie

So what. We have, we have a new statement for our office that says we're fostering success through access. We look to see what kind of tools and resources we can connect the student to. But it's up to the student to truly succeed and get the grades that they're working on.

00;12;38;02 - 00;12;52;03

Jamie

Here's another question. I know there's not too, too many of them, but I wanted to see how much we can get out of everybody. Do students have to provide documentation of disability in order to request accommodations?

00;12;52;08 - 00;12;52;53

Audience

Yeah.

00;12;52;58 - 00;12;53;18

Audience

Yes.

00;12;53;33 - 00;12;55;03

Jamie

Some. Yes.

00;12;55;07 - 00;12;56;24

Audience

It's helpful.

00;12;56;28 - 00;13;01;55

Jamie

It's helpful. Absolutely. So this is another one of those.

00;13;02;00 - 00;13;02;23

Audience

Maybe

00;13;02;24 - 00;13;07;04

Jamie

it's another let's play it safe and go in the middle.

00;13;07;18 - 00;13;27;49

Jamie

Now, if I, if I saw a student that needed some help getting to the second floor of a building, and I saw that that student uses a wheelchair, do I ask, do I need to have documentation from a student that says that they can't climb those stairs? I mean,

00;13;27;49 - 00;13;28;32

Audience

no, no.

00;13;28;33 - 00;13;34;11

Jamie

I would expect somebody to kind of say, **Jamie**, can you see what's going on right now?

00;13;34;13 - 00;13;56;44

Jamie

Right. But if there's something hidden, if someone says, I have anxiety, I'm diagnosed with anxiety, we can ask for a verification of anxiety as a disability or autism. Those are things that I can't see. I might be able to assume it, but in my job it's a bad thing to assume.

00;13;56;44 - 00;14;20;40

Jamie

But the best thing to do. So there are things that yes, we do need to ask for verification. And almost every school that I've ever known has a disclaimer that says we reserve the right to ask for more verification of that disability, because what we want to do is we want to make sure that the accommodation is matching what the barrier is related to that disability.

00;14;20;42 - 00;14;45;00

Jamie

It's kind of like we're trying to tie everything together, like, yes, because I have a hearing loss. I need to have my videos captioned in order to hear what's going on in that video. [...] If I just like captions because I like to follow along. Well lots of people like to follow captions. Maybe I'm at the restaurant and I like to hear over the chatter, but that's not for true accommodations.

00;14;45;02 - 00;14;47;07

Jamie

That's just something that's nice to get.

00;14;47;07 - 00;15;00;49

Jamie

No, actually. Great question. So the question is, am I infringing on HIPAA laws as a college? No, because we're not a medical facility, but the type of documentation that we can ask for depends on the disability.

00;15;01;04 - 00;15;32;56

Jamie

So we want to have that from specialist in that area. So most times as someone with ADHD, with any type of neuro developmental disability, autism will be working with the provider. Perhaps a, a, psychologist, psychiatrist, neurologist. Those are all specialists that are going to be that know more about the individual's disability limitations. They have a history.

00;15;33;00 - 00;16;01;59

Jamie

Can you go to a nurse practitioner? No. It's actually even though they're very, very knowledgeable, they're not the person with that expertise that made the diagnosis of that individual. So but at the college level, we don't actually need to worry about HIPAA laws because we're not a medical facility. Now to address the confidentiality. Our office, our office works really as an office of, within itself.

00;16;02;03 - 00;16;29;43

Jamie

And we are a compliance office, meaning that our particular office, we don't handle any paper. Everything is scanned to us. It's securely stored in a separate, separate area on campus so that

professors, other staff, there's only two people on campus that have access to the diagnosis of that individual, and we can't share that, unless we have a release from the student.

00;16;30;03 - 00;17;02;53

Jamie

So, yeah, for some students, transitioning from high school into college can really be a barrier. Because there's a disconnect between documentation requirements, it's very different from K through 12. A lot of those evaluations were done right in high school or in elementary school. It's just a very different system depending on the individuals, what they submit, we reserve the right to request new verification of disability.

00;17;02;58 - 00;17;28;50

Jamie

That doesn't happen often, but where the school would pay for that type of evaluation. Now the college student, the college student is responsible for that evaluation. If if we ask for it, but we try to do is we try to connect students to other resources that can help, either with a scaled, rate on evaluations or something that they could get through another program.

00;17;28;55 - 00;17;51;49

Jamie

But we typically don't ask for a lot of new verification that that will often come into play when a student gives us only a 504 plan. That 504 plan doesn't really mean anything to us because it doesn't have the disability. It doesn't say the limitations. An IEP would have more information because there's been an evaluation.

00;17;51;51 - 00;18;19;34

Jamie

There's typically at least two evaluations tied to that IEP. Another big difference is that there's a responsibility for seeking out the services and accessibility considerations. It's all on the student. Staff don't follow the student around in that college. So the student needs to say, you know, come to our office. And this is a big transition for a lot of people.

00;18;19;45 - 00;18;46;44

Jamie

They need to say, yeah, I'm struggling. I don't know what to do with this, I don't understand. And if our office isn't the office that handles that concern, we connect to resources. But the student really is on their own once they have their accommodations in place. But we often, we really do try to connect with those other resources and I'll talk about the resources that we connect students to at Ocean County College.

00;18;46;49 - 00;19;12;29

Jamie

There's also a lot of confusion about disclosure. So one of the biggest conversations that we have with students when they come to us is that they do not need to share whether what their diagnosis is. You don't need to tell anybody except our office that you have autism, or that you have a developmental disability, or that you have epilepsy.

00;19;12;34 - 00;19;38;41

Jamie

That's all private. It's confidential. Our office is not going to share that information with anyone else, but some students feel that they need to tell everybody, and we try to encourage them to keep that private. Unless you feel that you have to tell a professor. But we try to actually discourage students from doing that because it's an invasion of privacy.

00;19;38;46 - 00;20;04;00

Jamie

Going back to that documentation. So at the high school, we had an IEP or 504 plan. That's what we'll see in the high school. The school provides evaluations at no cost. I mentioned that already. And the documentation focuses on determining whether or not the student is eligible for services based on specific disability categories in IDEA.

00;20;04;05 - 00;20;32;25

Jamie

So you might see a diagnosis of other health, another health impairment or specific learning disability. Those aren't actually disabilities, just those words alone. We want to dig deeper and find that out. At the post-secondary level, we find out through documentation which provides specific functional limitations, like maybe there's a slower process [...] processing speed

00;20;32;25 - 00;20;46;22

Jamie

So that's a little bit more specific. The high school IEP and 504, most likely it's not going to be sufficient alone we're looking for those evaluations. That's the difference with the documentation.

00;20;46;27 - 00;21;18;56

Jamie

And I mentioned this interactive learning process. The interactive process is really really important. It should never be no matter where you go to school where you go to college. It should never be just because the director or assistant director say something. that should not be the end of all discussion if we don't agree. I actually try to get students, not to disagree or argue because guess who's going to win on that?,

00;21;19;00 - 00;21;46;37

Jamie

But we want to have a discussion back and forth, and I'll try to have students explain where they feel the problem is. Tell me about the problem that you were having. Why do you think you need an accommodation? X y, z. And I want to hear that, that's interactive, going back and forth, because my decisions have been changed based on what a student has shared with me.

00;21;46;42 - 00;21;52;17

Jamie

The more you can share, the better this can work out. And it has.

00;21;53;13 - 00;22;21;02

Jamie

So when we're looking at the discussion about documentation of disability, this is also very important. We're not just looking for papers because I'm a tree hugger. Tree lover. I hate paper. I still have to read it. But guess what I rely upon almost just as heavily as a doctor's report or a physicians report. What else can I rely on?

00;22;21;02 - 00;22;31;49

Jamie

But I want to hear from you as the student. What are your questions? What are some things that maybe you had a difficult time with in school?

00;22;32;07 - 00;22;52;03

Jamie

All right. So that again, I want to get that information from you as a student to find out where your difficulties are. And you can say you know, I have no problems. That's fine. And I'll take that and we'll see. Maybe in a couple of weeks or a couple months might change your mind. We're always changing. I never leave everything set in stone.

00;22;52;08 - 00;22;58;01

Jamie

There's always room to grow.

00;22;58;06 - 00;23;21;42

Jamie

Should actually go back to the. There's one thing that I didn't really. Well, we'll talk about it in a little bit, but I'm talking mostly to the students here who has a lot to say when you're in a meeting, say, with your IEP team, you might have your teachers, you might have a family, might have [...] who has a lot to say?

00;23;21;42 - 00;23;24;07

Jamie

Usually in those meetings?

00;23;24;07 - 00;23;47;08

Jamie

I actually heard someone say, mom, maybe dad or an aunt. Right. Guess what? When you are in my office or any disability services office, you as the student are the one that we're listening to. I have. All right, parents, put your fingers in your ears.

00;23;47;13 - 00;24;14;15

Jamie

La la la la la la. I have actually, we have a policy and procedure in place that when we have a meeting, we meet with you, the student on your own, your parents, if they if they want to be part of it. Only with your permission. Only with the student permission, can the can your parent or guardian or anyone else come in at the end of the meeting.

00;24;14;20 - 00;24;38;20

Jamie

And end of the meeting for a recap. And guess who's going to give a summary? Guess who's going to give a recap of the meeting? Sorry. Yes. I saw a lot of fingers on the. Yes. You the student. I'll jump in when I think it might be necessary, but that's the start of transitioning from high school to college to work to adulting.

00;24;38;25 - 00;25;00;06

Jamie

Ugh, get ready for that word. All right. But there's a lot of times I will say to the parents, you can wait outside and we'll have you back in as our team member at the end, okay? And that even goes throughout the whole time you're in college. If I, if we hear that there's, you know, you're having some trouble, you want to talk about accommodations.

00;25;00;06 - 00;25;06;58

Jamie

And I get a call from mom, dad, uncle Beau, your dog. I am going

00;25;07;00 - 00;25;07;29

Audience

Woof

00;25;07;29 - 00;25;17;08

Jamie

and that's right. If I get a call from you, I'll call you up and say, I got your dog, your dog got something to say, and then we're going to go on the road and make a lot of money. But we're going to talk.

00;25;17;08 - 00;25;30;02

Jamie

General. In our office we have a policy, unless the student is there, we don't talk about the student situation because it's against the law. And guess who can get in trouble? Me.

00;25;30;06 - 00;25;51;40

Jamie

And we're not going to do it right, because we're going to treat you as an adult, as an as a student. So we'll work through the process. I haven't lost any parents yet. All right. Next question. What accommodations must a school provide? Do you think that there's a checklist?

00;25;51;45 - 00;25;53;54

Audience

I think it doesn't.

00;25;53;58 - 00;25;55;05

Audience

Everyone is different.

00;25;55;05 - 00;25;56;29

Jamie

Yes, everyone a different.

00;25;56;29 - 00;26;16;00

Jamie

Thank you. Everyone is different. We look at each student, their barriers, their needs. We even go as far as finding out what classes you're taking to see if it's reasonable. Because say for example, you're taking a class on public speaking.

00;26;16;05 - 00;26;17;01

Audience

Oh boy.

00;26;17;03 - 00;26;28;36

Jamie

Exactly, [laughter] exactly. So what do you think a lot of students say to me? I'm in a public speaking class and I don't like to

00;26;28;40 - 00;26;29;15

Audience

speak.

00;26;29;27 - 00;26;37;10

Jamie

I don't like to speak. I don't like to talk. Do you think we're going to make an accommodation that says you don't have to speak, or you don't have to talk in that class?

00;26;37;15 - 00;26;37;57

Audience

No

00;26;38;02 - 00;26;49;54

Jamie

no, because it's a requirement. But then we try to think about, well, let's be creative. What are some things? Maybe it's when I'm ready to be called on, I'll raise my hand.

00;26;49;59 - 00;27;20;45

Jamie

You're graded on participation that way. But we talk about it so it's individualized. So you know we don't have to provide accommodations for everything you ask for it. That's the bummer of the deal, because sometimes it does not feel good to say this is not reasonable. At college, even something like open book exams. Does anybody have open book quizzes or open book exams right now in school?

00;27;20;50 - 00;27;46;06

Jamie

Oh good. All right. Hopefully you're all coming my way. I have had some students say in high school I have an open book. Everybody else had closed, they weren't allowed to look at their notes. But at college, unless everybody else is allowed to have open books, we have to look at what's reasonable, and so we can say it's called a fundamental alteration.

00;27;46;11 - 00;28;02;57

Jamie

So that's something that we say we can't do that at college. But let's talk about strategies. Let's get you connected to a coach that can help you, maybe some memory or some testing strategies. That's where we connect everybody.

00;28;03;02 - 00;28;25;13

Jamie

So examples of accommodations. These are the things that we do see in college classes qualify American Sign Language interpreters or someone with a hearing loss, captioning where we would see the text coming out on the screen for, again, someone who might have a slight hearing loss.

00;28;25;18 - 00;28;52;36

Jamie

Access to lecture recordings. We do have students that part of their note taking accommodation is that that they can record the lecture and then go back and listen to it again. Format materials, Braille for

someone with vision loss, service animals on campus. Can't have emotional support animals. emotional support ferret or cat or lizard or snake.

00;28;52;36 - 00;29;24;07

Jamie

As much as I love them, they're not allowed on campus. Only service animals. We often have testing accommodations, which could be use of a quieter testing space or extended time. Maybe breaks. Sometimes students need to reset themselves. So having an opportunity to quick take a step away break, step outside of the classroom, come back in after, let's say, five minutes, because we want you to come back into the classroom.

00;29;24;12 - 00;29;52;35

Jamie

And it's all based on individual need. But as I mentioned before, there are those exceptions. We cannot modify the curriculum or the academic requirements. So there are going to be those exceptions where somebody might ask for an accommodation. I can't just blanket say no. We have to have, what's that called? the Inter [...] Interactive

00;29;52;40 - 00;29;53;36

Audience

or disability

00;29;53;36 - 00;29;55;08

Jamie

process process.

00;29;55;13 - 00;30;13;14

Jamie

Interactive process, going back and forth. And you can explain why you feel like why you need it. We talk about why it's not appropriate and we try to find a middle ground. It's always a negotiation. I feel like I should have gone to school for law at some point.

00;30;13;19 - 00;30;23;27

Jamie

Any questions so far? a lot of information. Thank goodness you don't have to take notes because again, everybody will have a copy of this if you just reach out to us.

00;30;23;27 - 00;30;27;03

Jamie

Miss Wendi, reach out to the library, we have a copy of this.

00;30;27;03 - 00;30;45;59

Jamie

All right. So want to see the difference comparing high school and post-secondary experiences. So high school and college we talked about some different responsibilities. Well now let's talk about the study responsibilities. Yes there's lots of studying going on.

00;30;46;04 - 00;31;17;51

Jamie

In high school tutoring, one on one support, study support, might be part of a service that's already put inside of your IEP. You have that person go over all of your assignments. Time and assignments are structured by others, meaning your teachers are telling you, yeah, we can change this. Outside of class, maybe you study nothing or maybe two hours a week.

00;31;17;56 - 00;31;22;03

Jamie

Do you think that's going to be the same in college?

00;31;22;07 - 00;31;29;46

Jamie

I'm seeing a lot of people go ehheh. No. Guess what? Is it going to be more or less? [...]

00;31;29;51 - 00;31;30;25

Audience

More.

00;31;30;25 - 00;31;43;46

Jamie

It's going to be more. Yeah, it's going to be a more depending on how many classes you take. And that's what you want to put into it. So tutoring doesn't fall under disability services. Tutoring is open for all students.

00;31;43;51 - 00;32;09;06

Jamie

But it's actually not even a requirement. Colleges don't even have to offer it. But most colleges have a tutoring center and they're like I said, they're open to all students. Another great tutoring resource that we connect with. If you do stay in Ocean County, or even if you go anywhere in the state, the Toms ... or the Ocean County Library system, as long as you have a library card,

00;32;09;11 - 00;32;41;01

Jamie

They have what's called Brainfuse. It's an online tutoring program that offers more than what the college offers, which is a good thing. Now. Is it live in person? No, it's online but Brainfuse has K through 12 courses and college level courses. They also have a writing center. They can review papers for you.

00;32;41;06 - 00;32;48;36

Jamie

You upload a paper. Somebody reviews it with the proper credentials and gives it back to you with feedback.

00;32;48;41 - 00;33;08;13

Jamie

So you have multiple resources available to you. You can use the county library system or you can use the college one. A lot of our students now are using both. And hopefully you're seeing some increase in students coming back and getting their ocean county library card.

00;33;08;17 - 00;33;34;39

Jamie

But students, you're going to be responsible for your own for your own time management. And that means depending on how many classes you're taking, you might need to be putting in 3 to 4 hours outside of the class for each hour in class. So let me break this down. If a class is three credits.

00;33;34;43 - 00;33;40;33

Jamie

Times 3 or 4 hours, we'll keep it on the low side, three times three is

00;33;40;38 - 00;33;41;38

Audience

Nine.

00;33;41;38 - 00;33;50;42

Jamie

Nine. Nine hours of study for one class. If it's a two credit class, two times three hours is

00;33;50;56 - 00;33;51;32

Audience

Six

00;33;51;32 - 00;34;03;38

Jamie

Six. So it's six hours of study depending on the class. That can add up to a lot of time. And that's all on the student.

00;34;03;43 - 00;34;31;57

Jamie

I try to wait till the middle of the discussion for this because that can be scary. But it's also a good thing to think about if you're not sure if you're ready or not. A lot of students, we try to encourage them to start slow. Community college is not going away. It's okay to take 1 or 2 classes to get your vibe, to find out what you can do, and to use all the resources.

00;34;31;57 - 00;34;43;46

Jamie

And as you gain strength and as you gain your confidence, and as you gain an awareness of what's available to you, then start upping the number of classes.

00;34;43;46 - 00;35;03;13

Jamie

So grades and tests. It gets even better after the study time. So grading they may have a modification to the test format. So maybe, your IEP says that you don't have to take any essay exams.

00;35;03;18 - 00;35;30;51

Jamie

That's not going to happen in college. Testing is frequent in high school. It covers small amounts of material. Testing is not as frequent in college, and it covers a lot of information. But in high school, there's going to be more reminders, more reminders about, your assignments and due dates. Not saying that we're not going to have that, in college it's just going to be a little bit different.

00;35;30;56 - 00;35;56;30

Jamie

We try to connect students to those resources, to success coaches, other programs that can help with time management and trying to keep you on your toes as best as possible. But there's a lot of differences and especially when we get to where testing is usually infrequent and it can cover a lot of material, professors expect a student to read, save and consult, a course syllabus.

00;35;56;30 - 00;36;23;38

Jamie

That's your contract, they're expecting you to read that all the time. They're not going to keep on reminding you. A lot more responsibility on the student part. And then there's instruction. So the instruction part, one thing that we really have to, take a look at is the instruction in high school. Again, teachers can modify, the students are expected to read short things.

00;36;23;43 - 00;36;55;26

Jamie

The school year is typically 36 weeks long. And the students seldom need to read anything more than once, sometimes listening is okay. That's going to change when you get into college. Professors don't need to modify the curriculum. The students are assigned a lot of reading, and then be able to, may not actually be addressed right in class may not be addressed until an external midterm or final.

00;36;55;31 - 00;37;22;47

Jamie

And typically the academic year is really built into two main areas. We have 15 week sessions. So where they may have been 36 weeks long, now we've got 15 week and another 15 weeks for another full load of courses. It's a lot of information in a shorter period of time. And that's another reason too, why we try to say to students

00;37;22;47 - 00;37;58;10

Jamie

It's okay to take 1 or 2 classes to just start out. If you're able to do that go slower, because it's a different pace. And we talked about this role already. Parents have access in high school, access to everything. I say this in a loving manner. If you sneeze, they have access to your tissues. Everything you see and do and say in high school, your parents have access to. In college, it's not the same you're on your own, you have more responsibility.

00;37;58;15 - 00;38;25;20

Jamie

You have, you have many more rights. You can still include, and I encourage this so, you can include your parents, your support system in your activities, but your parents don't have as much control over what's going on. And that's why we try to really, really do at OCC that you are advocating for yourself.

00;38;25;24 - 00;38;46;24

Jamie

And there we go with the self advocacy. So really it's you. It's self advocating for what you need and what you feel you need. But you know, disability is part of the natural human experience, it's not something to be ashamed of. It's not something to be feared. And we are here to help you on that journey.

00;38;46;24 - 00;39;02;32

Jamie

Okay. This should be a pretty easy one. If you as a student want an academic accommodation or an accommodation, what do you need to do? Tell someone. Tell someone who could you tell?

00;39;02;32 - 00;39;17;12

Jamie

So whenever you want a, a an accommodation, you really should first come to us. Your professors If you go to them first, they should be saying you need to go to disability services because professors can't make accommodations on their own.

00;39;17;12 - 00;39;39;43

Jamie

All right. So we do have some advantages and disadvantages of disclosure. Again, it's up to the student, how, how comfortable they feel about it. Again, I'm not going through every single one of these. But you will be able to see this. Yeah. Sometimes for some students, just the stress of keeping something secret that, you know, maybe they don't want to.

00;39;39;57 - 00;40;01;36

Jamie

That they're not sure, should I tell others that I have a disability? That stress can be very overwhelming. So again, you come to our office and we can talk about the pros and cons of who you want to share that information with, if that's even a concern. We do have peer groups that are, that we try to run as frequently as possible.

00;40;01;41 - 00;40;29;20

Jamie

Our peer groups are student led. They're going through a change right now because the students decided they didn't want to have a peer group. They want a club. I'm not sure of the difference I'm assuming that's an age thing, but they want to have a club to talk about their disabilities. So we're working on that. But these are things that happen and they change all the time because I have a feeling next semester we're going to go back to a peer group.

00;40;29;20 - 00;40;50;00

Jamie

But some things you know that we do mention to students when we're talking about disclosing or sharing about your disability. We want you as the student to make that choice. It should not be up to anybody else because someone else told you, you should do that. It's not, that's not how it works. It's up to the student.

00;40;50;05 - 00;41;19;00

Jamie

And sometimes disclosing that information is the only way that our office can help in getting those accommodations approved. So again, going back and forth in your in your head, whether that's something you feel comfortable with, that's completely up to you. But instructors are not required to provide accommodations for students who have chosen not to share that information.

00;41;19;04 - 00;41;22;06

Jamie

So they're not required. They're not mind readers.

00;41;22;06 - 00;41;44;28

Jamie

Okay. So there are a couple of things that I wanted to talk about that you can do before you even go to if you go to college or if you're going to work, these questions are going to be important for you to ask

yourself. Plan to practice the “whats.” What is the general information, the general information about your disability.

00;41;44;33 - 00;42;13;56

Jamie

If your disability is, for example, autism, do you need to share that you have an ingrown toenail? No, one doesn't have anything to do with the other. Right. But I myself, I have ADHD and I do share that with people because sometimes I go off on these radical tangents, and sometimes it's helpful for people to know that because they'll do this.

00;42;14;01 - 00;42;40;31

Jamie

And that's usually my cue “**Jamie** you're getting off topic.” Okay. So I choose to share that information with people. I'm not going to talk about my ingrown toenail because I just got it fixed last week. [laughter] It's been on my mind and on my foot too. [laughter] Okay. Why do you choose to disclose disability? Is it because of your academic performance?

00;42;40;36 - 00;43;14;43

Jamie

Is it something that's going to help the other person to know? It's helpful to know, to practice what things have worked for you in the past. Did it help you to maybe type your papers out instead of handwriting? For some students, that's part of the disability they need to have things typed. So that's helpful for me to know, because I wouldn't want to have somebody because of their disability, being pushed into doing something that they can't do, right?

00;43;14;48 - 00;43;39;00

Jamie

And how is your disability or any kind of a life experience, how can it be affected in your course positively? So we want to know what can it do in a positive or negative manner. So you want practice “to whom”. So who are you going to say this to? Are you going to say this to the gardener outside?

00;43;39;04 - 00;44;05;49

Jamie

No. Are you going to practice it maybe with a counselor that's on staff at Disability Services or even in the counseling center? I see some head nodding. Yeah, that could be helpful. You could even, maybe even practice sharing it with the uh, with your professor. What about with the president of the college? If you knock on their door, are you going to share it with the president of the college? eh-hh.

00;44;05;54 - 00;44;32;10

Jamie

It depends on what the situation is going to be. if they have to an open door policy but most likely, no. All right, so here's a scenario. Let's think this out. This this actually has happened in true life. So Calvin is

extremely shy but excited about starting college. He's registering for his first class and realizes that all freshman have to take part in public speaking.

00;44;32;15 - 00;44;51;26

Jamie

And he stutters, he stutters severely when he talks, especially around new people. So would it be to his advantage or disadvantage to share his disability? To his professors, his classmates? Maybe his roommate? What do you think?

00;44;51;31 - 00;45;02;22

Jamie

What are some things that you. So what is the area of concern? Let's see, what is Calvin worried about?

00;45;02;27 - 00;45;04;30

Audience

It's his stuttering

00;45;04;30 - 00;45;06;19

Jamie

right? In what class?

00;45;06;23 - 00;45;07;06

Audience

Public speaking.

00;45;07;06 - 00;45;17;04

Jamie

Public speaking. And he's a freshman. That's a triple whammy. So should he share with his professor?

00;45;17;09 - 00;45;17;50

Audience

I think he should.

00;45;17;50 - 00;45;38;15

Jamie

Yeah, it's not a bad thing. He can share that. Another thing is, maybe he talks to his advisor or disability services. Does he need to take that class right away? Maybe we need to look at when that class is being taken, because the first semester there's a lot of nerves.

00;45;38;15 - 00;45;54;28

Jamie

There's a lot of jitters, right? Maybe he can take it the second semester after he starts settle in. Think about some other subjects that he might be more comfortable with and so he can get more of that self-confidence. So great answers.

00;45;54;33 - 00;46;01;11

Jamie

Questions? Comments? Thoughts?

00;46;01;16 - 00;46;06;15

Jamie

Coffee? [laughter] All right.

00;46;07;04 - 00;46;27;13

Jamie

All right. Goals. Now I'm not going to read through every single one of these. This is where you're going to ask for a copy of this. But there are goals that you can work on before you even get to college, because these goals will help you not only through college, but if you go right into the workforce. There are some things that you can work on in high school.

00;46;27;18 - 00;46;34;41

Jamie

And if you decide to take that break. So we want to, increase independence, increase success.

00;46;34;46 - 00;46;43;09

Jamie

Electronic communication. What's electronic communication? We have, yes there we go. Yes, we have phone.

00;46;43;09 - 00;46;48;33

Jamie

Email is one of the main methods of communication technology no matter where you go.

00;46;48;37 - 00;47;05;12

Jamie

So initiate calls, initiate emails. Can you respond? Because I can't tell you how many students don't respond. We send a message out that says you need to do x, y, z, and then gasp

00;47;05;12 - 00;47;07;04

Audience

they don't do x, y.

00;47;07;09 - 00;47;16;16

Jamie

they don't do x, y, z, I'm ghosted. I've been officially ghosted. How do you think that makes us feel?

00;47;16;21 - 00;47;17;06

Audience

Like a ghost.

00;47;17;08 - 00;47;47;25

Jamie

Like a ghost. We're sad because we're trying to offer support. So respond. It's part of that interactive process. Communication is an interactive process. So finding those spam messages, how many people get spam? Not the meat. We all got spam, get rid of it because it can come through. Right. Delete old emails. Those are things that you can work on now.

00;47;47;29 - 00;48;12;20

Jamie

And next thing completing assignments. This is probably, if you're already in school, complete assignments in word or another. Program. Submit your assignments through email because that's what's done in college. Very, very little is being done handwritten. So getting used to communicating through email.

00;48;12;20 - 00;48;23;10

Jamie

Creating presentations in a PowerPoint like this or a video, those are things that you can work on now to increase your educational skills.

00;48;23;15 - 00;48;29;24

Jamie

Problem solving, improve and increase your problem solving skills.

00;48;29;38 - 00;48;47;18

Jamie

If you have a problem with your accommodations, or if you need help, even something at home. Mom, dad, Uncle Bo, the dog, not going to be as helpful, but sending a text I need help. What is the problem?

00;48;47;23 - 00;48;54;07

Jamie

Identifying possible software. Those are things that we can also help with.

00;48;54;07 - 00;48;57;12

Jamie

Course selections based on career goals.

00;48;57;27 - 00;49;15;43

Jamie

And this is something that you can start to look ahead for college. What do you want to do? College shouldn't just be I'm gonna sit in a chair and listen to the professor. What do you want to do? Because those are the questions I'm going to ask you. Why are you here? What do you want to do?

00;49;15;48 - 00;49;38;33

Jamie

And it's okay. The first couple meetings to say, I don't know, but after a couple meetings, we need to start fine tuning because you don't want to be sitting in that chair in front of that professor for 25 years, because your parents aren't going to want to foot that bill. They want you to get your stuff done [...]

00;49;38;38 - 00;49;45;52

Jamie

Identify your career goals. So you want to know what your goals are and talk about those during your IEP meeting.

00;49;45;57 - 00;50;06;29

Jamie

What do you want to do? Do you want to be a dog groomer? That's a great ambition. That's a great, it could be a great job, you can start your own business. Do you want to be a teacher? Do you want to be an accountant? Think of some things that you want to do. What do you like to do?

00;50;06;34 - 00;50;30;50

Jamie

And then start organizing. Ooh, this is a tough one for a lot of people. Start using an organizer so that you can see when assignments are due or when you have meetings or when you have to study. Those are the types of things that we talk about in college and we try to connect students with. But it's always good to start a little bit ahead.

00;50;30;55 - 00;50;51;41

Jamie

All right. Time skills, time sense again. The font gets smaller on here because there's a lot to do. I know, I apologize. But there's a lot of activities that you can do that help with time management. Taking out the garbage. It has to be done every Tuesday when you start to get off, remember, we don't want to disappoint mom and dad.

00;50;51;46 - 00;51;13;01

Jamie

Independence. Let's talk about advocating for assistance. Keeping our appointments with teachers or counselors. That's part of independence. Keeping those appointments, making and keeping the

appointments. Who should be making the appointments. You yourself, yourself. Absolutely. So you as the student.

00;51;13;06 - 00;51;25;20

Jamie

So you know this meeting I don't think it's working into my schedule, I want to make this work in my schedule, so you have more control initiating that request for help.

00;51;25;25 - 00;51;32;36

Jamie

And, daily schedule all falls as part of that. And,

00;51;34;18 - 00;51;42;28

Jamie

We are almost done with questions. When can you request accommodations?

00;51;42;33 - 00;51;43;03

Audience

At any time.

00;51;43;03 - 00;52;15;01

Jamie

Any time, nailed it. Any time it's better to ask early. So how many of you are graduating high school this June? All right. Maybe next year? I got more hands up. So that's good. So we've got time. If you're graduating in June, what you can start to do is you can actually apply to OCC in May this year, during your last semester you can apply.

00;52;15;06 - 00;52;30;27

Jamie

And then once you do that you reach out to our office and get the accommodation process started. I'll go into that in a minute. But because who likes to, lounge around in the summertime? Maybe go to the beach, go out on the water? Yeah me too

00;52;30;27 - 00;52;34;43

Jamie

So. But you know, so you want to get the stuff done before the summer time.

00;52;34;47 - 00;52;52;39

Jamie

But it's okay if you decide that you don't want to do it in the summer time. We'll still be around right before classes start. It might, it might mean that you have to wait a little bit longer, because usually everybody waits to like the day before classes. Kid you not. It means that you just have to wait more.

00;52;52;40 - 00;52;56;41

Jamie

But we like to get everybody done as quickly as possible.

00;52;56;41 - 00;53;09;20

Jamie

what should you do if that accommodation is not working? Reach out to the Gardener. Right. Yeah. Not the Gardener.

00;53;09;20 - 00;53;17;10

Jamie

to the. Yup to the disability services office, that's going to be the best answer because the teacher's probably going to tell you go to disability. All right.

00;53;17;19 - 00;53;26;39

Jamie

Questions. Look at that near the end. We're getting to the end here. But that's okay. You can clap.

00;53;26;44 - 00;53;35;04

Jamie

Okay. Let's talk about okay specific. Is there anybody here that thinks that they might want to apply or go to OCC.

00;53;35;04 - 00;53;41;28

Jamie

Excellent, good job, okay. So then I might be seeing you guys when you're ready to apply.

00;53;41;28 - 00;53;52;06

Jamie

So who's eligible? Ocean County College is an open public entity, which means everybody gets in. You still have to apply.

00;53;52;11 - 00;54;04;25

Jamie

But everybody is accepted to Ocean County College. So if you are a current OCC student or you are about to become one, you are, you could be eligible for accommodations.

00;54;04;25 - 00;54;12;04

Jamie

So you have to complete the OCC application first. OCC application and then you meet with Disability services.

00;54;12;04 - 00;54;17;17

Jamie

What we do in our office, we have an intake process.

00;54;17;22 - 00;54;45;42

Jamie

And that's where we talk about the accommodations that, you know, maybe you qualify for. We do software demonstrations for specialized software that could help you during your journey. We connect you to county, state and campus resources. We also provide vocational rehabilitation, so career counseling, and disability related supports. We do a lot of help with our faculty.

00;54;45;43 - 00;55;06;14

Jamie

So when our faculty have questions, we expect them to come to us so that we can have like a three way conversation about what's going on in the classroom. We do a lot of outreach events, just like we're doing today. We have peer support groups, and as of three years ago, this is our third year. We have an academic honor society.

00;55;06;18 - 00;55;35;32

Jamie

So students that are eligible for this academic honor society have to maintain a 3.1 GPA, and they have taken at least 24 OCC credits. And as of today, we have 75 students that accepted their invitation. And we've had hundreds of students that were eligible. So it's a great accomplishment because it's a national honor society. Nothing gets scaled down.

00;55;36;04 - 00;55;37;15

Jamie

So steps

00;55;37;15 - 00;55;52;17

Jamie

First, you submit your request online. Everything is online asks you your name, your address, your contact information. It'll ask you about your disability. So it's important for you to know what your disability is.

00;55;52;17 - 00;55;56;06

Jamie

It'll ask you what accommodations or

00;55;56;06 - 00;55;58;19

Jamie

What help did you have in high school,

00;55;58;19 - 00;56;22;23

Jamie

and you can list it. You can ask a friend or family member, maybe help you fill it out. Or you can put I don't know, I don't know, unknown because we're going to talk to you about that answer and we'll find out what things helped you in the past. We're going to also then collect and talk to you about the documentation of disability.

00;56;22;23 - 00;56;47;04

Jamie

So how many of you have a 504 or an IEP right now? Good, good. Okay I see some hands. Excellent. That's that's the documentation. It's that easy. You're going to ask your school. Ask your school to email you your copy of your most recent IEP, the full educational and the full psychological. Everything that's within three years.

00;56;47;09 - 00;57;10;45

Jamie

If they email it to you, then you can upload it through this, what we call our accommodation portal. Because if you have a paper, it's okay. We'll schedule an appointment to get a scan for you. You turn in documentation to our office. We review it and then we're going to tell you make sure you're checking your email. Because in that email I'm going to say we reviewed your stuff.

00;57;10;50 - 00;57;12;29

Jamie

Let's schedule an appointment.

00;57;12;29 - 00;57;27;02

Jamie

It says in the letter, you can have a support person, you can have a parent, you can have a guardian. But again, those people are going to have to wait till the end of the meeting so that we can do a recap and answer any questions that they might have.

00;57;27;07 - 00;57;51;04

Jamie

And then we're going to talk about your accommodations. Let's talk about what resources we can connect you to. So it is pretty easy, believe it or not. This is our new accommodate portal. Any student that's connected to our office has access to this portal, and they can schedule appointments with us. They can see all the letters that we send out to them, their accommodation letter.

00;57;51;09 - 00;58;13;28

Jamie

We also have a Zen Den. very nice quiet area that students that are connected to our office can sign out for a couple minutes just to kind of get a sense of grounding and then move on to the next class. But you can schedule time in your Zen Den. We post resources. But these, these are really, it's a great resource to keep everything all at once.

00;58;13;28 - 00;58;31;56

Jamie

Because if you go to a four year school, the new school is going to ask you for the same documentation. You have it all in one place. You download it, you send it to the new school. It's a mini electronic heaven.

00;58;32;01 - 00;58;55;30

Jamie

Examples of documentation. Really. This is where I think everybody here is sitting. Your IEP junior and senior year. That's all we're looking for. Your evaluations. If you're connected to DVR, Division of Vocational Rehabilitation, if they did an evaluation, you can send that to us as well or we'll review it as part of your file. For other students, there might be counselors.

00;58;55;30 - 00;59;30;59

Jamie

If you don't, if you have a 504, usually that's not enough information. We'll give you verification forms depending on your disability. And then we work with several students who are, who have permanent disability, VA related disability. And so we work with them on separate papers. So really these information sessions, it's where you get to talk about your concerns, where we connect you with resources and get you ready as much as possible for that start of the semester.

00;59;31;03 - 00;59;53;43

Jamie

But really nice thing about this information session, even though we only have one of them for each student, there's always an opportunity to schedule appointments with our staff. We have students that meet with us weekly, some every other week, some once a month. It's whatever you want. I have had many students. They get their letter. That's all they want, and then they graduate.

00;59;53;57 - 00;59;58;31

Jamie

That's totally fine. If it works for them, it's perfect.

00;59;58;31 - 01;00;22;09

Jamie

Now remember what your numbers were. I remember somebody clearly in this room was at zero. I'm not going to say who that person was. But do you feel like you learned something new or something better since the beginning? You did. All right, so thumbs up and thumbs down.

01;00;22;14 - 01;00;27;10

Jamie

Thank goodness, it happened. So we got a thumbs up. Excellent. That's what we like to hear.

01;00;27;10 - 01;00;33;14

Jamie

I wish you all the very best. No matter where you go, whatever you do