RECOGNIZING THE ADA
CULTIVATING AN INCLUSIVE CAMPUS

Educational Access
Disability Resources
YOUR FIRST ASSIGNMENT:

WHAT IS YOUR DOOR ACTUATOR?

SOMETHING YOU USE/HAVE THAT WORKS FOR EVERYBODY?
WHY IS TODAY IMPORTANT?

Disability inclusion and access is for all of us
“Door actuator” approach

The one group you can “join”...

If you live long enough, you will have a
disability.
WHO IS A PERSON WITH A DISABILITY?

• **ONE IN FOUR** adults have a disability
• *Significantly limited* in a major life activity: Walking, talking, seeing, hearing, learning, reading, speaking,

• Long-term, short term, episodic, apparent, non-apparent, chronic, acute, stable, flaring....

• People of Color or other marginalized groups especially impacted.

• Often misdiagnosed, misunderstood (10 providers on av.)
WHO ARE STUDENTS WITH DISABILITIES AT DCTC?

• 13-15% of Students at DCTC report disability

• Anxiety, Depression, ADHD/LD, Autism

• 37% of students who are eligible students at 2-year colleges do not disclose disability *

• Why?

* National Center for Educational Stats 2022
THE HISTORY OF INDIVIDUALS WITH DISABILITIES IS ROUGH:

“NOT SEEN, NOT HEARD, NOT HERE”
If you were a college student prior to 1973, it was legal to:

- Deny you entry to college BECAUSE of disability
- No accommodations
- Required medical/mental health care/assessment

CiVIL RIGHTS WERE HARD WON

- Protests (in front of buses)
- Disruption (capitol, streets)
- Support from others:
  - Black Civil Rights Leaders
  - Anti-apartheid movements
  - Jewish organizations
PRE 1800S—THIS IS NOT GREAT.

- Disability is the result of your sins being cursed, demonic possession
- “Ugly” Laws
- No school, no work, unless you were institutionalized or treated as a “circus act”
- Eugenics
1800s-1900s: ALSO, NOT GREAT

- Disability is a medical issue
- “Fix it” or “hide it”
- People still largely lived at home
- “Pity” point of view
- Medical treatments/testing
1920-60s: Not Great, But, Maybe-ish Better?

Conflicting Change:

- Institutionalization
- “Separate but equal”
- Employment for people with physical disabilities
- Recognition of mental health laws
- Civil Rights Act
- Disability is a social issue

Movements:

- “We are people first!”
- “Nothing about us without us”
- ADAPT
- THE ARC
1960’s-1990: THE ACTIVISM YEARS
A WHOLE PILE OF THINGS HAPPENED

Rehabilitation Act Sit In 1977
Established All That Was to Come

1990 Americans with Disabilities Act

2008:
Passage of ADAAA
2008–PRESENT
THE GOOD-ER NEWS!

Disability CULTURE Model
Inclusion through Universal Design for Learning
Community Integration
Increase support systems (mental health, care provider support)
Deinstitutionalization or IS IT?
RESOURCES AND SUPPORT FOR EVERYBODY
WHAT IF I HAVE A DISABILITY AND MAY NEED ACCESS OR SUPPORT?

Support and Access: Disability Resources

INTERACTIVE PROCESS

Student

Disability Resources

Course or program/faculty
The Office of Basic Needs & Well-Being supports students with barriers, challenges and life stressors that arise while on their educational journey at DCTC.

The resources navigator meets with students to discuss the challenges they are facing and then assists in finding basic needs resources, solutions and supports so that students can achieve their goals.
CALL 2-1-1
Toll Free: 800-543-7709
Local: 651-291-0211

Text your zip code to 898-211*
24-7 / CONFIDENTIAL / ALL LANGUAGES
https://www.211unitedway.org/
► TRIO PROGRAM

- Students with limited income based on federal income guidelines
- First-generation college student with neither parent having a bachelor's degree
- Student with a documented disability

► UNIFIED CLUB

- Unified Club is an amazing program which combines students with and without disability to come together and build those relationships with their peers.
COMMUNITY VOICES
STUDY STRATEGIES FOR NEURODIVERGENT STUDENTS

• Use the D2L record all upcoming assignments for the month in a task app or outlook calendar.

• Digital text-books can help with this, as well as opting against using a locker. Have a dedicated space at home for your backpack to go.

• Dedicated study location, and a dedicated study time. Plan to stay at school and finish work there if possible.

• Have a dedicated submission time and day each week, different from the due date.
• **Roll the Dice** (or spin the wheel) – Assign a number to each assignment and roll the dice to decide which to begin work on.

• **Pomodoro** (aka. Tomato Time) – Set a timer and work in rotations of 25-minute work blocks, and five-minute breaks. After 3 or four complete cycles take a longer 15 or 30 minute break.

• **Use a task tracker app** - Use something like To-Doist, Evernote, or even your phone’s Notes app to put all your projects in one place. Then break the first task you plan to work on into small, individual steps.

• **Write down all your intrusive thoughts** - Let yourself finish out the mental tangent then write down whatever the thought or idea was so you can get back to work and explore it later.

• **Don’t get frustrated when you can’t focus** – The least productive thing you can do is get frustrated with a perceived lack of progress as it’s only going to make you want to work even less. If things just aren’t coming together, start a different project, get up and take a walk, or go make a snack. One of the hardest things in school and work life is learning to say good enough and moving on to something else. You are your worst critic and turning anything in, even just partially, will always be better than turning in nothing.
OTHER THOUGHTS/ VOICES?
THANK YOU!!!!