

STUDENT DISABILITY SERVICES NEWSLETTER



IMPORTANT DATES

August 20, 2010
Residence Halls Open
SDS Orientation Program
3:00—4:00 pm RPCC 105

August 25, 2010
Classes begin

September 6, 2010
Labor Day — No Classes

September 8, 2010
Study Strategies Workshop
4:30—5:30 pm Mann 100

September 14, 2010
Diversity Panel

October 8, 2010
Last Day to drop classes without a petition

October 10-13, 2010
Fall Break

October 13, 2010
Classes Resume

October 28, 2010
Workforce Recruitment Program Interviews

November 24-28, 2010
Thanksgiving Break

November 29, 2010
Classes Resume

December 4, 2010
Last Day of Classes

December 5-8, 2010
Study Period

December 6, 2010
Entry Point Info. Session
3-4 pm Mann 102

December 7, 2010
Entry Point Interviews

December 8-17, 2010
Final Exam period

December 18, 2010
January Graduation Recognition

LETTER FROM THE DIRECTOR

Welcome to campus and a new academic year. The SDS staff is looking forward to meeting our new students and catching up with those who are returning.

July 26th marked the 20th anniversary of the passage of the Americans with Disabilities Act (ADA), a landmark civil rights bill that affirms the principals of equality and inclusion for persons with disabilities. It was just 37 years ago when the first civil rights law, Section 504 of the Rehabilitation Act of 1973, was passed. Before that time, it was not unusual or illegal for a university to deny students admission or access to programs and services because of a disability.

Despite progress in educational outcomes for persons with disabilities, the problem of underemployment persists. Working age people with disabilities are 22% as likely to be employed as a working-age person without a disability.

SDS and Cornell Career Services want to ensure that you have every opportunity to achieve your employment goals. Our offices are collaborating on programs to encourage students to use Career Services early in your college career and to promote internship opportunities that place students with disabilities with top private and public sector employers. Internships provide mentoring to help you learn how to navigate the workplace and how best to prepare in college for future employment or pursuing an advanced degree. See page 6 for more details of our collaboration.

Best wishes for an enjoyable fall semester.

REQUESTING FACULTY NOTIFICATION LETTERS

Each semester students must give advance notice to instructors of accommodations needed for their courses. Upon request from you, SDS will prepare a faculty notification letter with your accommodations listed for you to give to instructors. Using the on-line request form is the most efficient method for requesting letters. If you add courses after your letter request is submitted, you will need to submit an additional request.

To ensure that accommodations will be in place throughout the semester, you should meet with your professor within the first two weeks of classes. The following steps outline the process for requesting classroom accommodations.

1. If you are new to Cornell and have not finalized the process to register with SDS, call 607-254-4545 to schedule an appointment to meet with your SDS counselor.
2. Complete a Request for Faculty Notification Letters Form. You can fill out a form in the SDS office or online at <http://sds.cornell.edu/sdsregistration.php>
3. Pick up your letters from the SDS office two business days after submitting request form.
4. Meet privately with instructors (or their designated representatives), give them the Faculty Notification Letters and discuss the specific arrangements for your classroom accommodations. Instructors must have two weeks notice of accommodation needs. Notice for final exam accommodations must be provided at least two weeks before the last day of class.

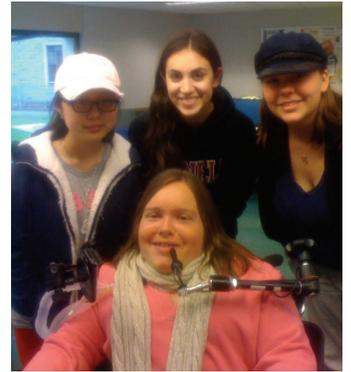
Please contact SDS immediately if you have concerns about the accommodation process or the administration of an exam.

RESOURCES FOR THE CORNELL DISABILITY COMMUNITY

Disabilities Service Team Ready to Assist You!

The Cornell Disabilities Service Team (DST) is ready to lend a hand! Whether you have a disability or temporary injury, DST has more than 40 student volunteers willing to assist with daily tasks such as getting groceries, typing papers, carrying books to class, picking up library materials, doing laundry, and more. Our list of services continues to expand so if you ask us, we'll find a way to meet your needs efficiently.

DST was created to give all students a fair opportunity to achieve success regardless of injury or physical impairment. As Cornellians, our lives may be stressful at times, so why not have DST ease the stress by allowing you to focus on more important activities such as tomorrow's prelim? To request a helping hand visit <http://disabilitiesserviceteam.blogspot.com/>. Good luck this semester and remember DST is ready!



Cornell Union for Disability Awareness Seeks to Extend Its Impact

The Cornell Union for Disabilities Awareness (CUDA) is a student-run organization at Cornell dedicated to the education, advocacy and awareness of issues surrounding disabilities. Since 2004, we have served as a union of persons with and without disabilities giving rise to activism and awareness on campus. Recently, we have begun organizing and planning volunteer events in an effort to extend our impact within and beyond the Cornell campus.

This previous spring semester was an exciting time to be involved with CUDA. CUDA, with the support of the Cornell Food Science Club, partnered with the Franziska Racker Center to develop a two-week cooking course for adolescents with disabilities. The event, held in the Martha Van Rensselaer cooking lab, was an incredible success, with the adolescents learning essential kitchen safety and cooking skills, and the volunteers learning a great deal from the adolescents as well. Everyone involved thoroughly enjoyed the experience, and CUDA plans to organize similar volunteer events for the fall semester.

In March, CUDA representatives attended the City of Ithaca's Disability Advisory Council in order to form a relationship with the Council, and to learn about what Ithaca was doing to serve its citizens with disabilities. CUDA also proposed the development of a universally accessible playground in Ithaca, and this idea is currently being explored by The Commons Upgrade and Repair Project.

CUDA is currently planning a Disability Awareness Week for the fall, and is encouraging interested students to become involved with the project and other volunteer events! Meetings are held on Mondays at 5:00 pm in Stimson 101. For more information about CUDA, please visit <http://rso.cornell.edu/cuda/>.

Talia Shear, CUDA Co-President



INCLEMENT WEATHER PLANS

The winter weather will soon arrive. Planning ahead will make it easier to address the challenges of winter and get where you need to go. If snow and ice will be a significant barrier as you travel around campus, fill out the Voluntary Inclement Weather Form. SDS will report your path of travel to Facilities Management and Grounds and Building Care will make every effort to remove snow and ice in areas you travel on campus.

Download the form! http://sds.cornell.edu/Forms/Voluntary_Inclement_Weather_Questionnaire.pdf

Emergency Evacuation Plans

Your SDS Counselor can assist you with developing an emergency evacuation plan for your residence and on-campus locations.

College Life With ADHD

What challenges do students with ADHD commonly face early in their transition to college? What are some strategies to cope with these challenges?

A couple of the challenges that students with ADHD commonly face when making the transition from high school to college are, of course the same challenges that any university freshman would face. They are dealing with a more difficult level of work, competing with students who are equally as bright as they are, along with the social adjustments of living on their own away from home. But all of these can be more challenging for a student with ADHD as they put additional strains on their coping mechanisms especially around organization and time management.

Some high school students have depended on parents to help them keep on track, and in some cases even edit their papers or help with projects. Without them around to help, they will need to depend on themselves and any support they can garner within the Cornell Community. Also, many students, with or without ADHD, come to Cornell not having learned proper study skills. This is because they are so intelligent that they were able to rely on just listening in class, or being able to “pull off” the exam or prepare a paper at the last minute. That will be much more difficult, if not impossible here. The good news is that Cornell’s Learning Strategies Center offers study skills workshops and even a study skills course HE1100. If necessary, the center can also assist them in locating a tutor. In some cases, working with an ADHD or Academic Coach can be especially useful in helping the student make a successful transition during the first year at college.

A semester can become stressful and the work may seem overwhelming. How can a student organize their semester in order to attend to their work incrementally?

For organizing their semester, I highly recommend hard copies of calendars for each month of the semester to hang in their room, or at least have handy to refer to. On them they will need to indicate when they have exams (called prelims at Cornell), when papers or projects are due etc. Then, even more importantly, backing up from those due dates - note on the calendar when they need to begin preparing as well as noting other markers along the way so that the due date doesn’t “sneak up on them”. It will also be important that they have separate folders for each course with the syllabus readily available to refer to. Having different colors for each subject is best so that they can easily find their materials when needed.

Even when one plans ahead, it is not unusual to feel overwhelmed. What are some coping strategies that you recommend?

The best coping strategy is planning ahead and doing the work incrementally so that the student is less likely to be stressed and overwhelmed in the first place. That being said, when s/he is stressed, they need to remember the basics: enough sleep, good food, regular exercise and support of friends. These elements are key to handling the emotional ups and downs of the semester. If these aren’t enough, they can access additional support through EARS (255-EARS) and CAPS (Counseling & Psychological Services at Gannett: 255-5208).

Parents often play a key role in helping their student. How can parents of students with ADHD be helpful during and after the transition to college?

Parents still play a helpful role, but increasingly that role needs to be negotiated between the parents and the student to avoid unnecessary friction between them. If the student is feeling overwhelmed as s/he prepares to come to Cornell, the parent can help sort out which aspects of that transition the student would welcome assistance with. One suggestion is for the parent to offer to help their son/daughter locate their academic advisor/dean and set up an initial appointment for the very beginning of the semester. This will help the student start off their first semester making a connection with a key support person.

The structure of the home environment is often helpful to people with ADHD. Do you have suggestions as to how to create that type of structure here at Cornell?

Most likely their home environment provided a structure that will now be missing and need to be recreated. What can be helpful is for the student to develop as many routines of their own so that they are more likely to take care of the various aspects of their academic life as well as their daily living needs. Creating a daily and weekly schedule that they refer to can be especially helpful. The schedule can be a guide for them when they need to figure out where to be when, what to bring with them etc. If, for example, the student is someone who tends to misplace important items such as keys, cell phone etc., having one place in their room where these items are kept can be essential in saving the student time and the stress of having to locate them. Also, using organizers in their dorm rooms helps maximize space and makes it easier to contain belongings and avoid an overwhelming mess.

What guidance do you have for a student whose ADHD is affecting their ability to make friends and to feel comfortable in social situations?

In terms of social situations, I would suggest the conventional wisdom of students getting involved in activities that they enjoy. That way they are more likely to meet other students with whom they have interests in common. During the first semester of freshman year it is especially important to “get out there” and meet people. Many long-term friendships can evolve from the bonding experience of adjusting to college. However, the student should be careful not to over extend him/herself by joining too many organizations.

Laure Conklin Kamp, LMHC is a Licensed Mental Health Counselor who was on staff at Cornell’s Counseling and Psychological Services for 20 years. One year ago, she left Cornell to begin her private practice in which she continues to specialize in working with students with ADHD, LD, time management issues and procrastination as well as providing therapy for depression and anxiety. Laure has also trained extensively as an ADHD/Academic Coach helping her clients become and remain academically on track through focusing on their strengths.



She may be contacted at (607) 351-2414 or laure@twcny.rr.com.

RECRUITING INTERVIEWS THIS SEMESTER

THE WORKFORCE RECRUITMENT PROGRAM ON-CAMPUS INTERVIEWS, OCTOBER 28, 2010

The Workforce Recruitment Program (WRP) is a recruitment and referral program that connects public and private sector employers committed to hiring college students and recent graduates with disabilities for both temporary and permanent positions in a variety of fields. The program is a great way to gain valuable skills and experience. The WRP gives students the opportunity to market their abilities to a wide variety of potential employers across the United States. The WRP is co-sponsored by the U.S. Department of Labor's Office of Disability Employment Policy (ODEP) and the U.S. Department of Defense, with the participation of many other federal agencies.

A WRP recruiter will be conducting interviews on campus on **Thursday, October 28, 2010** at the SDS office. The recruiter will gather information about your interests, work background and future goals. This information and your resume will be entered into the WRP database, from which WRP-affiliated employers will select candidates for internships. By early December, 2010, participating organizations will begin contacting students with specific job offers.

Even if you are unsure if you are interested in a position next summer or in the near future, this is an excellent opportunity to practice preparing for and having an interview. NOTE: If you have participated in WRP in the past and are returning, even if with the same employer, you **MUST** go through the on-line application and interview process again.

Prior to the interview you must Register and complete the application on the WRP database at <https://wrp.gov/StudentRegisterInstructionPre.do>

To schedule an interview, contact Jai Khalsa at 607-254-4545 or jkk72@cornell.edu by Friday, October 22nd. For more information about WRP, visit their website at www.wrp.gov and <http://sds.cornell.edu>

You are eligible for the Workforce Recruitment Program if:

1. You have a disability,
2. You are a current full-time student OR you graduated in or since May 2010, and
3. You are a US Citizen.

ENTRY POINT INTERNSHIPS ON-CAMPUS INTERVIEWS, DECEMBER 7, 2010

ENTRY POINT! is a program of the [American Association for the Advancement of Science \(AAAS\)](http://www.ehrweb.aas.org) which offers outstanding paid summer internship opportunities for undergraduate and graduate students with apparent and non-apparent disabilities in science, engineering, mathematics, computer science, and some fields of business.

Jean Morrell, recruiter for Entry Point!, says that students interviewed through this program have a much greater chance of landing internships. AAAS has developed unique partnerships with **IBM, NASA, Merck, Google, Lockheed Martin, CVS, NAVAIR, Pfizer, Infosys, Shell, Procter & Gamble** and university science laboratories to meet their human resources needs.

This year, a workshop with Ms. Morrell will be held on December 6, 3:00-4:00 pm in Mann 102. At that session, a panel discussion will present information about the program to students and career advisors at Cornell.

For more information, see the Entry Point! web page at <http://ehrweb.aas.org/entrypoint/index.htm>, and visit the Student Disability Services information at <http://sds.cornell.edu/careers.html> to read the experiences of a student who received an internship through this program.

You are eligible for the Entry Point! Program if:

1. You have a disability,
2. You have a 3.0 or higher GPA,
3. You are a current full-time student,
4. You are a US Citizen or have a right-to-work permit.

For more information, visit their web site at: <http://ehrweb.aas.org/entrypoint/>

For help with resume writing and interviewing techniques, use the resources at Cornell Career Services:
<http://www.career.cornell.edu/>

COURSE ON DIVERSITY AND DESIGN

Lorraine Maxwell, Associate Professor in the Design and Environmental Analysis Department of the College of Human Ecology, studies environmental psychology. This field examines how the physical environment affects human function.



Lorraine Maxwell,
Associate Professor
Design & Environmental
Analysis (Image courtesy of
the Division of Rare and
Manuscript Collections,
Cornell University Libraries)

More specifically, this discipline considers how the layout and details of place can improve or impede human activities.

One course that Professor Maxwell teaches is DEA 4100, which focuses on diversity and design. In that class, students examine a variety of human environments and discuss how each impacts different areas of diversity. Specifically, the class examines public spaces, recreational and educational facilities, residential spaces, healthcare facilities, and work places. In each of

those environments the class examines four focus areas of diversity: different types of ability, stage in life cycle, culture, and gender.

Many of the ideas discussed come from the model of Universal Design (UD). UD results in environments that are usable and effective for people of all abilities, not just people with disabilities. Curb cuts or sidewalk ramps, essential for people in wheelchairs but used by all, are a common example. Other examples are cabinets with pull-out shelves, kitchen counters at several heights to accommodate different tasks and postures, and kneeling buses that utilize ramps rather than lifts.

Specific issues for discussion arise based on observation. For example, when looking at newer residential spaces, one often finds large rooms with electrical outlets clustered against large areas of blank wall. This type of design allows for the placement of home entertainment centers against

the wall, leaving space for seating facing the equipment. This space accommodates a culture that spends significant time watching. In contrast, older homes more frequently had seating areas near a fireplace or circled together in the center of a room, which are two spatial arrangements that encourage conversation. In this case, furniture placement is somewhat dictated by structural design, and cultural norms about relaxation are supported. Or are they created by the space?

Many questions arise over the semester. What should be the role of government in environmental design? What are the benefits of being proactive or reactive to diversity needs? How does UD add value for everyone? What is the value of using person-first language in environmental design? Should spaces be designed to suit standards of UD, of visit-ability, or of the Americans with Disabilities Act?

A primary goal of the course is encouraging students with a wide range of viewpoints to see space differently – to become more aware of mobility and cognitive issues that arise within different environments, to become sensitized to the ranges of abilities that space ought to serve. Class participants come from any background and any field, and need not be interested in design fields. Professor Maxwell said that after taking this course she “hopes people will start to look at their spaces differently. I hope that people will become advocates, from many different perspectives”.

Three projects are done each semester. The first is to evaluate a large local supermarket. Second, using the four focus areas of diversity, evaluate a space chosen by the student. Third, develop design recommendations to make the space examined in the second project more inclusive. In the past, students have done projects involving computer labs, libraries, dining facilities, student centers, living spaces, and many other locations.

~Donna Heilweil

Happy 20th Birthday to the ADA!

The Americans with Disabilities Act, or ADA, is a federal law that was signed into law by then President George Bush on July 26, 1990. An amended version was signed into law in 2008, and became effective January 1, 2009.

The ADA “prohibits private employers, state and local governments, employment agencies and labor unions from discriminating against qualified individuals with disabilities in job application procedures, hiring, firing, advancement, compensation, job training, and other terms, conditions, and privileges of employment.” (Definition from the Equal Opportunity Employment Commission.)



Disability Awareness Day Speaker - T.V. Raman

T.V. Raman graduated from Cornell in 1994 with a PhD in Applied Mathematics. He currently works as a computer scientist and engineer at Google Inc. Raman is nationally recognized as an expert in Web standards, auditory interfaces and scripting languages.



T.V. Raman and his guide dog, Hubbell

Raman lost his sight at age 14 from glaucoma. Now he is a pioneer in the field of “eyes free” technology. In 1994 he was awarded the Association for Computing Machinery’s Doctoral Dissertation Award for his “Audio System for Technical Readings,” or “AsTeR,” an open-source system for verbally rendering technical documents.

In 2006, Raman developed Google Accessible Search, which takes a normal Google search and ranks the results according to accessibility for blind and visually impaired users. Accessible Search looks at the HTML markup on a page and favors pages with “few visual distractions, and pages that are likely to render well with images turned off.”

Raman is currently working on Project Eyes-Free, a completely vision-free user interface for Android-based phones, including touch screen phones, that can run any eyes-free apps developers choose to create, and many that weren’t specifically designed for accessibility, since it comes with a built-in screen reader. It also includes a talking dialer and phone book, and a built in GPS combined with Google Map lookup that will speak your location and tell you the nearest cross-streets. More information about the project is available at <http://eyes-free.blogspot.com/>.

Join us for a conversation and light lunch with T.V. Raman on September 29, 2010 at noon in the Upson Hall Lounge, Room 117



SPOTLIGHT ON ACCESSIBILITY THE WORLD HEALTH ORGANIZATION



The World Health Organization (WHO) is the global health branch of the United Nations. Their mission is to improve global health through leadership, research, and support. One of the basic principles agreed to by the 193 WHO member states is that “Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.” To this end, they have worked to eradicate diseases, and improve health and quality of life in countries around the world.

One area WHO focuses on is disability. About 650 million people worldwide have disabilities. This number is increasing for many reasons, including poor medical care, dangerous conditions in some countries, aging populations, and population growth. Of this number, 80% live in low-income countries where there have little or no access to disability services, and quality of life is impacted as a result.

In 2005, the WHO adopted a resolution to improve the lives of people with disabilities around the world, in conformity with the WHO’s vision, that “All persons with disabilities live in dignity, with equal rights and opportunities.” Then in 2008, the Convention on the Rights of Persons with Disabilities came into force. WHO Member States which signed the Convention agreed “to promote, protect and ensure the full and equal enjoyment of the human rights and fundamental freedoms of people with disabilities and prompt respect for their inherent dignity.” WHO is working to assist member countries in identifying people with disabilities, and providing support services and assistive technology, especially in countries which don’t have national disability plans in place. They are also working to produce a *World Report on Disability and Rehabilitation* which will be disseminated widely.

One group that has been impacted by the WHO’s disability efforts is wheelchair users in developing countries. WHO, in conjunction with the US Agency for International Development, the International Society for Prosthetics and Orthotics, and Disabled Peoples’ International have created an informational document, *Guidelines on the Provision of Manual Wheelchairs in Less Resourced Settings*. WHO estimates that as of 2003, approximately 65 million people – 1% of the population – need wheelchairs. Of those, 20 million people did not have a wheelchair despite their need.

More information about the WHO’s efforts in disability work can be found at <http://www.who.int/disabilities/policies/en/>.

~Andrea Dietrich

PROGRAMS AND WORKSHOPS

Assistive Technology, Your Study Buddy: Wednesday, September 8, 4:30 – 5:30 pm, Mann Library, Room 101
Learn how e-text, smart pens and your computer digital recorder can enhance reading and notetaking skills.
Presenters will be Michele Fish, Cyrus Hamilton, SDS staff, Tom Burke '13

Employer Diversity Panel: Tuesday, September 14, 4:45 pm, HEC Auditorium, Goldwin Smith Hall
Diversity in the Workplace: We're ALL Part of the Picture

A panel of employer representatives from a variety of industries will discuss the business case for hiring a diverse workforce. Panelists have a history of commitment to diversity issues, recognizing that it takes a diversity of individuals by race, ethnicity, ability, religions, and sexual orientations to build a truly diverse employee base. And they know a diverse workforce matters, for a business to succeed in the 21st century!



SDS Lending Library

The SDS lending library is located at 420 CCC in the SDS office and is available for browsing during regular SDS hours. A full list of the library contents is available at <http://sds.cornell.edu/library.html>.

Check out (pun intended) this list of recent additions:

The Anxiety & Phobia Workbook, Fourth Edition. Bourne, Edmund J. 2005 – New Harbinger Publications, Inc., Oakland.
The Feeling Good Handbook. Burns, David D. 1999 – Plume, NY.
Feeling Good: The New Mood Therapy Revised and Updated. Burns, David D. 1999 – Harper, NY.
The Happiness Trap: How to Stop Struggling and Start Living. Harris, Russ. 2008 – Trumpeter Books, Boston.
How to Become a Straight-A Student: The Unconventional Strategies Real College Students Use to Score High While Studying Less. Newport, Cal. 2007 – Broadway Books, NY.
How to Win at College: Surprising Secrets for Success from the Country's Top Students. Newport, Cal. 2005 – Broadway Books, NY.
Learning Outside the Lines: Two Ivy League Students With Learning Disabilities and ADHD Give You the Tools for Academic Success and Educational Revolution. Mooney, Jonathan & Cole, David. 2000 – Fireside, NY.
The Mindfulness and Acceptance Workbook for Anxiety: A Guide to Breaking Free from Anxiety, Phobias & Worry Using

Acceptance & Commitment Therapy. Forsyth, John P. & Eifert, Georg H. 2008 – New Harbinger Publications, Inc., Oakland.
The Now Habit: A Strategic Program for Overcoming Procrastination and Enjoying Guilt-Free Play. Fiore, Neil. 2007 – Penguin Books Ltd., NY.
On Course: Strategies for Creating Success in College and in Life. Downing, Skip. 2010 – Wadsworth, Cengage Learning, Boston.
The Relaxation & Stress Reduction Workbook, Sixth Edition. Davis, Martha & McKay, Matthew. 2008 – New Harbinger Publications, Inc., Oakland.
The Resilience Factor: 7 Keys to Finding Your Inner Strength and Overcoming Life's Hurdles. Reivich, Karen & Shatté, Andrew. 2003 – Broadway Books, NY.
Scattered Minds: Hope and Help for Adults with Attention Deficit Hyperactivity Disorder. Adler, Lenard. 2006 – Perigree, NY.
Self-Discipline in 10 Days: How to Go from Thinking to Doing. Bryant, Theodore. 2004 – Hub Publishing, Seattle.
The Short Bus: A Journey Beyond Normal. Mooney, Jonathan. 2007 – Henry Holt & Co., NY.
The Transition to College Writing. Hjortshoj, Keith. 2009 – Bedford/St. Martin's, NY.

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