

Autism Awareness

An important aspect of the disability rights movement is the active involvement of people with disabilities in the planning of policies and practices that affect their lives, as well as defining the experience of living with a disability. The motto, “Nothing About Us Without Us,” is the fundamental philosophy of the disability rights movement and of the Autistic Self Advocacy Network since its founding in 2006.

On February 11th, Ari Ne’eman, President of the Autistic Self Advocacy Network (ASAN), will be on campus giving several presentations. At 12:15pm in G10 Biotech he will be giving a talk titled, “Autism and the Disability Community: The Politics of Neurodiversity.” ASAN is an organization run by autistic people for autistic people.

Continued on page 5



Ari Ne’eman (photo by Paul Morse for Wired.com / Provided)

Inside:

<i>Letter from the Director</i>	2
<i>Important Dates</i>	2
<i>CUDA Demonstration on Campus Accessibility</i>	3
<i>Employment and Internship Opportunities</i>	4
<i>Disability Studies Courses</i>	4
<i>Inclement Weather Plan</i>	5
<i>Why Procrastinators Procrastinate</i>	6
<i>Willard Straight Accessibility Improvements</i>	7
<i>Cornell Student Court</i>	8
<i>Voice Dream Overview</i>	9

Requesting Accommodation Letters

Each semester students must give advance notice to instructors of course accommodations. Upon request from you, SDS will prepare accommodation letters with your accommodations listed for you to give to instructors. Using the online 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 professors within the first two weeks of classes. The following steps outline the process for requesting classroom accommodations:

1. If you are new to Cornell, call SDS at 607-254-4545 to schedule an appointment to meet with a SDS counselor.

2. Complete a “Request for Accommodation Letters.” 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 accommodation letters, and discuss the specific arrangements for your classroom accommodations. Instructors should receive letters **in the first two weeks** of the semester, and have at least two weeks’ notice of accommodation needs.

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

Letter from the Director

Welcome back to campus! I hope you enjoyed your winter break.

The Cornell Union for Disabilities Awareness (CUDA) held a series of simulation events on November 25th that highlighted the importance of accessibility on campus (see story on page 3). Their activism has raised awareness about the importance of access on campus and has demonstrated to campus leaders that this issue is important to many students. CUDA members have a long history of influencing disability issues on campus, from advocating for disability studies courses to being a community of support and camaraderie for fellow students.

Facts, Advocacy and Control of Epileptic Seizures (FACES) held a program on December 4, 2013 that addressed epilepsy from all angles. Neurologist, Dr. Paul Kent gave a presentation. Cornell faculty, Dr. Ron Hoy and Dr. David Deitcher spoke about their work with students in the FACES Research Lab and a FACES mentee told his personal story about dealing with epilepsy as a child.

These initiatives, and others like them, have on-going importance because they encourage education, activism and involvement about disability issues on campus.

This semester, student leaders of disability-focused organizations will be hosting a social justice roundtable dinner on March 13, 2014. The goal of the dinner is to engage various stakeholders from the campus and the Ithaca community understanding the world from the perspective of disability and to question how this viewpoint may inform your work, how you design a course, hold an event, or interact with members of our community?

Teresa Danso-Danquah, the President of both CUDA and the Disability Services Troop will be organizing the roundtable event. She invites students who are interested in participating to contact her at tod8@cornell.edu.

Getting involved can make a difference for you and others.

Best wishes for a great semester.

Kappy Fahey



Important Dates

January 15, 2014

Residence halls open

January 22, 2014

Classes begin

February 5, 2014

Add period ends

February 16-18, 2014

February Break

February 21, 2014

Deadline to register or renew with SDS for housing accommodations for 2014-2015

February 23, 2014

Last day to sign up for housing lottery

March 14, 2014

Drop period ends (without a petition)

March 29-April 6, 2014

Spring Break

May 7, 2014

Last day of classes

May 8, 2014

Slope Day!

May 8-11, 16, 2014

Study period

May 12-20, 2014

Final exam period

May 21-23, 2014

Senior Days

May 25, 2014

Commencement

Cornell Union for Disability Awareness Holds a Demonstration on Campus Accessibility

On November 25, 2013 the Cornell Union for Disability Awareness (CUDA) held a demonstration to raise awareness about accessibility to main buildings on campus. This event was well-attended by prominent campus and community leaders. Presentations were held throughout the day at Day Hall, Rockefeller Hall, Willard Straight Hall, The Cornell Store, and Martha Van Rensselaer Hall. During the presentation, select participants were asked to complete the tour in a wheelchair or on crutches.

CUDA chose to explore a wide variety of buildings to demonstrate how inaccessibility challenges students both in the classroom and across all other aspects of student life. This program also highlighted that inaccessibility challenges affect faculty, staff and visitors as well. Although the demonstration proved that each building could use some work on accessibility, it also illustrated that each building has received some access upgrade. For example, there is a great accessible men's bathroom on the ground floor of Day Hall.

Taiya Luce, the Director of Campus Information and Visitor Relations explained, "I would also like to add that the intention to raise awareness, without the intent to accuse and pinpoint blame, is an extremely effective tactic. Your event created an invitation to engage, discuss and think, and I will continue to expand on this in years to come."

The demonstrations sparked valuable conversations about barriers throughout our campus. For example, Dr. Susan Murphy, Vice President for Student and Academic Services, noticed that she was unable to reach the emergency call button in the elevator from the wheelchair. Another conversation raised the issue that many accessible routes require going in a roundabout way and using a different entrance than the main entrance.

Juliana Batista, Vice President for Outreach on the Student Assembly and Resident Advisor in Risley,

participated in the demonstration at Rockefeller Hall. Although this was not Batista's first encounter with accessibility problems, it gave her a new perspective on the challenges of being in a wheelchair. Batista explained, "I learned that trash cans and ladders can pose serious obstacles to students in wheelchairs."



Juliana Batista and Dean of Students Kent Hubbell

Lawrence Goun, the outgoing President of CUDA, explained, "We want to make sure that the news reaches students, alumni, faculty, staff employees, and even the greater Ithaca community. If we can convince all of these parties to help fight for accessibility and inclusion, I think the actual modifications to the buildings and the university programming at large will not be very time-consuming or expensive."

The demonstration was an eye-opening experience for campus and community leaders. CUDA hopes that this conversation will continue to turn into action to make Cornell a more accessible campus.

CUDA also hopes that the news about this accessibility event reaches the entire student body. If you have any further questions about the event or CUDA, please e-mail CUDA at cuda@cornell.edu.

Jordan Berger '17

Interested in Learning More About Career Opportunities at Cornell University?

The Recruitment and Employment Center can assist you with this. Learn about:

- Our award winning workplace.
- The types of employment opportunities available and the general skill sets required.
- How to navigate our online application process.
- Tips on getting noticed.
- Resources available to assist you in your employment search.

Please contact Mary De Souza at mad17@cornell.edu for information about our General Employment Session and to register for a one-on-one informational session with a recruiting staff member.

Note: The Recruitment and Employment Center does not provide job search assistance (resume critique, practice interviews, etc.). For these services please work with [Cornell Career Services](#) and the career offices of your undergraduate colleges or professional schools.

Summer Internship Opportunities at Cornell

Interested in a great summer work experience that you can add to your resume? Want to check off “spending a summer in Ithaca” from your bucket list? Click the link below for more information on 14 exciting and paid student internships with the Division of Financial Affairs and Cornell Information Technologies:

<http://dfa-cit-diversity.cornell.edu/2013/12/20/2014-summer-intern-positions/#more-152>

Application deadline is January 24th!

Disability Studies Course Info

There are several Disability Studies courses being offered in the Spring and there are still spots left to register. These courses are open to all students regardless of college affiliation.

Disability and Employment Policy (ILRLR 4023)

College: ILR / Offered: Spring / Credits: 2
Time: M 7:30PM-10:00PM / Instructor: T. Golden

Disability Law (ILRLR 4033)

College: ILR / Offered: Spring / Credits: 4
Time: M 7:30-10:00pm / Instructors: T. Golden & R.Cebula

Disability Considerations in Human Resource Policy and Practice (ILRHR 6410)

College: ILR / Offered: Spring / Credits: 2 / Time: 7:00-10:00pm
Instructors: S. Bruyère & L. Nishii

The following 2 courses have a disability component:

Labor and Employment Law (ILRLR 2010/5010)

College: ILR / Offered: Fall and Spring / Credits: 3
Time: MWF 10:10-11:00 or TR 10:10-11:25 / Inst: M. Gold

Employment Discrimination & the Law (ILRLR 4842/6840)

College: ILR / Offered: Fall or Spring / Credits: 4
Time: TR 1:25-2:40 / Instructor: R. Lieberwitz

Inclement Weather Plan

The winter weather is here! 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.

Submit completed forms to SDS at sds_cu@cornell.edu
sds.cornell.edu/Forms/Voluntary_Inclement_Weather_Questionnaire.pdf



Autism Awareness —continued from Page 1

ASAN's goal is for people with autism to have the same rights and opportunities as everyone else in society. They seek equality for people identifying on the autism spectrum in accordance with Section 504 of the Rehabilitation Act.

The ASAN network was created to provide support for individuals with autism and to educate the broader community on the disorder. Their activities in the broader community include public policy advocacy, engaging the community in order to change their perceptions and accept the idea of neurodiversity, research on the quality of life for people with autism, and the development of activities that promote Autism culture. Each chapter may focus on different activities within their community.

Policy advocacy is one of the most important activities ASAN takes part in. Through talks with members of Congress and their associative staff, ASAN works to promote the interests of those with autism in law and policy making. ASAN can accomplish this by partnering with other disability rights organizations like the National Disability Leadership Alliance. Together, these organizations work to ensure that government legislation is promoting the interests of people with autism as well as all people with disabilities.

One of the current projects ASAN is working on is analyzing health care access issues for those with disabilities and helping health related facilities strive for

equal access. They find that individuals with developmental disabilities don't receive equal access in organ transplants.

ASAN also works towards campus inclusion for those with autism. ASAN created a program called the Autism Campus Inclusion Summer Leadership Academy. In this program, students learn how to enact changes on their campuses and how to self-advocate more effectively.

A major project of ASAN is improving employment opportunities for persons with Autism. They work with corporations to include people with autism in diversity hiring programs. People with developmental disabilities experience high rates of unemployment and underemployment. ASAN has a database of resumes that they release to potential future employers upon request.

Source for this information: ASAN website
<http://autisticadvocacy.org/>

Mark Your Calendars!

Ari Ne'eman,
founder of the
Autistic Self Advocacy
Network,
will speak on

*Autism and the Disability
Community: The Politics of
Neurodiversity*

February 11th at 12:15pm in
Biotech G10



Dana Mittag '13

Why Procrastinators Procrastinate

(This is a preview of an article that you can read online in its entirety at: <http://www.waitbutwhy.com/2013/10/why-procrastinators-procrastinate.html>. I highly recommend it!)

pro-cras-ti-na-tion |prəˌkrastəˈnāSHən, prō-|
noun

the action of delaying or postponing something: *your first tip is to avoid procrastination.*

Who would have thought that after decades of struggle with procrastination, the dictionary, of all places, would hold the solution.

Avoid procrastination. So elegant in its simplicity.

While we're here, let's make sure obese people avoid overeating, depressed people avoid apathy, and someone please tell beached whales that they should avoid being out of the ocean.

No, "avoid procrastination" is only good advice for fake procrastinators—those people that are like, "I totally go on Facebook a few times every day at work—I'm such a procrastinator!" The same people that will say to a real procrastinator something like, "Just don't procrastinate and you'll be fine."

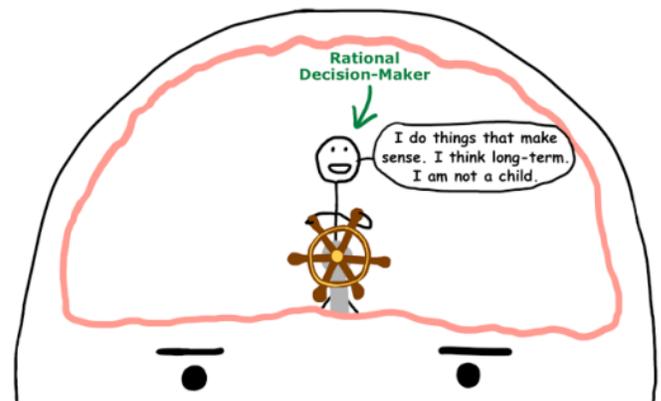
The thing that neither the dictionary nor fake procrastinators understand is that for a real procrastinator, procrastination isn't optional—it's something they don't know how to not do.

In college, the sudden unbridled personal freedom was a disaster for me—I did nothing, ever, for any reason. The one exception was that I had to hand in papers from time to time. I would do those the night before, until I realized I could just do them through the night, and I did that until I realized I could actually start them in the early morning on the day they were due. This behavior reached caricature levels when I was unable to start writing my 90-page senior thesis until 72 hours before it was due, an experience that ended with me in the campus doctor's office learning that lack of blood sugar was the reason my hands had gone numb and curled up against my will. (I did get the thesis in—no, it was not good.)

Even today, this post won't be up until late Tuesday night because I spent a bunch of hours doing things like seeing [this picture](#) sitting on my desktop from the last post, opening it, looking at it for a long time thinking about how easily he could beat me in a fight, then wondering if he could beat a tiger in a fight, then wondering who would win between a lion and a tiger, and then googling that and reading about it for a while (the tiger would win). I have problems.

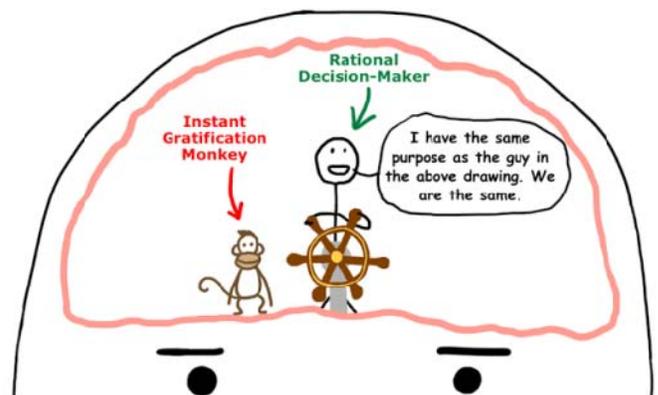
To understand why procrastinators procrastinate so much, let's start by understanding a *non-procrastinator's* brain:

Non-Procrastinator's Brain



Pretty normal, right? Now, let's look at a procrastinator's brain:

Procrastinator's Brain



Notice anything different?

It seems the Rational Decision-Maker in the procrastinator's brain is coexisting with a pet—the Instant Gratification Monkey.

This would be fine—cute, even—if the Rational Decision-Maker knew the first thing about how to own a monkey. But unfortunately, it wasn't a part of his training and he's left completely helpless as the monkey makes it impossible for him to do his job.



Reprinted by permission of "Wait, But Why"

Click the link above to read more *Why Procrastinators Procrastinate*. There is an equally enjoyable follow-up article, **How to Beat Procrastination**, at: <http://waitbutwhy.com/2013/11/how-to-beat-procrastination.html>

Michele Fish, SDS

Accessibility Improvements at Willard Straight Hall

There have been recent improvements to accessibility at Willard Straight Hall. Andrea Haenlin-Mott, Cornell's ADA Coordinator for Facility Services spearheaded the renovation project. Recently, Cornell identified six main priority areas to improve conditions for students and faculty with disabilities, and physical accessibility of the campus is one of those key priority areas.

Phase I of the WSH renovations involved replacing the front entrance ramp. Prior to the renovation, the slope and hand rails on the ramp were inconsistent with ADA standards. Power-assisted door openers are being added to the building's front entrance to make easier to enter the building. This project will be completed over the winter break and will be ready for the spring semester.



Renovations being made to provide access to WSH

Phase II of the WSH renovation project will involve changing the back entrance elevator from a freight to passenger elevator. Currently, the freight elevator is well-marked for anyone trying to enter the building and provides detailed steps on how to operate the elevator (pictured right).

Prior to this, individuals with disabilities could not enter access upper floors of WSH from the back entrance.

The building renovations at WSH are part of a broader effort by Cornell to make the campus more physically accessible for persons with disabilities.

Haenlin-Mott is a key part of this effort. Haenlin-Mott reported that several of Cornell's academic buildings

are over 100 years old, making modern accessibility improvements a difficult and capital-intensive task due to differences architectural design. The ADA Facility Services team conducts path of travel studies to determine how students get from point A to point B on campus. This is an essential component of Cornell's prioritizing building improvements to meet ADA standards. This is a very quantitatively-based process, and the results are often surprising. For example, Haenlin-Mott states that Guterman Bioclimatic Laboratory had the same level of need for ADA improvements as WSH, a surprise in that WSH is in the center of campus and the student union center.

Nevertheless, it is clear that Cornell is working hard to make this campus more accessible to individuals with disabilities.

Craig Ladd '14



Instructions posted on how to use the service elevator in Willard Straight Hall

Cornell Creates a Student Court

The Undergraduate Student Assembly recently approved the creation of the Judicial Branch of the Student Assembly called the University Student Court. To create the University Student Court, the Student Assembly had to change their Charter and Bylaws.

The University Student Court (USC) was proposed by the Student Assembly President Ulysses Smith '14 and Scott Seidenberger '16. Smith and Seidenberger believe the USC will fill a hole in the current system. They felt students did not have an institution to mediate individual or group grievances with other students and with student organizations that were not violations of the Code of Conduct. Smith said, "Over the five years that I've been here, I have seen a number of incidents that would have greatly benefited from having such a venue for conflict resolution."

The University Student Court will be composed of five justices. These justices will be appointed by a committee and each must be an undergraduate student who can commit to a two year term.

Once the USC is implemented, the Justices on the court will have jurisdiction to hear and enter judgments in suits brought by students and student organizations against other students and student organizations as well as student-governing bodies. The Justices' role will be to hold mediation conferences that acknowledge all of the uncontested facts and help the conflicting parties come to settlements using the facts. The Student Court will

also have jurisdiction regarding questions and concerns about the constitution and bylaws of student organizations, including the Student Assembly.



The USC will provide students with a student-run institution to mediate their conflicts. Smith explains, "It allows students to really take ownership of community standards and further engage in Cornell's very unique structure of shared governance." The University Student Court is meant to protect students. Seidenberger explains, "Its core function is conflict resolution and making sure that student-governing bodies and student organizations are held to the standards of the University and to those they set for themselves."

Unlike the Judicial Administrator, the Student Court is meant to be a civil court. Seidenberger explains, "Students will benefit from this new body because now students and organizations will have an avenue to solve conflicts in a neutral environment. The USC will strengthen the Student Organization community here at Cornell by allowing disputes to be handled by a third party."

More information about the University Student Court: [USC Information](#)

Jordan Berger '17

Accessible Housing for 2014-2015

Returning students: If you plan to seek on-campus housing accommodations or adaptive housing for next year, you will need to:

- Register for the housing lottery by visiting the Living @ Cornell website between January 22 and February 23 at <http://living.sas.cornell.edu/live/apply/>. This puts you in the system as planning to live on campus.
- Register or renew your housing accommodations by meeting with Student Disability Services by February 21.
- If approved for accessible housing, you will contract before General Room Selection, which is March 9-14.

Voice Dream Reader Overview

With all the various apps out there, it can be hard to decide on the “perfect” app for reading digital text. Many variables exist, such as types of file formats it will read, the quality of voices it comes with, if it helps with note taking, the ability to highlight, and so on.

I recently came across an iOS reader app that has a robust set of features and a decent sounding voice. The app is called Voice Dream Reader. It comes in two versions, a Lite (free) version and a premium version for \$9.99. The primary difference between the two versions is the Lite version quits after reading 200-300 characters.

When I started using Voice Dream, I was immediately impressed by all the great features. The synchronized line and word highlighting as it reads, voice options, and ability to highlight to name a few.

The app comes with Heather, a voice by Acapela, but it also allows access to the 36 iOS voices already installed (iOS7). In addition to the standard voices, it offers an additional 78 voices in 20 different languages. They can be downloaded for a fee (\$1.99-\$2.99) from within the app or from the app store. You can use the Lite version to test the voices.

Of course, there is no mistaking the voices for a real human voice, but they are far cry from the old choppy monotonic voices that usually come to mind. Instead, the voices are clear and easy to listen to, which makes it especially useful when trying to get through your next Chemistry reading assignment!

Another useful feature is the ability to connect with popular services like Bookshare, Google Drive,

Dropbox, and iTunes. If you have an account, you can access and download titles from any of these services, all from within the app. I connected my Bookshare account and was able to download titles easily and rather quickly. It can also import many file formats including PDF, EPUB, Daisy audiobooks and textbooks, HTML, Word, and Power Point files.

Once you have your readings in the app, its clean and straight forward design makes learning to use the tool a quick process. It has a set of common controls to navigate the text. It also has highlighting, word lookup, and bookmarks as part of its study tool offerings. One feature I particularly like to use when reading is the masking feature. While reading, I simply pinch the screen on my iPad to only have the current reading area visible. It also highlights the line it is reading and each word as it reads, further helping me to stay focused.

There are many more customizable features (e.g., displaying text in the OpenDyslexia font) in this app that are only truly appreciated by downloading it and checking it out for yourself. If you haven't already done so, I highly recommend visiting the iOS app store and downloading the free Lite version of Voice Dream Reader.

Once you are convinced that this is the tool for you, you can purchase and download the full version (for \$9.99) and get started reading. For more information, you can visit their website at www.voicedream.com.



Cyrus Hamilton, Coordinator of the Alternate Media Resource Center

New SDS Access Media Resource Center Website!

The Access Media Resource Center in SDS is pleased to announce the creation of an access media blog site! Its purpose is to provide useful information on apps and software for students with print disabilities. It also includes information on where to find and how to use access technology on the Ithaca campus and resources for obtaining digital copies of text, including free options. You can visit the site by going to: cuamrc.wordpress.com.

Photo Credits

Page 1 — Ari Ne’eman photo by Paul Morse for
Wired.com / Provided

Page 3 — Wheelchair/Willard Straight photo from
Lindsey France (UPHOTO), 2013

Page 5 — ASAN logo courtesy of *autisticadvocacy.com*

Page 5 — Campus photo from *MT Condosta '14*

Page 6 — *Copyright 2013 Wait But Why Inc.,
Reprinted with permission.*

Page 7 — Willard Straight photos from *Craig Ladd '14
and Emily Nester, SDS*

Page 9—*Voice Dream logo courtesy of voicedream.com*

Page 9—*iPad photo courtesy of apple.com/ipad*

Page 10—*Willard Straight photo from MT Condosta '14*



CORNELL UNIVERSITY

Student Disability Services
420 Computing and Communications Center
Ithaca, NY 14853

Phone: 607-254-4545

Fax: 607-255-1562

E-mail: sds_cu@cornell.edu

Web: <http://sds.cornell.edu>