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July 18-22, 2022

Transitioning Disabled Students to College through Readiness Programming

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1

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Conference Civility Statement

We ask you to join us in creating a culture that reflects…

Access and Inclusion

and

Civility and Respect

…this week and in all aspects of our organization.

2

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Greetings

Jennifer Biggers, M.Ed. (she/her)
Disability Specialist
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3

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Objectives

- Participants will understand the importance of readiness programming for disabled students attending college.
- Participants will identify needed programming on their campuses that promote self-determination, self-advocacy, and retention.
- Participants will use presentation toolkit to implement beginning of the year programming for new or transfer disabled students.

4

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Overview of Session

- What does the research say?
- Overview of UC Riverside's Data and Programming
- How to Create and Facilitate Necessary Programming based on Student Needs
- Toolkit with UC Riverside Resources
- Q & A

5

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Programming can increase:

- student engagement and participation
- increase retention, and
- provide a sense of community.

6

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What we know…

- Colleges and universities recognize the effects **belonging** have on adjustment, achievement, and persistence (Hoffman et al. 2002; O'Keefe 2013; Strayhorn 2019).
- Orientation programs sooth academic and social transitions of new students by introducing them to one another, the institution, and different aspects of college life (Chan, 2019).
- Orientation programming helps students learn how to access critical campus resources as it relates to: safety, policies, registration, technology, campus activities, and recreation (Mayhew et al. 2010).

7

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Transitioning to College with a Disability

- Students with disabilities enter college unprepared to disclose their disability or lack the understanding of how to access services on campus (Getzel & McManus, 2005; Wagner et al., 2005).
- Supports are essential to the retention of students with disabilities college. These supports include developing self-determination skills, developing self-management skills, exploring technology, and obtaining internships or other career-related experiences (Briel & Wehman, 2005; Burgstahler, 2003; Burgstahler & Doe, 2006; Getzel & McManus, 2005).

8

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What we are seeing at UCR

- Limited knowledge as it relates to tech tools for learning and access;
- Students are requesting support in the areas of self-advocacy, time management, and disability management;
- Students respond positively to peer mentor support;
- Students are seeking opportunities to interact with others with similar lived experiences

9

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Department Stats
Permanent, Temporary, and Provisional Accommodations

- Provide services to approximately 1400 Students
  - 191 Graduate/Professional (SOM, PhD, MA/MS, and Credential programs)
  - 1245 Undergraduate
  - 22 non specified
- Types of Disabilities
  - 43% have a psychological disability
  - 16% have a mobility disability
  - 20% have a chronic health disability
  - 19% have ADHD
  - n=41 for Autism Spectrum Disorder; n=49 for Learning Disabilities; n=22 ABI
  - n=35 deaf or hard of hearing; n=28 blind or low vision; n=46 manual impairment

10

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So what are we doing?

11

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Program with Intention

- Participate/Facilitate Sessions during Student Orientation over the summer
- Facilitate a one day Virtual Bootcamp for incoming/transfer students and students needing a refresher about accessing services;
- Support Student-led campus tours for incoming first-years or transfer students;
- Host an Open House which community/campus partners

12

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SDRC Bootcamp Sessions

- **Session 1: "I'm Registered, Now What?'**
- Take a Break with Student Leaders
- **Session 2: Intro to Tech Tools for Note Taking**
- Take a Break with Student Leaders
- **Session 3: Self-Advocacy in the College Setting**
- **Session 4: Student Panel-Tips and Strategies**
- Wrap Up/Final Questions

13

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Session 1: "I'm Registered. Now What?"

- Review of Orientation to Services
- Things to Consider about Week 0/Class Preparation

Attendees: 33
Average Rating of Session: 4.6
(1=Not Helpful; 5 Very Helpful)

Takeaways from Students:
"I learned how accommodation works and how to use them…"
"I learned how to navigate R'Ability."
"I learned the differences between the testing modules…"

14

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Session 2: "Intro to Tech Tools."

- Discuss note-taking;
- Review note-taking methods;
- Review tech tools (Otter A.I., Echo Smart Pen, outline features on power point slides).

Attendees: 30
Average Rating of Session: 4.6
(1=Not Helpful; 5 Very Helpful)

Takeaways from Students:
"I can import images into Otter AI…I didn't know how to use all the features…"
"I can create/export an outline using the Power Point slides to help guide my notes during class."

15

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Session 3: "Self-Advocacy"

- Discuss self-advocacy and rights and responsibilities;
- Criteria for an effective self-advocacy e-mail;
- Hidden rules of office hours;

Attendees: 21
Average Rating of Session: 4.6
(1=Not Helpful; 5 Very Helpful)

Takeaways from Students:
"I learned how to properly send out emails to professors."
"I learned that I have the responsibility to advocate for myself in a clear and concise manner."
"I learned important steps to take during office hours (before going in to an instructor's office). "
"I learned to be pro-active and suggest possible solutions to a possible problem I am facing (i.e. 24 hr extension).

16

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Session 4: "Student Panel/Best Practices"

- Tips and strategies from recent graduates;
- Recommendations abut campus resources

Attendees: 21
Average Rating of Session: 4.6
(1=Not Helpful; 5 Very Helpful)

Takeaways from Students:
"Take care of your physical and mental health."
"Save syllabi for future classes/graduate school."
"Don't be afraid to ask for help."
"Be part of student organizations that are disability related/focus."
"Don't stress out about the future."

17

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Programs and Descriptions in Table

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Program	Description
Time Management Workshop Series	TMWS-Students participate in a three-week series where they work on tools and best practices to meet organizational goals
Peer Mentor Program	Juniors/Seniors Supporting first year or transfer students with disabilities; they provide guidance and support throughout the year. Peer Mentors are required to meet/interact with their peer mentee at least three times per quarter.
ASPIRE-with Career Center (Only Winter)	In collaboration with the career center, we also have the ASPIRE program, a career-development and professional-leadership program focused on expanding career skills and transferable life skills for undergraduate students with disabilities.
Neurodiversity Mixers	The goal of the Neurodiversity Social Mixers (NSM) is to provide support for UCR students who identify as Neurodivergent, Autistic, Asperger, ADHD or for any student with neurological processing differences seeking social connections while improving their individual skills as a college student.
Tech Training	This is done through Tech Tools for Note-taking and Tech Tools for Time Management
Disability Management and Testing Taking	Students with disabilities will gain understanding of how to plan for high stake exams/assessments. Student with disabilities learn new habits they can practice/use before and during testing.

18

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Time Management Workshop Series

- Students will understand and use a time management assessment as a mechanism for assessing personal time.
- Students will develop a SMART organizational goal they want to achieve during the quarter.
- Students will review SMART goal and identify driving and restraining forces.
- Students will identify organizational system that works best for their learning style and needs
- Student will identify areas (1-2) of improved performance given use of organizational system;
- Student will identify a facet where time is not being used efficiently.
- Student will adjust their calendars to include "flextime."
- Students will review progress toward big goal
- Students will break down big projects into shorter benchmarks and update planner accordingly.

19

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Data

- Pre-Assessment
  - Scale of 1-4 students were asked to rate the following statements 1=Never or Rarely; 4 Very Often

Procrastinate or put off doing things until the last minute	Poor sense of time	Waste or mismanage my time	Not prepared on time for work or assigned tasks	Fail to meet deadlines for assignments	Cant seem to accomplish the goals I set for myself	Have trouble motivating myself to start work	Cant seem to get things done unless there is an immediate deadline	Not motivated to prepare in advance for things I know I am supposed to do	Lack self-discipline
3.15625	3	3.125	2.375	2	2.75	2.96875	2.96875	2.625	2.8125

20

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Average Data after Workshop Series

In these sessions, I have learned at least 2 new strategies I can use to improve my organizational system/planner/time management	In these sessions, I have learned how to troubleshoot or anticipate for unplanned circumstances	In these sessions, I have learned how to improve my time management to avoid procrastination.	I will be able to maintain the organizational system for the remainder of the quarter.
3.8	3.77	3.7	3.4

Takeaways:
- Learned new techniques: "flex time," adding 1.5x for hw time, repeat affirmations
- The importance of an accountability system/community
- Real-life scenarios were a good way to practice problem solving
- Planning breaks ahead of time

21

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Neurodiversity Mixers

Facilitator: Felicitas Nungaray
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22

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Disability Management and Test Taking

- gain an understanding of how to plan for high stake exams/assessments.
- identify new habits they can practice/use before and during testing.

23

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Study Sessions Sample Schedule

Monday, 3/7 at 4:00pm-5pm:
Prioritizing Tasks and Study Time facilitated by Jenny Biggers

You'll be supported in creating an action plan, and you'll have time to start/continue to work on the most important items during this two hour block.

Tuesday, 3/8 at 4pm-5pm:
Accountability Study Session facilitated by Jenny Biggers

Know what tasks you need to get done, and need an accountability buddy? You'll check-in with Jenny and be entered into a break room to work independently and have periodic check-ins).

Wednesday, 3/9 at 3:30pm-5pm:
Neurodiversity Mixer hosts: Study Time using Pomodoro Technique

Learn the benefits of using the Pomodoro Study technique, and give yourself the opportunity apply the technique during this session.

Thursday, 3/10 at 4pm-5pm:
Zoom Study Session using Pomodoro Technique facilitated by Felicitas Nungaray

Friday, 3/11 at 4pm-5pm
Zoom Study Session with DAPI/Student Leaders

24

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Next Steps

- Identifying needs of students by Surveying specialists;
- Reviewing surveys/questionnaires by students;
- Running reports in your system to review overall academic performance;
- Reviewing data from testing center of students missing deadline or have additional requests
- Involve student leaders in the facilitation of programs in the beginning of the year (i.e. campus tour/schedule review, meet and greet with student leader;

25

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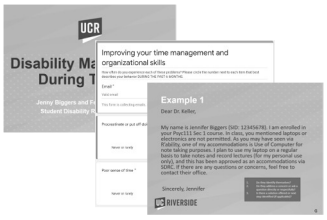
Toolkit



UCR SDRC Programming
Presentation Toolkit
flowcode.com/p/kPdSXeWr7?fc=0

26

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Q & A

If you have any questions regarding any of the presentations or resources provided in the google folder, feel free to contact me:

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27

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28

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Session Evaluation

Please point your phone at this QR code, or go to:

tinyurl.com/AHEADeval

Your feedback helps shape future programming.

Thank you for attending!

29