ACCESSIBILITY SERVICES  
CASE MANAGEMENT PROCESS  

INTAKE:

During the Intake, if the student is in your alpha-split, set up the first case management session for week 2 of the semester.

Explain to the student:

- “Case Management is part of the service we offer at Dallas College for all students with disabilities.
- You will receive both a Success Coach and Case Manager. I am your Case Manager.
  - During Case Management, I will check in with you about your classes, assignments, accommodations, and how you are balancing college with other responsibilities.
  - Your Success Coach will ask about your classes and about college and life balance.
  - Your Success Coach will not know about your disability and/or your accommodations unless you disclose this to them.
  - Let’s go over the informed consent together before we begin discussing how your classes are going.
- We will work together to find solutions to any struggles you are having with your classes, assignments, accommodations, and college/work/life balance.”

FIRST CASE MANAGEMENT SESSION:

- Occurs during the second week of classes.
- Focuses on establishing rapport with student.
  - Eye contact
  - Head nod
  - Body language
- Building Trust is key!
- Uses open-ended questions to gather information.

OPEN-ENDED QUESTIONS

ASK ABOUT ACADEMIC CONCERN AND PROGRESS. QUESTIONS MIGHT INCLUDE:

- Tell me how your semester is going?
- How are your classes? What class do you like the most? What is it about the class that makes you like it so much?
- What class do you like the least? What is it about the class that makes you dislike it?
Have you had any assignments that seemed too difficult? Did you still complete them? If not, what happened?

What has been your favorite assignment so far?

Tell me how often you go into eCampus?

What are your grades so far? Can we look at them together in eCampus?

Ask students to log into eCampus/Blackboard so you can view their assignments and grades together. If they refuse, don’t force the issue.

Listen to answers. Truly listen. Take notes if it helps you listen without interrupting.

ASSESS INFORMATION GATHERED AND CREATE A SOLUTION-FOCUSED RESPONSE

ACADEMIC CONCERNS AND PROGRESS

After reviewing all the student’s classes, determine where the student may need the most assistance.

✓ Tutoring Services:
   Help the student schedule a tutoring session.

✓ Laptop:
   If a student needs access to a laptop, help the student complete the laptop loan program application.
✓ **Technology Help:**
   If a student needs help with technology, you can help them navigate to the proper website for help.

✓ **Computer Lab:**
   If a student needs to use a computer lab, please help the student locate one on campus.

✓ **IncludEd:**
   If a student needs help accessing their IncludEd textbooks, you may need to have them log in to their Blackboard account, so you can show them where it is located.

✓ **Career Pathways:**
   If a student starts talking about careers, you can refer the student to Career Services.
   Also, you will want to check the student’s record in Colleague to make sure they have selected a POS (PSPR or SACP) and a Pathway (XGPS).

✓ **Success Coaches:**
   If a student wants to register for classes, refer the student to their Success Coach: You can locate their specific Success Coach in EAB Navigate.

---

### ACCOMMODATIONS

✓ Make sure you have reviewed all the student’s approved accommodations prior to the case management session with the student.

✓ Make sure you have reviewed all the notes in Accommodate and Navigate prior to your Case Management Session.

➢ Review the student’s answers to your questions about accommodations.
  ➢ If a student has not been using an accommodation and you notice their grades are low, you can suggest the student use the accommodation.
  ➢ You may also need to explain how to set up a test with an accommodation, how to get a note-taker, how to schedule a reader, how to ask an instructor for a front row seat, etc.

➢ REMEMBER: A student may need to hear new information an average of 7 times before fully comprehending it. This is precisely why case management sessions are so important.

➢ The student may need to hear the message in multiple ways – say it, show it with a handout, model it by helping them do the behavior the first time, send reminders via Accommodate/Email, etc.
LIFE STRESSORS

Work: If the student is working 20+, 30+, or 40+ hours a week, you might ask if the student completed the FAFSA.

- Could the student work less hours if the student received PELL?
- Some students can balance a full-time job and full-time college. However, it is difficult, especially for our students with disabilities.
  a. Check eCampus.
  b. Ask about time management. When are they working on assignments?
  c. Discuss Goal Setting strategies.

Life: Students have a multitude of stressors at any given time. If you hear any of the following during a case management session, refer the student to the Student Care Network

- Relationship just ended (may or may not need a referral depending on how the student is coping).
- Mom or Dad is ill. Mom and Dad are fighting a lot, struggling to pay bills, facing eviction.
- Student is having trouble sleeping too much, sleeping too little, eating too much, eating too little.
- Student reports not going to class because of anxiety.
- Student needs medical care.
- Student admits to abusing substances.

CASE MANAGEMENT SESSIONS 2 AND 3

- These should occur during weeks 5 and 9.
- After the 1st case management session, you may have gathered a lot of information about the student’s situation.
- However, if the student was hesitant to disclose much during the 1st session, your second session will use the same structure above to gather information.
- REMEMBER: Building Trust is key!
- If you were able to gain some valuable insight about classes, accommodations, and stressors, you will review the information you learned during sessions 1 with the student during subsequent case management sessions.
- You will want to determine if anything new has occurred (positive or negative) that is impacting the student.
- Utilize the resource lists in this handout and on the Dallas College website.