



Module 1 – Preparing for Your Accommodation Appointment

Instructions

Please download this module so that you can complete it. Read through each section and answer all the questions as accurately and completely as you can.

To fill out and submit this module:

- Download and save the file to your computer
- Open the saved file in Adobe Reader
- Fill out and save the file
- Email it to disabilities@flemingcollege.ca

Note for Google Chrome users: Forms filled out using Chrome will not be saved properly. You must download the document to your computer first, close Google Chrome, and then open the file in Adobe Reader to fill it out.

Your completed module will be sent to the coordinator of Accessible Education Services (AES), Audrey Healy, who will save your module in the AES database. The only people who will have access to view it will be your counsellor and the other members of the AES team who are in your circle of care (the people who will be providing services to you next year). Your counsellor will review it before your accommodation appointment.

If you have any questions or concerns while you are working on the module, email disabilities@flemingcollege.ca

As a first year college student you are about to face many transitions and because you have a disability, you have a few more that other students don't have. So we encourage you to meet with your counsellor in the summer before classes start so that you can take care of the disability-related tasks ahead of time. That way when September rolls around, you have dealt with the disability matters and just have to deal with the same stuff everyone else is.

DISABILITY VS IEP

Throughout school you have had an IEP. You are probably pretty used to calling your disability your IEP. But once you leave high school, IEPs no longer exist. In college you are a "student with a disability" and you have an "accommodation plan". Why is it important that you make this transition? Mostly because of human rights law. Under Ontario and Canadian human rights legislation, you are entitled to accommodations for your disability. This is true in college, in your workplace, in housing and in accessing services. Your IEP was your high school Individual Education Plan and it is essential in high school but just doesn't apply to other settings.

There isn't anything really you need to do about this. It's ok if you call your disability an IEP because your counsellor will know what you mean. But you will get used to calling it a disability over time because that is the language your teachers, counsellor and disability services providers will be using.

RESOURCE ROOM & RESOURCE TEACHERS VS ACCESSIBLE EDUCATION SERVICES

In high school you probably accessed most of your accommodations through the Resource Room. You probably received assistance from the Resource Teacher. Since neither of these exists in college, it can be confusing, so here is how Fleming has organized its disability services.

The first step in the process (after completing this module) is to meet with your counsellor to identify what accommodations you need. These are the adjustments we make in your academic responsibilities so that your disability doesn't disadvantage your academic access. So, for example, if you have a learning disability that makes reading a very slow process for you, your counsellor will talk with you about services and technology accommodations related to reading.

Once you and your counsellor have agreed on what accommodations and services you need, your counsellor will enter them into the AES database and then print out a copy of your Letter of Accommodation for you to keep. A copy of the Letter of Accommodation will be emailed to your teachers each semester.

WHAT ROLE WILL YOUR PARENTS PLAY?

During elementary and high school, you may not have participated much in your IEP development. You may have had accommodations in your IEP that you didn't use. Or, you may have had academic challenges that weren't met by your IEP. Your parents might have been the ones advocating for you.

In your accommodation appointment, your counsellor will be talking directly to you, asking you about your experiences with accommodations, what your needs are, etc. It's perfectly ok if you want to bring one or both of your parents to your meeting, and they can contribute to the conversation, but you are expected to speak for yourself.

How to prepare

Before your appointment with your counsellor, talk with your parents about their expectations and yours. How involved should they be in your college life? Do you want them to be able to call your counsellor and get information about you or would you prefer to be the one who shares information with them?

If you want them to be able to speak directly with your counsellor, you then need to discuss with them what information it is ok for them to get and what you want to keep private. Keep in mind that throughout the semester, your counsellor does not have access to your grades or your attendance in class. The information your counsellor can share, if you give him/her permission, includes your access to your accommodations and what you talk about in your counselling appointments.

Task 1

Talk with your parents and decide before your accommodation appointment whether you want to give your counsellor permission to talk with your parents and if so, what is ok and not ok for them to talk about.

WHAT QUESTIONS DO YOU HAVE ABOUT DISABILITY ACCOMMODATIONS?

You may find it helpful to write down your questions before your appointment so you don't forget to ask any of them.

Task 2

Keep a list of questions that you have for your counsellor. Anytime a new one occurs to you add it to the list. Once you have a couple of questions, check out the AES website because many of your questions may be answered there. If you haven't bookmarked it yet, you should. Here is how you get there:

flemingcollege.ca/

Click on the *Student Life* tab

Click on *Accessible Education Services*

Click on the *Go to the Accessible Education Department* website button at the bottom of the page.

Remember to bring the list with you to your appointment.

Module 1: Accommodations & Profile

Learning Profile

Task 3

Complete your Learning Profile by answering the questions below. If you find it more helpful to do this with your parents, that's fine, but please do not have them complete it for you. It is very important that you are an active participant in the accommodation process and this is the first step.

For any of the questions that ask you to write a response, feel free to use bullet point answers or sentences, whichever is easier.

Education Background

Is this your first time in a post-secondary program?

yes no

If this is **not** your first time in a post-secondary program, please tell us a bit about your previous college or university experience (What school? What program? Was it a good learning experience? Did you use any accommodations?):

What level of courses did you take in high school? (check all that apply)

Locally Developed Workplace stream College/Applied stream
 University/Academic stream

Did you ever repeat any grades or courses?

yes no

Disability & Accommodation Background

In your own words, describe your disability.

What accommodations did you receive in high school (or college or university if you have previous post-secondary experience)? For example, test accommodations, resource room, learning strategies, laptop, or special software like JAWS, WordQ or Kurzweil.

Technology Profile

Do you own any of the following:

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Mac desktop computer | How old is it? _____ |
| <input type="checkbox"/> PC desktop computer | How old is it? _____ |
| <input type="checkbox"/> Apple/Mac laptop computer | How old is it? _____ |
| <input type="checkbox"/> PC laptop computer | How old is it? _____ |
| <input type="checkbox"/> tablet | What brand is it (Ipad, Galaxy) _____ |
| | How old is it? _____ |

Career Goals

What kind of work would you like to do in the future?

How committed to your career goal are you?

- I'm not too sure, I'm still thinking about it
- I am pretty committed to it
- I am completely committed to it

Readiness for College

How confident do you feel about your academic abilities?

- I am not very confident about this
- I am a little confident
- I am very confident

How confident do you feel about your social abilities?

- I am not very confident about this
- I am a little confident
- I am very confident

How confident do you feel overall about coming to Fleming?

- I am not very confident about this
- I am a little confident
- I am very confident

What, if any, situations at school make you frustrated?

How prepared do you feel you are to be successful in your program?

- I am not very prepared and not really sure what I need to do to be successful
- I am a little prepared but not too sure what I need to do to be successful
- I am very prepared and know what I need to do to be successful

WHAT ACCOMMODATIONS ARE YOU GOING TO NEED IN COLLEGE?

Task 4

What accommodations you will need in college can be a hard question to answer. You don't know exactly what your teachers are going to be asking you to do so it can be hard to anticipate what challenges you will face. The following chart can help you consider what types of academic tasks challenge you the most, what accommodations you have found helpful in the past and any ideas or questions you have about accommodating these challenges in college.

This is not a test. This is just a survey we designed to help you understand your accommodation needs before your appointment with your counsellor. Please don't stress out over making sure every answer is exactly perfect. Just answer each question with a yes or no and then write anything you think your counsellor should know about accommodations that have helped you in the past and any ideas or questions you have about the academic task.

Cognitive Skills/Abilities

I don't have any disability concerns regarding my cognitive abilities so I will skip this section.

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
Reading				
Do you enjoy reading?				
Do you have good, reliable strategies that you use when you come across a word you don't know or can't pronounce?				
Do you read at an average or above average speed ?				
Do you usually understand what you read?				
Do you remember what you read?				
Writing				
Do you have good spelling skills?				
Do you have good grammar skills?				
Are you good at getting your thoughts onto paper ?				
Are you good at getting started with a writing project/assignment?				

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
Study Skills/Test Taking				
Do you regularly review course materials so you don't have to cram the night before a test?				
Do you regularly quiz yourself on the course material to make sure you know it well?				
Do you have different study strategies for different types of tests, such as multiple choice versus essay tests?				
Do you have good, reliable strategies for managing your stress during a test?				
Do you have good, reliable strategies to help you jog your memory if you suddenly "blank out" on a test?				
Other Cognitive Skills & Abilities				
Are you able to concentrate in different academic settings such as during exams, classes, labs; while writing essays/reports?				
Are you able to use your short-term memory well? This is information that is stored for about 30 seconds, such as ability to follow class directions.				
Are you able to use your long-term memory well? This is your ability to recall and retrieve stored information especially in time-limited testing situations.				
Are you able to manage distractions well? This is your ability to filter out things you see and hear during classes and/or testing situations.				
Are you able to plan well? This includes your ability to prioritize your academic tasks.				
Are you able to organize well? This includes having the right materials where you need them, when you need them.				

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
Are you able to manage your time well? This includes giving yourself enough time to study; to do your homework; balancing school work with personal/social time; and your ability to meet deadlines.				
Do you usually exercise good judgment when it comes to school. This includes anticipating the impact of your behavior on yourself and others, such as knowing when it is an appropriate time to interrupt a professor in class.				
Are you usually good at oral communication ? This includes both your ability to express yourself when speaking and understanding others when they speak to you.)				
Other Cognitive Skills not listed above. Let us know about any other areas where you have concerns or where you have received accommodations regarding your cognitive skills.				

Social-Emotional Skills/Abilities

I don't have any disability concerns regarding my social-emotional abilities so I will skip this section.

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
Are you usually able to effectively control your emotions during routine academic interactions? This includes working cooperatively and collaboratively during in-class group work situations; being calm when interacting with others such as professors, other students or fieldwork clients, your ability to approach professors when needed.				

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
Are you usually able to effectively control your emotions during evaluation situations? This includes sitting in assigned seating during tests, delivering oral presentations to peers/professors; accepting constructive feedback on your performance without getting angry or so upset you shut down.				
Are you usually able to effectively read social cues ? This includes being able to follow established classroom protocols such as wait to be asked before answering professor's question or understand when is an appropriate time to interact with classmates.				
Are you usually able to effectively manage the demands of academic life ? This includes the pressures of multiple assignments, readings, tests; being away from home; field placement expectations.				
Are you usually able to participate appropriately during in-class and group work situations? This includes participating in classroom discussions or, collaborating with peers on group assignments.				
Are you usually able to respond to change effectively? This includes change of: classrooms, assignment deadlines, class schedule, and professors.				
Are you usually able to discuss your accommodation needs with your teachers?				
If you miss a class , are you usually able to talk with your teacher about how to get caught up?				
<p>Other Social-Emotional Skills not listed above. Let us know about any other areas where you have concerns or where you have received accommodations regarding your social-emotional abilities.</p>				

Physical Skills/Abilities

I don't have any disability concerns regarding my physical abilities so I will skip this section.

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
Do you generally have good mobility ? This includes your ability to: get to and from classes or fieldwork independently; to get around within classroom, lab, or placement settings; climb stairs; or maintain balance.				
Do you generally have good gross motor skills? This includes the ability to lift, carry, reach overhead, twist, bend, or kneel.				
Do you have good fine motor or manual dexterity when it comes to your ability to write with a pen or pencil ?				
Do you have good fine motor or manual dexterity when it comes to your ability to use a computer keyboard ?				
Do you have good fine motor or manual dexterity when it comes to your ability to perform repetitive activities; to operate precision instruments such as a microscope; or to manipulate tools safely (for example, scissors, screwdrivers, tweezers, saws, drills)?				
Do you generally have good stamina ? This includes your ability to engage in academic activities such as attend 15+ hours of classes per week, complete the resulting study requirements and meet assignment and exam demands.				
Are you generally able to sit for sustained periods of time? This includes 3 hour lectures or while on placement.				
Are generally able to stand for sustained periods? This includes during a 3 hour lab or while on placement.				

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
<p>Vision: provide as much information about your vision challenges and previous accommodations as you feel will help us help you This relates to visual acuity loss (left eye, right eye, bilateral); visual field limitations.</p> <p><input type="checkbox"/> I don't have any vision loss</p>				
<p>Hearing: provide as much information about your hearing loss and previous accommodations as you feel will help us help you This relates to hearing loss (left ear, right ear, bilateral)</p> <p><input type="checkbox"/> I don't have any hearing loss</p>				
<p>Speech: provide as much information about your speech challenges and previous accommodations as you feel will help us help you This relates to speech impediments, stuttering, articulation challenges</p> <p><input type="checkbox"/> I don't have any speech challenges</p>				
<p>Other Physical Skills not listed above. Let us know about any other areas where you have concerns or where you have received accommodations regarding your physical abilities.</p>				

Fieldwork-Specific Skills/Abilities

Complete this section only if fieldwork is required by your program of study. Fieldwork includes clinical placements, work placements, co-ops, applied projects and field camps)

Fieldwork is not required by my program of study

Academic Task	Yes	No	Accommodations that have worked in the past for this	Thoughts, ideas, questions about this
Are you generally able to work safely with vulnerable populations? This includes people who are ill, people with disabilities, children and older adults.				
Do you generally have enough stamina for the demands of fieldwork? This includes 35+ hours of fieldwork per week, possible 12-hour shifts; day, evening or night shifts.				
Other tasks associated with fieldwork not listed above. Let us know about any other areas where you have concerns or where you have received accommodations regarding fieldwork.				