Disability Awareness: Brought to the Forefront

ASFC Town Hall Series| Tuesday, April 13th, 2021

Event Overview

11:00-11:05 **Opening Remarks**

11:05-11:20 **Student Presentation**

11:20-12:00 **Panel + Activity**

12:00-12:25 **Q&A + Open Forum**
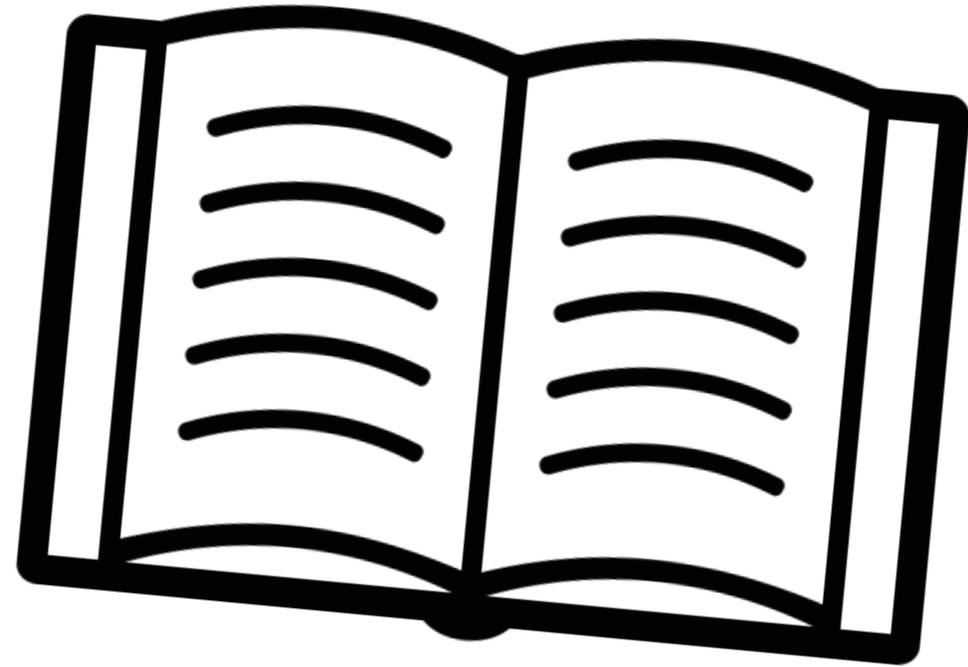
12:25-12:30 **Closing Remarks**

Student Presentation

by Katherine Rumph and Sunnie Chen

What is the Definition of Disability?

Foothill College's Definition:
- Title 5

Some of the many different types of Disabilities.

- Different Types of Disabilities: List of 21 Disabilities

- [Disability Information](#) / [32 Comments](#)

- There are innumerable types of disabilities that can affect a human being. Some of these conditions are more common than the others. Some of the types of disabilities are recognized by the government in order to provide disability benefits to the needy ones. Often people wonder what are the disabling conditions that are more prevalent. Here is the **list of 21 disabilities** that have been identified under the [RPWD Act 2016](#) of India.

- 21 Types of Disabilities

- Following is the list of 21 disabilities as per [RPWD Act 2016](#). Please note that different countries may have identified a similar but not the same set of condition for providing benefits to [persons with disabilities](#).

- https://wecapable.com/types-of-disabilities-list/

History on Institutional Progress

- 1976 Disability Support Offices established with funding
- Early 80s Department of Finance identifies inconsistency in LD definition and assessment processes across programs
- Early 1980s LD Field Advisory group (LDFA) created for collaboration on program policy, procedure, and problem solving for consistency in state
- California Association on Education and Disability Professional Associate (CAPED) established
- LDFA: Research based learning disability assessment model and require training establish
- LDFA: Model Reviews confirmed no bias or overidentification
- LDFA oversight processes for 30,000 per year served for learning disabilities with half first assessed in college
- Access to assessment is an equity issue at all colleges

Ongoing Issues

Pre-Covid

- LDFA dissolved by CCCCO despite vigorous objection from field
- Dissolution resulted in no avenue for leadership or communication as required for ethical professional practice and testing updates
- CAPED LD CIG Chairs created a Representative Council as a temporary solution to lack of LDFA
- The CCCCO has not provided guidance or a permanent solution for colleges where students have no access to an LD Specialist
- Result will be problems for transfer or high stakes testing
- No Equity and Access for students at colleges with no LD Specialists or LD Specialists not allowed to test
  - Annually 15,000 students are newly identified with LD in our CCCs by LD Specialists
  - Cost to student is $3-7,000 for private evaluations
  - Equity disparities often impact First Generation, BIPOC, ESL students
  - Bright, hard working students who are unable to demonstrate their learning on tests due to unidentified LD
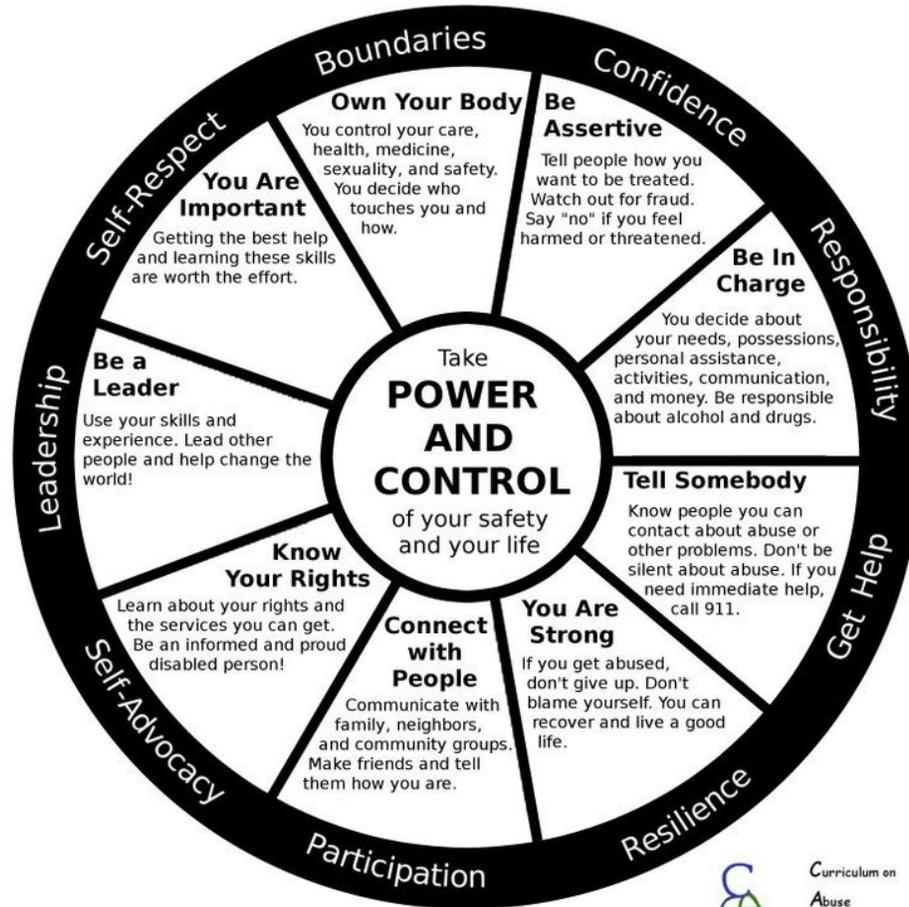
Ongoing Issues

Covid

- Colleges closed with no learning disability testing until safe
- CCCCO offered no consistent guidance for qualifying students for temporary services when they seek learning disability assessment
- Colleges using inconsistent practices
- Members researched guidance of APA, AHEAD, CSU/UC
- Members working with CSU/UCs to accept accommodations for transfers until testing restarts

Statewide & College DSPS Issues

- CCCCO dissolved the Regional Coordinators (RC) Advisory Group without consulting the field
- DSPS Coordinators required by Title 5
- Like LDFA, the RCs began with DSPS to ensure timely communication, problem solving, and guidance to field on legal, Title 5, and office needs
  - Pattern of elimination of DSPS communication channels
  - Creates inconsistency in services between colleges and potential legal problems (e.g. CVC-Exchange)

Empowerment Wheel for People with Disabilities

Boundaries

Confidence

Self-Respect

Own Your Body
You control your care, health, medicine, sexuality, and safety. You decide who touches you and how.

Be Assertive
Tell people how you want to be treated. Watch out for fraud. Say "no" if you feel harmed or threatened.

You Are Important
Getting the best help and learning these skills are worth the effort.

Responsibility

Be In Charge
You decide about your needs, possessions, personal assistance, activities, communication, and money. Be responsible about alcohol and drugs.

Leadership

Be a Leader
Use your skills and experience. Lead other people and help change the world!

Take **POWER AND CONTROL** of your safety and your life

Tell Somebody
Know people you can contact about abuse or other problems. Don't be silent about abuse. If you need immediate help, call 911.

Get Help

Know Your Rights
Learn about your rights and the services you can get. Be an informed and proud disabled person!

Connect with People
Communicate with family, neighbors, and community groups. Make friends and tell them how you are.

You Are Strong
If you get abused, don't give up. Don't blame yourself. You can recover and live a good life.

Self-Advocacy

Participation

Resilience

Curriculum on Abuse Prevention and Empowerment

CAPE-abilities for Self-Protection from Abuse

www.wid.org/cape

Foothill Disability Resources

Campus DRC Is Here To Support You!

Do you have a health condition or learning disability that may be affecting your schoolwork? Have you ever wondered if you might have a learning disability? Do you have an IEP or 504 plan from high school?
If you answered "yes" to any of these questions...

We are here to help you address your disability needs and empower you to succeed in college!

https://foothill.edu/drc/

Community Agreements

- Speakers will talk one at a time when prompted by the moderator.
- If you have questions, please ask using the Zoom "Q&A" feature. We will have an opportunity to answer questions after the panel.
- Please mute yourself when you are not speaking to avoid background noise and make it easy to follow along to avoid zoom "bouncing screens."
- Respect! Abusive comments will not be tolerated. This is a safe space.
- Panelists reserve the right to decline any question they are not comfortable answering.
- Please respect people's preferred pronouns.

Panel

- **Katherine Rumph**, Student
- **Sunnie Chen**, Student
- **Luke Makinson**, Student
- **Ana Maravilla**, DRC Counselor
- **JP Schumacher**, Disability Resource Center (DRC) & Veteran's Resource Center (VRC) Dean
- **Jackie Lauese**, DRC Program Coordinator

What works for students? How can faculty, staff, and admin be more compassionate, understanding, and accommodating?

Do you feel that there is a stigma around disability? If so, why?

How do you feel the current grievance process is at Foothill College? How can Foothill work to improve this process for students struggling with disabilities?

Do you feel there are enough programs for students with disabilities? Do you feel that students with disabilities can succeed in leadership roles?

Has being online changed your mindset about students struggling with disabilities within institutions? Student ambassadors for the virtual world?

How can we utilize what we have learned through a virtual environment to help out students with disabilities when we do return-to-campus?

Interactive Activity

How can we bring disability justice to Foothill? What actions can/should we take?

► Google Jam Board:

https://jamboard.google.com/d/1EPDdln356pRetvuLOZujVZvrq6ss9dWBnKlTiveDNys/edit?usp=sharing

Q&A

Audience members- feel free to ask questions, share stories, or contribute to the conversation how you like! **Please type in the chat or use the raise hand feature.**

Thank you!

Visit: https://foothill.edu/asfc/townhall.html

Contact us!

Priya V., Foothill College Student Trustee

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References

- [U.S. Equal Employment Opportunity Commission](#)

- Your Employment Rights as an Individual with a Disability

- https://www.eeoc.gov/laws/guidance/your-employment-rights-individual-disability

- [FACCC A&P Conference - Support for Access to Learning Disability Assessment and Best Practices in Online Instruction](#)