SUPPORTING THOSE WITH DISABILITIES
INTERNATIONAL PHOTO CONTEST

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Transformations is produced by the Office of University Communications
Welcome to the spring 2015 edition of Transformations. The 2014-15 academic year has been an active year for diversity activities on the IU Southeast campus. Our Common Experience theme of “The Gift of Empathy: Seeing the World Through the Eyes of Another” opened the door for many diversity-related events on campus. The most popular of these events was the lecture by Eva Kor, a Holocaust survivor, which brought more than 1,000 people to campus.

The new Mental Health and Wellness Series developed by Beth Rueschoff, Megan Kahn, and Michael Day has started open discussions about topics often stigmatized in the past. International Programs expanded the participants in the popular International Festival, and Women and Gender Studies sponsored “The Happening,” a March event celebrating women’s history month. The IU Southeast video for the “You Can Play” project now appears on YouTube and the You Can Play site. The You Can Play Project is dedicated to ensuring the equality, respect and safety of all athletes, regardless of their sexual orientation. IU Southeast was the first campus in the IU system to become a part of the You Can Play Project.

We are also exploring additional ways to aid our veterans on campus, ensuring that they transition effectively from military to civilian life, and that we effectively support them from orientation through commencement. ADIE has been pleased to sponsor an ADIE Research Fellow, Dr. Kelly Ryan, and an ADIE Service Fellow, Dr. Lucinda Woodward.

Take note of our inside cover photos which are the People’s Choice winners from the fall 2014 International Photo Contest. The winner of the People Category is “Elephant Rescue Love,” taken by Professor Gary Pinkston. The woman in the picture is a devoted healer to injured and abused elephants, water buffalo and dogs at the Elephant Nature Park in Thailand. The winner of the Places Category is “A Cheap View” taken by student Brian Dennis. The photo was taken in Blyde River Canyon, South Africa.

The focus for this issue of Transformations is supporting people with physical disabilities. All articles have been researched and written by students in Tom O’Neal’s W-364: Editing for Publication and W-395: Individual Study of Writing courses in the Department of English. It has been a pleasure to work with Tom and his students. These articles will acquaint you with channels of assistance available to students with disabilities on our campus. Universal Design principles will be explored. And you will hear from students with physical disabilities so that you become more aware of their perspectives.

Inquire, explore, and learn. It is how we begin to understand our differences and appreciate our similarities.
Innovations in Educational Equality

By Whitney Guthrie, W-364, Scotty Striegel and John Boyle, W-395
Every student deserves the right to an education. For students with disabilities, extra steps must be taken to guarantee easy accessibility to the many opportunities available at IU Southeast. The Office of Disability Services takes measures to provide these students with necessary accommodations. To request assistance, students must obtain the appropriate forms of medical documentation to confirm their diagnosis. Every request is reviewed on an individual basis to ensure that each student's specific needs can be properly satisfied. Once qualified, students are given access to the numerous services, programs, and activities offered by Disability Services.

A variety of channels of assistance are available to those with disabilities at IUS. The Adaptive Technology Center, located within the campus library, is dedicated to strengthening the learning capabilities of students with hearing and/or visual impairments. With the help of innovative technology, the ATC is designed to allow students to study comfortably and independently. Library staff, the Office of Disability Services, and University Information Technology Services are readily available to offer friendly tips and training to students interested in learning how to use the equipment. Among the various examples of specialized hardware and software found in the ATC are the following:

### MACHINERY AND ACCESSORIES

<table>
<thead>
<tr>
<th>Equipment/Software</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td><strong>Optelec ClearView+</strong></td>
<td>A computer station that essentially works like a giant microscope. By placing a document on the lit platform, users can read text magnified many times larger than its original size.</td>
</tr>
<tr>
<td><strong>MagniSight</strong></td>
<td>Older machine with the same function as the ClearView+.</td>
</tr>
<tr>
<td><strong>HumanWare Brailiant</strong></td>
<td>Input device that allows users to electronically convert Braille into text and/or speech through voice synthesizing technology.</td>
</tr>
<tr>
<td><strong>Versapoint Duo Braille embosser</strong></td>
<td>Prints documents in Braille.</td>
</tr>
<tr>
<td><strong>2 Dell computers</strong> equipped with extra-large monitors, Evoluent vertical computer mice, Adesso Tru-Form keyboards, and Plantronics DSP 400 headsets</td>
<td></td>
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<tr>
<td><strong>Adjustable height desks</strong></td>
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<tr>
<th>Equipment/Software</th>
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<tr>
<td><strong>JAWS</strong></td>
<td>Speech synthesizer that reads text on the computer screen and outputs to refreshable Braille displays.</td>
</tr>
<tr>
<td><strong>TextHelp Read &amp; Write Gold</strong></td>
<td>Provides a range of tools to help access, compose, and read written and on-screen material.</td>
</tr>
<tr>
<td><strong>Dragon 8 Preferred</strong></td>
<td>Instantly and accurately converts the user’s voice into text in Windows applications.</td>
</tr>
<tr>
<td><strong>ZoomText 8.1</strong></td>
<td>Enlarges, enhances, and reads aloud text on the computer screen.</td>
</tr>
<tr>
<td><strong>Co:Writer 4000</strong></td>
<td>‘Flexible Spelling’ tool can help learners who have phonetic difficulties with spelling.</td>
</tr>
<tr>
<td><strong>Kurzweil 3000 Pro Color</strong></td>
<td>Provides for the creation and delivery of electronic documents. Utilizes one-button scanning, Optical Character Recognition, and Zone Editing for ease of use.</td>
</tr>
<tr>
<td><strong>Kurzweil 1000</strong></td>
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The Office of Disability Services has made it clear that the comfortable accessibility of quality educational services and resources is a right that is to be enjoyed by all students, no matter the hurdle.

Along with the many steps taken by Disability Services to improve the learning experience of students with visual impairments, special assistance for those with hearing difficulties is offered, too. Sign language interpreters can be provided upon request. Traditional note-taking assistance is available for students who prefer this method. If sought, professors will locate a classmate willing to be the designated note-taker for the student requesting assistance. The note-taker will then be provided with a carbonless notebook free of charge. This notebook allows the student to take notes as usual, while the page below creates an imprinted copy of the top page. The student then gives the copy sheet to the professor, where it will find its way to the student who initially requested the help.

The Disability Services webpage (ius.edu/disabilityservices) is available for consultation for those seeking more information about the programs and activities offered on campus. Doug Denton, Coordinator of the Student Development Center, stated that the page is in the process of receiving multiple updates, including the development of a user-friendly interface, the improvement of mobile accessibility, and the creation of a Student Development Center tab for students needing assistance with exams. Matt Springer, Coordinator of Disability Services, explained that the university is also carrying out a feasibility study of the elevators to determine if any upgrades are necessary.

Indiana University Southeast works diligently to ensure every student’s journey towards a degree is an enjoyable one. Sophisticated facilities like the Adaptive Technology Center have made equal educational opportunity a reality for Grenadiers with disabilities. Multiple departments, from faculty to IT Services, are in constant collaboration with students so that all may achieve academic excellence. The Office of Disability Services has made it clear that the comfortable accessibility of quality educational services and resources is a right that is to be enjoyed by all students, no matter the hurdle.
It was the early 2000s. A student with cerebral palsy was attending IU Southeast in hopes of graduating with a bachelor’s degree. After applying to the school of her choice, she was denied admission to the program not because of her disability, but because some professors at that time lacked an understanding of her disability. Although she met the qualifications to complete the program, the extent of her physical disabilities led to questions about her physical stamina and ability to succeed in the field.

One professor realized the high level of potential the student possessed due to her exceptional academic work. After making her abilities known, the student was accepted into the program, later graduated, and then went on to advocate for students with disabilities for the state.

Awareness begets change. Although attitudes toward individuals with disabilities are changing due to heightened awareness and improved education, there is still work to be done. Matt Springer, Disability Services Coordinator at IU Southeast, notes the vast amount of change IU Southeast has seen over the years. When he first took over his duties in 2009, he noticed that the main accommodation made for almost every student with a disability was extended test time. Matt explained, “Extended test time makes sense for someone with a learning disability; however someone with a hearing impairment does not need extended time on a written test. I think they often did it because they didn’t know what else to do.” Matt went on to describe the treatment of students with disabilities at the time as homogeneous, and he, along with other staff and faculty, were starting to realize the need to recognize each student’s individuality.
With more openness and advocacy occurring on campus, changes are being made in several areas. One is in the area of semantics. Just a few years ago, the majority of the teaching population wouldn’t have recognized many of the phrases and terms that are commonplace today. One such phrase is “People First Language.” The Indiana Governor’s Council for People with Disabilities presents the three following rules to explain how to effectively use People First Language. The first rule is to refer to the person first and not his or her disability. For example, using the phrase “person with a disability” in place of a “handicapped person” is a much more uplifting use of speech. Rule number two is to make sure to never group individuals together based on their disability. An example of this would be the use of the label “the mentally disabled,” which puts the focus on the disability instead of the individuals. The third and final rule is to avoid emotional and sensationalist words. This type of language often stems from people with disabilities being categorized as either inspirational or pitiable, both of which are extreme, inexact stereotypes.

Open communication can do much to alleviate misunderstandings which occur. One issue which arises is self-advocacy on the part of students who have disabilities. Matt Springer said, “I would say if you are talking to seniors, they would rate themselves as extremely satisfied [with their college experience]. If you are talking to freshman, because of the difference between a K-12 system and the college system, where everything is now dependent on them, they have to learn to self-advocate and let someone know they need help, like all freshman. Once they get past that learned helplessness that the K-12 system develops, and once they are able to interact with people who do not attend IU Southeast but have similar disabilities, then they often reflect back and decide it wasn’t so bad.” Kathryn Ryan, Senior Lecturer in Special Education, notes that “The only problem I have seen arise occurs when a student doesn’t want to register with the Disability Services due to the fear of a stigma that could be associated with it, making it more difficult for an instructor to know how to make effective accommodations.”

Tanya DeCoux, a senior who is double majoring in criminal justice and psychology, also noted the benefits of using the ADA accommodations. Tanya is visually impaired, has a seizure disorder, and recently discovered that she is losing her ability to hear. She explained, “I always try to get my ADA letter at least two weeks prior to the start of the semester. I get a new one each semester because I noticed that
certain things will help for one semester but won’t work for others, and I will have to adjust the letter with Matt to see what works best.” Tanya spoke of an instance where she needed course materials in a digital format before class so that she could participate in class discussion. Despite several polite requests throughout the course, she often did not receive the digital format until after class. So Tanya and Matt revised the letter to specifically state that she needed the digital format 48 hours prior to class. An ADA letter is what many would term a living document, a document that is subject to change as needs arise.

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RENEE PETRINA

Some of the biggest concerns in regard to students with disabilities come from people who have never had any experience working with a student who has a disability. A document published by the Department of Homeland Security on their government website (www.dhs.gov) titled, “A Guide to Interacting with People who have Disabilities” provides tips on how best to communicate with people who have disabilities. For example, when interacting with someone who is hearing impaired, make sure you have their attention before speaking. Many people with a hearing impairment are able to read lips, but they must be able to see your lips in order to understand what you are saying. Aaron Linson, an IU Southeast student with a visual impairment, noted that many individuals do not understand that they should not interact with a service dog as they would a pet. This is distracting the service dog from his work. One of Tanya DeCoux’s pet peeves is having a student without a disability take the disability desk in the classroom. Mitchell Barnes is a junior majoring in history and secondary education. Mitchell uses a wheelchair and finds it frustrating when a person parks over the line into a handicapped spot because he needs the space for her ramp. Students who have disabilities simply want those without a disability to be more aware of how their choices affect those with disabilities.

In spite of some frustrations, IU Southeast has made progress in working with students who have disabilities. Small class sizes benefit students, and many professors will meet with students prior to the beginning of the semester to work out individual accommodations. One faculty resource on campus is the Institute for Learning and Teaching Excellence, often referred to as the ILTE office. Their primary role is to create positive learning experiences for people. They help design syllabi, course objectives, and lesson plans with the goal of finding the best way to teach effectively. Renee Petrina in the ILTE office has been working to incorporate Universal Design for Learning throughout the campus since she attended a seminar on it a year and a half ago. She explained, “What I do in my role is try to get faculty to think early about a way they can design their course so that it is openly accessible to everyone. Universal Design moves us into a model of academia that is
focused on the learner, and that is hard for some because there is an ingrained nature of how we think about higher education. I am going to make sure [faculty members] are informed about the process of the accommodation letter and disability services. Then we are going to have a conversation about what their goals are for the course, what their concerns are regarding this student, and why they have these concerns. Then we will discuss how to approach the concerns in a way that makes the student feel like part of the larger whole, not singled out.”

Additional resources are available to instructors who want assistance in better accommodating students with disabilities. WebAIM is a website that simulates different types of disabilities and shows teachers what they can do to make their course equally accessible to all students.

UDL, or Universal Design for Learning, has a website that helps instructors learn how to use new apps and technology to better adapt their lessons for students with disabilities. Another web site for information on Universal Design concepts and Instruction is CAST.org.

Unavailable to our predecessors, a wealth of knowledge is now a mouse click or a phone call away. With progressive research on the topic and the social reform we have seen in recent years, it seems certain that IU Southeast will continue to move forward in the way we design our campus, our courses, and the way we interact with each other in our diverse society of faculty, staff, and students. This will ensure that the realm of higher education becomes more inclusive and accessible for any who wish to participate.
A GREATER SPECTRUM OF ACCESSIBILITY

By Kent Reed W-364, and Sadie Hess and William Mercil, W-395

Who at Indiana University Southeast hasn’t used the automatic doors designed for wheelchair usage when racing to class with an armload of books? Or used the elevator to avoid climbing two flights of stairs? Unless you’ve gone without the use of your legs, or the luxury of sight and sound, or faced the challenge of navigating through the simple tasks of everyday life with some form of physical disability, it’s easy to take these situations for granted. Through those challenges are born concepts of Universal Design. Simply put, the concept is defined by the Center for Universal Design as involving design for accessibility to the widest array of people.
The concept goes much further, however, than just addressing the needs of the disabled in a physical environment. In his five years as the Coordinator of the Office of Disability Services at IU Southeast, Matt Springer has strived to make the campus more convenient and accessible, not only for those with physical disabilities, but for everyone. “One aspect of Universal Design is environment,” Springer assures. “Physical access – that’s important, but when you start to change attitudes and start to change the climate of the campus, not just to meet the needs of a small number of people with physical impairment, but to reach even more universally, then I think we’re doing a really great job. Obviously we need to be as accessible as possible.”

According to Springer, one of the most simple and beneficial support systems that has been instituted at IUS is Read and Write Gold, which is a literacy software with support tools for reading, writing, studying, and research, with such features as voice to text, text read back, and a pronunciation tutor. While the software was originally designed for students with learning disabilities such as dyslexia, it has been found to be beneficial to the visually impaired, non-English speaking students, and virtually anyone looking for assistance in reading and writing.

Springer’s goals at IU Southeast mirror the intention of Universal Design. The term Universal Design was coined by Ronald L. Mace, founder and former program director of The Center for Universal Design at North Carolina State University. In 1997, Ron Mace collaborated with a group of architects, product designers, engineers, and environmental designers to develop the Seven Principles of Universal Design, which are as follows.

1. **Equitable Use:** The design is useful and marketable to people with diverse abilities.

2. **Flexibility in Use:** The design accommodates a wide range of individual preferences and abilities.

3. **Simple and Intuitive Use:** Use of the design is easy to understand, regardless of the user’s experience, knowledge, language skills, or current concentration level.

4. **Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user’s sensory abilities.

5. **Tolerance for Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions.

6. **Low Physical Effort:** The design can be used efficiently and comfortably with minimum fatigue.

7. **Size and Space for Approach and Use:** Appropriate size and space is provided for approach, reach, manipulation, and use regardless of user’s body size, posture, or mobility.

The Universal Design website further defines the concept as a design process evolved from accessible design, which addresses the needs of people with disabilities. Universal Design however, takes into account the full range of human diversity, including
physical, perceptual, and cognitive abilities, as well as different body sizes and shapes. This allows for the creation of physical spaces, software, apps, and products that are more functional and user-friendly to everyone. Even the most basic of these innovations have gone further than just benefitting those who are disabled. The website points to the example of curb cuts, which along with ramps, were originally designed to be wheelchair accessible, but have been found to be of great advantage to anyone using rolling luggage, carts, or strollers. These design features are easily overlooked, but prove profitable to us all.

IU Southeast has installed curb cuts, and has already adapted buildings with elevators, automatic doors, wheelchair ramps, and accessible restrooms. Sign-language and closed-captioning are provided for the hearing impaired. Braille computers are available for the visually impaired. Beyond the obvious design features around campus, students and faculty may not even realize the depth of their daily interaction with Universally Designed aspects of their learning environment. For example, IU Southeast has taken advantage of modern technology with the installation of a campus alert system. This system provides instant updates and information on campus conditions through text or voice alerts via cell phone. This goes relatively unnoticed, but has proven to be a valuable tool in an era when nearly all have a cell phone at their fingertips.

Another innovation that has become increasingly more common is the ability to take courses online. Online classes have quickly grown in popularity, with nearly one-third of enrollment falling into the category of non-traditional students. Online courses provide alternative scheduling benefits to those who are physically disabled, those who work full-time jobs, and those who are raising families. This has pushed online learning to become a substantial part of the curriculum within the Indiana University system. “The beauty of taking an online class is that, by virtue of being online, it satisfies your need for accessibility. You don’t need to go to an office like mine and ask for a modification,” Springer explains. Just recently, the availability of online learning has expanded to high schools as it has become an alternative to students being forced to make up days missed due to inclement weather.

Universal Design provides an ever-expanding pool of resources to become even more inclusive. There already exists a wide variety of software and literally thousands of apps designed to implement Universal Design in the classroom. While these concepts represent a wealth of learning tools, they are only the beginning.

Springer points out just one of the constant roadblocks that must be overcome: “When we run studies and look at things, there are always things that can be improved. There are projects on the books, but it’s just a matter of getting the funding to do them. Funding sources come from the state, and getting that money is always a challenge.” When it comes to getting Universal Design going, Springer explains, “As far as initiatives, we’re really hitting hard with faculty. The Universal Design curricula, the Universal Design classroom, the academic side. What does a Universal Design syllabus look like – what does an assignment look like? That has been rolled out by myself and ILTE (Institute for Learning and Teaching Excellence) pretty hard. That started this past fall (2014).”

“What is a disability other than a disconnect between an individual and an environment? If you remove that disconnect, which Universal Design does, then there’s no need for accommodation for a disability,” Springer explains. “The day the university no longer needs me, when there’s no need for a special accommodation, is going to be a great day.”

IU Southeast and the Indiana University system is following the lead set by individuals such as Ron Mace and his team at North Carolina State University in accommodating every student possible, blurring the lines of diversity, and bringing the future of Universal Design into the classroom of today.
INTERNATIONAL PHOTO CONTEST

CONTEST ENTRY:

Behind Bars by Brigette Adams