

# D.S. News

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Disability Services \* Division of Student Affairs \* Bowling Green State University \* Spring 2007

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## Outstanding Faculty Award Winner – David Guay

*By Irene S. Scott, Graduate Assistant*

Disability Services would like to congratulate David Guay as this semester's Disability Services Outstanding Faculty award recipient. Guay has been at the University since Fall 2005. Before coming to Bowling Green, Ohio, he taught for eight years at Bowdoin College in Brunswick, Maine. This semester, he teaches ENVS 101: Introduction to Environmental Studies and ENVS 493: Florida Field Experience. Between the two courses, he teaches 81 students.

Guay exhibits his passion for teaching through the time spent preparing his lessons and being accessible to his students. The nominating student wrote:

"Mr. Guay encourages his students to succeed in his class, being open, friendly, and genuinely interested in their learning. He is passionate about the subject of the environment and passes that excitement on in an inclusive and accessible way...He brings a wealth of knowledge, compassion, and perfection in teaching to Bowling Green State University."

Furthermore, Guay utilizes a variety of techniques to cater to different learning styles. A typical PowerPoint presentation by Guay has a mixture of illustrations, graphs/maps, and lists. He also makes his PowerPoint presentations accessible in electronic format on Blackboard.

Guay finds it rewarding to participate in students' learning, as well as to witness students evolve into their unique selves. "I enjoy working with young adults who try to find their way in the world," he said.

When working with students with disabilities, Guay does not focus on the disability. Instead he focuses on the fact that people absorb information and demonstrate knowledge in diverse ways.

"I have never had a problem working with students with disabilities," he said. "If anything they tend to work harder and are conscientious. They want to interact and respond well to active learning."

This honor is given to a deserving faculty member each semester. Students who are registered with DS are encouraged to nominate professors who have illustrated a commitment to inclusiveness, equal access and equal opportunity in the classroom. Out of eight nominees, the staff believes Guay is deserving of this honor for his dedication to his students, ability to effectively work with students with disabilities and to rise to the challenge of meeting the different needs of his students.



As the award recipient, **David Guay** received a certificate and a coffee mug. Other nominees include: **Joseph Lavalette**, Lecturer in Technology Systems; **Dr. Kenneth Snead**, Associate Professor in Accounting & MIS; **Dr. Laura Sanchez**, Associate Professor in Sociology Department; **Michael Czyniejewski**, Instructor in General Studies Writing Program; **Dr. Eileen Underwood**, Associate Professor in Biological Sciences; **Dr. Julian Williford Jr.**, Associate Professor in the School of Family and Consumer Sciences; and **Lynn Campbell**, Lecturer in English.

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## Access and Students with Invisible Disabilities

By Rob Cunningham, Ph.D., Director/ADA Compliance Manager

Invisible disabilities are the type most common to college students with disabilities. Those students with Attention Deficit Hyperactivity Disorder, learning disabilities, and/or psychiatric disabilities may request accommodations even though they do not appear to be disabled. Numerous other invisible or hidden disabilities such as Chronic Fatigue Syndrome, Fibromyalgia, Seizure Disorders, and Asperger's Syndrome may also have a significant impact upon one's ability to enjoy full access to the college experience. It's important to remember that the severity of functional limitations do not depend upon your ability to see a disability.

Considerable skepticism remains regarding the validity of invisible or cognitive disorders in society. The stigma associated with this skepticism may increase the individual's hesitancy to discuss their disability with others for fear of being labeled or having their worth diminished. Family members may also react with disbelief, thus directly or indirectly accusing the student of excuse making or incompetency. We should not be surprised then when requests for accommodation and self disclosure of the disability by students with invisible disabilities often sound tentative. The student may not be familiar enough with their disability to know what information to disclose, and how to differentiate between those situations requiring more or less information.

Faculty in particular can encourage student self disclosure and discussion of disability issues by taking such steps as including an accommodation statement on their syllabi, incorporating readings on the disability experience when possible, and by assisting students on how to access and engage course-work through exploring alternate ways of learning.

Inclusion of students with disabilities in campus programs and activities begins with collaboration throughout the campus as well as an understanding of who these students are and how inclusiveness will be achieved. Recognizing and embracing them as contributing members of the community, also expands upon the diversity that enhances and contributes to the learning process.

Disability Services staff members are always available to act as a resource, and we continue to appreciate the efforts of our colleagues in the continued effort to create accessible and inclusive campus environments.



Peer Support Group held by National Alliance on Mental Illness, local chapter:

**Thursday – April 5th**

5:30 - 7:00 p.m., 207 BTSU

**Tuesday – April 10<sup>th</sup>**

8:00 – 9:30 p.m., 306 BTSU

**Thursday – April 19th**

5:30 - 7:00 p.m., 207 BTSU

**Tuesday – April 24<sup>th</sup>**

8:00 – 9:30 p.m., 306 BTSU

For more information contact Megan Ginter, N.A.M.I. President, at [mginter@bgsu.edu](mailto:mginter@bgsu.edu).

### Leadership Opportunity

Are you considering getting involved in **Finding Intelligent Greatness Uniquely Residing in Everyone** (F.I.G.U.R.E.) and/or **National Alliance on Mental Illness** (N.A.M.I.) for the 2007 – 2008 academic year?

Elections for executive officers and committee chairs are quickly approaching.

For more information, please contact the organization's president:

F.I.G.U.R.E President Amber Ricker [aricker@bgsu.edu](mailto:aricker@bgsu.edu)

N.A.M.I. President Megan Ginter at [mginter@bgsu.edu](mailto:mginter@bgsu.edu)

Silent Dinner held **April 16<sup>th</sup>** in the Student Union at 6 pm

For more information contact Jennifer Schuler, F.I.G.U.R.E. Vice President, at [jschule@bgsu.edu](mailto:jschule@bgsu.edu).

## Kyle Maynard Presentation

By Irene S. Scott, Graduate Assistant

Kyle Maynard, an inspirational/motivational speaker, came to campus March 18<sup>th</sup>. Born with a rare disorder called congenital amputation, Maynard has no elbows or knees. He stands 3 feet tall and weighs 130 lbs. Despite his physical differences, he has proven himself to be a champion wrestler and student.

Among Maynard's accomplishments include setting the world record for the modified bench press of 360lbs. at the Arnold Schwarzenegger Fitness Expo and authoring the memoir, *No Excuses*. Currently, he attends University of Georgia and is pursuing a bachelor's degree in Broadcast News.

"This was an inspiring event that did not sugar-coat the effect of his disability but kept it real and relatable to the average student," said Sheena Orr, a second year Intervention Specialist major. "By the end of his speech, his disability was invisible."

Growing up, Maynard often encountered people who placed limitations on his abilities. "If I gave up every time someone told me I couldn't do something, I don't know where I'd be," he said.

Without the use of prosthetics, Maynard has the ability to eat with silverware, drive, write, and type 50 words per minute. He attributed his accomplishments in life and in sports to perseverance, hard work, faith, and having a family who focused on his abilities. "Visualize what you want more than anything else and push for it," he said. "Believe anything is possible."

Close to 400 people attended the event. The event was a collaborative effort among University Activities Organization, Student Athletes Advisory Committee, Disability Services, and Finding Intelligent Greatness Uniquely Residing in Everyone student organization.



Esque Photography

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## High School Outreach

By Curtis D. Smith, Jr., Graduate Assistant

On February 20, 2007, I had the pleasure of speaking with Paula Martin and her Intervention Team at Scott High School located in the inner-city of the Toledo Public School District. The presentation was light and informal. I encouraged the team to take a better look at their students who are on Individualized Education Plans (IEPs), make sure the student is on the collegiate track, have the student become more involved in what they need and what may work better for them, and encourage the student to become a self-advocate. These ideas fostered thoughtful dialogue and creative ideas in helping their students.

I will be presenting to 50 students at Libbey High School on April 18<sup>th</sup>. I will share information for those students with or without learning/physical disabilities on their rights if they choose to attend higher education.

If you are associated with an area high school and would like to schedule a presentation, please contact me at 419-372-8495 or [cdsmith@bgsu.edu](mailto:cdsmith@bgsu.edu).

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## Steps to Taking Final Exams at the DS Office

*By Lea Anne Kessler, Coordinator*

1. Please talk with your professors a couple of weeks before your final exams - do not wait until the last minute to make arrangements.
2. Please contact our office at least one week prior to finals week with your exam schedule (please specify your name, course numbers, dates, times, and accommodations needed - ex. extra time, reader, scribe, computer, etc.). You must have an appointment for your finals; you cannot just show up at your convenience as you may be turned away. Also, you must indicate if you need a reader, scribe, etc., so we can have someone available at that time.
3. The DS Office does not pick up or return exams. If you are unable to return your exams, you and the professor need to arrange another way for exam return (ex. the professor picking it up, fax, e-mail, campus mail, etc.).
4. For your information, we may use an alternative test site for some of the exams. Please come to the DS Office first, but please be aware that a few of you may be escorted to a classroom or different location.
5. Please make sure you bring your student ID with you on the day of your exams. You will be required to sign in and present your ID before taking your tests. Additionally, please be considerate of others and turn off all cell phones before entering our office, as you will be required to leave your phone in the lobby.
6. You must provide us with written approval from instructors regarding any special circumstances such as open book exams, making use of notes, etc. If you do not have a note from your instructor, you will not be able to use any outside resources.
7. Exam appointments are available Monday – Friday from 8:30am – 5:00pm. You must schedule your exam so that you can be finished by 5:00pm. If you have an evening class, please make arrangements with the professor to take the test at a different time, or see if the professor is able to proctor the test and provide the needed accommodations at night.
8. If you want to take your exams early, you need to work it out with your professor. Our office does not make the decision on when you take your exams. You must get your professor's permission.

**If you would like to receive this publication in an alternative format (e.g. large print, cassette, or in Braille) please contact Disability Services at (419) 372-8495, TTY (419) 372-9455, or [dss@bgsu.edu](mailto:dss@bgsu.edu).**