When life came to a grinding halt in March, students were faced with the task of adapting to an online mode of education. The sudden change required both educators and students to “think outside the classroom box.” The emergence of online platforms has allowed for new doors to open, which encourage multiple methods of learning. Online platforms, such as Canvas, have granted unique access to class lectures, embedded readings, assignments, tests, videos and other educational materials right at one’s fingertips. Those who wish to see, hear and engage with this information can do so as many times as needed. Guidance from DSPS has also allowed this information to be offered in a variety of formats for auditory, visual and kinesthetic learners.

Quick fact: utilizing more than one sense while learning increases the likelihood of remembering what you have learned! For example, try listening to audiobooks while following along with the text.

Now that online platforms offer information in various formats, it is important for students to embrace his/her/their learning styles. Once a learning style is determined, correlating study strategies can be identified in order to help create a study roadmap for tackling tough subjects. A quick search on the internet offers various free learning style inventories. Take a quick minute to explore the questionnaires below to find out which learning style group(s) you belong to:

- www.vark-learn.com/
  the-vark-questionnaire
- www.educationplanner.org/students/
  self-assessments/learning-styles.shtml

Tips for Online Learning Styles
- **Visual Learners**: use a large screen, print out lecture slides prior to lecture or use notetaking templates (Cornell Notes, mind/concept or story maps).
- **Auditory Learners**: use audiobooks or text-to-speech software, like Kurzweil, Balabolka or Adobe Acrobat. Microsoft Edge has built-in read-aloud functionality to read aloud almost all websites. Record yourself explaining the material learned.
- **Kinesthetic Learners**: invest in a stand-up desk, which allows for free movement. To help keep focus, use weights, stretching bands or stress balls.
Taking online classes is hard and a lot of work! This is especially true for a music major or someone who takes dance classes, like me, with limited space in my home.

In the beginning, I reached out to several counselors for help to assist me with registering for classes and, later, to help me with a few struggles I was having with different instructors. The counselors were very communicative, and I was able to get my issues resolved in a timely manner. This was my first semester taking classes online, so their assistance helped me get through challenges, which allowed me to move forward successfully. Zoom was definitely hard in the beginning, since it was my first time using it.

I recommend that students keep a planner, especially for those with other responsibilities outside of school. I use my planner to stay organized. My class schedule, assignments and due dates are clearly visible to make sure I don’t forget to do anything, and that I do things on time. I struggled to remember the Zoom meeting times, so I decided to set extra alarms.

It’s always good to know the office hours of your instructors, so that you can ask questions outside of class. Also, find out if they offer help at the Tutoring Center for your specific subjects, and ask what their availability is.

There are tons of online resources for so many different subjects. YouTube offers “how to” videos. One day, when I was having trouble finding the bookstore link online, I saw a video on how to purchase books, and it helped me so much. Videos and web articles can help you understand a process, subjects and more.

Another thing that is a great help is making friends in your classes. Get their contact information so you can help each other, especially if your instructor is not available at the moment. Having a study buddy helps!

-Saylor Valin, DSPS Student
• Designed to help you achieve more with premium Office apps, intelligent cloud services, and world-class security

• Share and collaborate with real-time coauthoring, autosaving, and easy sharing in your favorite web apps, Word, PowerPoint, and Excel.

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• Spark creativity, collaboration, and problem-solving with immersive and engaging apps.

Free Office 365 Using your Citrus Student Email

• Includes web apps and desktop apps

• Access Outlook, Word, PowerPoint, Excel, OneNote, OneDrive and more

• Install Office 365 on up to 5 PCs or Macs, 5 tablets, and 5 smartphones

To learn how, DSPS students may schedule an appointment with Laks Floriano by calling 626-914-8675 or emailing dsps@citruscollege.edu.
HONORING THE AMERICANS WITH DISABILITIES ACT AND CONTINUING DISABILITY AWARENESS

In the summer of 1990, historic legislation was passed that would change the course of disability rights in the United States. The Americans with Disabilities Act (ADA) was signed in an effort to create equal access and opportunities for individuals with disabilities in the areas of education, employment, programs and services. 2020 marks the 30th anniversary of the signing of the ADA – today, the efforts continue to ensure equal access for all.

The ADA is the most comprehensive civil rights law protecting individuals with disabilities in the United States, and it has helped change the way people with disabilities are viewed and treated. This legislation was created in an effort to improve outcomes for people with disabilities in all aspects of life, and its overarching goal has always been to create pathways to independence.

Prior to the signing of the ADA, there was a lack of protections for people with disabilities that prevented them from having the same opportunities as others. People with disabilities were often discriminated against and sometimes even institutionalized. Since its implementation, the ADA has made great strides toward full inclusion for people with disabilities. There has been a shift in the way people understand disability and a rejection of the idea of disability as negative or “other.” Disability is now acknowledged as another part of the beauty that diversity can bring to society.

There are simple, everyday ways to align with the principles set forth by the ADA. By increasing our own disability awareness, we can facilitate respectful communication and interactions with people with disabilities and build sensitivity, respect and understanding. One example is using person-first language (e.g., “person with a disability” versus “disabled person”), which is important because it puts the person before a diagnosis. Additionally, utilizing proper disability “etiquette” when interacting with individuals with disabilities is key; some examples are asking before providing assistance to a person with a disability, not making assumptions about what a person can and cannot do, and utilizing the golden rule – “treat others as you would want to be treated.” Above all else, a continued commitment to diversity and to celebrating and embracing differences is key to honoring the spirit of the ADA and the population it serves.

For more information about the ADA, review the National Network at www.adata.org, which provides guidance, training and information on the law. Find out more about celebrations for ADA in 2020 by visiting www.adaanniversary.org.
INSTRUCTOR’S CORNER

Subject: Access to Notes for Class Lecture

When Citrus College made the shift from teaching traditional courses in classrooms on campus to teaching primarily in a remote environment, we saw a tremendous increase in the use of video conferencing systems, such as Zoom, to communicate with each other. This new way of interacting now poses the question: how do students with disabilities who have notes assistance as an approved DSPS accommodation access their lecture notes?

In the pre COVID-19 era, some students with disabilities, including a functional limitation in notetaking, would receive notes assistance in the following ways: using a digital recorder or smart pen to audio record the class lecture; seeking assistance from a peer in the class who volunteered to share notes with the student; or using a paid scribe who would sit in the class to take notes for the student. The level of support for notes assistance depended on the severity of the student’s functional limitation. However, with the change to teaching and learning in a virtual world, colleges across the state have had to creatively identify other ways to facilitate this accommodation online.

Here are some best practices for helping students who have notes assistance as an accommodation in an online course. Any student requesting access to notes should present his or her instructor with a copy of their Academic Accommodation Plan (AAP), which verifies that DSPS has authorized this as an accommodation.

- Access to class notes could be given by assisting the student with the recruitment of a volunteer in the class who could share notes with the DSPS student. Students interested in using this service are advised to give their instructor(s) the Faculty Guide: Access to Class Notes handout. The handout provides pertinent information, including preserving the student’s right to confidentiality when making the announcement to the class.

- For recorded lectures, Zoom has partnered with Otter.ai to add transcription functionality. Instructors will receive two emails from Zoom shortly after recording: one with the video/audio link and the other with the audio transcript of the lecture. The auto captioning is not 100% accurate – it occasionally makes mistakes, particularly with technical language specific to an academic discipline. However, for DSPS students who can hear but need access to lecture notes, sharing the audio transcript is a great way to facilitate the accommodation (footnote 1). An even more inclusive approach would be to make the transcript available to all students in the class, as this creates universal design for learning, where one action made for one student has significant benefits for all students. The review of audio transcripts can make a real difference for students who need to reread to process and understand new curriculum. Feel free to review a brief video on how to set the audio transcript in your Zoom settings (https://bit.ly/2HwAgey). Additionally, as the host of the meeting, instructors have control of these settings. Recordings should be set to ensure student privacy – for more information, visit https://onlinenetworkofeducators.org/2020/04/03/guidance-for-recording-zoom. The college is currently working on a solution to capture the transcript for live lectures for synchronous classes. More will be shared once it’s decided on how best to provide real-time captioning (footnote 2).

In the spirit of promoting diversity, equity and inclusion, DSPS appreciates everyone’s effort in the shared responsibility to ensure that student accommodations are being met.

For questions about accommodations specific to a DSPS student in a specific course, email DSPS at dsps@citruscollege.edu.

For questions about accessibility compliance for online course content, contact Dr. Senya Lubisich at slubisich@citruscollege.edu, the online education faculty coordinator or the faculty liaison within your academic division.

For questions about the accessibility of online programs used on campus or on the Citrus College website, contact TeCS by visiting www.citruscollege.edu/tecs/Pages/ContactUs.aspx.

Footnote 1: for students who are deaf or hard of hearing (DHH) who needs access to notes, instructors should go back to correct grammar or misspellings in the recordings before sharing the transcript with the student. If a DHH student is registered with DSPS, DSPS will notify the instructor if they are enrolled in the course.

Footnote 2: students who are deaf or hard of hearing (DHH) enrolled in synchronous online courses and who are registered with DSPS may have an interpreter and/or live captionist available as an accommodation. DSPS will notify the instructor with further details.
The COVID-19 pandemic has impacted all facets of life, including how we teach and provide services to students with disabilities. As the college community continues to adjust to this new “normal,” DSPS would like to share how the department has adapted to these rapid changes over the spring, summer and fall semesters.

Prior to the pandemic, DSPS operated under a fully paper-based system. For years, DSPS dreamed of shifting its office procedures and data management from traditional paper files to a digital format. However, due to various circumstances, this transition was not able to be accomplished up until this point. In the wake of COVID-19, efforts were made to quickly move all DSPS forms to a fillable and accessible PDF format. Additionally, files are now available for staff electronically. What seemed like a daunting task to start is now becoming a reality. The DSPS team worked cohesively to bring office operations online as quickly as possible. New students seeking accommodations may now submit disability documentation online, and continuing DSPS students may meet with a DSPS counselor for updated accommodations, academic advisement or linkage to other campus resources via a phone or Zoom appointment.

Instructors have received information on complying with electronic information technology standards, both from DSPS and the online education program. We have also shared guidance on how to facilitate the provision of DSPS accommodations, such as extending the timer on Canvas for exams, setting and editing auto-captioning on pre-recorded videos, and setting access for real-time captioning or sign language interpreting for live videos.

DSPS instructors have worked hard to redesign educational assistance classes (EAC) that are traditionally taught on campus with an activity-based interactive approach to material that is engaging and accessible in an online format. This fall, EAC 088, Stress for Anxiety Management, is offered. We are excited to offer the following courses online for the spring semester: EAC 090, Empowerment for Students with Disabilities; and EAC 092, Study Skills for Students with Disabilities.

Sometimes in stressful situations, it’s hard to remain optimistic, but perhaps the silver lining for our department is that it has moved us in a direction we have been desiring to go for so long, just at a much quicker pace. We plan to utilize additional technology-based programs with the hope that it will promote sustainability, streamline services and increase access to accommodations, which would enable students to request their services in different modalities beyond the pandemic.

The DSPS team is also committed to working with students and instructors to problem-solve through different accommodation situations during this challenging and uncertain time. We are continuing to learn and evaluate as situations arise, so that we are equipped to implement additional measures as necessary. Visit the DSPS website at www.citruscollege.edu/stdntsrv/dsp for more information about our services.
My husband purchased a world map. He then gave me a dart and said, “Throw this and, wherever it lands, that’s where I’m taking you when this pandemic ends.” Turns out, we’re spending two weeks behind the refrigerator!

“Where is your next travel destination?”
Las Kitchenas, Los Lounges, Santa Bedrooms, Porto Gardenas, Los Bed, Costa Del Balconia, St. Bathroom, La Rotonda De Sofa?

Quarantine Monthly Budget
- Gas $0.00
- Clothes $0.00
- Entertainment $0.00
- Groceries $1,624.00

-Courtesy of Fatherly.com

Quarantine Monthly Budget

-Courtesy of JetsetterMagazine.com

Two-Ingredient Apple Pie Cups

These easy apple pie cups are perfect in every way! Whether you’re looking for a quick dessert to impress or a fun baking activity to do with little ones, apple pie in cinnamon rolls are a great go-to recipe. Using Pillsbury™ cinnamon rolls and apple pie filling, you’ll have delicious two-ingredient apple pie cups ready to serve in no time.

Two-Ingredient Apple Pie Cups
Prep Time: 10 minutes
Start to Finish: 35 Minutes

1 can (13 oz.) Pillsbury™ refrigerated flaky cinnamon rolls with buttercream icing
1-1/3 cups apple pie filling (from 21-oz. can), coarsely chopped

2. Spoon two generous tablespoons of pie filling into each dough-lined cup.
3. Bake 14 to 18 minutes or until golden brown; cool in pan five minutes.
4. Transfer icing to small microwavable bowl. Microwave uncovered on low (10%) eight to 10 seconds, or until thin enough to drizzle. Place rolls on serving plate; spoon icing over rolls. Serve warm.

Makes eight servings.
For more information, visit https://bit.ly/372XfGH

Tips: Use a nonstick muffin pan for easiest removal. Don’t forget that cinnamon roll frosting drizzle at the end! If you have leftover apple pie filling, you can use it as an ice cream topping or mix with prepared quick oats for a sweet twist on breakfast.

Where is the Owl?

Did you put on your investigative hat and find the hidden owl in this edition of the DSPS KnOWLedge is Power newsletter?
Global pandemic. Online learning. Fires. Earthquakes. Financial instability. In a time when just about everything feels catastrophic, it is important to take note of how we’re feeling and adjusting, and to focus on the things we do have control over. During these times, we may notice increased feelings of uneasiness, fear, loneliness and uncertainty. The U.S. Census Bureau reported that one third of Americans showed signs of clinical anxiety or depression in May 2020.

Self-monitoring
Now more than ever, it is essential to check in with ourselves and to observe and acknowledge how we are feeling. We may feel fine one day yet irritable the next, so it is necessary that we are regularly looking at what we can do to support ourselves in the moment. Each of us may be experiencing new situations and changes to our lives, and we may react to them differently. Some may notice changes in sleep, appetite and concentration. A helpful question to consider asking yourself might be, “What do I need today?”

Tips and Tricks
- Turn off the news and social media, or limit them to a short period each day. Sometimes, too much information is not helpful and can actually add to feelings of anxiety.
- Try to keep a daily structured routine as much as possible. Though we have been forced to adapt to many changes in our lives, by keeping structured and scheduled routines, we can still maintain a sense of “normalcy.”
- Find ways to be social. Social distancing can magnify feelings of isolation and loneliness, and it can be easy not to engage or interact with others for long periods of time. Visit with friends at a safe distance or via video conferencing or phone. Feeling connected is an essential part of our overall mental health.
- Exercise is a natural and effective anti-anxiety treatment. By connecting our mind and body, we can relieve tension and stress, increase energy, and release endorphins. Even a daily walk can greatly improve overall mood.
- Meditate for five to 10 minutes daily. Studies show that meditation can reduce levels of cortisol (stress hormone), which, in turn, can reduce anxiety, improve sleep and decrease blood pressure, among other health benefits. Free guided meditations can easily be accessed on YouTube.
- Catastrophizing and de-catastrophizing our situations with thoughts of worry and fear will only exacerbate the situation. By identifying these thoughts and challenging them, we can help to change our way of thinking.

Where to Access Additional Help
The Citrus College website has a list of several resources if you need additional mental health support: [www.citruscollege.edu/ndtrv/healthcntr/Pages/c19health.aspx](http://www.citruscollege.edu/ndtrv/healthcntr/Pages/c19health.aspx).