

Imperial Valley College and TDSO Facilitators



October 22, 2019

Introduction

This manual was developed by a joint committee with the membership from Regional Center, Tailored Day Service agencies, and Region X community colleges. As regional partners, this manual responds to the need for information to support the successful use of facilitators by students on our community college campuses. You will find the simple general information that explains what are Tailored Day Services, how to request a Facilitator from Regional Center, how a student is connected with an agency that provides the facilitator, how disability services work on college campus, and the rules for a facilitator working with a student on a college campus. *Manual was adapted from its original source to fit the procedures implemented at Imperial Valley College.*

Tailored Day Services and Postsecondary Education Support

The Tailored Day Service Option (TDSO) offers flexible 1:1 support services focused on assisting participants with their goals in postsecondary education, paid employment, volunteer opportunities, and community integration activities. The schedule is flexible and service hours vary based on individual agency program design and participant support needs.

The goal of the TDSO agency in postsecondary education is to assist the students to be as independent as possible in pursuing their educational goals. The TDSO facilitator assists the student with accessing all available resources offered on campus. Facilitators must follow established standards of conduct while on the college campus, in offices and in class.

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Overview of Programs and Procedures

Regional Center Procedure

1. How does a client end up with a facilitator?

- ❖ The Regional Center Service Coordinator finds out what the goal is depending on what the client is interested in. It could range for the client to decide to attend school, work, or training. If the client selects school, Regional Center will offer the Tailored Day Services Option (TDSO) and makes a referral to TDSO. The client chooses the agency and school (See Agency contact list, Appendix B).
- ❖ The TDSO is outline in the Individual Program Plan (IPP). IPP's are generally reviewed during the client's birth month either annually or biannually depending on the client. The client/conservator has the right to request an Individual Program Plan Appendium (IPPA). The IPPA is made to modify/ add an objective.
- ❖ Funding Process: 1) TDSO is identified with the Service Coordinator and the IPP is in place 2) Service Coordinator submits funding request, Purchase of Service (POS) 3) Regional Center Program Manager approved funding request is sent to the business office for processing 4) Vendorization Process: a) The service, number of hours and rate is determined during the process b) The planning team decides how many hours the client is assigned (i.e. 8-15 hours per week) hours vary depending on the client's needs c) Pay is as low as \$11.50 per hour. 5) Any adjustments are made with the Service Coordinator.

Tailored Day Program

The intent of Tailored Day Program is for the client to choose and customize day services to meet their individualized needs. The goal for them is to have opportunities to further the development or maintenance of employment and/or volunteer activities, direct their services, pursue postsecondary education, and increase their ability to lead integrated and inclusive lives.

{W4688.21. (a) CA Welfare & Institutions Code}

Service Delivery Standards:

- ❖ Client preference is used in determining the days and times that training takes place.
- ❖ Written Schedule for each client.
- ❖ Clients are taught functional skills.
- ❖ Natural environments and materials are used in teaching skills.
- ❖ Community training emphasizes the sue of generic resources.
- ❖ Training follows the objectives and plans written in the Individual Program Plan (IPP)/ Individual Support Plan (ISP). [See Sample Appendix C-D]
- ❖ Communication and interaction between staff and clients reflects respect, dignity and kindness.
- ❖ Staff members communicate with individual clients via communication methods appropriate for those clients.
- ❖ Clients are aware of the assessment process, their program objectives, data collection methods, results of their progress reports, and the hours that they are allotted for service. Services provided foster the development of natural supports and circles of support, community participation and integrated leisure activities, and client empowerment.

Maximizing Self-direction:

Participants are to engage as much as possible and make decisions about services. The goal, regardless of whether they decide to pursue employment, volunteering, postsecondary education or training should be on the best interest of the client and promoting inclusiveness and an integrated life.

Postsecondary Education:

- ❖ Adult Education/ Continuing Education (non-fee/non-credit)
- ❖ GED
- ❖ Community College/ University (credit and non-credit)
- ❖ Vocational Training/ Certificate
- ❖ Role of TDSO:
 - Assist with linking student with campus resources, such as DSPS, tutoring, career services, etc.
 - Assist in classroom setting if needed. If you will assist in class, you will need complete a Letter to Professors form which you will take to Professor.
 - All interaction with professors, counselors and specialist should be initiated by the student not the TDSO facilitator.

Employment and Volunteering Services:

- ❖ Vocational assessments and career exploration
- ❖ Job development, interviews and placement
- ❖ Volunteer placement with recognized non-profit
- ❖ Onsite job coaching support is available if needed
- ❖ Microbusiness or self-employment

Leading an Integrated and Inclusive Life:

- ❖ Clients familiarize with their community by “mapping their community”
- ❖ Socializing with other non-disabled peers who share the same interests by joining groups, clubs or teams
- ❖ Using resources such as, libraries, local parks and recreational centers to enroll in classes
- ❖ Membership in a local fitness center
- ❖ Maintaining health and exercise
- ❖ For individuals with challenging behaviors, planning and support from family members/ TDSO facilitators should ultimately lead to some level of integration and inclusion with non-disabled peers
- ❖ For those with restrictive health conditions, planning and support from his family members/ TDSO facilitator should lead to an increase in self-advocacy, self-direction, communication and self-care independence.

Additional Information:

- ❖ Those clients who face restrictive health conditions or other significant physical limitations or tolerances may be provided in-home services
- ❖ Transportation expectations

Training of Staff Includes:

- ❖ Maximizing self-direction, postsecondary education, job development, employment, volunteering, and tools for leading an integrated and inclusive life

- ❖ Data collection, developing measurable ISP's and writing semi-annual reports
- ❖ Person centered planning
- ❖ Reporting special incidents
- ❖ Confidentiality
- ❖ Maintaining professional boundaries
- ❖ CPR/ First Aid
- ❖ Independent Living Services (ILS) activities vs. TDSO activities

Tailored Day Procedures for Postsecondary Education

The TDSO Supervisor/ Case Manager/ Program Manager meets with the client to begin the planning process. Once the Purchase of Service (POS) is received and services are ready to begin, the facilitator is identified. The facilitator will meet with the student and develop a support plan with target dates.

This plan will identify type of support to be provided:

- Assist with applying to campus or DSPS
- Tour the campus
- The facilitator should meet with DSPS Specialist at the college to register to be on campus, identify goals/ support, review college rules to be on campus
- Assist with transportation (based on client's needs)

California Community Colleges

Who Should Apply:

Community colleges have open enrollment which means that anyone who is 18 or older can apply and attend. There are no entrance requirements, yet there are basic communication and behavioral skills that someone needs to be safe and successful at a college. Students must be able to adapt to rules while on campus and in class. Facilitators can help students develop these skills to be successful. Students can be dismissed from the college if they cannot follow the rules for communication and behavior. College campuses are large and have many people on campus, so skills in communicating and knowing how to be safe are critical for safety. The goal for this information is to help decide if college is a good goal for the individual.

College Application Process:

The student needs to complete the online application (cccapply.org), orientation and counseling appointment to plan classes. Placement of students into English and Math courses will be based on one or more of the following: **High School coursework, High School grades and High School grade point average**. If High School records are unavailable or student studied outside the United States: Guided Self-Placement, Self-Reported High School GPA will be used. **Must see Counselor**.

DSPS Application Process:

1. The student applies for services and provides verification of disability or diagnosis
2. Application is reviewed and appropriate services are determined and approved
3. An appointment is scheduled with assigned counselor and services are offered that typically include:
 - Identification of accommodations and services
 - Educational planning

- If the facilitator is present, then volunteer/visitor forms are completed and the facilitator's role is identified
- If the facilitator is not present, then a separate appointment is made with the DSPS Specialist to complete the college volunteer form for liability purposes, to identify the role and responsibilities of the facilitator, and to discuss college rules for being on campus.

Financial Aid:

Students must apply for Federal Financial Aid (FAFSA) at www.fafsa.gov. You can access Webstar to see if you have any messages or unsatisfied requirements. If eligible, you must accept your Terms and Conditions in Webstar before funds will be disbursed via debit card or direct deposit. For any questions contact the Financial Aid office (Bldg. 1700) at (760) 355-6266.

Accommodations and Services:

- ❖ Accommodations are adaptations or changes in how a student participates in the learning activity. Accommodations may not change the essential fundamentals of the course, i.e. waive learning information that is essential to class. For example, cannot shorten assignments that evaluate learning, parts of the course content cannot be excluded; tests cannot be made shorter or easier.
- ❖ All colleges have a process to identify accommodations through an interactive process with the student. Most colleges provide the student with an accommodation letter that the student uses to talk with a professor to request the use of the authorized accommodations in class. The DSPS Specialist will help the student understand how to communicate with professors. This is an area where facilitators can help with role playing prior classes. For any problems the student and facilitator should see the DSPS Specialist so that DSPS can communicate with professors rather than the facilitator.
- ❖ Common Accommodations used by Imperial Valley College might include:
 - Note-taking assistance
 - Audio recorders; only permitted for students with disabilities. You will be able to loan a recorder for the whole semester and must return at the end of the semester.
 - Note-taker: when a student discusses accommodations with the professor, the student may ask the professor to make an announcement for a note taker. DSPS provides carbonless copy paper for Volunteer Note Taker. If no one volunteers the student should meet with the DSPS Specialist who will contact the professors to approach an individual that they think takes good notes. If that does not work, DSPS Specialist might ask the professor to provide notes.
 - Preferential seating
 - Sign Language Interpreter
 - Test accommodations (i.e. extra time on tests, distraction reduced environment, reader/scribe, etc.)
 - Furniture accommodations (i.e. table/chair instead of attached desk)
 - Alternate media production (i.e. braille for our students who read braille, audio books)
 - Assistive Technology; DSPS may have technology for students to use in class (i.e. students with low vision who need the writing on the board or materials to be enlarged, etc.)

Office Procedures:

All DSPS offices have procedures for the use of accommodations and services. The Facilitator may need to assist the student initially in advocating for their accommodations and/or services.

Services:

DSPS offices, Counselors, and Specialists assist students with any questions and/or problems at college. Assistance communicating with faculty and office is common. Each college has assistive technology and personnel to evaluate student needs in our High Tech Centers (HTC). These are computer labs where students can learn how to use adaptive hardware and software to help with their use of computers and learning.

Some colleges have specialized equipment for loan:

- Audio recorders for notes in class
- Smart pens for use in note-taking. The student writes on special paper using the pen for notes as the pen audio records the lecture. Later when reading the notes, the student can place the pen on a part of the notes and then hears the auditory lecture from that point in the class.
- Text-to-Speech: Our community college system pays for Learning Ally. Learning Ally is a national library of audio books for people with disabilities. Students who will benefit from this service can be registered by the Out-media Specialist at our Disabled Student Program and Services. Learning Ally is easy to use, the student searches for the book they want and downloads them.
- Kurzweil/ Read and Write Gold: These are Text-to-Speech software that requires the book to be converted to an electronic format. When books are not available from Learning Ally, our offices can help get books in e-text.
- Speech-to-text: This software uses dictation of directions/ materials for navigating and writing.

DSPS can provide college strategies, assistance in navigating the offices and classes in college and providing assistance with any problems the student might encounter. The facilitator can play a critical role in helping the student benefit from the DSPS appointments and services.

General Role of a Facilitator:

Facilitators are permitted to be on a campus by permission of the college and are overseen by the DSPS office. Facilitators are not employees of the college. For liability purposes and to ensure that facilitators understand the college requirements to be on campus, formal paperwork is completed and processed by the DSPS office. It is critical to be familiar with the college's code of conduct so that the facilitators will not have unnecessary problems on campus. More detail on this is provided at www.imperial.edu under Standards of Student Conduct.

Pre-enrollment Activities:

- 1) Explore school options
- 2) Discuss educational goals: certificate, AA, transfer selection of major, basic skills development, and enrichment
- 3) Tour college campus to ensure client chooses appropriate college

Enrollment Activities:

- 1) Assist with completing the college application, Test Proctoring Process and course planning.
- 2) Financial aid/California Promise Grant: Facilitator explores and identifies rules for qualification (consequences of not passing classes, paying back money, academic probation etc.) and shares information with client and family.
- 3) If student/client applies for Financial Aid: Facilitator could refer to Financial Aid office to get additional information and to ask questions regarding application and process. **Financial Aid Office: (760) 355-6266, Bldg. 1700.**
- 4) Assist in completing the college orientation at: <http://www.onlineorientation.net/imperial/-/pub/Intake>
- 5) Provide assistance with DSPS application for disability support services. [Appointment to complete DSPS Application can be made by calling (760) 355-6434 or (760) 355-6313 and scheduling an appointment with DSPS Specialist.]
- 6) Once approved: Facilitator can help student/ client make an appointment with their assigned Counselor for student to complete educational and academic accommodation plan. If the student/client agrees, share the Individual Support Plan (ISP) with DSPS and get a copy of the student education plan (from student/client).
- 7) Facilitator must **complete the Volunteer Request form each semester.**
- 8) Assist student/ client with enrolling and registering for classes and explore options of credit or non-credit classes.
- 9) Provide assistance with accessing school resources, such as the library, cafeteria, DSPS, Financial Aid, tutoring services, etc.
- 10) Attend college activities before the semester begins to get acquainted with college.

Support for Class:

- 1) If appropriate, attend classes with student.
- 2) Help student with organization and time management:
 - **Review the class syllabus:** Every class is required to have a syllabus that gives information about how the class will be run, what will be taught, and how grades are decided. A good professor will review the syllabus the first day of class.
 - **Homework:** You could use a planner to organize reading books, keeping up with classwork, assignments, test/quizzes, and all due dates. The student should put in all appointments and activities so that they can plan homework and study time. When this is done the student must check the planner every morning, use it to record tasks during the day, and review it at home. The student does their homework on the day and time they put in the planner. You could check planner to make sure it is being used.

- Note-taking: The student may have an accommodation for note taking. This might be recording class lectures or asking the professor to find a volunteer to take notes in class. (The DSPS Specialist will review note-taking process.) Review notes outside of class and check for understanding by asking questions. (e.g. Tell me about it..., What are the steps..., what homework do you have..., when is your class, etc.)
- Tutoring/ Professor: Find out about all support services available for the student/client, including tutoring. Use the strategies in this manual to guide the student to prepare to meet and work with a tutor or meet with the professor for help. Help the student identify questions, problems and have the student role play with you as the tutor/professor. During tutoring, make sure the student asks their questions, pays attention and take notes.
- Test Taking and Strategies: Review study strategies and techniques for taking tests. Practice the strategies with the student before they go home to study. If the student uses the accommodation Test Proctoring, then help the student use their planner to make sure they schedule their test to be scheduled at the Test Proctoring Center. DSPS employs a surveillance system to assist in monitoring testing.
- Grades: Help student to learn to calculate and keep track of grades throughout the semester.
- Email: Remind students to check email daily. The students receive important information about timelines and deadlines as well as events that could really benefit them.

Self-advocacy:

Self-advocacy is the ability to speak up for yourself, ask questions, and request what you need as a person with a disability to be successful in college.

- 1) The first-step is to understand your rights at Imperial Valley College. The DSPS Specialist will explain these in the first appointment. Have the student take notes on this or you take notes for the student.
- 2) Communication with professors and school staff: Students must be able to follow directions and adapt their behavior. Colleges require that people are collegial and treat each other with mutual respect. It is always the goal for the student to communicate their own needs. Some students may require coaching before being able to communicate with instructors. Facilitators may assist a student by augmenting communication if the student needs or requests assistance. If information regarding disability will be exchanged about the student, a consent for release of information must be signed by the student allowing an exchange of confidential information.
 - Participation in school activities: The student may need help in accessing/ exploring activities. Colleges have many social events going on and the student will receive emails with this information. Help the student plan social activities, prepare for the activity, and role play possible interactions. (Mental Health Counseling services are offered to IVC students who may need help to manage stress and need emotional support)

- Communication: Help the student improve his/her communication skills. For example, work with the student on understanding social cues such as, when to end a conversation. Help the student become an active listener by asking the student questions to ensure they are listening.
- Safety: If appropriate, work on safety in public places, on the bus, at the school or out in the community. You could help the student develop a plan if they have a problem or are afraid (i.e. you could discuss different scenarios and what to do to be safe).

In Class Role of TDSO Facilitator:

- 1) Arrive and leave class at designated start/end times to minimize disruptions.
- 2) On the first day of class you should introduce yourselves and your role, as the facilitator, in that specific class. In addition, you should provide the instructor with the “Letter to Professors” provided by the DSPS Specialist.
- 3) Assist with personal care duties such as retrieving books, turning pages, gathering needed supplies, taking coat off, mobility, etc., if requested by student or determined as a need by the planning team.
- 4) Assist with note taking (if a note taker is not available through DSPS office) and/ or oversee note taking.
- 5) Assist with appropriate classroom conduct. To implement a Behavior Intervention Plan you should prepare the student before class to ensure an understanding of the behavior that you will be working on and why.
- 6) Assist with organization of student materials.
- 7) Facilitate the student’s participation in-class or group work.
- 8) Assist with student medical/ health/ behavioral needs, if needed.
- 9) Assist with specific student needs as agreed upon with the student, faculty, and college.

Not the Role of the Facilitator:

- 1) Communicate directly with professors or DSPS Specialist on behalf of the student. Only the student communicates directly with college personnel.
- 2) Edit or make changes to student’s work.
- 3) Complete assignments for students.
- 4) Complete tests or quizzes for students.
- 5) Tutor students.

If you have any questions, please feel free to contact DSPS Specialist at (760) 355-6312.

College Application Process and Information

College Credit Classes

Students must apply online to attend a California Community College:

1. Apply online at www.imperial.edu/apply-now
2. After your online application is completed and submitted, you will receive an email informing you of your admission status or requesting additional information, if needed.
3. Once your application is accepted you will receive your IVC Student ID (G) number via email.
4. These classes are not for free, they cost \$46 per unit.
5. Apply for financial aid.
6. Apply for DSPS Services.
7. Any questions contact **Admissions and Records (760) 355-6101, Bldg. 10**

Disabled Student Program and Services

If students take classes for college credit:

1. To get Priority Registration for the semester you are planning to enroll you must complete:
 - College online orientation at <http://www.onlineorientation.net/imperial/-/pub/Intake>
 - Scheduled an appointment with the DSPS Specialist at (760) 355-6434 or (760) 355-6313. **Do not forget** to bring in documentation that verifies your disability.
2. Students must complete a Comprehensive Student Education Plan, which identifies a goal and all the classes to meet the goal (i.e. Certificate, Associate Degree, Transfer, Skills Development).

Non-Credit Classes

Students need to apply to take Continuing Education Classes at a California Community College:

1. Students need to apply online at www.imperial.edu/apply-now or go to the Continuing Office of Education to apply.
2. These classes are free and are called non-credit because you do not receive college credit for them.
3. The classes offered are intended to assist in developing daily living skills, career exploration, job skills, technical skills and basic skills.

General College Information

Students need to apply for Financial Aid if they are taking classes for credit. There are two types of Financial Aid. Apply for both.

Federal Aid

1. Apply online by completing the FAFSA at www.fafsa.gov.
2. Application starts in October each year; Priority Consideration is in March.
3. If you have questions or need help contact the Financial Aid Office at (760) 355-6266 (Bldg. 1700).
4. Select the Academic Year you will attend college (i.e. Fall, Spring, etc.).
5. You will get an ID number to log in.
6. You are applying for aid for the school year that is coming (the next Fall/ Spring).

7. You will need financial and tax information for the year before the academic year for which you are applying for aid. If you apply for Fall 2019, you are applying for aid for the 2020-2021 year. You will use your tax information from 2019 for that application.

Federal Aid Warnings

1. Students must pay close attention to the types of aids they are being offered. There are two types of aids, loans and grants. Loans must be paid back after a certain amount of time and grants do not have to be paid back.
2. Students must pay attention to requirements for grades and completion of classes. You could lose your aid at a college if your grades fall below a C, have a GPA below 2.0, and if classes are not completed. As a result, you will not be able to get financial aid at that college anymore.
3. Federal aid will only pay until you complete the goal you wrote on your student education plan. If you decide to change your goal, you must follow the college process for your goal to be changed in your Student Education Plan and to be updated at the college system.

California Promise Grant

1. If students qualify for this aid it would cover their \$46 fee per unit for credit classes.
2. The application is a part of the application to the college.
3. Students need income information to complete this application.
4. If you need help or have any questions you can contact the **Financial Aid Office at (760) 355-6266, Bldg. 1700.**
5. Students find out almost immediately if they do not have to pay the \$46 fee per unit.
6. Every college has a Health Service fee; which they must pay before the semester ends.
7. Some colleges charge a fee to join the student government organization, students should check to see if they must pay or not. There are benefits to joining the student government organization and students are encouraged to explore that option.

Registering for Credit Classes

Registration is via the internet using Webstar.

1. Priority registration enables students to have a better chance to get the classes they need or that they would like to register for.
2. Students can log in to their Student Portal to view **their registration date and time** at my.imperial.edu. Approximately two weeks prior to the registration period Priority Registration assignments are posted on the Student Portal.
3. Students should make an appointment with their Counselor prior it is their registration date to plan classes early.

Registering for Non-Credit Classes

1. You should have already applied to IVC to be able to register for Non-Credit classes. If you have applied and did not registered during registration period, you could go to the class the first week to ask if the Professor is taking any other students. If so, they will be provided with a **code** with **an expiration date** that they must input via Webstar to be able to add class to their schedule.

Tips for Success in Classes

To succeed in classes a student can implement tips that will help them improve their learning skills. In this handbook we have included “Stress Reduction Techniques” by Patricia Flores-Charter, MA [This information was taken from the Tailored Day Services and San Diego Community Colleges Training Manual].

1. Carnegie Unit: It is the principle that states that depending on the classes a student is taking the student must spend 2:1 amount of hours completing his homework or studying. For example, for every hour the student spends in class, he or she should spend two hours studying or completing homework.
2. Tutoring: Every college has a tutoring center which is intended to support student learning. Every student is recommended to arrange or **set up for tutoring at the start** of the semester instead of after a poor grade. If you have a disability you should contact the DSPS office to apply for services. The DSPS office could help you by providing you services that will support you in class.
3. Ask for help: If you do not understand what it is being said in-class the smartest thing to do is ask for help. Think about what you will say and find the person that will be able to help you.

Check Email Daily

College students must check their student email daily. It is important for students to check their student email because they receive important news events that would be beneficial for the students, if their class has been cancelled and so much more.

College Policies and Procedures

Every college has established policies and procedures. You can find the Student Code of Conduct for Imperial Valley College at <https://www.imperial.edu/students/student-affairs/standards-of-student-conduct/>.

It is important to get familiarize with the Standards of Student Conduct because:

- Statewide Students Code of Conduct rules are about the same and students, facilitators and visitors are expected to behave and to not disrupt any college activity (i.e., classes, tutoring, cafeteria, campus events, parking lot).
- Students Code of Conduct applies to any student or person with a disability that is on campus grounds. A TDSO facilitator is also held to the same Code of Student; in the instance of any type of misconduct on the TDSO facilitator’s behalf the college can revoke permission to be on campus at any time, even if the TDSO Facilitator is on campus grounds supporting a student.
- If a TDSO Facilitator is overseeing a student’s behavior it is crucial for them to familiarize with the Student Code of Conduct and the consequences of disruptive behavior. As a TDSO Facilitator if you are working with a student on extinguishing or reducing disruptive behavior, even when the behavior may not stop completely it must not be disruptive.
- If any student is being disruptive in class, the Professor has the responsibility to tell the student to stop the behavior. The Students Code of Conduct will address the professor’s responsibility when a student is being disruptive.

- Usually, the professor would give the student a warning about the behavior that must stop. If the student's behavior does not stop, the professor could ask the student to leave the class; the professor could meet with the student prior the next following class to help the student understand why his behavior needs to stop and be able to work on that before the next class.
- If the behavior is serious the professor could submit a report/ complaint to the office responsible or college administrator.
- The college will have a process for reviewing the report of a student or person who is disruptive.
- A disruptive student or person could engage in any of the following:
 - * Interrupting class by arriving late, leaving class frequently or leaving early from class. If due to a disability the student or person has to leave class they would need to discuss this matter with the professor, work out seating and a subtle process for this to happen. If a student has a TDSO facilitator they must take care of the student needs before class.
 - * Talking with peers when the class has started is not allowed. Each student is expected to be respectful while the professor or peer may be talking.
 - * Cell phone or any other electronic device that is not required in class is prohibited. Audio Recorders are only allowed for those student who have set up for this service with the DSPS office or/ and has informed professor before recording them.
 - * Asking questions out of context or too many questions for in doing so it takes time out of class time. Approximately one to two questions per class is considered normal.
 - * Moving around while standing or seating or moving objects in an excessive manner may be considered disruptive behavior because it is distracting other students.
- It is the college responsibility to ensure that students or individuals on campus are respectful, collegial and respectful. If the college receives a report that a student or a person is being disruptive they will start a process of investigation and if necessary, take action. An administrator of any college is responsible of investigating reports of misconduct.
- The college's campus security is responsible of students and people on campus safety, violations with parking, etc. Campus security may carry weapons, issue tickets, or arrest people. It is the staff, students, visitors on campus responsibility to cooperate as necessary with campus security.
- Student's should report behavior that threatens their emotional and physical well-being, i.e. bullying, conflicts with professors, etc. If a student is enrolled under the DSPS department or/ and has a facilitator they should report to the DSPS Specialist. If problem is not resolved, the DSPS Specialist will guide the student to who it should be formally reported to:
 - * If a student has a complaint about a professor, they must report issue to the Dean. Documentation of any problem should have the day, time and location for it helps in resolving the situation. The DSPS Specialist will work directly with the student and guide them through the process.
 - * If the student were to have another conflict with another student, the DSPS Specialist will support the student and direct the student with the appropriate department and administrator. The administrator will investigate and gather important information to resolved this issue. The goal will be to resolve problem informally.

- * If facilitator were to witness an event, he or she may be asked to file a report and may be included as part of the investigation.
- * If the problem is not resolved informally, a formal review process will be initiated and there may be a due process hearing or decision by the college.

Title IX: Sexual Harassment

Sexual harassment applies to everyone even if it were to be a student or person with a disability:

1. By law it is required that every incident involving sexual harassment is reported to the Title IX administrator and investigated.
2. Sexual harassment is any sexual behavior towards another person that is not wanted, it intimidates or hurts them. It could be through phone calls, emails, pictures and texts involving dating or sex. It includes unwanted comments about sex, sexual anatomy or sexual motions with the body. You have the right to file a complaint and ask for an investigation, if behavior persists after you had said "no".
3. During sexual harassment investigation it is crucial for everyone to cooperate to be able to complete investigation.
4. Do not forget, it is the college's responsibility to guarantee all students be safe on campus and to ensure their rights as students are protected with the goal of them succeeding in college.
5. If the student is not aware of the law or if he/she has violated the law, the DSPS Specialist will meet with the student and family to resolve this situation.
6. If a facilitator were to witness an event that involves sexual harassment, he/she may be asked to file a report of what they saw and may take part of the investigation.

College Probation and Dismissal:

Every college has their own policies and procedures regarding academic progress that a student must maintain to stay in college.

At Imperial Valley College:

- **Academic Grade Requirements:** students must maintain a minimum grade point average of 2.0 (GPA).
- Students who attempt 12 or more units will be placed in *Academic Probation* if they have a cumulative grade point average below 2.0 for all grades earned for a semester.
- **Satisfactory Academic Progress (SAP):** implies that a student will have to maintain a GPA of 2.0 or better. The student must have a completion rate (PACE) of 67% of units you have attempted with an acceptable grade. Acceptable grades will include: A, B, C, D, CR and P. Not acceptable grades will include: F, W, NP and I.
- **Academic Probation:** students who attempt 12 units or more will be **place on academic probation** if their GPA falls below a 2.0. Students will be **removed from academic probation** when their cumulative grade point average is at a GPA of 2.0 or higher.
- **Academic Dismissal:** students that are on academic probation and will be dismissed if they earn a GPA less than 1.75 in all units for three consecutive semesters, excluding winter and summer sessions. Students who are dismissed will not be allowed to take classes the following semester.

Students who are dismissed will have to meet with a counselor to develop a corrective plan of action soon as they have been notified of their dismissal status.

- **Lack-of-Progress Probation:** a student is placed on lack-of-progress probation when a 50% or more of units attempted and the student earns a W, I and NP. A student will be removed from lack-of-progress probation when the percent of all units attempted drops below a 50%.
- **Lack-of-Progress Dismissal:** students who are on lack-of-progress probation for three consecutive semesters, excluding winter and summer sessions, will be dismissed. Students who are dismissed will not be allowed to take classes the following semester. Students who are dismissed will have to meet with a counselor to develop a corrective plan of action soon as they have been notified of their dismissal status.
- Students who are dismissed must submit a petition for reinstatement to the office of Admissions and Records by deadline noted on the Reinstatement Petition. Petitions will be reviewed or may reviewed by the Director of Admissions and Records or referred to Admissions, Registration and Petitions Committee for consideration. Decisions and resolutions made by the Committee are final.
- DSPS Office: If you are under the DSPS office and have academic progress problems let them know and they will be able to guide you through the process.

Appendix

**Imperial Valley College - Disabled Student Programs and Services
Consent to Release and Obtain Information**

Name: _____ Student Name: _____
Entity: _____ ID #: _____
Address: _____ Address: _____

I hereby consent and authorize Disabled Student Program & Services to:

Obtain

Release

Disability Psychological/Psychiatric Reports
 Individualized Educational Program Psychoeducational Report
 Mental Reports/Records Other _____

Following Programs/Agency/Administration:

Mental Health Services Health Services EOPS SSS CalWORKs
 Student Affairs Dean Student Services Dean Agency _____

I acknowledge and understand the following: the information may contain medical history, treatment, and diagnosed mental and physical condition including drug and alcohol information, psychiatric disabilities. I may refuse to allow DSPPS to release or obtain information by not signing this form or not checking some of the items listed above. DSPPS shall not make any disclosure of the information received without my signed consent unless required or permitted by law. Mandated reports may involve law enforcement, Child Protective Services, Adult Protective Services, IVC Student of Concern team, and other appropriate authorities. I may revoke this authorization in writing at any time. I may have a copy of this signed consent, which will valid for **one year from the date of my signature unless otherwise specified here: _____.**

Student Signature _____ **Date Signed** _____

Guardian/Parent or Conservator Signature _____ **Date Signed** _____

Community Resources

- **Access to Independence:** 101 Hacienda Dr., Spc 13, Calexico, CA 92231
Contact: Leticia Vizcarra: (760) 768-2044/ Judith Brown: Jbrown@a2isd.org
- **Acme Staffing:** 1560 Ocotillo Dr., Ste L., El Centro, CA 92243
Contact: (760) 352-4200
- **Arc-Imperial Valley:** 298 E. Ross Ave., El Centro, CA 92243
Contact: Jeanette Marquez: (760) 352-0180/ (760) 337-8002
- **Autism of Imperial County:** P.O. Box 2797, El Centro, CA 92243
Contact: Audrey Mc Faddin: (760) 353-3198, amcfaddin@roadrunner.com
- **Center of Employment Training:** 294 S. Third St., El Centro, CA 92243
Contact: Elvira Anaya: (760) 337-6565, eanaya@cet2000.org/ Alejandro Barraza: abarraza@cet2000.org
- **Child and Adult Protective Services:** 2999 S. 4th St., El Centro, CA 92243
Contact: Dept. of Social Services: (760) 337-7878, (760) 336-3945
- **Easterseals Southern California Adult Services:** 453 Main St., El Centro, CA 92243
Contact: Reyna Zavala/ Irma Gamboa/ Genevieve Garcia: (760) 482-2777
- **Employment Development Department-Youth Employment Opportunity Program:** 1550 Main St., El Centro, CA 92243. *Contact:* Yessenia Gallardo: (760) 339-2789/ Maritza Arredondo: (760) 352-4094
- **Exceptional Family Resource Center:** 512 W. Aten Rd., Imperial, CA 92251
Contact: Xochilt Garcia: (760) 355-0147
- **Home of Guiding Hands:** 1073 Ross Ave. Ste.E, El Centro, CA 92243
Contact: Maria Eugenia Salazar: (760) 352-1500
- **Hunter Employment:** 605 Wake Ave. # 6, El Centro CA 92243
Contact: Frances Avendaño: (760) 679-5180, frances@hunteremployment.com
- **ICDSS-Adult Services:** 2999 S. 4th Street, El Centro, CA 92243
Contact: Clarissa Maldonado: (760) 336-3952, clarissamaldonado@co.imperial.ca.us
- **Imperial County Work Training Center:** 210 Wake Ave, El Centro, CA 92243
Contact: Guadalupe Lee: (760) 352-6181, glee@icwtc.org
- **IHSS Public Authority Imperial County:** 202 N. 8TH St., El Centro, CA 92243
Contact: (760) 482-2979
- **Imperial Valley Housing Authority:** 1690 Adams Ave., El Centro, CA 92243
CONTACT: (760) 337-7500
- **Imperial Valley Special Olympics-IVCEC Shinning Stars:** 375 S. 1ST St., El Centro, CA 92243
Contact: Patricia Urena: (760) 337-4556, (760) 336-8979, purena@socsc.org
- **San Diego Regional Center:** 512 W. Aten Rd., Imperial, CA 92251
Contact: Lori Robinson: (760) 355-8383, SDICU@sdrc.org
- **Department of Rehabilitation:** 1214 State St., El Centro, CA 92243
Contact: Sandra Garcia: (760) 353-1350, sangari@dor.ca.gov
- **Toward Maximum Independence:** 1699 Main St., El Centro, CA 92243
Contact: Aurora Chavez: (760) 909-8586



Imperial Valley College
Mel Wendrick Access Center
Disabled Student Program and Services

Use of Facilitators as an Accommodation

Letter to Professors

The use of a facilitator supports student learning in your class. The facilitator's role in your class is to provide support for the student. The facilitator may not speak for the student or complete any class activities or assignments for the student. **The facilitator must have your verbal permission to attend your class with the student. Facilitators are provided by agencies, not DSPS.**

_____ has received approval from _____ Ext. _____
 (Student's Name) (DSPS Specialist/Coordinator's Name)

DSPS Specialist/ Coordinator, to have a facilitator in class as an accommodation.

_____ is the facilitator providing the accommodation to the student.
 (Facilitator's Name)

Below are the responsibilities for the facilitator in your class:

- Provide personal care duties such as turning pages, retrieving books, taking off coats, mobility, etc.
- Take notes or oversee student's note taking
- Assist quietly with appropriate classroom conduct
- Assist with organization of class materials
- Assists the student's participation in class or group work
- Work with student outside class on comprehension of notes
- Help the student get tutoring or use an instructors Office Hour
- Other _____

Facilitators must follow the Standards of Student Conduct for IVC. Facilitators will not discuss any confidential information about the student with faculty. The facilitator may need to arrive late or leave class early, they will let you know, and know to arrive or leave quietly.

If you have any questions about this student's accommodations, or the facilitator's role in your class, please contact the student's DSPS Specialist/Counselor.

Thank you.

 (DSPS Specialist/Coordinator Signature)

 (Date)

Tips for Talking to Professors in Office Hours

(All credit is given to *Tailored Day Services and San Diego Community Colleges-Training Manual: 06/26/ 2018*)

1. Write a list of your questions ahead of time and prioritize them.

2. At the Door:

- If door is closed, knock and wait for response.
- If door is closed and you see another student is in there (through a window), knock and wait until your presence is acknowledged. Then stay near the door until motioned (told) to come in. Do not stand at the window and look in.
- If door is open knock and peek in to alert professor to your presence. The professor will either tell (motion for) you to wait, come in, or to come back another time.

What to say:

“Good afternoon (morning, evening or Hello) Prof -----,

How are you doing? (Wait for response). My name is ----- . I am in your ----- , (MW, T/TH) class.

Is this a good time to ask a (some) questions? (Wait for response. If yes, continue. If no, then ask when would be a good time). I have a question about (or some questions about)----- (summarize question theme).

Is it OK if I take a seat? (Ask questions in order of priority).....

Thank you for your time.”

Additional notes:

If you are in the office talking to the professor and another student is waiting to be seen, limit your conversation and questions to those that are the most important. Stay on topic out of respect for the other student.

Tips for Using Tutors

- 1) Have a **list** of specific things you want to work on and specific questions you have.
- 2) Make long-standing regular weekly appointments
 - a. That is, make an appointment every week at the same time so you know you have something scheduled for when you are having trouble.
 - b. Try to get an appointment with the **same tutor** that works well with you.
 - c. Put the appointments in your planner.
- 3) Take notes during tutoring.
- 4) If you don't have problems for the tutor, then you can show the tutor your class notes and study flashcards to make sure they are good or preview future material during the appointment.
- 5) If you don't understand something, ask the tutor to explain it a different way and you can repeat back what you think you heard. After you confirm your understanding, write notes down.
- 6) Make use of the Power Study program for group or one-on-one tutoring.

Most Successful Strategies

(All credit is given to Patricia Flores-Charter, MA and Tailored Day Services and San Diego County Community Colleges-Training Manual)

Use your Planner

1. Learning requires time. For every 1 hour in class plan 2 hours of homework and study per week.
2. You must write the exact hours you will study each day in your Planner.
3. Each morning check your planner. Make sure you study at the times you wrote each day.

Reading Strategy

2. Pre-Reading/Preview for Class:

- 1) Skim each paragraph. Highlight unknown words. Write unknown words on 3X5 cards with definitions/formulas/properties as shown below.
- 2) Read Chapter Summary first if there is one.
- 3) Now begin reading. Pay attention to topic sentences and bold words/concepts. Take notes as you read.
- 4) Use the memory strategy to begin learning the new information.

3X5 Card Memory Strategy

1. Reduce information to bare minimum to memorize, key words that are clear, meaningful
2. Front: Put the Vocabulary Word/Formula/Type of Problem (Remember to Print Neatly.)
3. Back: Put the definition/steps in formula/rule.

Front of Card (Test Side)	Back of Card (Study Side)
(vocabulary, formula, property) Order of Operations	(definition, steps, rule) Order of Operations 1. () 2. Exp. 3. M or D, L to R 4. A or S, L to R

4. Take **5** cards only. Take 1 of the 5 cards. Look at the Study or Back of the card.
5. REPEAT 3 STEPS BELOW **5 TIMES** with each card (Goal is to memorize 20 cards per day.)
 - 1) **See it/Say it Aloud (Visualize/Verbalize)**
 - 2) **Close eyes/Visualize it and See it/Say it Aloud**
 - 3) **Open eyes and Check Accuracy (go back to 1)**
6. Take the 2nd card and repeat. Take the 3rd card and repeat, etc. This is the "Study" step.
7. Now "Test" yourself on all 5 cards just by looking at the Front or "Test" side.
8. Now take 5 more cards and repeat.
9. Combine all 10 cards and "Test" yourself on all 10. Continue the pattern. The goal is quick retrieval and accuracy. You are training your brain to recall the information quickly (automaticity).
10. On day one, "Test" yourself 3-4 times. On day two, Test first thing in the morning. Re-Study any cards you can't recall quickly. Add new 3X5 cards to the 20 by studying first, then testing.

Store the cards in a shoebox. Label sets of cards by class, chapter, etc. Review periodically.

Attention/Concentration

1. Do the Pre-Reading/Preview for Class. Begin studying 3X5 cards in advance of lecture.
2. Read aloud or at least move your lips as you read or study, sip water, chew minty gum, listen to soothing music or white noise app, walk back and forth studying.
4. Before class arrive early and review last class' notes, 3X5 cards. Prepare notes by writing date/class as a heading. You are ready to participate, ask questions, and take notes.

Attention to Visual Detail/Proof-Reading

1. Success in math requires close attention to visual detail. Accuracy errors can cause a problem if:
 - a. a problem is copied incorrectly (use your finger to track)
 - b. a step is written incorrectly (use your finger to track)
 - c. a small calculation mistake is made during a step
2. Check/proof-read all work: put your pen/pencil down and use your index fingers to:
 - a. Track work and move lips to talk yourself through the work to "hyper-focus" your attention.
 - b. Do this on homework to prepare for tests.

TUTORING

You are responsible to benefit from tutoring. If you don't understand something, stop the tutor and:

1. Ask the tutor to slow down
2. Explain again using different words
3. You repeat back what you understood to the tutor to check your comprehension
4. Take careful notes or audio record the session to help you after tutoring

OFFICE HOURS

Professors love to help students during their Office Hours. Look on the syllabus and go see your professor during office hours for extra help.

1. Write down your questions ahead of time
2. Bring your notes and 3X5 cards to show the professor and get feedback before tests
3. After a test, go see the professor and ask why test items are wrong. Don't leave until you understand. Repeat back to check your comprehension.
4. Take notes or audio record meeting so you can remember what to do to improve learning.

STRESS REDUCTION TECHNIQUES

(All credit is given to Patricia Flores-Charter, M.A. and Tailored Day Services and San Diego County Community Colleges-Training Manual)

(Place by your bed and read before bed)

We live in a world of constant change. This can cause anxiety and stress for our brains and bodies. Our body's natural response when it senses stress and anxiety is to cut off chemicals to the brain needed for thinking. The message to the brain is danger, even though there is not. This message causes the body to produce hormones that increase our heart rate to prepare for "fight or flight" from the "danger". Or it causes us to freeze. This prevents our ability to think, remember, and problem solve. This can be a serious problem for students trying to study and take tests.

There are relaxation techniques to get in control of our stress and anxiety levels to improve our ability to think, organize, problem solve and learn when we need to.

Biofeedback: This means listening to the messages our body sends and doing something to feel better and be more in control. Start by knowing your heart rate or pulse when you are at rest and calm. Then compare this heart rate with your heart rate when you feel nervous.

To find your pulse place your hand on your wrist or neck. Focus on feeling for your pulse. Use a watch and time the rate of beating for 10 seconds. Complete the worksheet attached to help you better understand your stress levels and what to do to get in control.

When you are anxious, use biofeedback to bring your heart rate down and lower your stress level. The goal is to be aware of when you feel anxious/stressed and get in control of it at any time. Here are strategies to try. Take your pulse when you are anxious, do the strategy(s) that work for you, then take your pulse again. It should be lower. You should feel better right away. The most effect strategies are to do the first two below:

Relaxation Techniques

Breathing: Research confirms that deep cleansing breaths are most effective. When you feel tense and stressed, stop, inhale slowly and deeply for four (4) counts, then exhale slowly for four (4) counts. You should feel your breathing rate slow, if not, slow it yourself. You must do this slowly at least 4-5 times for full effect. Close your eyes if needed.

Positive Mantra: What we say or think can have a calming influence. A mantra is something you repeat over and over, i.e., I'm ready for this test, I'm ready for this test. To reduce stress level, repeat a positive mantra over and over. Combine this with deep breathing. Push out negative thoughts and believe your mantra.

Visualization: Closing your eyes, imagine a peaceful place. You are going to go there. For example, you may choose the beach. Visualize details in the scene. Focus on a detail, like, gently flowing waves, the sound of water, the wind blowing. Now inhale deeply to a count of 4, exhale slowly to a count of 4 at least 4-5 times. Do this until you feel calm and at rest. Open your eyes when you are ready.

Body Tapping: Sounds weird huh? Psychologists are making big money with this strategy. I've read about it for weight loss too. Here are a few strategies you can try:

1. Put your hands on your knees. Alternate tapping slowly, calmly and combine with deep breathing. Add a positive mantra. Biologically it is believed that this opens up electrical pathways back and forth from right to left side of the brain. Blockage is tied to anxiety, depression, and lack of clarity of thought.

2. Tap the tips of your right hand to the area between your thumb and index finger of the left hand. As you tap slowly lower your eyes and look at the floor. Tap as you raise your eyes slowly to the count of four. This is literally called an "anxiety buster".

Pressure Points and Massage: There are different pressure points you or someone you know can press or massage to relax muscle or stress areas of your body. These generally include the neck, shoulders, head, and back. Everyone is different. Where is your area of tension in your body? You want to work the tension out of the spot. Have someone apply light pressure to the tense area (or you can apply the pressure yourself). Increase pressure if possible. As pressure is applied, take a deep cleansing breath. Feel the tension leave your body. Close your eyes and see the tension leaving and your muscles relaxing.

Sound/Music: These can be very relaxing and therapeutic. Target sells cheap CDs with sounds of nature on them. The reason these are so relaxing is the repetitive nature of the sounds. This is soothing and predictable. If you have trouble sleeping at night, this can help. Similarly, classical music can be used or a classical station on the radio, 104.9. This works for study too.

Muscle contraction: This involves tightening or tensing muscles, holding them, and then releasing the tension. Start at your feet and move up your body slowing tensing different parts of your body. Start with feet, calves, thighs, stomach, shoulders, arms, hands, and mouth. Contract your muscles in each spot; try to hold the contraction 5-10 seconds, then release. Do this slowly. This should noticeably relax each part of your body. If you are short of time focus on the part of the body that is most tense and try to contract and release the tension.

How about during a test? Make a habit to using techniques while driving, on the bus, before class/homework/tests. This also helps when your eyes are tired. Just look away from the paper, this literally is a rest for your eyes.

STRESS REDUCTION WORKSHEET

Fill in # 1-3 now:

1. Think about this week. When were your most stressful times during the day?

2. What caused your stress at the above times?

3. How did your body react?

4. What did you do to relieve the stress? (immediately/then later)

5. What is your heart rate when you are calm?

6. What was your heart rate during stress this week?

7. Which techniques worked for you?

TEST TAKING STRATEGIES and CONFIDENCE BUILDING

(All credit is given to Patricia Flores-Charter, M.A. and Tailored Day Services and San Diego County Community Colleges-Training Manual)

Learning is a process. It takes time and effort. The reward one receives upon mastering materials studied is very personal. I hope you flourish in your educational endeavors and enjoy limitless personal growth over your lifetime of learning.

What follows is what I have learned about test taking and confidence building over my lifetime. As with all learning, mine has been very personal. I hope you will try some of my strategies. You will build your confidence because you are already doing some of these.

PRETEST:

If you study the week before a test, chances are what you will flunk the exam. You need repeated practice to learn and get information into long term memory. Repeated review of materials is critical for recall. Think about what kind of learner you are and become more aware of what it takes for you to learn.

- 1. Start early:** Figure out how much time you need to recall information quickly. Use a planner to identify specific daily study hours. Before a test show your professor your materials and verify that you will study the right material. Study weekly for a test by sorting your material into smaller chunks to be studied. Use 3x5 cards. *Automaticity* is the ability to recall quickly. This is developed by repeated practice. This is critical in math and reading. Eat, sip, chew gum, during study. Research shows it stimulates areas of the brain related to memory, same goes for soothing music, like classical, in the background during study 104.9 FM.
- 2. Sample test items:** Make-up sample test items. Most professors will tell you about the format of the test, e.g., essay, short answer, multiple choices, etc. Make a sample test questions and answer the questions. This is particularly helpful with essay exams.
- 3. Study in a group:** Organize a study group of other serious students. Successful study groups organize tasks and time in the group. Pick a leader and have specific goals for each study session. Students must prepare before meeting so that studying is what takes place and not homework. Quiz each other. Explain answers. Clarify concepts. Organize study and test taking strategies together!
- 4. Set yourself up for success:** Do the activities above and you will be in control of your grades. See your professor for questions. Investigate tutoring for problems. Use labs, google information, use websites (You Tube, Khan Academy).
- 5. Have a positive attitude:** Everyone hates tests. Everyone's heart beats loudly in their throat at one time or another over a test. So the good news is you're not alone, and the best news is you can have control over your feelings before, during, and after a test.

Visualization: Picture yourself writing the correct answers down, the information coming to you quickly, like when you were studying. See yourself taking the test and feeling calm. Tell yourself you

can do it; you're ready. Repeat a positive mantra, "I'm ready for the test. I'm ready for the test...", "I'll get an A. I'll get an A..." You have mastered the material and now you get a chance to show what you've learned....Sound hokey? This is what many sports figures and performers pay big \$\$ for in preparation for games and the big events! So, if the power of visualization will work for them, make it work for you.

Test your limits: Set goals that reach beyond what you think you can do. Prepare for the A. No harm done, and chances are you'll surprise yourself!

Health and Common Sense: **Ever pull an "all-nighter?" Don't do this. Protect your health while in school. This is a very stressful place and stress will make you ill. Stress can prevent clear thinking and memory. Focus on eating well, exercise, and rest to prepare for a test.**

TEST:

- 1. Stay calm.** Use relaxation techniques immediately, then look over the test. Organize your time. Pop some minty gum to chew, sip water. Periodically take some deep cleansing breaths if needed. Cast anxiety and fear away. They have no place here.
- 2. Essay:** Use a pencil or an erasable pen. This is especially important for an essay or short answer test. Begin by restating the question and lead into your answer. Organize first. Use an outline, mind map, etc., to write the main topics you want to cover. Put details under these. These are your paragraphs. Then begin to write. Reread by moving your lips as you read. Read everything silently or aloud, including punctuation. This will improve finding errors and revising your writing.
- 3. Multiple Choice and True/False:** You know the drill, leave your first answer on multiple choice or True/False unless you go back and are sure it's wrong. Underline "key words". Look for words like: all, always, never, sometimes. Cross out the answers or words you know are wrong. Then look at the remaining. Explain why each one is right or wrong or why it is true or false. For multiple choice math problems, work the problem backward by inputting the answers one at a time to which answer works out evenly.
- 4. Finished:** Uh-uh, go back one more time. Does this grade count, then slow down. Proof-read the whole test. Move your lips as you read and use your finger to guide your eyes. Careless errors are often mistakes of accuracy. You can find these errors and correct those you KNOW are wrong. Give your best effort and you'll have no regrets about grades because you've done your best to prepare and during the test! Put a mark by items on which you are unsure about your answer. When you get the test back see what happened.

POST-TEST

- 1. Debrief:** Immediately after leaving the test, sit down and write down any test items that were easy, hard, and impossible. Write down any ideas to improve studying or test taking on the next exam. Many of us think of things we would do differently during the test, and then forget this when 3-4 weeks pass before the next test. So write them down and when you get the test back, compare it with your notes. This develops your analytical skills so you can see what went well, wrong and improves your test taking skills.

3X5 Cards: Pull out the cards you studied that were on the test. If the final exam is over the whole semester (comprehensive final), then you should keep studying once a week this information to prepare for the final. Remember the long-term memory? You will need some periodic review to make sure that your learning lasts over time.

2. **Anticlimactic:** After the test you should be feeling great. First, the test is over! Secondly, if you put in ample time studying, then you should feel comfortable that you have done all possible to prepare for the test. Learn from your errors and improve on these for the next test.
3. **Professor:** If you did everything above and still did not get the grade you studied for, go see your professor during an office hour.
 - a. Write down your questions
 - b. Ask why your answer(s) was wrong.
 - c. Analyze test errors to make sure you understand the error and why. Take notes.
 - d. Show the professor your class notes, study materials, planner with study hours.
 - e. Leave with a written plan to improve for the next test.

College Math Strategies

(All credit is given to Patricia Flores-Charter, MA and Tailored Day Services County Community Colleges-Training Manual)

Before Class: Preview math vocabulary, formulas, properties, and make 3X5 cards; start memorizing.

1. Before you leave campus after class, work math problems from each section of homework.
2. Before you start homework write out all formulas, properties, etc. you'll use from memory on a paper. Check and correct any errors on these before starting.
3. Now you're ready to begin doing homework; try organizing your paper and problems like this:

<p>Problems on Left</p> <p style="text-align: right;">Linear</p> <p>Done with your problem? Draw line</p>	<p>Scratch Paper on Right or on a separate sheet of paper</p> <p>Organize scratch paper to help proofreading and for professor.</p> <p>Order of Operations</p> <ol style="list-style-type: none"> 1. () 2. Exp. 3. M or D, L to R 4. A or S, L to R <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>1. $6 + 25 \times 3 \div 5$</p> <p>2. $36 + 25 \times 3 \div 5$</p> <p>3. $36 + 75 \div 5$</p> <p>4. $36 + 15$</p> </div> <div style="text-align: center;"> <p>1. $\begin{array}{r} 6 \\ \times 6 \\ \hline 36 \end{array}$</p> <p>2. $\begin{array}{r} 25 \\ \times 3 \\ \hline 75 \end{array}$</p> <p>3. $\begin{array}{r} 15 \\ 5 \overline{)75} \\ \underline{-5} \\ 25 \end{array}$</p> <p>4. $\begin{array}{r} 1 \\ 36 \\ +15 \\ \hline 51 \end{array}$</p> </div> </div> <p style="text-align: center; margin-top: 20px;">51</p>
<p>28</p>	

Word Problems: Try this approach

Scratch Paper

1. Underline facts in problem
2. Write facts on paper and **label** each one
3. Circle **Key Words** that tell you what to do. You are categorizing the type of problem by finding the key words. Write them on the table below.

Key Word(s) to Categorize (List all different words from problems)	What kind of Problem is it?	Formula or Property to solve

4. If you can't find the key words, then ask a tutor or your professor, "What key words told you how to solve the problem? What **kind of problem** is that?"

Can you talk me through each step of your logic? Tell me what you did and why. I'll take notes and read them back to you to make sure I understand later.

Here you learn to categorize kind of problem finding the key words. The type of problem tells you what formula, skills, and/or property(s) to use to solve it. Fill in the Table above to see the patterns of words in problems that tell you what kind of problem it is and how to solve it.

5. Write problem to solve, show all signs, all work, and label. Proof read by saying each step out loud, quietly, or just moving your lips. You can use your pencil or finger to track each step.

Test Taking Tip: Before you begin test:

1. Write out all formulas, properties, etc. as you did on your homework, on one page of blank scratch paper. If you need to, let your professor know your strategy ahead of time. Now you're ready to start the test.
2. By writing out the formulas, steps, properties or rules, etc. you should not mix up or forget them during the test.
3. Before you start, take 4 deep breaths and say to yourself, "I'm ready for the test."

MEL WENDRICK ACCESS CENTER: DISABLED STUDENT PROGRAM AND SERVICES

Why apply to the Disabled Student Program and Services?

Disabled Student Programs and Services is designed to provide supportive services to students with a disability (ies) that impacts their learning. The goal of the DSPS office to support and assist students to successfully reach their goals.

The DSPS will work together to provide student with disability (ies) the same opportunities of any other student attending Imperial Valley College by providing supportive services that are considered reasonable accommodations with the goal of promoting inclusiveness and a welcoming learning environment.

Who is eligible?

Students looking into applying to DSPS must:

- ✓ Be a student at Imperial Valley College
- ✓ Student must complete application for services
- ✓ Be able to provide documentation that verifies disability (ies)

How to apply?

To apply you must schedule an appointment with the DSPS Specialist to complete intake and appropriate paperwork through an interactive process. During intake, you must provide documentation verifying your disability (ies) and complete appropriate forms.

You can schedule an intake appointment by calling (760) 355-6434 or in person by coming to Mel Wendrick Access Center, bldg. 2100.

What are the services or accommodations provided?

Services may include but are not limited to the following:

- | | | |
|---------------------------|----------------------------------|-------------------------|
| ✓ Priority Registration | ✓ Learning Disability Assessment | ✓ Academic Counseling |
| ✓ Personal Counseling | ✓ Adaptive Physical Education | ✓ Test Proctoring |
| ✓ Reader/ Scribe Services | ✓ Sign Language Interpreter | ✓ Vocational Counseling |
| ✓ Alternative Text | ✓ Note Taking | ✓ Enlarging |

What happens after applying?

When all appropriate forms are completed and documentation verifying disability is received your application is reviewed by the Coordinator and you will be notified via email the status of your application. ***Once application is approved you will be assigned a DSPS Counselor who will go over the services you will be offered and set up accommodations.***

Office Hours:

Monday to Friday
8:00am-5:00pm

***Summer** session we are closed on Fridays*

Location:

Mel Wendrick Access Center: DSPS, Bldg. 2100
380 E. Aten Rd., Imperial, CA 92251

Five Steps to Complete for Priority Registration



Step 1

Apply Online at:

<https://www.openccapply.net/uPortal/f/u631s1000/normal/render.uP>

Step 2

Complete online orientation at:

<http://www.onlineorientation.net/imperial-/pub/Intake>

Step 3

Apply to the Disabled Student Program and Services: to schedule an appointment to apply to program you can call (760) 355-6434 or come in person to the Mel Wendrick Access Center located in building 2100.

Step 4

Once *approved* to the Disabled Student Program and Services:

Check your student portal to view your **registration date** and **time**. You can access your student portal at:

<https://my.imperial.edu/login?return=aHR0cDovL215LmltcGVyaWFsLmVkdS8=>

Step 5

Lastly, you will need to schedule an appointment with the counselor you have been assigned at the Disabled Student Program and Services. The appointment should be done prior to the registration date and time. Together with the counselor you will have a list of suggested courses and determine what accommodations you will need for the semester.

If you need assistance in completing any of these steps please stop by the High Tech Center located at the Mel Wendrick Access Center: Disabled Student Program and Services, bldg. 2100.