Mission College
DSPS
- How Many Students Do We Serve?
- Students with Disabilities are on our Campus? **Estimate 1600**
- Most recent count of students being served daily = **614**
- Using data mining, the number of DSPS students on campus but not all accessing services = **822**
Mission College
Disability Support Services

What Are We Doing to Support Students in Transfer-Level and one Level Below in English and Math
STRATEGIES FOR SUCCESS
Responding to AB705 and Guided Pathways
Transfer-Level and Major Academic Coursework toward Degree
Completed in One Year
Implemented

•- Increased Tutor Training in Multi-Sensory Learning
•- Hired Additional One-on-One Tutors specific to Transfer-Level Courses
•- Increased Professional Development for Faculty toward the use of Universal Design and other Multi-Sensory Strategies for Success
Implemented Continued

- Counseling Phone Calls and Phone Appts for Struggling Students
- Add more Skill/Ability Levels of LSR Courses to assist Transfer-Level
- Add Workshops for Students struggling in Math and ELA
- Hire Additional LSR Faculty – *In the Works!*
Guided Pathways

• Case Management Approach
• Careers and Lifestyles Courses
• Earlier Determination of Career Path
• Earlier Education Plans
• Greater Student Contact to Determine Course Progress
DSPS Learning Services Courses

LSR940 – Expressive Language
LSR900, LSR942A/B – Math Learning Strategies
LSR941- Learning and Study Strategies
LS943 – Adapted Technology Strategies
Expressive Language

• LS 940 – Strategies for College Writing, developing skills necessary to build college-level papers, in preparation for Transfer-Level English Language Arts
Math Strategies

• **LSR900** – *Re-Teaching Arithmetic in preparation for Vocational Career/Certificates*

• **LSR942A** – *A longer arithmetic review of multiplication tables, fractions, decimal system before teaching Algebra Concepts*
Math Strategies
Continued

LSR942B – Shorter Arithmetic Review before Basic Algebra
LSR942C – Beginning Fall 2020, Transfer-Level Math Strategies
Adapted Computer Basics

- **LS943 - How Can I Use Technology To Help Myself?**

  - Learn how to **navigate CANVAS**, Mission College’s Course Management System.
  - Learn what **type of Software** is available to best suit your specific learning needs, **Speech to Text, Text to Speech**.
  - Practice **Keyboarding Skills**.
  - Learn how to conduct College-Level Power Point.
Continued Math Strategies Courses

• **LSR942 B** – A shorter Arithmetic review before Teaching basic Algebra concepts and Touch on Elem Algebra

• **LSR942C** – Waiting For Approval. This course will teach strategies specific to Transfer-Level Math
Types of Accommodations

- Learning Disability Assessment
- Extended time for exams
- Reduced Distraction Test Environment
- Note taking services
- Alternate media
- Liaison with Faculty/College/Community agencies
- Captioned videos
- Web-Accessibility
- Priority registration based on Functional Limitation
- Special Help Courses, Writing, Math, Sensory Learning Strategies
- One-on-one Sensory-Based Tutoring
- Use of a Basic Calculator in Higher Math
Closing the Achievement Gap through Universal Design

Designing Instruction for both Traditional & Non-Traditional Adult Learners facing a wide range of challenges and Cultural Differences

http://www.udlcenter.org/aboutudl/udlguidelines/
How Is It Different?

MULTIPLE MEANS OF REPRESENTATION –
Using Multiple Methods to Present Information

MULTIPLE MEANS OF ACTION/EXPRESSION –
Provides Learners with Alternative Ways
to Act Skillfully

AND

Provides Learners with Alternative Ways
to Show What They Know

http://www.ncaonline.org/resources/articles/universal_design.shtml
What is meant by **Multiple Means of Representation**?

Material is Presented by *Multiple Methods, Sources and Media*

Include a Wide Variety of Visuals, Pictures, Slides, Add Sound, Speech from Multiple Sources Including Video, Peers, Written, Instructor Moves While Presenting and While Facilitating
What is Meant by Multiple Means of Action/Expression?

Students Express Themselves in Different Ways

Offer Opportunities for Expression
And
Different Means of Navigation
   Think Aloud
   Think and Write
   Think and Text
   Small Group Discussion
   Whole Class Discussion
   Think, Walk, Look, Discuss
What are Alternative Ways to Show What Students Know?

Most of us Learned to give Traditional Quizzes and Tests

How About Group Tests? Not Always Written but Through Discussion and Action

Students Tell What They know and Show What They Know
Student Centered Approach

- Students See
- Students Hear
- Students Think Aloud
- Students Discuss
- Students Move
- Student ENGAGEMENT
- Student ACTION
An Example Used in MAPS Math
Stand up and Cheer for Graphing

CHANT or Repeat
Absolute Value
Parabola
Line
Square Root
Cube Root
Song for Quadratic Formula
Remember Students Need to Hear and See From Different Sources

• Peers
• Pictures
• Modeling
• Outside Expert (online or in print)
• Instructor
• Tutor
• Counselor
Use Gallery Walks!
What Can You Do To Help Every Student?

- Post Other Student Notes!

Get Volunteers to Post Their Notes so Students Can See Notetaking from Different Perspectives and Styles

- Provide Slides or Bullet Points in Advance!
   It is much easier for students to make notations on Bullet Points
**K-W-L Chart**

“K” **What I Know** to discuss background knowledge about the day’s lesson;
“W” **Want to Know** to look at what students still need to know -background sparks questions;
“L” **What I Learned** as students summarize their learning and if all their questions were answered

<table>
<thead>
<tr>
<th>KWL</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What I Know</td>
<td>What I Want to Know</td>
<td>What I Learned</td>
</tr>
</tbody>
</table>

[www.nea.org/tools/k-w-l-know-want-to-know-learned.html](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html)
<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I want to Know</th>
<th>What I Learned</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that fractions are parts of a whole.</td>
<td>I want to know how numbers can be Proper?</td>
<td>I learned that they are called Improper fractions because the top # is bigger than bottom #.</td>
</tr>
<tr>
<td>I know fractions look like one # over the line and one # under the line.</td>
<td>I want to know if we have to flip these fractions to divide like we practiced last week.</td>
<td>They aren’t reduced like we were Taught to do.</td>
</tr>
<tr>
<td>I know that Improper means Not Proper</td>
<td></td>
<td>When you reduce an Improper fraction you get a mixed #'</td>
</tr>
</tbody>
</table>

http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html
Mission Specialties

Fire Protection Technology
Graphic Design, Digital Illustration
Community Health Worker
Nursing Assistant
Psychiatric Technician
Home Health Aide
Vocational Nursing - LVN
Registered Nursing – LVN to RN
Hospitality Mgmt, Food Prep, Catering, Hotel Mgmt
Child Development, Assoc Teacher, Master Teacher
Other Mission Programs

Apprenticeships

• Plumbing and Pipefitting Technology
• Refrigeration and Air Condition Tech
• Coach Operator
• Overhead Line Worker
• Public Transit Leader
• Service Mechanic