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## Transcription Valerie Reeves, UNB

**Introduction:** A video in which Valerie Reeves, Professor at UNB, talks about her experiences in accommodating students with special needs in her classes.

How did you accommodate a student with a disability in your class?

Well, I've had a lot of experiences with students with disabilities, and each case can be unique. I've had students who were in wheelchairs, so that's easy, you get them set up in the front of the class and make sure that everything is ready for them, all the accessibility. In fact, we had a student in a wheelchair in our Chemistry lab for the first time in the summer. We were told the student was coming, and we had met with the student and his family and talked about all the different things that could be done to make his stay with us as comfortable as possible. We had some accessibility features put in our building and, you know, it was high time for that to happen. I think that things went very well and I've had even a student who came in once and said, "I'm really nervous about taking this test and I thought that she was going to explain test anxiety, which is also accommodated, but no, she went on to say she had Crohn's Disease but she didn't know about the SAC to tell her about it and the people at the SAC are very kind and accommodating, so she met with them and now she writes all of her tests there and it's just one less thing she has to worry about while she's writing. I've had students with visual impairment, hearing impairment. One student that had the hearing impairment, he had a sign language interpreter in the class. You know, it's just so easy to work with them because they're good at their job and if she missed something, she would ask me and I would repeat it. It just doesn't take anything for us, on our end, really, to do that. There have been students who are dyslexic and who need a little bit more time and just by letting them write at the SAC and have that extra time, they're able to actually process the numbers without mixing them up. It's little to no work on our end but the payoff is a lot higher.

How was the experience from your perspective?

In every case a positive experience. Whether the student identified themselves to me as already being a student who writes at the SAC or it's been a case where you kind of wonder if maybe they might benefit from writing at the SAC, none of that takes time from us and then when you see someone go from a D on their test to getting an A-, just because they can write at the SAC and either have that extra half time or have the peace of mind of being in their own space or whatever the SAC is accommodating them, that's amazing.

What would you say to a colleague who will have a student with a disability in his or her class?

I would say just be open and hear them out if they want to talk to you about it but don't push them if they don't. Also, the people at the SAC are really easy to work with, do don't be afraid to call them and ask questions. If you've never had a student with a learning challenge or anything like that, or even a

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physical disability and it's new for you, call them and talk to them and you'll see that it's a very, very worthwhile practice and it takes really nothing on our end and it does a world of good.