

# The DASS Insider

A newsletter for SMU Faculty

Information on disability services and access issues affecting your students and classes



April 2016

Vol 4 Issue 12

## Planning for Accommodations During Final Exams



DASS Room 217 test proctoring area

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### May Term Reminders from DASS



proctor tests during May term. Please consider ways to manage this need in the classroom TJ ET BT 100

deadline does NOT mean the faculty member should necessarily deny the accommodation for the upcoming test. If it is reasonable for you to put the accommodation in place, then you should do so. Similar to procedures for DASS testing during the regular part of the semester, we have limitations for our test proctoring. Please review our Test Proctoring page and the Finals document for faculty and students, found at the bottom of the page [HERE](#)

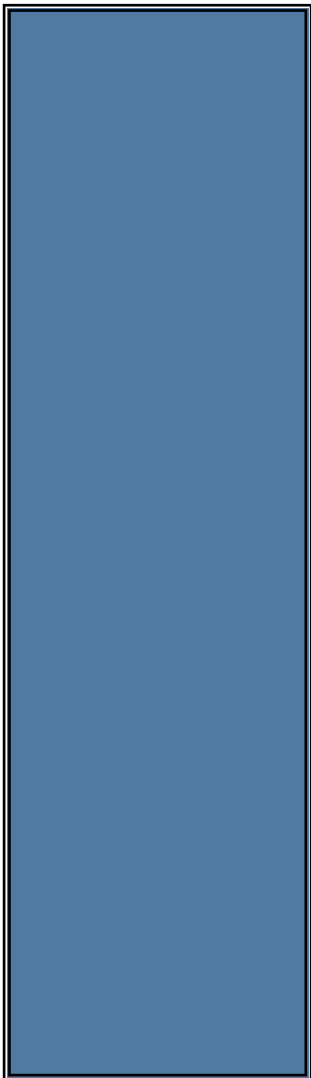
During a recent presentation to the Perkins School of Theology faculty, DASS staff shared some information that was designed to help everyone understand the roles and responsibilities of us all, when working with students with disabilities. Although

## Reduced Distraction Testing: Helpful Tips

dent to test alone (separately), but do keep the group testing numbers small and ensure that students have plenty of space between them. Avoid interrupting the test to move a student to another testing space; such a disruption runs counter to the idea of a reduced distraction environment.

Note that a reduced distraction testing space does not mean distraction-free; no such place exists on 608-V FDP SXV QRU LV VXFK a strict level of control required.


Do students taking an exam on ExamSoft need a reduced distraction testing environment, too?



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and Hunt Scholar Carlton Adams describes it as a mix of meetings, presentations, class, homework, social events, networking, and a lot of fun! As he prepares to end his term as president, DASS asked Carlton to share his insights on successfully managing his many roles on campus as a student with a learning difference.

What impacts from your learning differences have required the most energy to manage at SMU? Can you share how you managed these at different times in your academic history?

I became aware of my learning differences late sophomore year, thanks to the support and resources Disability Accommodations and Success Strategies Office, particularly Michele Bufkin and Alexa Taylor. Learning disabilities for any student on campus require more attention than you as a member of the SMU community may realize. External correspondence with Professors through communication is key, an art I have had to learn and am still learning. Learning differences require more attention and more time to work through a traditional course load or curriculum a student without differences pursue with ease. Late my junior year, I decided to run Student Body President on top of working through my understanding of my newly discovered learning differences. Time management was a key skill the DASS alongside the demands of ultimately being elected Student Body President has taught me. Putting extra hours into my academics as well as scheduling and completing assignments both for class and for my role combined required understanding and acknowledgement of my management and learning disability requires.



5800 Ownby Drive<sup>3</sup> Suite 202 Loyd Center  
2nd Floor- Altshuler Learning Enhancement Center  
Entrance near Gate 3 of Ford Stadium  
Parking in the Meadows Garage