

Episode 3 Transcript – Welcome to ALS!

[music]

Constantine: Hi, everyone. My name is Constantine and I'm one of the counselors here at George Brown College. Today, I'll be cohosting with Lavlet who's also a counselor. Hi Lavlet!

Lavlet: Hey, Constantine.

Constantine: How are you doing?

Lavlet: I'm good. How about you?

Constantine: I'm good. I'm so excited to have our guests today. They are from the Accessible Learning Services. And they're going to tell us about what Accessible Learning Services does and how we work with them. What do you think?

Lavlet: I am super excited that we're having this podcast talk more about ALS and how students can access them and the different supports they provide. And today we have with us, Vicki, Don, Yarlini and Joanna.

[music]

Constantine: Welcome, everybody.

Unknown Speakers: Hey! Hi guys! How are you doing?

Unknown Speaker: Hi, everyone.

Unknown Speaker: Hi, everyone.

Constantine: All right. Thank you for joining us today and making time for this podcast. I just wanted to begin, first of all, maybe we can go around. And I wanted to know what each of you do, in the Accessible Learning Services. So, I'd like to begin with Don, if that's okay.

Don: Hey! How's it going?

Constantine: I'm good. So, tell us a little bit about what you do at Accessible Learning Services done?

Don: Okay. Well, what Accessible Learning Services does in general is we arrange academic help for George Brown students with disabilities who register with our service. And my role specifically, is to talk with people who are inquiring about Accessible Learning Services, and those who would like to register with our service because they have a disability. And they are seeking academic accommodations while they're taking their program at George Brown.

Constantine: These all seem like big words, and maybe later on, we can discuss what accessibility means and what disability means, but, thank you. In short, what does Don do actually?

Don: Don registers students with accessible learning services. So, what that means is when someone wants to receive accommodations for their disability, we are required to ask them for medical information, so we know what kind of accommodations would be best for them. So, my role is to, you know, speak with a student. And, you know, let them know what kind of documentation we are expecting from them, and then guide them through the process of registering. And then once we have them registered with Accessible Learning Services, then the next step is for them to be connected with an accessibility consultant to get the accommodations,

Constantine: ah, that makes more sense. Which brings us to your Yarlini, who is one of our accessible learning consultants. Hi Yarlini!

Yarlina: Hi, Constantine, thank you so much for having me here today.

Constantine: Thank you for making time. So, as Don had said, after intake, and then they get matched, I guess, with an accessible learning consultant, is that right?

Yarlina: Yes. So, based on the program that the student is in, they will either work with myself or one of my colleagues, as we're all assigned to a specific academic department.

Constantine: And what exactly does an accessible learning consultant do?

Yarlina: So my role involves meeting with students and prior to meeting with the student actually reviewing documentation to get a better understanding of accommodation needs. And then with the student creating an accommodation plan for the student that best addresses their functional impact. I realize now that I'm using air quotes for you listeners, which is just another way. And functional impact is just another way of saying how does one's disability or unique learning needs affect their ability to engage in academics, whether that's in a classroom setting, virtually or in-person, in a test setting or in a field placement setting? So, I'm the bridge between students and faculty where I share the accommodation with instructors and I support the students with facilitating their plan and where needed, I will help with communicating any questions or concerns about their plans.

Constantine: That's great. I wish I wish I knew when I was in school, I don't know Lavlet, if you want to chime in, but I wish I knew about Accessible Learning Services when I was in, in way back in the day when I was doing my undergrad. But..

Lavlet: I know, it is such an important role like it is so important just for students to know about the different supports available. And I think probably Constantine you can agree this what we see so many times in the counseling office where students unfortunately don't know about different supports. And once they know about it, they're just so happy to know about the different supports that are available to them, and to help with accommodations or different needs that they have.

Constantine: It's true, it's true. And thank you, your Yarlina for telling us about what you do. And I know we have two other guests here. And, and they have contributions to how a student is able to adapt to the various challenges. And we have next is Joanna. And she's a learning strategist. Hi, Joanna.

Joanna: Hi, Constantine. And thank you for having me here as well. Did you want me to talk about my role?

Constantine: Yeah. Tell us a little bit about what a learning strategist does. How does how does your role fit into this?

Joanna: Yes, well, I, in my role, I wear two hats. On the one hand, I help students get connected to psycho educational assessments. If the student feels like they have a learning disability, or if they have had a learning disability diagnosed way long ago, before when they were children, I helped them get an updated, say a psycho educational assessment. On the other hand, I work with students to help them become more effective learners. So, I help them with things like time management, creating calendars, talking about study strategies, taking notes, reading and writing strategies, exam prep, and anything else you can think of that has to do with studying. Yep, that's my role in a nutshell.

Constantine: Again, in order to access you, a student has to be registered with Accessible Learning Services, is that correct?

Joanna: That's correct. And usually, the fastest way to get in touch with me is to get a referral from the accessibility consultant. So, Yarlina's role, students would go through Don and get connected with their accessibility consultant, who then would refer the student to me, so that would probably be the fastest way.

Constantine: Well, you guys are like a relay team. Eh Lavlet?
[laughter, cross talk]

Constantine: Later, later on, I know. Where Lavlet is going to talk about ways how our department – the counselling department and well-being services, work with Accessible Learning Services to ensure student success. And finally, and thank you, Joanna, for explaining your role. We also have Vicki here. And she's the Adaptive Technology Specialist. Did I say it correctly? Vicki?

Vicky: Yes, I am the adaptive technologist.

Constantine: and a specialist,

Vicky: I am pretty special.

Constantine: Yes, you are, you have all the tech gear!

Vicky: Yeah that's right!

Constantine: If you can, let us know how you fit in, in the scheme of things here with Accessible Learning Services.

Vicky: Definitely. So, similar to Joanna, once you meet with Don, and then your consultant. I could also be referred to you by your accessibility consultants. So, my job is a bit more fun. We get to use as you mentioned, some technology and the technology could be tools to support with, you know, reading, writing, time management, note taking. And sometimes if students you know, work with Joanna, the learning strategist, we might incorporate some of those strategies with the technology and use that together so that it's more effective for students. Another thing I do as well is we look at, you know, sometimes it's trialing also different types of technology to suit student's needs and to better support them. Sometimes if students require electronic textbooks, because sometimes they need to listen to the textbooks to better comprehend what they're reading materials are, then I could also support them with making, you know, alternative material or material that supports their needs, whether it be, you know, e-texts, or Braille and so forth.

Constantine: And do they have to go through a full assessment by you to make sure that this is the technology that they need for their challenges?

Vicky: Yeah, so they would come to me, and we would talk about some of their challenges, but at the same time, sometimes, the consultants would have gone through this process. So, they also refer students to me, sometimes being very specific of, hey, students might need support with note taking, or read and write, and then we would go from there.

Constantine: That's amazing. And again, this seems to be a theme of mine. I wish I had this when I was in school. Lavlet, did you have anything to ask our panelists?

Lavlet: Yeah, I just I mean, thanks, everyone, for sharing. It's so great to hear more about your roles, and just students can hear about more about the different supports available to them. And just kind of falling in line with the students. I'm just wondering, what is one thing you wish students knew about Accessible Learning Services, as Constantine shared, he wished while he was in school, that he knew more about these types of services? I know, I see. Often students just don't know about the services. So is what is one thing you wish students knew about Accessible Learning Services? If it's okay, we'll start with you again, Don, if that's okay,

Don: No problem. I think one of the things that comes up a lot of times when students are, you know, looking for our service, as you said, sometimes students do not know that we exist. We need to do whatever we can to get the word out there. And part of that is to make sure that we liaise, as much as possible with high schools, because a lot of students are coming out of high school, and then they're coming into college. And they don't really know the process of how to bridge from high school to college, they don't know that they need to register with Accessible Learning Services. College is a vastly different thing from high school in high school. If they have an accommodation in high school, or an elementary school or middle school, sometimes they've had this accommodation, since they were like in grade one, or grade three or something like that. They may not even be aware that they are being accommodated, it's just their life in school, they may have a resource room, they may have extra time to write a test, things like that, they don't see that as disability related or as an accommodation. So when they come into college, and they find out that first of all they need to register, because we you know, we help students with disabilities, even that conversation is difficult for them to understand right off the bat. So we need to make sure that, you know, we are accessible in many more ways than just the word itself, that we are easy to reach that we speak in ways that everyone can understand. And it's a real challenge, because we use a lot of jargon and in in college, you know, when I said the word accommodations, well, someone might say, well, an accommodation, isn't that a hotel? You know? No, I'm talking about academic accommodations, right, saying, you know, this is a way of helping you it's like a form of assistance, like extra time in a test is considered an academic or test accommodation. So, I just wish it was easier for us, to get the word out there.

Lavlet: Sure. No, that's great. And it's a great thing just to point out it be helpful for students from day one to know about it and to get connected that service for sure. Thanks, Don.

Don: Welcome.

Lavlet: And how about for yourself, Vicki? What would be one thing you'd wish students knew about Accessible Learning Services.

Vicky: Well, I would really want them to know, obviously, that the technology that we have sometimes you know it, I find that for students especially, they're working really hard, they spend hours, you know, every night studying, but with, you know, registering with Accessible Learning Services and getting access to different technology to support them, they could definitely study or learn more effectively and save a lot of time that way.

Lavlet: Mm hmm. Great. Thank you, Vicki. And have a for yourself Yarlini. What would you add to the conversation?

Yarlini: I think that I want students to know that a number of students in the college use our service. I know sometimes, yeah. Sometimes it's an issue of not knowing that we exist or figuring out what the registration process looks like acquiring that documentation. But other times, it's the stigma that's associated with needing support with academics. And that's where I want to mention that having unique needs, whether it's due to a learning disability and mental health challenges, diabetes, we have such a diverse student body that we support, it's nothing to be ashamed of and traditional ways of teaching, unfortunately, don't sort of include the needs of all students. So, as a student, you benefit from accessing the support. And I actually make a point of saying this program orientations when I speak is that a lot of students, we support a lot of students. So, it's nothing to be ashamed of, if there's a need, if you feel like there might be a need, reach out, let's have a conversation, let's talk about how to level the playing field a big fan of this expression.

Lavlet: Yeah, I think that's such a great point, Yarlini that so many students, they do have that concern. And it's great just to normalize experience of accessing that support, and that there are so many other students who are already part of it. And it's really is leveling the playing field, like how you say that it's so true that that really helps. Those supports really helped to do that.

Constantine: I love that too, 'leveling the playing field'.

Lavlet: Thank you. And Joanna, how about for yourself? What's something that you wish students knew about? With Accessible Learning Services?

Joanna: There's really, really little I can add to all the wonderful things that my colleagues have just said. Yeah, kudos to you Yarlini. That was really amazing. I think you really captured it very well. I think, if I were to tell students, or if one thing that I wish that students knew all the differences between our roles, and that it's a little confusing for students at the beginning, who come and they see that they have an accessibility consultant, an assistive technologist, and they have a learning strategist, and Don is available. We work as a team, but our roles are a little bit different. So, I always have to kind of remind students that if it's faculty related question that has to do with accommodations, maybe not being met, or wanting to update an accommodation plan, it's always best to go back to your accessibility consultant and have that conversation with them. And I'm always also referring students to, to Vicki actually, for help with certain things that maybe I don't have the expertise and but I know that the student would likely benefit from, I think, knowing that we work as a team, but kind of knowing that our roles are different is helpful for students as well.

Lavlet: That's a really great point that I can see how students might, it takes some time to get used to all the different roles, but that you guys are working collectively together. And for them to kind of have that knowledge ahead of time. Or just that awareness could be really helpful

Constantine: And then that's why we brought them here today eh Lavlet? Because sometimes, when we refer students to I'm now going to use the acronym ALS, because it's a mouthful Accessible Learning Services. So ALS, so when we refer students to ALS, sometimes I think about, you know, the learning strategist and how they can help you maximize their time management. And then I think about referring to Don because it's like I can't explain everything rather than sending you to the website. Maybe you can book an appointment with Don and he will be explaining everything to you, including your parents, for example. And then right, and then as far as explaining the nuances of the meaning of accommodation or

disability, you know, Yarlini, and the other consultants will be able to explain the nuances about what that means now, because the accessible... what's ah... O A D A? The accessible Ontario Disability [indistinguishable]. But anyway, the act that ensures that, that everything in Ontario is accessible. So they change, the policies change all the time. So, and the terminology changes all the time. So it's, it's helpful for us eh Lavlet? That we have these professionals here that can actually guide us when sometimes we feel a student may need accommodations, but maybe they don't. What do you think?

Lavlet: Definitely. Absolutely. Like, I know, we work quite closely with Accessible, Learning Services, and the way that we'll meet with students in our office, and they might share about the different disabilities they have. And then we let them know about Accessible Learning Services. So it's a way that we collaborate and work together with one another. But yeah, it's been it's, we definitely collaborate quite a bit together, and I think Constantine you may have some more questions to ask the panelists?

Constantine: Yeah. Thank you Lavlet. So, as I said earlier, sometimes we have students that we may think, would need accommodation, right? And just because you have a disability, and maybe the whole panel can chime in. But just because you have a disability doesn't mean you have to register with ALS. And on that same note, if you think you have a challenge, whether it's a mental health disability or a physical disability, then it would be, maybe wise to register with ALS. Is that right?

Don: I would say that, you know, there's certain things that we can help with immediately, if a student thinks they have maybe ADHD or learning disability, I would say, you know, come to us immediately, we're going to, you know, we're going to talk about this, we're going to figure out ways of an options of having testing done for that. If a student has a mental health disability, I would recommend that they meet with their family doctor, initially. Yarlini, would you agree to that?

Yarlini: Yeah, I totally agree, Don. And I also would like to point out that we do provide what we call interim accommodations for, yeah, for students who are still sort of navigating what this disability looks like for them. So, these are students who may be suspect they have a disability, are in the process of exploring the nature of this. Maybe they're also in the process of acquiring documentation. They don't have anything right now. Or it could be that they're experiencing a medical episode, maybe mental health in nature or physical nature, for the first time. And they're not quite sure how this will impact them moving forward. And whether this has something whether this is something that has the potential to reoccur. So, in this case, the consultant a student would work together to address this student's current needs and temporary accommodations will be put into place until more information and documentation can be provided.

Don: I thinking of another thing further to what Yarlini just mentioned, is that some students at college they think they have a disability, or they are not sure that what they feel is actually a disability and maybe they are not aware of how to approach asking about it, you know, someone might say, if you know, if I'm depressed, or if I have, you know, real anxiety, well, that's just a normal thing that people live with. Well, as you know, as a diagnosis, someone could be diagnosed with an anxiety disorder, or depressive disorder, those are considered disabilities and they are equally important with every other disability out there. Sometimes students just need to have a conversation with someone in confidence, or they can ask questions about the way they're feeling. And to know that yes, it is a disability and that's okay, because we can help you out.

Constantine: That's a great point Don and that's the conversation that we have in counseling and well-being services when we have students with mental health challenges. That's the kind of conversation we have. And we address the stigma behind it, right Lavlet? It's like, they feel like because it's an invisible disability a mental health challenge, they feel that the messaging that they're getting from the public or their family is that you can suck it up, and you can get over it. So what we do in counseling is try to, you know, get them to a point where they feel comfortable, you know, approaching ALS, perhaps, and like, what do you think Lavlet? It's like sometimes, I get students to feel comfortable with their mental health challenge, and then I encourage them to seek accommodations.

Lavlet: Yeah, yeah, definitely, it's really having that conversation with them, to let them know this support is available to them. And that sometimes it does take some time for them to feel comfortable to reach out to that support. But I always like to let students know that it's better to reach out to get connected. If you need us to support That's wonderful, it's there. But if you don't need us support, that's okay, as well, too. But it's better to be connected to that support and to have it and then you can connect with them as you need to. So, I find with students that helps as well, too, that sometimes we're not too sure, but it's like just start the process. And if you need that support, it's there for you.

Constantine: Exactly.

[music]

Yarlini: Hey guys, I just wanted to make mention of something that I thought of with respect to our sequence or sort of our process here, moving from Don to consultant, and then to Joanna or another AT or LS. And I just, sometimes our process is not so linear. And I wanted to make sure that that was something that was captured in our conversation today. In that sometimes, a student may meet with Vicki or Joanna or another AT or LS, and something comes up in their meeting about an accommodation need that maybe didn't come to light in either my meeting or another consultants meeting the students. So the AT or LS may reach out to the consultants and say, Hey, looks like this student could benefit from this technology or this strategy, which is reflected as a specific accommodation, which can then be added to the accommodation plan. So we sort of loop back from what would have been a linear process, and I just wanted to, ah, I just wanted to include that so that students are aware that after meeting with a consultant, it's and say they didn't, there wasn't a specific accommodation that's on their plan that they feel like would have been supportive for them. And then meeting with Vicki, they discussed that accommodation. It's not as if the accommodation plan is ever set in stone actually. So, there are definitely conversations that happen within the team about how best to support a student.

Constantine: I think that's an important thing to say Yarlini because again, in just referencing how the counseling services and ALS work. It's also not linear. Right? It just depends on what door you come through. Yeah. And I think that's what I think that's one of the myths that, you know, the general GBC community may not understand is that the process? Maybe they think it's, you know, daunting that, maybe that's why they don't access us, as readily. What do you guys think?

Don: You know it is daunting. It is true. You know, sometimes when someone hears the word, you have to 'register' the words you have to 'register', that in itself might seem like a daunting phrase to some people. And so, we need to use terminology and the way we speak with students, to let them know that we can help out. And here's how to do it. And it's pretty easy. You know, and I, I think that maybe one of the things that we can talk about is the type of documentation we're looking for when we have a moment.

Constantine: Yeah, sure. That's great Don. Lavlet? Did you did you have any questions that popped up for you, as we were going around?

Lavlet: Yeah, I was thinking, definitely for Don to chat more about documentations, would be great. And just before we get there, I had a quick question because were talking a lot about the support available for students and the different roles. But I think it'd be great to spend a couple of moments for people to know more about how they can get connected to Accessible Learning Services. So let whoever wants to chime in and just talk about actually, it would be okay, we start with you, Vicki? Can you share to students like how can they get connected, to Accessible Learning Services

Vicky: So, connecting to Accessible Learning Services, there's many ways I do believe we have a web page through the George Brown College website. We also have students who I believe they can email, letstalk@georgebrown.ca. And that's sort of our front desk. And from there, they will connect you with Don. I'm not sure what else?

Lavlet: No, that's great! Thank you. No, that's great. I think it's so students know, they can go to the website, there's more information there. And I think you guys have some different videos uploaded as well to on your website, I think, am I right? Or...?

Don: We have some videos, they are a little dated now, but they would still be able to connect the student to us.

Lavlet: Okay. So, you can go the website, you can just email, *let'stalk*. And that's a great way just to start the bridge with Accessible Learning Services.

Don: I always tell people, if they're not sure what to do, or if it's a professor or some someone from staff or support staff, or faculty administration, if you don't know where to go, just send Don an email.

Lavlet: love that, Don, thank you!

Don: Just send me an email. And I'm sort of like, one of the first points of contact for our department. And I can sort of, you

know, pass the baton to various people to provide support. So, it's just good to know that there's one person if you're not sure what to do, just send 'Don' an email and he'll guide you.

Lavlet: Awesome. Do you want to share your email address with the listeners? [So] they know where to send it?

Don: Okay, so my full name is Don Kezima. The email is: a letter D, then K, E, Z, I, M, A at Georgebrown.ca.

Lavlet: Awesome, thanks, Don. And you were going to also talk about documentation. Can you just share a little more about the documentation and that important role with registration as well too?

Don: Sure. This is one of the big challenges for students, especially during you know, stressful time, sometimes it's very hard to get documentation. You know, basically what we're asking for is a report or letter from a regulated healthcare provider. It's not just a family doctor, there's a lot of experts out there who are qualified to provide documentation. You know, the documentation is going to speak to the disability. You know, what it is how it affects the effects the student things like that. It doesn't have to be overly complicated as a first step. So, if a doctor wrote a letter and said, You know, "my client has this type of disability" you know, this is a great start. There are a medical forms that we can get a student fill out on our webpage, you can find a medical verification report that if you don't know what to do, you can take this report to your doctor and get it filled out. And then send it to me, to "Don" for new starting your registration process, if you have a learning disability, we're looking for for a report from a psychologist. not always easy to get, many students have them done when they were younger. And they had, we're using that report, as part of the accommodations that they were receiving in high school. I'm just going to really briefly mention this term called an IEP, a lot of students coming from high school have IEP's, it's called an individual education plan. The IEP is not a medical document, per se, but it does provide some information for us so that we can start the process of getting a student registered. So, you know, if you're not sure what to do when you have an IEP, just get a hold of Don, and he's going to provide guidance for you.

Lavlet: Thank you so much Don. That's so helpful for everyone to know, and just the documentation that are needed and as well, too, how to get connected, or just to send you an email if they're not too sure, just shoot you an email.

Don: Because it's pretty complicated.

[laughter]

Constantine: I have a question. If you don't mind, guys. You know, your videos. Do they have closed captioning?

Don: Yeah, all the videos that we did in the past are all captioned.

Constantine: And um, do you work with the Deaf and Hard of Hearing Services? Or is that a separate thing from accommodation or Accessible Learning Services?

Don: Deaf and Hard of Hearing Services is a greater part of Accessible Learning Services in a sense. They do sort of have a separate office, but we work with them. And a lot of students are connected between the two departments. So, if a student who's deaf or has hearing loss, is looking for accommodations, they may go to the Deaf and Hard of Hearing Services first. But we are all linked together is one greater department Accessible Learning Services.

Constantine: See, they just popped up because yeah, they the depth of services at George Brown continues to amaze me. And they're just Yeah, and I was just thinking about ways that this podcast is accessible. And our episodes we'll have the transcripts available. But I was just curious about the other formats, especially you know, for deaf and hard of hearing. So thank you for clarifying that and how you work with that department. I think it's important to know that we're all kind of connected, aren't we?

Lavlet: Yeah, we are. And I think so. Another really great thing about our services is that we are connected in different ways. But if someone comes to our service, and we need to redirect them, I think all the servers are really great about redirecting students to where they need to be to get the support they need, as well.

Constantine: Exactly. Um, I was just wondering Lavlet, it feels like, you know, the ALS is like part of our family, the bigger family and we know them really well. So yeah, I'm wondering if, we, I know we kind of went around and the one thing that

the ALS department wanted the GBC community to know if they didn't know it already. Was there said perhaps that stood out for the panel that perhaps it's important for you to, to inform the GBC community about the services and about what you do?

Don: I can venture one thing... to stress is that our service is free, and it is confidential. So

Lavlet and Constantine: yeah, that's a great point. Yeah.

Don: So yeah, really important. When a student registers with Accessible Learning Services, all that information is private and confidential and cannot be shared anywhere with anybody without the approval from the student. So that's really important to remember that.

Constantine: that is a great point.

Lavlet: Thank you, Don, and also share that 'confidentiality' Don was talking about like that, yeah, everything stays within that office, that consulting that you're speaking to. Okay, so great conversation, and we're just sharing so much a wealth of knowledge with students I love And the last question just to wrap up with everyone, if you can share what is one thing that you really enjoy about your job, or one thing that your favorite part of working with students would be, and I'll just open up so whoever like to jump in, just go for it.

Joanna: My favorite part of the ALS role is that I work with students one on one, I come to this role from teaching. So, I used to teach for several years before, and I always felt like I didn't really understand the challenges that students were facing. Because people don't, aren't really that forthcoming about the struggles they're facing in a classroom environment, which makes total sense. But when I meet students one on one, I feel like I can actually make a difference. And, and I love seeing that one, one day, something is not working. But then all it takes is just trying it a different way. And then all of a sudden, it works much better. And it's helpful. So that's what I love about my job.

Lavlet: Oh, that's so great. Joanna, that's awesome.

Constantine: What about Vicky?

Vicky: Awesome. So, like, Joanna, my background, also in teaching. But again, yes, I love working with students one on one, and sometimes just celebrating the little victories that helped them, like getting through the little things one at a time. Because sometimes, they're so overwhelmed, when they come to me, is they've seen, you know, like, Don, and then they've seen Yarlini, or the consultants, and then they come to me, and they're like, why am I seeing you again? So just introducing them to my role, and, you know, just showing them different tools, so that they have a toolkit. And even if you know, at that point in time, they're a little bit overwhelmed, that they can always go back. And sometimes, you know, try out some of these tools on their own time. And even students who, you know, sometimes they're like, I don't need it, I don't need it. I don't want to use the technology. But then a week later, they might come back to you and be like, hey, I want to learn more about it. I tried it out. And sometimes it's great, because this technology, like some of them, it's very intuitive. So, incorporating that into their learning. And just seeing them grow is great. It's amazing.

Lavlet: Thanks. Thank you. I think that would be so rewarding that you get to see students where they might be at one place, and then you see that growth within them.

Vicky: Right?

Yarlini: Yes. And this includes sorry, Yarlini here, just jumping into Don's point. Just to clarify, in case students are wondering, that includes faculty so that documentation and any resulting diagnosis or diagnoses is not shared with faculty, they'll see your accommodation letter as a list of accommodations and nothing beyond that.

Constantine: And to add to Yarlini, counseling and ALS do not share information. That's confidential, so we don't have, right? We don't have access to each other's notes and stuff.

Lavlet: Yeah, hundred percent. Yeah. So, if you meet with a consultant, your conversation with them and you're also meeting with a counselor, none of those two parties would know, what you would have discussed, it would just stay with that person

that you're speaking with. And how about for yourself, Yarlini? What would be one thing, you know that you really enjoy, but about your job or working with the students.

Yarlini: So, this role has really opened my eyes to how diverse learning styles can be, and how so often they do operate outside of sort of conventional or traditional teaching. And even though I knew this, in theory, and personally, before meeting so many students with these varied skill sets and talents, and who have various platforms of demonstrating these skill sets and talents, it's just been a very interesting and fun experience for me. And the concept of, and the value of human diversity, the diversity and the human experience has also been so much, has been really highlighted to me in this role. So, I found that to be very gratifying. And what's great is that this learning experience for me, it's a daily thing, there's no quota to this... So that's what I like most about my work...

Lavlet: lovely, thanks so much Yarlini. Thank you.

Constantine: And last but not least -

Lavlet and Constantine: Don!

Don: the one who can never stop talking. Well, you know, what? I really, I think the energy that students bring to us is just amazing. The journey that they've gone through just to get to college sometimes is really something to behold. And I personally believe that it's an honor and a privilege to work with our students, we are very fortunate to have our jobs. And that's why we really want to work here. And what can I say? That's, that's what it's all about, you know, ALS and counseling are like sister departments, and we're here to help.

Constantine: That's well put, I was gonna say we're cousins, but if we're elevated to sisters.

[cross talk and laughter]

Yarlini: Sorry. That was me Yarlini. I was just going to say that's, that's a term I always used as well, as Don said, that counseling as their sister department.

Lavlet: Yeah, I like that's great.

Joanna: One thing I think, we should add or I thought I'd like to add is to say that, overall, we work so well together, and there's a whole team of people that really love to help and see students succeed. So, if like, one person knows that they cannot maybe help, then then they will very gladly help us, help the student find the help somewhere else. So that the student doesn't ever feel like they're falling through the cracks. Right?

Constantine: Yeah, that's true. That's true. And I think I'm just gonna add, before we kind of wrap up that the students do appreciate how well we work as a team, and that they know that they're supported, you know, with their diverse challenges, as Yarlini was saying that everybody, you know, learns differently, you know, approaches a situation or a challenge differently. And ALS recognizes that and exploits their strengths, right? As we work from another angle, Lavlet and I are from counseling. And I think that's why we are 'sisters', sister departments, it's like, we're all part of the family of helping and I think Joanna was saying that we'd love to help students succeed. Um Lavlet?

Lavlet: Mm hmm. Yeah, no, I think you summarize it so well, like the way that we collaborate and that we work together. And that's been like just a joy for all comes together on this podcast and talk more about Accessible Learning Services. You know, what they do, how to get connected to them. The ways that counseling and customer learn services work together, you know, different ways that we wish students would know about Accessible Learning Services. And it's, it's been so nice, I'm glad that we had this opportunity just to come together and talk more about these important roles that we have, and how we are supporting students at George Brown College.

Constantine: So, I couldn't say any more to add to that other than I'd like to thank Don, Joanna, Vicki and Yarlini for taking time out of their busy schedules. To kind of just have a chat with Lavlet and I and I wanted to be selfish and just say I wanted the ALS department here, so that we have them on record, and that this episode will be accessible "air quotes here Yarlini" will be accessible you know, 24-seven as an audio file on Anchor, but it's also going to be on the GBC counseling website with the transcript, so that, with the links hopefully to the Accessible Learning Services website.

Lavlet: And um kudos to you - because I know Constantine is so excited and really wanted this, our third podcast that we're doing, we've done for *Let's Talk* and because he was so excited about having Accessible Learning Services. I totally agree. But I think it's so great how you brought us all together, Constantine's to talk about accessibility Learning Services, and just another way for students to get connected to the support for them. Thank you, Constantine.

Unknown speakers: Thank you, Constantine.

Constantine: Thank you guys. And I hope to collaborate again, perhaps on another topic, but for today's episode, Episode Three, *It's Welcome to ALS!*

Lavlet: Bye, everyone. Lavlet speaking and thanks so much to our panelists for being here today.

Constantine: And from Constantine. Thank you and we'll see you at the next episode for let's talk. Take care, everyone.

[music]

Announcer: So, this concludes today's episode. Thank you for joining us. If you have any questions, feedback on our episodes, suggestions for future topics or wish to book an appointment with our counsellors, please send us an email at letstalk@georgebrown.ca. Come by again and Let's Talk.